



School Leadership Academy-Kerala

Case Studies on School Leadership Practices 2025 - 2026

NIEPA | NCSL | SIEMAT-Kerala



TABLE OF CONTENTS

SL.No	Name of Schools	Page Number
1	GHS KALLAR VATTIYAR, IDUKKI	1 - 26
2	GHSS KALLIOT, KASARAGOD	27 - 55
3	GHS KARAKUNNU, MALAPPURAM	56 - 68
4	GUPS MALAM, KOTTAYAM	69 - 81
5	GHS UDYAWAR, MANJESHWARA, KASARAGOD	82 - 93
6	CEUPS PARUTHUR, PALAKKAD	94 - 118
7	GVHSS KOTHALA, S N PURAM, KOTTAYAM	119 - 148
8	GHSS SREEKANDAPURAM, KANNUR	149 - 157
9	GHS CHIRAKKARA, KOLLAM	158 - 168
10	FMHSS KOOMBARA, KOZHIKODE	169 - 184
11	IOHS EDAVANNA, MALAPPURAM	185 - 201
12	PRESENTATION LPS, CHENNAVELI, ALAPPUZHA	202 - 219
13	MARKAZ GIRLS HS, KARANTHUR, KOZHIKODE	220 - 228
14	ST. JOSEPHS HSS, KIZHAKKAMBALAM, ERNAKULAM	229 - 240
15	KAKNS AUPS KUTTIATTOOR, KANNUR	241 - 258
16	GHSS PERINTHALMANNA, MALAPPURAM	259 - 263

SL.No	NAME OF SCHOOLS	Page Number
17	GHSS PARAVOOR, ALAPPUZHA	264 - 272
18	GHSS PATTUVAM, KANNUR	273 - 278
19	GHS BEENACHI, WAYANAD	279 - 283
20	GUPS KADAKKARAPPALLY, ALAPPUZHA	284 - 302
21	GOVT. GIRLS HSS, ALAPPUZHA	303 - 317
22	GOVT. MODEL GIRLS HSS, THRISSUR	318 - 324
23	GVHSS CHATHANNOOR, KOLLAM	325 - 329
24	VOUPS PUNALUR, PLACHERY, KOLLAM	330 - 332
25	GLPS THOTTAKKADU, THIRUVANANTHAPURAM	333 - 346
26	ST. THOMAS HSS THIROOR , THRISSUR	347 - 353
27	SAVIO HSS DEVAGIRI, KOZHIKKODE	354 - 360
28	SI HSS UMMATHUR, KOZHIKKODE	361 - 371
29	KANNADI HSS, PALAKKAD	372 - 423
30	GVHSS PALLARIMANGALAM, ERNAKULAM	424 - 426
31	AUPS CHELANNUR, KOZHIKODE	427 - 439
32	CBHSS VALLIKUNNU, MALAPPURAM	440 - 449
33	AMLPS KORMANTHALA, MALAPPURAM	450 - 454

Case 1

The Effects of Socio - Economic Scenario on School Children: A Case Study on the School Children from Cardamom Plantations in Kallar Vattiyar, Munnar, Kerala.

(Topic: Leading Community Partnership for School Transformation)

Case Study

Submitted by

**SATHEESAN V P, HEADMASTER
GOVT. HIGH SCHOOL KALLAR VATTIYAR
KALLAR VATTIYAR PO, IDUKKI DIST.
KERALA – PIN. 685565
E Mail : satheesanpunyam@gmail.com
PHONE ; 9497648288 (WhatsApp), 8848062834**

Submitted to

**National Institute of Educational Planning and Administration (NIEPA)
National Centre for School Leadership (NCSL)**

DECLARATION

This study, 'The Effects of Socio Economic Scenario on School Children : A Case Study on the School Children from Cardamom Plantations in Kallar Vattiyar, Munnar, Kerala' is a work done by myself with the help of Sri. Prajeesh Kumar, the President, Pallivasal Grama Panchayath, Smt. Sreeja S Nair, the school counsellor, Bhasi Kurup, a social worker and the class teachers who handled the issues of children without fail.



SATHEESAN V.P.
Headmaster
PEN: 245245
G.H.S. Kallar Vattiyar
PIN : 685 565

Kallar Vattiyar,
September, 2025

Satheesan V P
Headmaster
Govt. High School Kallar Vattiyar
Idukki District, Kerala.



ACKNOWLEDGEMENT

First of all I'm obliged to the people of Kallar Vattiyar who help me to learn the rituals, the ways of life, customs and habits of tribal people and migrants in Kalar Vattiyar.

I express my sincere gratitude to the president, Pallivasal Grama Panchayat who gives me official information about the incidents taking place in the village, related to children.

I take pleasure in expressing my thanks to Smt. Sreeja S Nair, the school counsellor who works with me to handle the problems of the children studying in this school. Moreover she shares with me the first hand information about the children.

I'm obliged to Mr. Bhasi Kurup, a planter and social worker living in Vattiyar who talked to me for hours and narrated me how the place was developed from forest to a village.

I'm obliged to Mr. Abhilash, the Education standing committee chairman, Pallivasal Grama Panchayat, who helped me to solve some of the issues in Kurisupara.

I extend my gratitude to the teachers in Govt. High School Kallar Vattiyar who stand with me to find out solutions for each issue when it arises.

CONTENTS

SL.NO	TITLE	PAGE NUMBER
1	Objectives of the study	5
2	Abstract	6
3	About the school	7
4	Highlights	9
5	Support demanding areas	9
6	Cultural Influence	10
7	Problem Analysis	11
8	Why the Children Suffer?	15
9	Steps towards the Solution	16
10	Conclusion	19
11	Case - 2	20
12	Objectives	22
13	Phase - 1	22
14	Phase - 2	23
15	Photo Gallery	24

The major objectives of this case study are:

- To find out the students with family issues in Kallar Vattiyar.
- To find out the reason for increased number of broken families in Kallar Vattiyar.
- To analyze how family issues affects the life of children in Kallar Vattiyar
- To find out the reason for the increased number of suicide cases in Kurisupara.
- To analyze how social insecurity affects the learning process of the children.
- To analyze how broken families affects the economic stability of the children.
- To find out the reasons for separation of couples in Kallar Vattiyar.
- To suggest possible solutions for solving this grave issue.

ABSTRACT

This study is a an attempt to bring into light , the problems faced by the school children due to the issues like broken family, alcoholic parents and the dispute between parents, taking the Govt. High School Kallar Vattiyar as the sample area for study. Through the study I tried to find the mental struggle the students are facing as a student and as an individual as well. Direct interview with the persons concerned and own experiences as the head of the institution were the sources of this study. I could reach in the conclusion that the lack of social awareness, financial instability and illiteracy among parents are the root causes of the issue and this can be solved with the help of scientifically organized Jagratha Samithies in each wards in the Gramapanchayath, conducting awareness programmes focusing the areas concerned, providing more job opportunities, ensuring a permanent and increased family income.

About the school

The school was established in 1961 as a kudipallikoodam (Lower Primary School led by Ezhuthaasaans) to educate the children of the cardamom estate workers. They were mainly people from Tamil Nadu and the native tribal people such as Mannans, Muthuvans and Malayarayan and the people from scheduled caste such as Chakkiliyan, Pallan, Parayan , Pulayan and Cheramar. These people were illiterates and the social and political leaders in the area took initiative to educate the children of the estate workers. The school was upgraded to Upper Primary in 1979. The nearby school was Chithairapuram Govt. High School which was established in 1945, before the independence of India. .But it was mainly meant for the children of the officers and workers of Pallivasal Hydro Electric Project. When Kallar Vattiyar School was established near Vattiyar, common people got a chance to send their children in school. 2013 the school was upgraded into High School under the scheme ‘Rashtriya Madhyamik Shiksha Abhiyan’ (RMSA). The school has 3.5 Acrs of land and 3 semi-permanent buildings and 1 permanent building. 168 students are studying in this school at present. A considerable number of students are from Scheduled Tribe / Scheduled Caste and have Tamil origin. The tables given below shows the details.

SL. No	Class	Total Students	SC	ST	BPL
1	1	18	00	04	10
2	2	05	01	02	04
3	3	16	02	01	14
4	4	09	01	03	07
5	5	14	01	04	13
6	6	20	04	06	16
7	7	18	01	01	13
8	8	17	02	04	14
9	9	11	03	03	11
10	10	13	02	01	11
11	LKG	10	01	02	09
12	UKG	17	02	04	12
TOTAL		168	20	35	134

Teaching staff

SL No	Description	Number
1	Teachers in L P section	04
2	Teachers in U P section	03
3	Teachers in H S section	04
4	Guest faculty (HS section)	01
5	Pre - Primary teachers	02
Total number of teachers		14

Non-teaching staff

SL No	Description	Number
1	Headmaster	01
2	Clerk	01
3	Office Assistant	02
4	FTM	01
5	Driver	01
6	Cook	01
Total number of teachers		07

Infrastructure

SL No	Description	Number
1	Classrooms	11
2	Office	01
3	Staff room	01
4	Library	01
5	Science Lab	01
6	Computer lab	01
7	Play ground	01
8	Kitchen	01
9	Toilet	26



Highlights

The school is situated in Kallar Vattiyar valley, a stone's throw away from Kallar town. It's abundant with natural beauty and the atmosphere is calm and quiet. There is enough conveyance facility as the school is on the side of Kochi – Dhanushkodi high way (NH 85). 90 % of the students are coming from cardamom farms and hilly villages. Hence they are close to nature and they have a repository of traditional knowledge handed over from generations to generations. Most of the students are physically strong and they are capable of doing any work demanding physical involvement even from high school level. Some of them are well aware of tribal art forms.

Support demanding areas

Out of 168 students in the school, 134 are financially very poor and they belong to BPL (Below Poverty Line) group. Their parents are working in cardamom plantations and they are underpaid. Most of them are alcoholics. The major portion of their income goes for purchasing alcohol, tobacco products, betel leaf and areca nut. Hence the students are not getting enough attention and care from their family. The students focused in the study are coming from broken families. They are under the guardianship of grandparents or relatives. This makes their life insecure and hopeless.

The facilities available in the school are also not up to the mark. Out of 4 buildings, 3 are semi-permanent with sheet roof. There is no conference hall, well equipped labs and libraries, well maintained play area and mess hall. The school authorities and PTA are trying hard now to get fund from the government for improving the infrastructure of the school.



Cultural Influence

The students focused in this study are coming from tribal colonies (Kudi) and Tamil proletarian settlement areas. Most of the people are unschooled. Tamil people came to Devikulam Taluk in 1870 when tea estates were formed there. They came as coolies. They lived in Layams (huts) and their children also joined in work force when they were 10 or 11 years old. This practice continued and people began to settle in the low areas like Pallivasal, Vattiyar, Kurishupara, Mankulam etc. At present the students focused in this study are the children of these people. Their celebrations in life are always accompanied by liquor. Their life style, food and customs are different from native people and so they always are isolated from the mainstream society.

Another set of children are from tribal colonies. They are very poor. They always live together and never come out of their group. Hence there is no chance of mingling with the outside world. They speak Muthuvan language which is not known to others in this area. Their festivals and rituals are different from the mainstream society here. So there is a cultural separation and these people have inferiority feelings to mingle with others. The use of betel and areca nut for chewing and alcoholism is a common phenomenon among them. This influences the children very badly. More over education is not the primary item in their agenda. So they do not give much attention in whether their children are present in school regularly or clearing the examinations. Their parents never turn up in class PTA meetings or communicate with the teachers.

Problem Analysis

Out of 168 students of the school more than 30 students have serious family issues. Their parents are either parted or addicts of alcohol or drugs. Their families are quarrelsome. Most of the children are brought up by their grandparents or relatives. Such children shows withdrawal symptoms. They are very poor in studies and they are not keeping personal hygiene. The details of some of the students are given below.

1. **Nivedya and Lavanya :** These two children are living with their mother and step-father. Their father left the family because the mother had an extra-marital relationship. Mother eloped with a man who already has a wife and two children. Unfortunately this man is a heavy drunkard and he is violent after he is drunken. The mother keeps the children with her but forcing them to live under the control of the drunkard it makes the life of them miserable and insecure. They are living in a rented house. The rent is paid by the step-father and he shows a king of arrogant attitude towards the children. Nivedya is in std. 1 and Lavanya in std. 7. They are from 8th Acre, near Kallar.
2. **Srishty:** Srishty is studying in std. 1. She is from Vattiyar, very near to the school. There are 12 years age difference between her parents. They met each other in the refugee camp of 2018 flood, fell love from there and got married. Now they have two children. The man is a drunkard and he is suspected user of drugs. He becomes very violent often and attacks his wife and children physically. When he starts attacking they run away from the house and seek refuge in the neighboring houses. The child is

not secure. The lady filed a case against the man in Adamli police station. She is demanding divorce and now they are living in separate houses.

3. **Aradhya:** Aradhya is living with her grandparents in 8th Acre. She is in std. 2. Aradhy's father is a drunkard and he attacks his wife and child very brutally. Once he poured boiling water on his wife and she was hospitalized. Hence she left the house and now nobody knows where she is. She had an extra marital relationship. This made the problem worse.
4. **Karthikeyan and Karthika:** These two children are studying in LKG and UKG respectively. Their parents are separated and they are living with their grandparents. They belongs to 8th Acre. Their father is an alcoholic addict and paranoid. Mother left the house and working in Ernakulam as a sales person.
5. **Darshan and Priyadarshini:** Darshan and Priyadarshini are Tamil origin. They are living in Kurisupara. Darshan is in Std. 3 and Priyadarshini in std. 4. Their father is a drunkard and paranoid as well. He is not going for any work. Their mother is working as a sales person in a textiles shop in Kurisupara. Her income is not enough to manage the family.
6. **Athul Siju and Adithya Siju:** These two children are in std. 5 and Std 9 respectively and they are from Kambiline, 5 km away from Kallar. Their father is an alcoholic and paranoid. Mother is working in a spices shop at Kallar. Even though they are not legally parted whenever they live together they fight each other and it makes a lot of trouble to the children. Father attacks the mother and the children physically. He destroys the utensils and furniture in the house when he is drunk. He uses bad words and the children imitate the same at school. Now the father suspects Athulya and rebuke her aloud as if she has some bad relationship with boys.
7. **William:** The condition of William is very pathetic. His father burned their house when once he was heavily drunken. The mother is working as a house maid at Kothamangalam. William is living with his grandparents at Kurisupara. Father is a drunkard and paranoid as well.

8. **Apsara:** Apsara's mother died of TB and father left her and living with another woman. She is now living at Unnikuzhi with a caretaker who is a distant relative of her, 2 km away from school. She is frustrated and often behave awkwardly. Once she was caught by the guardian for using beedi. The main reason of her misbehavior is that she is an orphan. Now she is in std. 8
9. **Praveen:** Praveen is in std. 10 and he is living very near to the school. His father is a carrier of drugs and is now in jail. His mother is working in cardamom plantations as a coolie. The family is quarrelsome. Police and excise team comes to the house often and it affects him very badly. He became a silent child. He is very good at studies.
10. **Anvar:** Anvar's father is a drunkard. He goes for work but never support the family. The family is not safe for him as there are quarrels every day. His mother works in cardamom plantations and her meagre wage is the only income of the family. Anvar is in std. 10 and he is coming from 8th Acre.
11. **Alaina:** Alaina is totally addicted to screen. She herself confessed that she is using smart phone whole night. Hence she is not in a position to come to school. She is std. 10 and coming from Kallar. Her mother is working in Dubai as a house maid. Alaina is with his father. Father is a drunkard and he always talk about his wife using bad words. After drunk, he goes to bed early at night. Then Alaina takes his smart phone and uses till morning. This made her life miserable. The very serious matter is that she has a suicidal tendency.
12. **Aswathi:** Aswathis is coming from Kurisupara. Her parents are separated and she is living with her grandparents. She is addicted to screen. She is studying in std.10 and she is deviated from studies.
13. **Anjali:** Anjali is from Peechad. She is in std. 7. Her parents are separated. She is with her grandparents. They are not financially fit to look after Anjali. Her father is not supporting them she is an alcoholic and paranoid. He usually disturb the family and Anjali's life is miserable.
14. **Sethu and Yadhu:** Sethu and Yadhu are in std. 10 and 4 respectively. Their parents are separated. They are now living in a joint family. Grandmother dominates in the

family and she is not giving freedom to children or their father as well. The total income of the family is handled by the grandmother. She is not amicable with the children. They are from 8th Acre.

15. Anna Maria Joby and Alfin Joby: These two children are orphans. Their father committed suicide and mother died of Leptospirosis. As their parents, Joby and Aysha were from two different religions their grandparents were not ready to accept the children.



Why the children suffer?

There are social, economic, geographical and domestic problems behind this grave issue. It is not easy to find out a solution for the sufferings of the children. The authorities, social workers, organizations and various departments of the government have to stand together and work to restructure the society and families in this area. Some of the reasons are given below.

1. Broken family

The trauma, the children from broken family suffer is unexplainable. They become mentally, emotionally and economically insecure when their parents are parted. The special feature here is that they are continuing the quarrel even after divorce. Most of the men in such families are addicted to alcohol or drugs.

2. Alcoholism

Alcoholism is a very common issue here. People don't take it as an important factor. When the men folk get drunk they attack physically the women. Some cases are very serious. They don't allow the other members of the family to eat the cooked food, to sit somewhere or even to sleep. It is easy to get local or foreign liquor in the high range areas. The availability of alcohol and drugs is common as Munnar, the tourism hub is very near to this area.

3. Suicidal Tendency

Increasing suicidal tendency is a threat to society here. Noted hotspot of this phenomena is Kurisupara. The number of Students, youngsters and grownups commit suicide is more here. People are frustrated, sometimes fall in traps and addicted to alcohol, drugs or smartphones and finally seek refuge in ending up the life.

4. Geographical

The geographical features of this place called Kallar makes the problem worse. Most of the places are hilly. The mountains and slopes are covered with forest. It's easy to hide drugs and alcohol and the authority concerned can't find them out in any way. People have enough private space to sit together and engage in these kinds of activities secretly. More over to reach from one place to another is a very difficult task. People suffer isolation and inertia because they have nothing to do. Hence they fall in alcoholism. The tribal communities never take this issue very seriously.

5. Imprudent use of smartphone

After Covid-19 there is all possibilities for all the people to get a smartphone. It became a necessary element. They started using it as tool for their children's study. But when they used to it, they began to make extra marital relationship

using the device. This leads to family breakdown. These grown up people, after giving birth to two or three children leave the family in one fine morning without giving any prior information or making any arrangement for the livelihood of their children.

6. Cultural elements

Education of the children never comes as the major agenda of the people. They aim to make their children a worker in plantation. Some of them haven't Aadhar card, birth certificate or any ID cards. Hence in school records they are in general category even though they belong to SC or ST category. Issuing authority of caste certificate is also helpless because they can't give the children a certificate because there are no certificate of any kind of the parents as a proof of caste or religion. Lack of certificate causes the loss of many chances and benefits from the government.

Steps towards the solution

As it is clearly mentioned above it's not easy to address this problem. It demands continuous and forbearing efforts from school authorities, local self-governments, various government departments and social working groups. Important finding and actions taken are given below.

1. Enriching School counselling system and School Jagratha Samithi.

School Counselling system and Jagratha Samithi with a broad vision can do a lot. An example for this is the case of Alfin and Anna. When these two children became completely orphan one day, these two systems in our school worked with a positive mind and did a lot. Alfin Joby, a student in Std. 10th and his sister Anna Maria Joby became parentless when their mother died of Leptospirosis. Their parents, Joby and Aysha were from different religions and so their family didn't accept both of them after their marriage. They were living in a rented house. When the two children were born, one day Joby committed suicide and Aysha was on the verge of utter collapse. She shifted to a lower paid rented house which is in a pathetic condition. It was in the midst of the forest. She worked in a small tea shop. The wage from there was meagre and not sufficient to bring up a family. So she went for work in cardamom plantations whenever she was free from the

shop. She got Leptospirosis from there and died. After the death of her, the children became completely orphans and the grandparents were not ready to take the responsibility of them. The counsellor and Jagratha Samithi of Govt. High School Kallar Vattiyar connected this issue with some social organizations working in high range and provided some facilities to the children. The Jagratha Samithi System in the school takes over the problems of the children seriously and direct the issues to the agencies concerned and tries to find solutions.

2. Parental Counselling Centres

An Efficient parent counselling centre in each ward of the grama panchayat can be a support to the efforts of solving problems. Parents are not thinking about the future of their children. They are fighting each other or become the addicts of Alcohol or such intoxications. Powerful counselling and support can be organized through Parental Counselling Centres. This can be functioned in Anganvadis.

3. Ward and Panchayat Social Jagratha Samithis

Social Jagratha Samithis are functioning in pallivasal grama panchayat. This is led by officials and politicians who have a lot of other responsibilities. So it can't be much effective. This should work as a system with independent social workers as officers because they have to follow the cases continuously without fail. They should have separate office and counselling centres and the local government should provide fund for the smooth functioning of the centre.

4. Child Protection Committee

Panchayat Child protection committee convenes only once or twice in a year. It should be a continuously working system. Schools and members of LSG should be able raise the issues in the committee from time to time and handover the issues to the department and agencies concerned.

5. Sports, Arts and Craft

There should be enough opportunities for the children to play, to practice and perform their artistic talents and enrich their abilities in handicrafts. This may lead them to a responsible person. Grama Panchayat is trying to build playground and it can be expanded to each ward.

6. Shelter for Children

There are a good number of children in the panchayat whose lives are miserable because of family issues. There should be a well-equipped shelter in the Grama Panchayat to rehabilitate these children. This can prevent the children from child abuse, exploitation and physical attacks.

7. Social Agencies

Private as well as NGOs can do a lot to support these children. Grama Panchayat Child Protection Committee can give directions to these agencies while they interfere in different cases. They can fund for the child shelter also.

8. Coordination of different government agencies

Different agencies working in this field like Child Line, Women and Child Development, District Resource Centre, District Mental Health Programme, Vimukthi Centre etc. can be coordinated and work together taking different aspects of the issues as their areas of focus.

CONCLUSION

Opportunity to lead a happy life, to get education and to be free from all kinds of exploitation are fundamental rights of our children. We are obliged to provide these to our children. Government and its agencies, schools, social and political organizations and the individuals of our nation are bounded to think and work in this direction. Let's hope that the children in Kallaar Vattiyar also will get a good living with the help people and agencies from all directions.



.....

Case 2

**Sajjam – A project to ensure internet facility for all the students in
Meppayur Grama Panchayat at the time of Covid 19.**

(Topic: Leading Community Partnership for School Transformation)

Case Study

Submitted by

**SATHEESAN V P, HEADMASTER
GOVT. HIGH SCHOOL KALLAR VATTIYAR
KALLAR VATTIYAR PO, IDUKKI DIST.
KERALA – PIN. 685565
E Mail : satheesanpunyam@gmail.com
PHONE ; 9497648288 (WhatsApp), 8848062834**

Submitted to

**National Institute of Educational Planning and Administration (NIEPA)
National Centre for School Leadership (NCSL)**

DECLARATION

‘Sajjam – A project to ensure internet facility for all the students in Meppayur Grama Panchayat at the time of Covid 19’ is a work done by a team led by me under the supervision and support of Meppayur Grama Panchayat, Kozhikode district, Kerala with the help of Sri K T Rajan , The President, Meppayur Grama Panchayath, Sri. Bhaskaran Kozhukkallur, The chairman, Educational standing committee, Meppayur Grama Panchayat, the headmasters of schools in Meppayur Grama Panchayat, Clubs and libraries in Meppayur Grama Panchayat and Political and Social workers in Meppayur.

SATHEESAN V.P.
Headmaster
PEN: 245245
G.H.S. Kallar Vattiyar
PIN - 685 565



Kallar Vattiyar,
Decmber, 2025
Vattiyar

Satheesan V P
Headmaster
Govt. High School Kallar

Idukki Distritct, Kerala.



The major objectives of this project :

- To enable all the students in the panchayat to get online classes at the time of lockdown.
- To provide devices to the needy for participating in the online class.
- To find out the students who are not attending classes because of the lack of online facilities and provide them the facilities.
- To connect all the students from -2 to +2 level with the teachers during the pandemic period.
- To establish digital clinic in Meppayur Grama Panchayat to repair digital devices of the students.
- To make the teachers able to handle online classes effectively.

Phase 1

Meeting of all the headmasters in the panchayat were convened many times. They made a survey among the children and listed out the total number of students in the panchayat who are not having digital devices to attend the online classes.

Listed such students and began to find out resources to provide them gadgets. When the final part of the first phase was completed 260 smart phones were distributed for the students in various parts of the panchayat.

At last this team made sure that all the students have smart devices with them to attend the online classes.

Teachers, businessmen, political leaders, employees, NRIs and the entire people of the Panchayat helped to fulfil the aim of the first phase of the project.

Phase 2

When the first phase was completed another serious issue emerged. Some of the students had no money to recharge the internet connection. Their parents had no job hence no income in the lockdown season.

Another issue was that some parts of the Panchayat had no internet accessibility. This problem was not under the control of the team.

The team thought about it. Teachers from different schools identified the locations of such children and shared the location in a google sheet.

A meeting of the internet providers such as BSNL, Jio, Airtel and the local cable operators was convened. The meeting analyzed the issue. The list of poor network coverage areas was handed over to them.

The network operators strengthened the power of the towers wherever necessary. The cable operators agreed to provide internet connection to the Wi-Fi centers in a reasonable cost.

The meeting of all the clubs secretaries and presidents, library workers, Anganwadi teachers and political party leaders convened thereafter. They agreed to arrange facilities for Wi-Fi centres in Anganwadis and clubs. The charge for internet was collected from the public.

When the work was finished it became a milestone in the history of the Panchayat. Meppayur Grama Panchayat became the first Grama Panchayat having Wi-Fi facility in all the nooks and corners.



മേപ്പയൂർ പഞ്ചായത്തിലെ പൊതു വൈഫൈ കേന്ദ്രങ്ങൾ വിദ്യാഭ്യാസ മന്ത്രി വി ശിവൻകുട്ടി ഉദ്ഘാടനം ചെയ്യുന്നു

മുഴുവൻ വിദ്യാർത്ഥികൾക്കും ഓൺലൈൻ പഠന സൗകര്യമൊരുക്കി മേപ്പയൂരിൽ എന്തൊരു സ്പീഡാ...

സ്വന്തം ലേഖകൻ

പ്രൊഫ്

പഞ്ചായത്തിലെ മുഴുവൻ വിദ്യാർത്ഥികൾക്കും ഓൺലൈൻ പഠനസൗകര്യമൊരുക്കി മേപ്പയൂർ പഞ്ചായത്ത്. സംസ്ഥാനത്ത് ആദ്യമായാണ് ഒരു പഞ്ചായത്ത് സമ്പൂർണ്ണമായി ഓൺലൈൻ പഠന സൗകര്യം ഉറപ്പാക്കുന്നത്.

വിദ്യാഭ്യാസ പ്രവർത്തകരെയും, രാഷ്ട്രീയ സാമൂഹിക സാംസ്കാരിക പ്രവർത്തകരെയും, വായനശാലകൾ, കലാസമിതികൾ എന്നിവയെയും അണിനിരത്തി പഞ്ചായത്ത് ഭരണസമിതി നടപ്പാക്കിയ സജ്ജം 2021 പദ്ധതിയിലൂടെയാണ് ഈ അപൂർവ്വനേട്ടം കൈവരിച്ചത്. പദ്ധതിയുടെ



ആദ്യഘട്ടത്തിൽ നടത്തിയ സമഗ്ര സർവ്വേയിൽ സ്റ്റാർട്ട് ഫോൺ ഇല്ലാത്തവരായി കണ്ടെത്തിയ 250 കുട്ടികൾക്കും 20 ലക്ഷം രൂപ സമാഹരിച്ച് രണ്ടു മാസം മുമ്പ് തന്നെ ഫോൺ, ടാബ് എന്നിവ വിതരണം ചെയ്തു.

നെറ്റ് വർക്ക് പ്രശ്നം നേരിടുന്ന 40 പ്രദേശങ്ങളിലെ 25 അകണവാസികൾ, ശിശുമന്ദിരം, 36 ഗ്രന്ഥശാലകളും ക്ലബ്ബുകളും

ഉൾപ്പെടെ 62 കേന്ദ്രങ്ങളിൽ പുതുതായി പൊതു വൈഫൈ കേന്ദ്രങ്ങൾ സജ്ജീകരിച്ചു. സാങ്കേതിക പ്രശ്നങ്ങളോ സാമ്പത്തിക ബുദ്ധിമുട്ടോ കാരണം ഓൺലൈൻ ക്ലാസിൽ പങ്കെടുക്കാൻ പ്രയാസമുണ്ടുവിക്കുന്ന കുട്ടികൾക്ക് പരമാവധി അഞ്ചുമിനിറ്റ് നടന്നാൽ ഏതെങ്കിലുമൊരു സൗജന്യ വൈഫൈ കേന്ദ്രത്തിലെത്താം.

ഇതിലൂടെ മേപ്പയൂർ പഞ്ചായത്ത് വിവരസാങ്കേതിക വിനിയോഗത്ത് പുതുമാതൃക സൃഷ്ടിച്ചു. പൊതു വൈഫൈ കേന്ദ്രങ്ങൾ വിദ്യാഭ്യാസ മന്ത്രി വി ശിവൻകുട്ടി ഓൺലൈനായി ഉദ്ഘാടനം ചെയ്യുപടങ്ങിൽ ടി പി രാമകൃഷ്ണൻ എംഎൽഎ അധ്യക്ഷനായി.

സമ്മേളനം 2021

മേപ്പയ്യൂർ ഗ്രാമപഞ്ചായത്തിലെ മുഴുവൻ വിദ്യാർത്ഥികൾക്കും
ഓൺലൈൻ പഠന സൗകര്യം ഉറപ്പുവരുത്തുന്നു

പൊതു വൈഫൈ കേന്ദ്രങ്ങളുടെ ഉദ്ഘാടനം



ഉദ്ഘാടനം:
വി ശിവൻകുട്ടി
(ബഹു: വിദ്യാഭ്യാസ,
തൊഴിൽ വകുപ്പ് മന്ത്രി)



അധ്യക്ഷൻ
ടി വി രാമകൃഷ്ണൻ
(ബഹു: എം.എൽ.എ)



കെ ടി രാജൻ
(ബഹു: മേപ്പയ്യൂർ
ഗ്രാമപഞ്ചായത്ത്
പ്രസിഡണ്ട്)

2021 ആഗസ്റ്റ് **24** ചൊവ്വ കാലത്ത് 9 മണിക്ക്
ടി കെ കൺവെൻഷൻ സെന്റർ, മേപ്പയ്യൂർ



മേപ്പയ്യൂർ ഗ്രാമപഞ്ചായത്ത്
കോഴിക്കോട് ജില്ല 673524

കേരളത്തിലെ ആദ്യത്തെ വൈ ഫൈ പഞ്ചായത്തായി മേപ്പയൂർ

മലയാള മനോരമ

മേപ്പയൂർ • കേരളത്തിൽ ആദ്യമായി സമ്പൂർണ്ണ സൗജന്യ വൈഫൈ (സൗജന്യ ഇന്റർനെറ്റ് കണക്ഷൻ) ഒരുക്കുന്ന പഞ്ചായത്തായി മേപ്പയൂർ. പഞ്ചായത്തിലെ മുഴുവൻ വിദ്യാർത്ഥികൾക്കും ഓൺലൈൻ പഠനസൗകര്യം ഉറപ്പാക്കി വിദ്യാഭ്യാസ മേഖല ഉടമസ്ഥതയുള്ളതായാണ് 17 വാർഡുകളുള്ള ഈ പഞ്ചായത്ത്.

വൻഷൻ സെന്ററിൽ ഉടമസ്ഥതയിലുള്ള ടി.പി.റാമകൃഷ്ണൻ എം.എൽ.എ അധ്യക്ഷത വഹിക്കും. സാങ്കേതിക, പ്രവർത്തനങ്ങൾ കാരണമോ സാമ്പത്തിക ബുദ്ധിമുട്ട് കാരണമോ ഓൺലൈൻ ക്ലാസിൽ പങ്കെടുക്കാൻ പ്രയാസം നേരിടുന്ന കുട്ടികൾക്ക് പഞ്ചായത്ത് 5 മിനിറ്റു നടന്നാൽ സൗജന്യ വൈഫൈ



ഡിജിറ്റൽ ഉപകരണങ്ങൾ ലഭ്യമാക്കി. നെറ്റ്വർക്ക് സേവനദാതാക്കളെ ഉൾപ്പെടുത്തിയുള്ള പ്രവർത്തനം

ഹാർവേർട്ട്, നെറ്റ്വർക്ക് പ്രവർത്തനം നേരിടുന്ന പ്രദേശങ്ങൾ സംബന്ധിച്ച വിവരങ്ങൾക്കാണ്, കേബിൾ സേവന ദാതാക്കളോട് യുക്തമായ ധാരണ, സാഹസികതയോടെ സഹകരിക്കുക, കൂടുതൽ തുടങ്ങി പഞ്ചായത്തിന്റെ വിവിധ ഭാഗങ്ങളിൽ പ്രവർത്തിക്കുന്ന കുട്ടാർക്കുളം തുടങ്ങിയ വിവിധ തലങ്ങളിലായി നടത്തിയ നൂറിലേറെ യോഗങ്ങൾ എന്നിവയ്ക്കു ശേഷമാണ് പഞ്ചായത്ത് പ്രസിഡന്റ്

കെ.ടി.രാജൻ, വിദ്യാഭ്യാസ സിവിൽ സർവ്വീസ് അധ്യക്ഷൻ ജോൺ ജോർജ്ജ്, പഞ്ചായത്ത് നോഡൽ ഓഫീസർ വി.പി.സതീഷൻ എന്നിവരുടെ നേതൃത്വത്തിലാണ് പഞ്ചായത്ത് പ്രസിഡന്റ് കെ.ടി.രാജൻ, വിദ്യാഭ്യാസ സിവിൽ സർവ്വീസ് അധ്യക്ഷൻ ജോൺ ജോർജ്ജ്, പഞ്ചായത്ത് നോഡൽ ഓഫീസർ വി.പി.സതീഷൻ എന്നിവരുടെ നേതൃത്വത്തിലാണ് പഞ്ചായത്ത് പ്രസിഡന്റ്



THE HINDU
TUESDAY, AUGUST 24, 2021

Timings
KOZHIKODE

TUESDAY, AUG. 24		
RISE	06:17	SET 18:41
RISE	20:18	SET 07:44
WEDNESDAY, AUG. 25		
RISE	06:17	SET 18:41
RISE	20:57	SET 08:33
THURSDAY, AUG. 26		
RISE	06:17	SET 18:40
RISE	21:35	SET 09:21

Kozhikode Weather max - min

Vadakara	31	25
Tamarassery	31	25
Kozhikode	31	25

Kozhikode Today
32°C The weather will be warm and humid. Night will be slightly warm. Chances of light rain and thundershowers.

Kozhikode Tomorrow
31°C The weather will be slightly warm and humid. Night remains slightly warm. Rain and thundershowers is likely to occur.

Copyright SkyMet Weather 2019
All rights reserved.

Car washing

Meppayur to be first panchayat to offer free Wi-Fi to students

'Sajjam 2021' to be launched by General Education Minister today

STAFF REPORTER
KOZHIKODE

The Meppayur grama panchayat in Kozhikode is all set to be the first panchayat in the State to offer free Wi-Fi to all students within its limits. The project named 'Sajjam 2021' will be launched by Minister for General Education V. Sivankutty on Tuesday. The project, aimed at ensuring that students in the panchayat did not have any difficulty accessing online classes, is being implemented as a result of two-and-a-half-month-long efforts. There are 7,138 students in 16 schools in the panchayat. There have been a lot of complaints related to access-

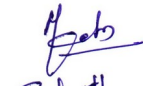
ing online classes and the panchayat conducted a survey to find the issues. "We found that a lot of students did not have devices to watch classes while some were sharing devices. We distributed mobile phones to 250 students spending ₹20 lakhs," said V.D. Satheesan, the nodal officer for the project. However, even with the devices being made available, some students could not access classes due to poor mobile connectivity in their areas. Several rounds of discussions were held with mobile service providers to solve the issue. But, many students continued to face

difficulty either due to the geography of their locality or financial problems. Realising that providing free Wi-Fi to all students was the only solution, the panchayat began efforts to implement it. Free Wi-Fi centres were set up in 25 anganwadis, one Sisu Mandiram and 36 clubs and libraries in the panchayat. Cable network providers helped make the arrangement at a cost of ₹7,000 per centre. The Wi-Fi centres are managed by a working committee in each centre, a ward committee in each ward, and a panchayat-level monitoring committee. "At present, 55 centres are function-

al. A few more will be set up by the end of the week," said Mr. Satheesan. With the launch of the project, all students will be able to access Wi-Fi centres within five-minute walking distance from their houses. They can use the facility for one hour every day, during which they can download classes from the Vickers channel and listen to classes organised by their schools. Neighbourhood groups will keep tabs on students using the centres. "This project will make sure that there is no digital divide in Meppayur panchayat," said panchayat president K.T. Rajan.

Beyond the Classrooms: A Ray of Hope and Care in Every Child's Life

Theme: Leadership for Equity, Diversity and Inclusion


Chithra M.K

Headmaster
Govt. HSS Kalliot
Kanhiradukkam (P.O)
Anandasram Via
Kasaragod - 671531



Place: Kalliot

Date: 17/09/2025

Presented By : CHITHRA MK

School : GHSS Kalliot (12012) 12012kalliot@gmail.com

Mob: 9188912633

E mail Id : chithra2205@gmail.com

Mob : 9400015656

SCHOOL OVERVIEW

Our school is situated in a small village named Kalliot in Pullur Periya Panchayath, Kasaragod district, Kerala State. It spreads across 16 acres of land, with a beautiful hilly region where the High School building and office are situated. The Primary School stands in the lower area near the roadside, while the dining room is located in the middle portion of the land. The Higher Secondary Section functions on the southern side of the campus.



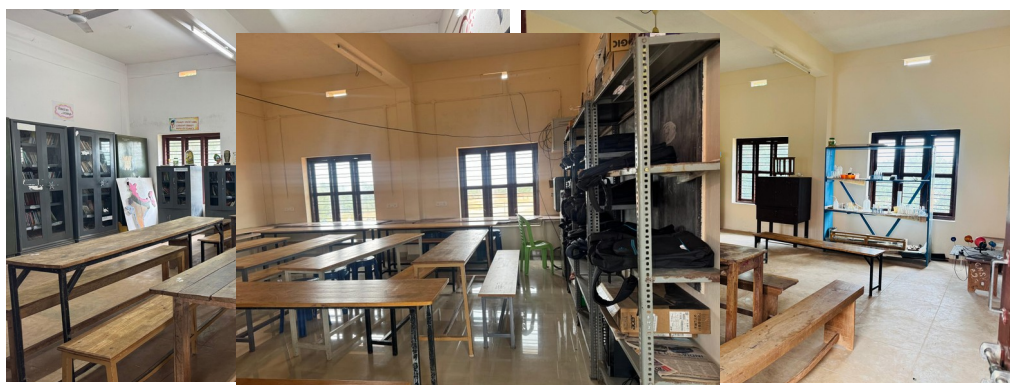
There are a total of 300 students from pre-primary to 10th standard and 173 students in Higher Secondary.

- High School: 18 teachers (14 permanent staff — LP 4, UP 5, HS 5; 2 PTA-appointed pre-primary teachers; and 2 daily wage teachers for English and Biology).

- Higher Secondary: 11 teachers (3 permanent and 8 guest teachers).

I am currently in charge as Headmistress of the High School section. The Principal's post is lying vacant for last few years.

Our school has sufficient classrooms, a Science Lab, IT Lab, and Library, though these facilities are cramped within classrooms, limiting space for reading, experiments, and group activities. An Assembly Hall was inaugurated this year. Recently, we also installed an RO plant for safe drinking water and a prefabricated toilet block for girls.



SWOT

Analysis

Strengths

- Vast 16-acre land area that can be developed for multiple activities and construction.
- Large playground for sports and physical development.
- Young, energetic teaching colleagues.
- Supportive PTA.
- Energetic and active alumni groups.

കുട്ടികൾക്ക് വാഴക്കണ് നൽകി പൂർവവിദ്യാർഥികൾ



കലോത് ഗവ. ഹയർ സെക്കൻഡറി സ്കൂളിലെ കുട്ടികൾക്ക് പൂർവവിദ്യാർഥി സംഘടനാ പ്രസിഡന്റ് ഇ.എം. അഗസ്റ്റിൻ നേതൃത്വംകൊണ്ട് നൽകുന്നു. പെരിയം കൃഷിയുടെ ആദ്യപാഠങ്ങൾ പഠിക്കാൻ വിട്ടിട്ട് ഒരു നേതൃത്വം പദ്ധതിയുമായി കലോത് ഗവ. ഹയർ സെക്കൻഡറി സ്കൂൾ. പൂർവവിദ്യാർഥി സംഘടനയാണ് ഇത്തരമൊരു ആശയവുമായി സ്കൂൾ അധികൃതരെ സമീപിച്ചത്. ശതാബ്ദി ആഘോഷങ്ങളുടെ ഭാഗമായാണ് കുട്ടികളെ നേരിട്ട് കൃഷിയിലിറക്കുന്നതിന് ഓരോ രൂപയ്ക്കും ഓരോ നേതൃത്വം കൊണ്ട് നൽകിയത്. സ്കൂളിലെ മുഴുവൻ കുട്ടികൾക്കും വാഴക്കണ് കൈമാറി.

വാഴക്കണ്ണിന്റെ വളർച്ചയുടെ ഓരോ ഘട്ടവും കുട്ടികൾ പൂർണ്ണ കത്തിൽ രേഖപ്പെടുത്തും. പത്ത് മാസം നീണ്ടുനിൽക്കുന്ന കാർഷികപഠന പ്രവർത്തനത്തിലൂടെ കുട്ടികളെ കൃഷിയിടത്തിൽ സജീവമാക്കാനാണ് ലക്ഷ്യമിടുന്നത്.

മികച്ച വാഴക്കണ്ണെടുക്കാൻ മൂന്ന് കുട്ടികൾക്ക് 1000 രൂപ

വിതം കാഷ് അവാർഡ് നൽകും. വിളവെടുക്കുന്ന മുഴുവൻ കുലകളും ശതാബ്ദി ആഘോഷത്തിന്റെ സമാപനത്തിൽ ഒരുക്കുന്ന സമൂഹസഭയിൽ വിവേചനമായി വിളമ്പും.

പൂർവവിദ്യാർഥി സംഘടനാ പ്രസിഡന്റ് ഇ.എം. അഗസ്റ്റിൻ കുട്ടികൾക്ക് വാഴക്കണ് കൈമാറി.

കൃഷി ഓഫീസർ എ. ജയപ്രകാശ് വാഴക്കുഷി പരിപാലനത്തെ കുറിച്ച് ക്ലാസെടുത്തു.

സിനിയർ കൃഷി അസിസ്റ്റന്റ് കെ. മണികണ്ഠൻ, ബ്ലോക്ക് പഞ്ചായത്ത് അംഗം അഡ്വ. എം.കെ. ബാബുരാജ്, പഞ്ചായത്ത് അംഗം രതീഷ് രാഘവൻ, പി.ടി.എ. പ്രസിഡന്റ് ടി. പൂർവ്വേഷോത്തമൻ, പ്രമോഡ്യാപിക എം.കെ. ചിത്ര, സിജോ കൂട്ടാനിക്കൽ, പ്രിയങ്കു വേണുനാഥൻ, മുക്തദായ്, സജു ജോസ് എന്നിവർ സംസാരിച്ചു.



11/02/2025 KANHANGAD Pg 13



Weaknesses

- Many old, unused buildings scattered across the land.
- Some areas of the land are rocky and unsuitable for construction.
- Lack of adequate space in labs and library.
- Dependence of daily wage teacher for HS English
- Socio-Economic challenges of students affect learning



Opportunities

- Potential for campus development: Library, Science lab and playgrounds
- Skill development initiatives: vocational training, extracurricular training clubs etc
- Strong alumni network and community goodwill for mobilizing resources.
- Availability of land for future expansion and new facilities.
- Potential to integrate cultural and sports programs to attract wider participation.

Threats

- Most children come from economically and socially underprivileged areas.
- Around 25 students are homeless, some living in huts without toilets or basic facilities.
- Malnutrition affects children's learning ability and regular school attendance.
- Irregular attendance and parental neglect.
- Some parents are addicted to alcohol and do not provide proper care.
- Some families with better economic status avoid sending their children to our school due to social stigma.
- Local political tensions affecting enrolment.
- Lack of active support from some senior teachers.
- Parental neglect due to illiteracy, alcoholism, and substance abuse.
- Many parents do not go for work regularly, worsening financial instability.

Socio-Cultural Background

The students largely come from families residing in the Unnathi/colonies and nearby areas.

Occupations: Parents primarily work as daily-wage laborers, agricultural laborers, or in small-scale jobs such as retail shops, carpentry, and construction work.

Many parents do not go for job regularly.

Economic conditions: Families often struggle to provide basic food, clothing, and hygienic living conditions. Malnutrition and health issues are common.

Living environment: Many families live in huts with mud floors and torn plastic sheet roofs, lacking space for study or storing books. Some households keep multiple dogs for protection, making teacher visits difficult.

Cultural factors: Long-standing traditions and lack of education keep families away from developmental opportunities.

Parental involvement: Due to hardship or issues such as alcoholism, many parents cannot provide guidance or motivation to their children.

Social perceptions: Families from better-off backgrounds sometimes prefer unaided schools to avoid their children associating with children from these colonies.



കണ്ടിരിക്കണം ഈ വാസസ്ഥലങ്ങളും

അനിൽ പുളിക്കൽ
പെരിയ

► യാദൃച്ഛികമായിരുന്നു അത്. സൂര്യമിളക്കി കിടക്കുന്ന തണുത്ത ഓരോ വീടും കണ്ടിരിക്കണം സഹോദരനെന്ന കണ്ണിൽ ചെറുതായിരുന്നു കണ്ടുപിടിച്ചത്. ഹയർ സെക്കൻഡറി സ്കൂൾ പ്രൊഫഷണൽ വിഭാഗം പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്.

കണ്ണൂരിൽനിന്ന് ഇറങ്ങിയപ്പോൾ ഇരുപതു വയസ്സായിരുന്നു. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്.



കണ്ണൂർ അങ്ങനെയൊരു വാസസ്ഥലം കണ്ടുപിടിച്ചത്. ഈ വീട്ടിലെ കുട്ടിയെ കാണുന്നത് വൃദ്ധസംഘം ചെയർ | മോളെ: രാജനാഥ് പൈ

നുള്ള ശ്രമത്തിൽ ഒരാൾക്കും കയറി ഇറങ്ങുകയോ ഇല്ലാത്ത ഈ സ്കൂളിലെ അധ്യാപകർ പിടിച്ചെടുത്തു.

വിശദവർത്തനം



23 വേർ പട്ടികവർഗക്കാർ

തങ്ങൾക്കും പഠിക്കണം അന്തിയുറങ്ങാൻ ഇടമില്ലാതെ 25 കുടുംബങ്ങൾ

പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്.



പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്.



കണ്ണൂർ പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്. പട്ടണത്തിൽ കണ്ടുപിടിച്ചത്.

18/01/2023 KASARAGOD Pg.03

Problem Situation

When our team of colleagues and PTA members visited students' homes, we witnessed the harsh living conditions firsthand: shabby mud floors, torn plastic-sheet roofs, and huts without adequate space for studying or storing books. Many families lacked safe drinking water, and children living in such shelters also faced safety issues.



Further discussions with local self-government officials revealed that many families lived on ancestral land without legal ownership papers, making them ineligible for housing grants. Others lacked toilets and used open spaces for defecation. Due to poverty, illiteracy, and lack of proper guidance or official negligence, families remained trapped in these conditions, unaware of the negative impact on their children's education and health.

Children often come to school without proper breakfast, making it difficult for them to concentrate in class. Many complain about health issues. Parents' neglect results in incomplete homework and poor academic progress. Torn, unwashed school uniforms cause embarrassment and loss of self-confidence among students. Parents rarely attend PTA meetings or school programs, leaving children feeling neglected and unsupported.

Our reports about homeless children were published in Mathrubhumi Daily, bringing wider public attention.

Interventions and Challenges

Following our reports and representations to higher authorities, the District Collector issued an order to the Revenue and other concerned departments to take immediate action to address the issues faced by homeless and underprivileged families. This directive marked a turning point, ensuring official follow-up.

Soon after, the Kasaragod District Development Project Officer visited the houses of affected families to directly assess their conditions, confirming the urgency and reinforcing the need for coordinated departmental action.

The village panchayat initiated financial assistance of Rs. 12,000 each for 11 families to build toilets. However, this amount was insufficient, especially in rocky terrain. To bridge the gap, I reached out to friends and relatives with my husband, raising about Rs. 2 lakh. Still, the funds were inadequate. Organizations like Lions Club, Periya stepped in and built a bathroom and toilet for a family with two grown-up girls in higher secondary classes.

Other initiatives included:

- A community of District Court staff in Kasaragod helped a family by repairing their hut roof before the rains and donated furniture.
- Anandasram, a spiritual retreat in Kanjangad, promised materials for temporary shelters.
- With the team's help, families were assisted in obtaining ration cards, Aadhaar cards, and birth certificates.
- One joint family successfully collected documents for their ancestral land and applied for a Life Mission housing project.

[illegible][illegible]

കെഡിപി സ്പെഷ്യൽ ഓഫീസർ ഇന്ന് റിപ്പോർട്ട് നൽകും കല്ലോടെ കുട്ടികളുടെ ദുരിതം; കളക്ടർ റിപ്പോർട്ട് തേടി

പെരിയർ കല്ലോടെ സ്കൂൾ കുട്ടികളുടെ ജീവിതരീതിയിൽ പരിഹാരമൊരുക്കാൻ കളക്ടർ കെ. ഇമ്പരൾ ഇടപെട്ടു. വിദ്യാഭ്യാസ ജീവിതവും, പാഠ്യവും വഴിയുള്ള വിദ്യാർത്ഥികളുടെ ജീവിതാനുഭവം അന്വേഷിച്ച് റിപ്പോർട്ട് നൽകാൻ അദ്ദേഹം കോസ്റ്റൽ ഓഫീസർ വി. ചന്ദ്രനെ ചുമതലപ്പെടുത്തി. സ്ഥലം സന്ദർശിച്ച് വിവരങ്ങൾ ശേഖരിച്ചു സ്പെഷ്യൽ ഓഫീസർ വെള്ളിയാഴ്ച റിപ്പോർട്ട് നൽകും. കുട്ടികളുടെ പഠനനിലവാരം, വിദ്യാഭ്യാസ അവസരം, കുടുംബത്തിന്റെ വരുമാനം, പ്രായപൂർത്തിയായ ഉപജാപനം, വീടുകളിൽ ഉപയോഗിക്കാൻ കഴിയുന്ന പ്രവൃത്തികൾ, വിവിധ വകുപ്പുകളിലെ ഉദ്യോഗസ്ഥരുടെ യോഗം തികളാഴ്ച വൈകിട്ട് സ്റ്റുഡിയോ ചേർന്നു.



പെരിയയിലെ പെരിയാർ ക്ലബ്ബ് പ്രവർത്തകർ സ്വീകരിച്ച കെ. ഇമ്പരളിന്റെ ഓഫീസിൽ.

ഇടപെടൽ നടത്തേണ്ട വിവിധ വകുപ്പുകളിലെ ഉദ്യോഗസ്ഥരുടെ യോഗം തികളാഴ്ച വൈകിട്ട് സ്റ്റുഡിയോ ചേർന്നു.

പെരിയാർ ക്ലബ്ബ് പ്രസിഡന്റ് കെ. ഇമ്പരളിന്റെ ഓഫീസിൽ പെരിയാർ ക്ലബ്ബ് പ്രവർത്തകർ സ്വീകരിച്ച കെ. ഇമ്പരളിന്റെ ഓഫീസിൽ.

തൃശ്ശൂർ കെ. ഇമ്പരളിന്റെ ഓഫീസിൽ പെരിയാർ ക്ലബ്ബ് പ്രവർത്തകർ സ്വീകരിച്ച കെ. ഇമ്പരളിന്റെ ഓഫീസിൽ.

പ്രത്യേക ഫണ്ട് വേണം

കല്ലോടെ കുട്ടികളുടെ ജീവിതരീതിയിൽ പരിഹാരമൊരുക്കാൻ കെ. ഇമ്പരളിന്റെ ഓഫീസിൽ പെരിയാർ ക്ലബ്ബ് പ്രവർത്തകർ സ്വീകരിച്ച കെ. ഇമ്പരളിന്റെ ഓഫീസിൽ.



കല്ലോടെ കുട്ടികളുടെ ജീവിതരീതിയിൽ പരിഹാരമൊരുക്കാൻ കെ. ഇമ്പരളിന്റെ ഓഫീസിൽ പെരിയാർ ക്ലബ്ബ് പ്രവർത്തകർ സ്വീകരിച്ച കെ. ഇമ്പരളിന്റെ ഓഫീസിൽ.

കല്യാടെ കുട്ടികളുടെ ദുരിതപഠനം: ഒപ്പം ചേർന്ന് സംഘടനകൾ

പെരിയ ▶ കുരകളിലും പ്ലാസ്റ്റിക് കെട്ടിയ ചായ്പ്പുകളിലും കഴിയുന്ന കല്യാട്ട് സ്കൂളിലെ മുപ്പതോളം കുട്ടികൾക്ക് സുരക്ഷിത ഭവനം ഒരുക്കാനുള്ള പ്രവർത്തനങ്ങളിലാണ് അധികൃതരും പിടിച്ചതും പൂർവ്വവിദ്യാർഥിസംഘടനകളും. നിലവിൽ 15 ഓളം വീടുകൾക്ക് ഈ മഴക്കാലത്തെ അതിജീവിക്കണമെങ്കിൽ ഇവ പുതുക്കിപ്പണിയേണ്ടിവരും. അതിനായി ഓക്, ഷീറ്റ് എന്നിവ കണ്ടെത്താനുള്ള തീവ്രശ്രമത്തിലാണ് സ്കൂൾ അധികൃതർ. ചായ്പ്പുകൾ പുതുക്കിപ്പണി താൽക്കാലിക സംവിധാനം ഒരുക്കാനുള്ള സഹായം തേടി സ്കൂൾ അധികൃതർ വിവിധ സംഘടനകൾക്ക് കത്ത് നൽകി.

മാവുകാൽ ആനന്ദാശ്രമം, കാഞ്ഞിരപ്പള്ളി സെയ്ൻ റ്റ് ജോർജ് പള്ളി എന്നിവിടങ്ങളിൽ കുടുംബങ്ങളുടെ വിവരങ്ങൾ ഉൾപ്പെടെ നൽകി സഹായ അഭ്യർത്ഥന നടത്തി. കാഞ്ഞിരപ്പള്ളി സെയ്ൻ റ്റ് ജോർജ് പള്ളി വികാരി ജോബിൻ പള്ളിക്കൽ തലശ്ശേരി സോഷ്യൽ സർവീസ് സൊസൈറ്റി കാഞ്ഞിരപ്പള്ളി യൂണിറ്റ് പ്രസിഡൻ്റ് പി.എം. അഗസ്റ്റിനും പ്രമോ



കാഞ്ഞിരപ്പള്ളി സെയ്ൻ ജോർജ് പള്ളി വികാരി ഫാ. ജോബിൻ പള്ളിക്കൽ പ്രമോധ്യാപിക കെ.എം. ചിത്ര സഹായം തേടി കത്ത് നൽകുന്നു

ധ്യാപിക കെ.എം. ചിത്രയുമായി ചർച്ച നടത്തി. കുടിലുകളിൽ കഴിയുന്ന കുടുംബങ്ങൾക്ക് മഴക്കാലത്തെ അതിജീവിക്കാനായി ആവശ്യമായ പ്രവർത്തനങ്ങൾക്കൊപ്പം നിൽക്കുമെന്ന് പള്ളി വികാരി ഫാ.

ജോബിൻ പള്ളിക്കൽ പറഞ്ഞു. താനിയടി പ്രിയദർശിനി ക്ലബ്ബ് പ്രവർത്തകരും സഹായം വാശാനം ചെയ്തു. തികളാഴ്ച വൈകിട്ട് മുന്നിന്ന് പഞ്ചായത്ത് പ്ര

കണ്ടിരിക്കണം ഈ വാസസ്ഥലങ്ങളും

അനിൽ പുളിക്കൽ ഫോട്ടോ

▶ യാദൃച്ഛികമായിത്തന്നെ അടിസ്ഥാനപരമായ കഴിവുള്ളവർക്ക് മാത്രമേ ഈ വാസസ്ഥലങ്ങൾ ലഭിക്കൂ. പലർക്കും ഈ വാസസ്ഥലങ്ങൾ ലഭിക്കാൻ കഴിയില്ല. പലർക്കും ഈ വാസസ്ഥലങ്ങൾ ലഭിക്കാൻ കഴിയില്ല. പലർക്കും ഈ വാസസ്ഥലങ്ങൾ ലഭിക്കാൻ കഴിയില്ല.

കണ്യാർക്കൽ ഗ്രാമപഞ്ചായത്ത് ഓഫീസിൽ നിന്നും കണ്ടിരിക്കണം ഈ വാസസ്ഥലങ്ങളും. ഈ വാസസ്ഥലങ്ങൾ ലഭിക്കാൻ കഴിയില്ല. പലർക്കും ഈ വാസസ്ഥലങ്ങൾ ലഭിക്കാൻ കഴിയില്ല. പലർക്കും ഈ വാസസ്ഥലങ്ങൾ ലഭിക്കാൻ കഴിയില്ല.



കല്യാട്ട് സ്കൂളിലെ കുട്ടികൾ

സിഡൻ്റ് സി.കെ. അരവിന്ദൻ വിവിധ വകുപ്പുകളിലെ ഉദ്യോഗസ്ഥരുടെയും 25 കുടുംബങ്ങളുടെയും യോഗം സ്കൂളിൽ ചേരും.

ശുചാലയം നിർമ്മാണം തുടങ്ങി

**കല്ലോടെ ദുരിതപഠനം;
സഹായവുമായി ലയൺസ് ക്ലബ്ബ്**

പെരിയ ▶ കൊച്ചു കുടിലുക
ളിൽനിന്ന് ക്ലോട്ട് സ്റ്റൂളിലെ
ത്തുന്ന കുട്ടികളെ സുരക്ഷി
തവനനത്തിലെത്തിക്കാനുള്ള
ആദ്യചുവടുവെപ്പുകളുമായി
പെരിയ ടൗൺ ലയൺസ് ക്ലബ്
പ്രവർത്തകരെത്തി.

രണ്ട് സ്റ്റമ്പ്‌ബർ വിദ്യാർഥിനി കം പാനം നടത്തുന്ന അരങ്ങേ നടുക്കത്തെ ഭാസ്കരന്റെ നിലം പൊത്തറായ കുടിൽ പൊളിച്ചുമാറ്റി താൽക്കാലിക ഭവന സൗകര്യമൊരുക്കും.

പെരിയ ശ്രീനാരായണ
കോളേജ് ചെയർമാൻ രാജൻ
പെരിയ അതിനാവശ്യമായ
സ്വഹായം നൽകും.

പുറപ്പെടാൻ കഴിയുന്ന ഭാരത്താൽ പട്ടയം ലഭിക്കാത്തതിനാൽ ഇവിടെ നിലവിൽ പഞ്ചായത്തിന് വീട് അനുവദിക്കാനാകില്ല. നിലവിലുള്ള കൂടിൽ ഏതാനി



● അങ്ങനെയുണ്ടാകാതെ ഭാര്യയുടെ വീട് പെരിയ ടൗൺ ലയൺസ് ക്ലബ് ഓഫീസിലെ സന്ദർശിക്കുന്നു.

ഷവും നിലംപൊത്താനായ സ്ഥിതിയാണ്. ശുചാലയ സൗകര്യമില്ലാത്തതിനാൽ പെൺകുട്ടികൾ ഉൾപ്പെടെയു

ഇതു കൂടുംബം കടുത്ത ദുരിതമാ
ണ് അനുഭവിക്കുന്നത്.
പെരിയ ടൗൺ ലയൺസ്
ക്ലബ്ബ് ഇവിടെ പുതിയ ശൗ

ചാലയം നിർമ്മിച്ച് നൽകും. ഇതേ ഭൂമിക്കു തന്നെ പട്ടയം ലഭിക്കാനുള്ള ആവശ്യമായി അധികൃതരെ സമീപിക്കാ

കണ്ടിരിക്കണം ഈ വാസസ്ഥലങ്ങളും

[illegible]

നും തീരുമാനിച്ചു.

ഭാസ്കരന്റെ കൂടിലിന് സമീപത്തായി ശൗചാലയ നിർമ്മാണത്തിന് തുടക്കമിട്ടു.

തുടർന്ന് നടന്ന യോഗത്തിൽ പെരിയ ടൗൺ ലയൺസ് ക്ലബ്ബ് പ്രസിഡന്റ് അബ്ദുള്ള ഷാഫി അധ്യക്ഷനായി.

പഞ്ചായത്തംഗം ടി.രാമകൃഷ്ണൻ നായർ, ലയൺസ് ക്ലബ്ബ് സെക്രട്ടറി കെ.ബാലകൃഷ്ണൻ നായർ, ക്ലബ്ബ് ഫൈൻ പ്രസിഡൻ്റ് പി.പി.എസ്. പ്രമോദ്യകുമാർ കൃഷ്ണകുമാർ, മുൻ പഞ്ചായത്തംഗം ശശിധർ രത്ന ത്തിരേനാട്, റവന്യൂ ഓഫീസർ മുരളിധർ, പി.മുട്ടുപുരം നായർ, മാധവൻ തെക്കിൽ, ബാബു മോശാലാല, വിനോദ് പെരിയ, സജു പെരിയ, പദ്മനാഭൻ പെരിയ, പ്രസാദ്, അയ്യപ്പക്കുറുപ്പ്, ഡോ.കെ.എസ്. അവിഷ്കർ എന്നീ വർ പങ്കെടുത്തു.

23/03/2025 KASARAGOD Pg 06

കല്യാടെ ദുരിതപഠനം; ഉള്ള തുറന്ന് അമ്മമാർ

കുടുംബങ്ങൾക്ക് ഒപ്പംനിന്ന് ജനപ്രതിനിധികളും ഉദ്യോഗസ്ഥരും

പെരിയ ▶ അറിവില്ലായ്മയും സാങ്കേതിക കുരുക്കുകളും മൂലം സ്വന്തമായി സ്ഥലം ലഭിക്കാത്ത ആദിവാസി കുടുംബങ്ങൾ അധികൃതർക്ക് മുന്നിൽ മനസ്സുതന്നെ പ്രശ്നങ്ങൾ മൂഴുവാൻ കേട്ട് മൂപ്പന്മാർക്കൊരു ന്ന ഉറപ്പ് നൽകി ഉദ്യോഗസ്ഥൻ അന്വേഷിപ്പിക്കുക. കല്ല്യാട്ട് സ്ത്രീലൈത്തന്യ കട്ടികളുടെ കുടുംബങ്ങളുടെ ദുരിതാവസ്ഥക്ക് പരിഹാരം തേടി പഞ്ചായത്ത് വിളിച്ച യോഗത്തിലാണ് ആദിവാസി അമ്മമാർ മനസ്സ് തുറന്നത്.

[illegible]

കലോട്ട് നടന്ന മുഖമുഖം പരിപാടിയിൽ പങ്കെടുത്തത് പ്രസിഡന്റ് സി.കെ.അഖിലനും ഉദ്യോഗസ്ഥരും സംസാരിക്കുന്നു

[illegible][illegible]

ഹാമൊറോളിക്യായിൽ പൈതൃക സ്വത്തുതൽ അവകാശം ലഭിക്കുന്ന വിഷയങ്ങളും നിലവിലുണ്ട്. 25 വർഷമായി നികുതി വെക്കാൻ പുറത്തു ഭൂമിയുടെ നികുതി അടയ്ക്കാൻ 15,000 രൂപ കടത്തുന്നവർക്കുള്ള ബുദ്ധിമുട്ട് കൂടുതലായതും പഞ്ചായത്ത് പ്രസിഡന്റുനേ അറിയിച്ചു. കൂടുതലായതും നികുതി വെക്കാൻ കരുതി വെച്ച തുകയ്ക്ക് അടയ്ക്കു തുക പ്രസിഡന്റുനേ ദുരിതാശ്വാസമായിത്തീർന്നത് നൽകാമെന്ന് പഞ്ചായത്ത് പ്രസിഡന്റ് സി.കെ.അരവിന്ദൻ രൂപം നൽകി.

കൂടെ നിൽക്കും,
ചേർത്തുപിടിക്കും

നിലവിൽ 13 വീടുകൾ വരുന്ന മഴക്കാലത്തെ അതിജീവിക്കിലെന്ന് യോഗം വിലയിരു

ത്തി. 15,400 രൂപ വീതം കಟ್ಟು
 ുസ് നിർമ്മിക്കാൻ പദ്ധതിയത്ത്
 അനുവദിക്കും. ഒൻപത് വീടു
 ുംകൾക്കും അടിയിന്തര പ്രാധാ
 ുയത്തോടെ സഹായസംഘ
 ുകളുടെ സഹായത്തോടെ
 ുಟ್ಟുസ് നിർമ്മിക്കും. ുടിലു
 ുംകൾക്ക് ഹീറ്റ് യോണറവശു
 ുമായ സഹായങ്ങൾ നൽകും.
 ുപ്തകാവ്യവൃത്തികളും സന്നദ്ധ
 ുംഘനകളും സഹായം നൽ
 ുകാൻ തയ്യാറാകണമെന്ന് അദ്ദേ
 ും അഭ്യർത്ഥിച്ചു.

തൃക്കാപ്രവർത്തനങ്ങൾ വേഗത്തിലാക്കാൻ സ്റ്റുളിൻ സമീപത്തെ മൂന്ന് പഞ്ചായത്തങ്ങൾ, പീടീറ്റി പ്രസിഡൻ്റ്, പൂർവവിദ്യാർത്ഥിസംഘടനാ പ്രസിഡൻ്റ്, പ്രമോട്ടർമാർ, അധ്യാപകപ്രതിനിധി, പൊതുപ്രവർത്തകർ ഉൾപ്പെട്ട സ്റ്റുൽതല പ്രാ



ഭരണകമ്മിറ്റി രൂപവത്കരിച്ചു.
 മൂലമുഖ്യം പ്രസിഡന്റിന്
 പഞ്ചായത്ത് പ്രസിഡന്റ്
 സി.കെ.അറാമിന് അധ്യക്ഷ
 നായി. ഫോറം പഞ്ചായത്ത്
 സംസ്ഥാനം, എം.കെ.ബാബുരാ
 ഓ, പഞ്ചായത്ത് ഫെസ്റ്റ് പ്രസി
 ഡന്റ് കർത്താവായി, അതിനെ
 കൃഷ്ണൻ, രമിന് രാഘവൻ, പ്ര
 മോദധ്വനി കെ.എം.കെ.പ്രിയ,
 പി.എസ്. പ്രസിഡന്റ് ടി.എസ്.
 ജോസഫ്, ജോസഫ്, ജോസഫ് നാ
 രായണൻ പൂർവ്വപ്രസിഡന്റ് നാ
 രായണൻ പ്രസിഡന്റ് പി.എസ്.
 അഗസ്റ്റിൻ, ജേർ പി.എസ്. പ്രസി
 ഡന്റ് പ്രിയങ്കാ വേണുനാഥ്
 എൻ.സി.സംസ്ഥാനം

വിമലൈക്കാവിലെ അഞ്ചു
മുത്തലിലെ, പഞ്ചായത്ത്
അസി. സെക്രട്ടറി സുരേന്ദ്രൻ,
അടവൽ എക്സിക്യൂട്ടീവ്
ഓഫീസർ രാജേഷ്, താലൂ
ക് സബ് ഓഫീസർ മായ
വർ പൊറ്റി, കമ്മിറ്റിയ്ക്ക് സോ
ഷ്യൽ വർക്കർ പ്രമീഷ് വെ
ജ്ജത്തോളം, ലീഗൽ വൊക്കേ
യർ സുജാത, പ്രൊട്ടോക്കോളായ
നമ്പിൻ, രമിത, ജിനി എന്നി
വർ മുഖ്യമുഖം പരിപാടി നി
വർത്തിച്ചു.

യാത്രാദുരിതം പഴങ്കഥ

കുടുംബ ക്ലേശം കുടികൾ ഇനി സൈക്കിളിൽ പഠിക്കാനാണെന്നും

പെരിയം ദുരിതങ്ങൾക്കിടയിലും കിലോമീറ്ററുകൾ താണ്ടി എത്തുന്ന വിദ്യാർത്ഥികളെ ചേർത്തുപിടിച്ച് കലോക്സ് സ്കൂൾ. മൂന്നും നാലും കിലോമീറ്ററുകൾ നടന്നെത്തുന്ന കുട്ടികൾക്ക് സ്വന്തമായി സൈക്കിൾ സമ്മാനിച്ചാണ് അവരുടെ യാത്രാദുരിതത്തിന് പരിഹാരമൊരുക്കിയത്. പ്രീമേസൻ ലോഡ് കാസർകോടും കാഞ്ഞങ്ങാട് ഭാരത് സൈക്കിളും വെള്ളച്ചാൽ കൊടക്കാട് സ്വദേശി മുഞ്ചൈയിൽ ജോലി ചെയ്യുന്ന സുരേഷ്കുമാർ ഗോവിന്ദനും സുഹൃത്തുക്കളാണ് ഇതിന് വഴിയൊരുക്കിയത്.

25 സൈക്കിളുകളാണ് കുട്ടികൾക്ക് നൽകാനായി വിദ്യാലയത്തിന് കൈമാറിയത്. കലോക്സ് ഗവ. ഹയർ സെക്കൻഡറി സ്കൂൾ പരിധിയിലെ വിവിധ പ്രദേശങ്ങളിലായി 30 കുടുംബങ്ങൾ നിലവിൽ കുടികളിലും കൂരകളിലുമായാണ് കഴിയുന്നത്. കടുത്ത ജീവിതപ്രയാസം നേരിടുന്നതിനിടയിലും മുടങ്ങാതെ പഠനം നടത്തുന്ന 15 കുട്ടികൾക്കാണ് സൈക്കിൾ കൈമാറിയത്.

സ്കൂൾപരിധിയിൽ പഠനം നടത്തുന്ന കുട്ടികൾക്ക് അന്തിയുറങ്ങാൻ വിടലാത്ത ദുരിതകാഴ്ചകൾ മാതൃഭൂമി മാർച്ച് 18-ന് റിപ്പോർട്ട് ചെയ്തിരുന്നു.

ഇതേത്തുടർന്നാണ് ജില്ലാ ഭരണകൂടവും പഞ്ചായത്തും ഇടപെടൽ നടത്തിയത്. കുട്ടികളുടെ



● കുട്ടികൾക്ക് അസിസ്റ്റന്റ് റീജണൽ ഗ്രാൻഡ് മാസ്റ്റർ പ്രീമേസൻ ഡോ. സി.എം. കൃഷ്ണകുമാർ സൈക്കിൾ കൈമാറുന്നു



ടെ ജീവിതാവസ്ഥ കണ്ടറിഞ്ഞാണ് വിവിധ സംഘടനകൾ സഹായവുമായി എത്തിയത്..

സ്കൂളിൽ നടന്ന ചടങ്ങിൽ അസിസ്റ്റന്റ് റീജണൽ ഗ്രാൻഡ്

ഡ് മാസ്റ്റർ പ്രീമേസൻ ഡോ. സി.എം. കൃഷ്ണകുമാർ, കാഞ്ഞങ്ങാട് ഡിഇഒ ആർ. റോഹിത് രാജ്, കാഞ്ഞങ്ങാട് ഭാരത് സൈക്കിൾ ഉടമ ബി. രാജേന്ദ്രൻഷേണായി, സുരേഷ്കുമാർ ഗോവിന്ദൻ എന്നിവർ ചേർന്ന് കുട്ടികൾക്ക് സൈക്കിൾ കൈമാറി. പിടിഎ പ്രസിഡന്റ് ടി. പൂരൂഷോത്തമൻ അധ്യക്ഷനായി.

തുടർന്ന് 'കരുത്തും കരുതലും നല്ല നാളേക്കായി' എന്ന സന്ദേശവുമായി കുട്ടികളുടെ സൈക്കിൾ റാലി നടത്തി. ഹോസ്ദുർഗ് എക്സൈസ് ഇൻസ്പെ

ക്ടർ വി.ജെ. ജോസഫ് ഫ്ലാഗ് ഓഫ് ചെയ്തു. വിദ്യാർത്ഥികളായ ശിവകാമി, ആൽഫി എന്നിവർ ലഹരിവിരുദ്ധസന്ദേശം നൽകി. പ്രവീൺ ആർ. ഷേണായി, ബി. യദീഷ് പ്രഭു, സിജോ കൂട്ടാനിക്കൽ, പ്രിയങ്ക വേണുനാഥൻ, പി.എം. അഗസ്റ്റിൻ, പ്രമോദ്യോപിക എം.കെ. ചിത്ര, സ്റ്റാഫ് സെക്രട്ടറി ശുഭദ്ര എന്നിവർ സംസാരിച്ചു. എട്ടാം ക്ലാസ് വിദ്യാർത്ഥിനി വൈഗ്ന സ്വന്തം കൈപ്പടയാൽ തീർത്ത ചായാചിത്രം പ്രമോദ്യോപികയ്ക്ക് സമ്മാനിച്ചു. തുടർന്ന് പായസവിതരണം നടന്നു.

A joint family, long deprived of legal recognition, succeeded in obtaining proper land ownership documents with our guidance. This enabled them to apply for a house under the Life Mission project, marking a major step toward permanent housing security. This story stands as a beacon of hope and an example of how collective efforts can transform lives.

[illegible][illegible]

“കാട്ടന്മാർ കലയലം നല്ല നാളുകയാണ്” പരിപാടിയിൽ പങ്കെടുത്തവർ
 സന്തോഷമായി ടൈംകലിറ നൽകി
മുഴുവൻ കുട്ടികൾക്കും സാക്ഷ്യം യുണിഫോം
 ഈ അയ്യപ്പനദീപിക
 ആകർഷിക്കുമെന്നും മുഴുവൻ കുട്ടികൾക്കും തന്റെ പയ്യത്തിനെയും തന്റെ സന്തോഷത്തെയും നൽകും. യുണിഫോം

**20 ശതമാലയങ്ങൾ
നിരീക്ഷണം**

കേലാട്ട് സ്കൂൾ പരിധിയിലെ കുടുംബങ്ങൾക്ക് 20 ശതമാലയങ്ങൾ നിരീക്ഷാൻ സഹായമൊരുക്കി. 15,400 രൂപയാണ് പഞ്ചായത്ത് അനുവദിക്കുന്നത്. ബാക്കി തുക സന്നദ്ധസംഘടനകളുടെ സഹകരണത്തോടെ കണ്ടെത്താനാ

[illegible]

01/05/2025 KASARAGOD Pg 02

<https://www.youtube.com/watch?v=vZdDFdH7TAw>

അനുശ്രീക്ക് കരുതലുമായി കനിവ് പ്രവർത്തകർ

പെരിയ ▶ ഒറ്റമുറി കൂരയിൽനിന്ന് പാറം നടത്തുന്ന അനുശ്രീയ്ക്ക് സുരക്ഷയും കരുതലുമായി കനിവ് വാട്സാപ്പ് കൂട്ടായ്മയുടെ പ്രവർത്തകർ. ജില്ലയിലെ സിവിൽ കോടതി കളിലെ ജീവനക്കാരുടെ വാട്സാപ്പ് കൂട്ടായ്മയാണ് കനിവ്. അരങ്ങു നടുക്കത്തെ രാജുവിന്റെയും ബേബിയുടെയും മകളാണ് അനുശ്രീ. കലോട്ട് ഗവ. ഹയർ സെക്കൻഡറി സ്കൂളിലെ മൂന്നാം തരത്തിൽ പഠനം നടത്തുന്ന അനുശ്രീ വീട്ടിലെ



അനുശ്രീയുടെ വീട്ടിലെത്തിയ കനിവ് വാട്സാപ്പ് കൂട്ടായ്മയുടെ പ്രവർത്തകർ



നന്ത്. വൃക്കസംബന്ധമായ അസുഖമുള്ള കുഞ്ഞനുജൻ അനുരാഗിന്റെ സങ്കടങ്ങളും മാതാപിതാക്കളുടെ കഷ്ടപ്പാടും കണ്ടറിഞ്ഞാണ് സ്കൂളിലെത്തിയത്.

മാതൃഭൂമി വാർത്തയെ തുടർന്ന് അനുശ്രീയ്ക്ക് സുരക്ഷിതമായ പഠനസൗകര്യമൊരുക്കാൻ കനിവ് പ്രവർത്തകർ തീരുമാനിക്കുകയായിരുന്നു.

ചായ്പും അടുക്കളയും ഒരുക്കി സുരക്ഷിതമാക്കിയ വീട്ടിലേക്ക് ശനിയാഴ്ച പഠനമേശ, കട്ടിൽ, അലമാര, കസേരകൾ എന്നിവയെല്ലാം അവർ എത്തിച്ചു. കുട്ടികൾ ഇരുവർക്കും പുതുവസ്ത്രങ്ങളും ബാഗും മറ്റ് പഠനോപകരണങ്ങളും അവർ കൈമാറി. പുതിയ അധ്യയനവർഷത്തിൽ മെച്ചപ്പെട്ട പഠനാന്തരീക്ഷം ലഭിച്ചതിന്റെ ആഘോഷത്തിലാണ് കുട്ടികൾ.

കടുത്ത ജീവിതസാഹചര്യങ്ങളെ അതിജീവിച്ചാണ് സ്കൂളിലെത്തുക

05/05/2025 KANHANGAD Pg 04

നന്മയുടെ കരങ്ങൾ ഒരുമിച്ചു; കലോട്ടെ കുട്ടികൾക്ക് പഠനോപകരണങ്ങളായി

പെരിയ ▶ പഠനമോഹവുമായി കലോട്ട് ഗവ. ഹയർ സെക്കൻഡറി സ്കൂളിലെത്തുന്ന കുട്ടികൾക്ക് കൈത്താങ്ങുമായി കേരള വാട്ടർ അതോറിറ്റി സ്റ്റാഫ് അസോസിയേഷൻ ജില്ലാ കമ്മിറ്റി. കെ.കെ. ശ്രീനിവാസൻ സ്മാരക കൈത്താങ്ങി എന്ന പേരിലാണ് സഹായം നൽകിയത്. മാർച്ച് 18-ന് കലോട്ട് സ്കൂളിലെ വീടില്ലാത്ത കുടുംബങ്ങളുടെ ഭൂരിഭാഗം 'മാതൃഭൂമി' റിപ്പോർട്ട് ചെയ്തിരുന്നു.

സ്കൂളിലെ മഴുവൻ കുട്ടികൾക്കും പഠനോപകരണങ്ങൾ



കൈമാറി. സ്കൂളിലെ സഹപാഠികൾക്ക് സ്നേഹസമ്മാനമേകാൻ കുട്ടികളും പ്രഥമാധ്യാപികയും

അധ്യാപകരും കൈകോർത്തു. എല്ലാവരും ഒത്തുചേർന്നപ്പോൾ കലോട്ടെ മുഴുവൻ കുട്ടികൾക്കും പഠനോപകരണങ്ങൾ നൽകാനായി. പഠനോപകരണങ്ങൾ പഞ്ചായത്ത് സ്ഥിരം സമിതി ചെയർപേഴ്സൺ സുമാ കുഞ്ഞികൃഷ്ണൻ വിതരണം ചെയ്തു. പഞ്ചായത്തംശം രതിഷ് രാഘവൻ അധ്യക്ഷനായി. എം.കെ. ബാബുരാജ്, ബി.പി. പ്രദീപ്കുമാർ, ടി. പുരുഷോത്തമൻ, എം.കെ. ചിത്ര, പ്രിയങ്കാ വേണുനാഥൻ, ശുശ്രൂഷിണി വർ സംസാരിച്ചു.

കല്ലോട്ടെ ഭാസ്കരന്റെ കുടുംബത്തിന് സഹായമെത്തിച്ച് ലയൺസ് ക്ലബ്



കല്ലോട്ടെ ഭാസ്കരന്റെ കുടുംബത്തിന് പെരിയ ടൗൺ ലയൺസ് ക്ലബ് ഒരുക്കിയ സഹായം സിപിഎച്ച്. കുഞ്ഞമ്പു എംഎൽഎ വിതരണം ചെയ്യുന്നു

പെരിയ ▶ ആരോഗ്യമറിയാതെ സ്വന്തം വിധിയേർത്ത് നിലംപൊത്താരായ കുടിലിൽ കഴിഞ്ഞിരുന്ന അരങ്ങനടുക്കത്തെ ഭാസ്കരന്റെ കുടുംബത്തിന് പെരിയ ടൗൺ ലയൺസ് ക്ലബ് പ്രവർത്തകർ ഭൗതിക സാഹചര്യങ്ങൾ ഒരുക്കി നൽകി. കല്ലോട്ട് ഗവ. ഹയർ സെക്കൻഡറി സ്കൂളിലെ പഠിക്കാതാക്കളായ 28 കുട്ടികളുടെയും കുടുംബങ്ങളെ സഹായിക്കുന്നതിന്റെ ആദ്യഘട്ടമെന്ന നിലയിലാണ് ഭൗതികസാഹചര്യങ്ങൾ ഒരുക്കി നൽകിയത്.

തലചായ്ക്കാൻ ഇടമില്ലാതെ കഴിയുന്നവരിൽ ഭൂരിഭാഗവും ആദിവാസി മേഖലയിലെ കുടുംബങ്ങളാണ്. ഇവരിൽ പുറമ്പോക്ക് ഭൂമിയിൽ കഴിയുന്നവരും ഉണ്ട്. കല്ലോട്ട് സ്കൂൾ പരിധിയിൽ മൂന്ന് കിലോമീറ്റർ ചുറ്റളവിലുള്ള സ്ഥലങ്ങളിലാണ് 13 കുടുംബങ്ങൾ ഗൗചാലയം പോലുമില്ലാതെ പുറമ്പോക്കിൽ കഴിയുന്നത്.

ഈ കുടുംബങ്ങളുടെ ദുരിതങ്ങൾ മാതൃഭൂമി റിപ്പോർട്ട് ചെയ്തിരുന്നു. അരങ്ങനടുക്കം, തന്നിത്തോട്, മുത്തനടുക്കം, നിടുവോട്ടുപാറ, ആറാട്ട് കടവ് എന്നിവിടങ്ങളിൽ ചായ്ക്കുകളിലും വിവിധ ഷെഡുകളിലുമാണ് ഇത്രയും കുടുംബങ്ങൾ കഴിയുന്നത്.

മാതൃഭൂമി വാർത്തയെ തുടർന്ന് പെരിയ ടൗൺ ലയൺസ് ക്ലബ് അരങ്ങനടുക്കത്തെ ഭാസ്കരൻ-ജാനകി ദമ്പതിമാരുടെ കുടിൽ സന്ദർശിച്ചിരുന്നു.



കുടുംബങ്ങളുടെ ദുരിതങ്ങൾക്കൊപ്പം നിൽക്കുന്നതിന്റെ ഭാഗമായി ഗൗചാലയം നിർമ്മിച്ച് കൊടുക്കാൻ തീരുമാനിക്കുകയായിരുന്നു. 65,000 രൂപ ചെലവഴിച്ച് ഇതിന്റെ പണി പൂർത്തിയാക്കി. പ്ലസ് വൺ വിദ്യാർഥിനികളായ മക്കൾ ഇരുവർക്കും ആവശ്യമുള്ള പഠനോപകരണങ്ങൾ പഞ്ചായത്ത് പ്രസിഡന്റ് സി.കെ. അരവിന്ദൻ കൈമാറി. ഇരുന്ന് പഠിക്കാനുള്ള കസേര മേശയും നൽകി.

പിടിപ്പിയുടെ നേതൃത്വത്തിൽ വിവിധ സംഘടനകളുടെ സഹായത്തോടെ കുടിലുകൾ നീക്കി മഴക്കാലത്തെ അതിജീവിക്കുന്ന വീടുകൾ ഒരുക്കാനാണ് തീരുമാനം.

പഞ്ചായത്ത് ഭരണസമിതി ഗൗചാലയങ്ങൾ നിർമ്മിക്കാൻ 15,400 രൂപ നൽകാൻ തീരുമാനിച്ചിട്ടുണ്ട്. അഡ്വ. സി.എച്ച്. കുഞ്ഞമ്പു എംഎൽഎ സഹായങ്ങളുടെ വിതരണം ഉദ്ഘാടനം ചെയ്തു. പഞ്ചായത്ത് പ്രസിഡന്റ് സി.കെ. അരവിന്ദൻ പഠനോപകരണങ്ങൾ വിതരണം ചെയ്തു.

ലയൺസ് ക്ലബ് സെക്കൻഡ് വൈസ് ഡിസ്ട്രിക്ട് ഗവർണർ ടൈറ്റസ് തോമസ് മുഖ്യാതിഥിയായി. പെരിയ ടൗൺ ലയൺസ് ക്ലബ് പ്രസിഡന്റ് അബ്ദുള്ള ഷാഫി പെരിയ അധ്യക്ഷനായി. പഞ്ചായത്ത് വൈസ് പ്രസിഡന്റ് കാർത്ത്യായനി കൃഷ്ണൻ, അഡ്വ. എം.കെ. ബാബുരാജ്, അംബികാ കൃഷ്ണൻ, ടി.വി. അശോകൻ, സി. രാജൻ പെരിയ, എം. മോഹനൻ, ടി. പുരുഷോത്തമൻ, രാജൻ മിങ്ങോത്ത്, സി. ശശിധരൻ, കെ. ബാലകൃഷ്ണൻ നായർ, പി. ചന്ദ്രൻ എന്നിവർ സംസാരിച്ചു.

രാഷ്ട്രീയപാർട്ടികൾ അശ്രദ്ധ കാട്ടി -എംഎൽഎ

▶ രാഷ്ട്രീയപാർട്ടികളുടെ അശ്രദ്ധയാണ് ഇത്രയും കുടുംബങ്ങളെ കുടിലിൽ കഴിയാൻ ഇടയാക്കിയതെന്ന് സി.എച്ച്. കുഞ്ഞമ്പു എംഎൽഎ പറഞ്ഞു. ഓരോ കുടുംബത്തെ കൈപിടിച്ച് ഉയർത്താൻ പൊതുസമൂഹത്തിന് ബാധ്യതയുണ്ട്. അരങ്ങനടുക്കം ഉന്നതിയെ അംബേദ്കർ സെറ്റിൽമെന്റ് പദ്ധതിയിൽ ഉൾപ്പെടുത്താൻ നടപടി സ്വീകരിക്കും - അദ്ദേഹം പറഞ്ഞു. എബിസിഡി പദ്ധതിയിലൂടെ കുടുംബങ്ങളുടെ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ നടപടി സ്വീകരിക്കണമെന്നും അദ്ദേഹം ആവശ്യപ്പെട്ടു.

and the Classroom: Student and School Development

Holistic Student Development

Uniform Distribution Initiative

Initially, two sets of uniform cloth were provided to all students from pre-primary to 10th standard. However, many families could not afford the stitching charges, and most children managed to stitch only one set, often of poor quality. Recognizing this issue, and with the support of my husband who works with a textile company in Surat, we were able to provide all children with two sets of stitched, gender-neutral uniforms this year.

The uniform distribution function was inaugurated on 16th August by renowned writer and my teacher Sree Ambikasuthan Mangad, in the presence of the Deputy Director of Education, Sree Mandhusudhanan Sir, as the chief guest. This initiative has boosted students' confidence and fostered a sense of equality among them.

02 നാട്ടുവർത്തമാനം

മുഴുവൻ കുട്ടികൾക്കും ഓണസമ്മാനമായി സൗജന്യ യൂണിഫോം

കുടുംബശ്രീയുടെയും മറ്റ് സ്കൂളുകളുടെയും സഹായത്തോടെ കുട്ടികൾക്ക് യൂണിഫോം വിതരണം നടത്തിയ ചടങ്ങ്. ചടങ്ങിൽ പങ്കെടുത്തവർക്കും കുട്ടികൾക്കും സമ്മാനമായി യൂണിഫോം വിതരണം നടത്തിയ ചടങ്ങ്. ചടങ്ങിൽ പങ്കെടുത്തവർക്കും കുട്ടികൾക്കും സമ്മാനമായി യൂണിഫോം വിതരണം നടത്തിയ ചടങ്ങ്.



കുടുംബശ്രീയുടെയും മറ്റ് സ്കൂളുകളുടെയും സഹായത്തോടെ കുട്ടികൾക്ക് യൂണിഫോം വിതരണം നടത്തിയ ചടങ്ങ്. ചടങ്ങിൽ പങ്കെടുത്തവർക്കും കുട്ടികൾക്കും സമ്മാനമായി യൂണിഫോം വിതരണം നടത്തിയ ചടങ്ങ്. ചടങ്ങിൽ പങ്കെടുത്തവർക്കും കുട്ടികൾക്കും സമ്മാനമായി യൂണിഫോം വിതരണം നടത്തിയ ചടങ്ങ്.

18/08/2025 KASARAGOD Pg 02

Other efforts included:

- Conducting summer sports camps with coaching in football, kabaddi, and athletics, along with nutritious meals and free jerseys.
- Organizing residential camps on art, literature, mathematics, folk songs, and crafts.
- Developing a tailored syllabus to support academically backward children.
- Celebrating children's birthdays with a notebook and pen, shared meals, and photos in front of the Speaking Tree photo wall.

- Cultural programs by ST students, including Magalam Kali, and Day at School with Children featuring traditional foods to strengthen school-community ties.
- Distribution of free study materials, school bags, umbrellas, and water bottles to needy children, with the support of club workers and staff from the Water Authority, Kasaragod.

<https://www.youtube.com/watch?v=aH9VKPgUaak>

Impressed by our activities for the upliftment of needy children , the chief guest donated rupees 10000 for children's welfare fund

Development of School Infrastructure

- With the support of village, block, and district panchayats, an interlock road was constructed; work on a mini playground and a children's garden with play equipment is nearly finished.
- An old building was renovated, and a toilet for children with special needs is almost complete.
- The Assembly Hall was inaugurated this year.
- Alumni groups contributed significantly: chairs, curtains, floor mats, kitchen equipment, sports gear, almirahs, an inverter, library books, and a flagpost modeled after Bekal Fort.
- Speakers were installed in all classrooms, enabling activities like news reading, storytelling, and singing.
- With support from Freemason organizations and donors nationwide, bicycles were distributed: 15 for daily commuting and 10 for practice/leisure.

വികസനവഴിയിലേക്ക് കല്ലോട് സ്കൂൾ

കല്ലോട് കുട്ടികൾക്ക് പ്രത്യേക പരിഗണന സി.എച്ച്. കുഞ്ഞമ്പു

ചെറിയ കല്ലോട് സ്കൂളിലെത്തുന്ന കുട്ടികളുടെ ജീവിതസാഹചര്യം ക്ഷേമപ്പെടുത്തുന്നതിന് അഡ്വക്കേറ്റും ചെല്ലോട് സി.എച്ച്. കുഞ്ഞമ്പു എം.എൽ.എ. പാഞ്ഞു. സ്കൂളിലെ പ്രമാണ്ഡ വികസനത്തിന് വിഷയങ്ങൾ ചർച്ച ചെയ്തിരുന്നു.

ഭൂരിഭാഗം വരുന്ന പട്ടികവർഗ കുട്ടികളെയാണ് പ്രമാണ്ഡം നേരിടുന്നത്. അവരെ സ്കാർലിക്കോ നായി അഭ്യന്തര അധ്യയനവർഷം പട്ടികവർഗ ക്ഷേമപദ്ധതി കീഴിൽ ഉൾപ്പെടുത്തി അവരുടെ കാര്യങ്ങൾ ചെല്ലോട് ട്രഷറി കമ്മിഷൻ എം.എൽ.എ. പാഞ്ഞു. കുട്ടികളുടെ നവീകരണത്തിനായി സാധ്യമായതെല്ലാം ചെയ്യുകയും അദ്ദേഹം പാഞ്ഞു. നവീകരണകൾ കല്ലോട് സ്കൂളിലെ വിദ്യാർത്ഥികളുടെ ക്ഷേമത്തിനായി മുന്നിട്ടിറങ്ങുമ്പോൾ വിദ്യാഭ്യാസം നവീകരണത്തിന്റെ പാതയിലാണ്. പുതിയ അധ്യയന വർഷത്തെ തുറന്നു അരിച്ചിട്ട് മാർച്ച് 10-ാം തീയതി.



സ്കൂളിലെ ചിൽഡ്രൺ പാർക്ക് നിർമ്മാണത്തിലേക്ക് പെട്ട തൊഴിലാളികൾ

അന്തർീക്ഷം കട്ടികൾക്ക് നൽകാനാണ് അധികൃതരുടെ ശ്രമം. കൃത്യമായ പദ്ധതിയോടെയും എം.പി.യു. ഇതിനായി പുതിയ പദ്ധതികൾ അനുവദിച്ചിട്ടുണ്ട്.

കല്ലോട് ഗവ. ഹയർ സെക്കണ്ടറി സ്കൂളിൽ ഹൈസ്കൂൾ വിഭാഗത്തിന് ഈ അധ്യയന വർഷം മാത്രം അക്കോമി രൂപയുടെ വികസന പ്രവർത്തനങ്ങൾ നിലവിൽ അനുവദിച്ചിട്ടുണ്ട്. അതിന്റെ ഭാഗമായി പ്രമാണ്ഡം നവീകരിക്കുകയും, അവർ പാഞ്ഞു. 10 ലക്ഷം രൂപ ചെലവിലായി ക്ഷേമസാധനവികാസം 10 ലക്ഷം രൂപ ചെലവിലായി.

പ്രൈമറി കട്ടികൾക്കായി മിനി ഗ്രാൺ പണി ആരംഭിച്ചു. പണി പൂർത്തിയായ നാൾ യൂണിറ്റുകൾ ഉള്ള പ്രമാണ്ഡം ട്രഷറി സ്കൂളിൽ ഉൾപ്പെടെ 27-ന് നടക്കുന്നത് അവർ പാഞ്ഞു. സ്കൂൾ കെട്ടിടത്തിന്റെ അറ്റത്ത് റൂപ്പിൾക്ക് ഓർഡർ ലക്ഷം രൂപ അനുവദിച്ചിട്ടുണ്ട്. സ്കൂളിൽ ഓരോ കെട്ടിടത്തിന്റെയും അടുത്ത അധ്യയന വർഷത്തിൽ പ്രയോജനപ്പെടുത്താവുന്നവിധം നിർമ്മിക്കുകയും, അവർ പാഞ്ഞു. ചെല്ലോട് പഞ്ചായത്ത് അനുവദിച്ച ചിൽഡ്രൺ പാർക്കി



ന്റെ നിർമ്മാണം പൂർത്തിയായി. കെ. രാജീവ്കുമാർ ഉള്ളി അടർ എം.പി.യുടെ ഫണ്ട് നീന്ന് പുതിയ സ്കൂൾ ബസ് നായി 40 ലക്ഷം രൂപ അനുവദിച്ചിട്ടുണ്ട്. പുതിയ അധ്യയന വർഷത്തിൽ തന്നെ ബസ് പാർക്ക് കട്ടികളുടെ യാത്രാമുഖിതത്തിന് പരിഹാരം കാണാനുള്ള പരിശ്രമത്തിലാണ് സ്കൂൾ അധികൃതർ.

നിവേദി പ്രൈമറി കട്ടികൾക്കായി അനുവദിച്ച ഗൗരവപരമായ പൂർത്തിയായിട്ടുണ്ട്. പ്രൈമറി പരിഗണന അർഹിക്കുന്നവർക്കുള്ള ഗൗരവപരമായ നിർമ്മിച്ചിട്ടുണ്ട്. സ്കൂൾ വികസനത്തിന് അധികൃതർ പൂർണ്ണവിനിയോഗം തന്നിട്ടുണ്ട്. സ്കൂൾ പ്രമാണ്ഡവികാസം എം.കെ. ചിത്ര പാഞ്ഞു.

Conclusion

The Kalliot School team continues to strive beyond classrooms, ensuring that every child receives not just education, but care, dignity, and opportunities for growth. Through the combined support of alumni, community members, organizations, and well-wishers, we are working to empower children to overcome adversity and grow into confident, responsible citizens.

The entire village irrespective of political affiliation turning to attend platinum Jubilee celebration inaugurated by honorable MP Rajmohan Unnithan. More over a new school bus was sanctioned from the MP fund. The new assembly hall also inaugurated by Udma honourable MLA CH Kunhambu.

<https://youtube.com/shorts/L5X5XCOqW50?si=LRumkFlde3vfokzf>

<https://youtube.com/shorts/t0kII0FqVW0?si=G5X5ViYDQ9cU8gll>

<https://youtube.com/shorts/KqZGj-t1nTY?si=3RUfN5nvaKya654b>

<https://youtube.com/shorts/L5X5XCOqW50?si=LRumkFlde3vfokzf>

<https://youtube.com/shorts/OdS2KU9aGpM?si=Ut7Oa7kAasHaO70G>

<https://youtube.com/shorts/Klk8Qs-cC-I?si=OKNe-1FFnJVfKq3N>

Exam is over

Let's have some play

Time Taken for the Change

I was promoted as Headmistress and joined GHSS Kalliot on 13th November 2023. Within just a few days, on 24th November 2023, we launched our school development initiatives through a program named “Orukkam.”

We identified and prioritized urgent requirements such as toilets for girls and pre-primary children, safe drinking water facilities, a garden and playground for primary students, and a proper road from the school gate to the office. With the combined support of the village, block, and district panchayaths, almost all of these necessities were successfully sanctioned.

Other essential requirements—including free school uniforms, a flag post, speakers in all classrooms, an inverter, furniture, kitchen utensils, renovation and painting of classrooms, and school ground maintenance—were achieved with the strong support of our alumni groups and well-wishers from across India.

Remarkably, all of these changes took place within the span of a single year, reflecting the collective effort and commitment of the school community, alumni, and supporters.







Images on the day I joined Kalliot school.



Infrastructure development work started immediately after joining



Kalliot School today

Success Mantra

Our journey has been guided and inspired by the words of great thinkers and leaders. We believe in the vision expressed by Dr. A.P.J. Abdul Kalam:

“Dream, dream, dream.

Dreams transform into thoughts, and
Thoughts result in action.”

Equally motivating is the wisdom of Paulo Coelho:

“When you want something, all the universe conspires in helping you to achieve it.”

Learning from Our Work

Through our collective efforts, we have learned that:

Vision with action creates change – even limited resources can bring big results when there is clarity of purpose.

Community involvement is the backbone of progress – when alumni, parents, and local organizations come together, barriers can be overcome.

Every child matters – providing dignity, care, and opportunities for the most underprivileged strengthen the entire school community.

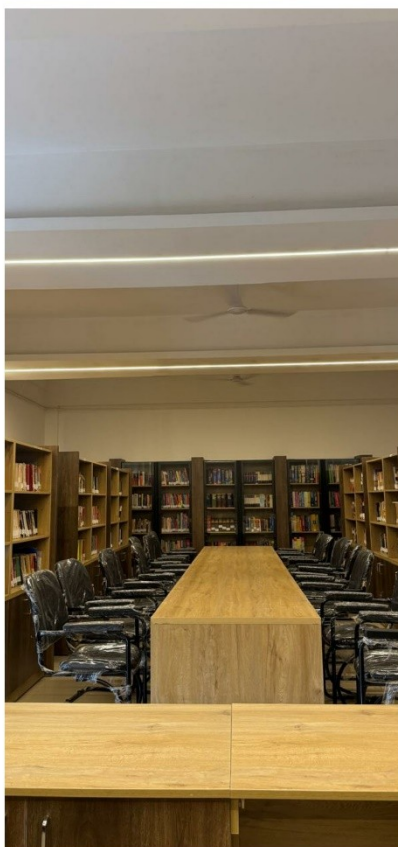
Persistence transforms dreams into reality – sustained follow-up with authorities, combined with local initiatives, ensures lasting change.

These lessons continue to inspire us as we move forward, reminding us that education is not just about classrooms but about transforming lives and empowering futures.



“Moving ahead with confidence”

“FROM BOOKSHELVES TO KNOWLEDGE HUB: A CASE STUDY ON LIBRARY RENOVATION”



Case Study

Transformation Through Knowledge: Establishing an Automated Library at Govt. Higher Secondary School, Karakunnu

Theme for Case study: Building culture of innovation in the school And Empowering Communities and strengthening school- community relations

Introduction

Govt. Higher Secondary School, Karakunnu, situated in Thrikkalangu Panchayath of Malappuram district, Kerala, has been a guiding light of education since its establishment in 1974. From a modest beginning inaugurated by Hon. Minister Chakkeeri Ahammedkutty on 2nd September 1974, the school has gradually grown into a vibrant centre of learning. Today, it caters to more than 2,100 students across high school and higher secondary sections, guided by 100 dedicated teachers and supported by non-teaching staff. Majority of students come from backward and marginalised society. Over the decades the school has grown into a Beacon of Excellence which not only transmits academic knowledge but also nurtures cultural, social and moral values among students

This case study presents the journey of establishing a modern, technology-enabled library, which has transformed the academic environment of the school and empowered and strengthened the school- community relationship.

Historical Background

Before the establishment of Govt. HSS Karakunnu, the region was marked by extreme poverty and starvation which deeply affected the lives of natives and the area was socially, economically and culturally backward. And hence educational opportunities were scarce. The nearest high school was 10 kilometres away. Students often walked more than 20 km daily to attend classes. SSLC pass-outs were less than ten in number; graduates were extremely rare. No postgraduates existed in the locality, and girl students passing SSLC were the rarest of rare.

The arrival of the school lifted the pall of darkness, spreading the light of education and hope across Karakunnu and its neighbouring areas.

Key Strengths & Weaknesses of The School (SWOT Analysis)

Strengths

- Infrastructure & Smart Classrooms:
 - High School (HS) section is equipped with 29 Smart Classrooms, ensuring ICT-enabled learning.
 - Higher Secondary Section (HSS) has 16 Smart Classrooms, fully aligned with required specifications. High-tech classrooms with internet connectivity.
- Laboratories & Innovation Facilities:
 - Atal Tinkering Lab (ATL) for budding scientists to experiment and innovate.
(School was recognized as the Best Tinkering Lab in the Innovation Fest 2025 highlighting its commitment to innovation and creativity).
 - HSS section has 4 subject-specific laboratories.
 - Room for National Service Scheme Activities.
 - Room for Aptitude Test under **K - DAT**
- Supportive Facilities:
 - Kitchen and dining hall providing nutritious meals.
 - Co-operative store to meet student and staff needs.
 - IED resource room and Counsellor's cabin for inclusive education and student well-being.
 - School bus for transportation.
 - Drinking water facility.
- Staff & Leadership Facilities:
 - Two well-furnished staff rooms for collaborative teacher work.
 - Principal's cabin to ensure effective administration.
- Community-Oriented Infrastructure:
 - Well-equipped auditorium with modern facilities for cultural and academic events.
 - Vast playground with stadium for sports and physical activities.
 - Open gym promoting health and fitness.

- Milma booth serving dairy products, connecting school to local cooperative sector.
- Sanitation & Inclusivity:
 - Adequate number of toilets and urinals for boys.
 - Girl's friendly toilets with incinerator and vending machine
 - Disabled-friendly Toilets and ramp for differently abled students, ensuring hygiene and inclusiveness.

Weakness

- Transport Facilities
 - Only one school bus is available, which is insufficient to cover the wide area of the Panchayath.
 - Students from remote area are not ready to come to our school due to lack of adequate transport facility.
 - Many students still depend on private transport or public buses, which may affect punctuality and attendance.
- Infrastructure Limitations
 - Limited number of classrooms to accommodate the growing student strength.
 - Library is functional but requires more updated books, journals, and digital resources.
 - Lack of ladies resting room, conference hall, Activity room.
 - Lack of drinking water facility in all blocks.
- Technology
 - Number of computers are not sufficient for the total student population.
 - Lack of sufficient number of projectors
- Student Support Services
 - Only one IED resource room, which may not fully meet the needs of all differently-abled students.
- Extracurricular & Co-curricular Activities
 - Sports facilities are inadequate (No Tennis or volleyball court, lack of modern equipment, lack of PET).

- Arts, music, and cultural activities may not have enough dedicated space or trainers.
- Staffing Issues
 - Shortage of subject-specific Permanent teachers (especially in higher secondary optional subjects).
- Financial Constraints
 - Limited budget restricts expansion of facilities and modernisation project

Opportunities

These are external chances or favourable conditions that the school can make use of:

1. Government & Educational Support

- o Government schemes like *Samagra Shiksha Abhiyan*, Digital India and *Skill Development Programs* can be used to upgrade facilities.
- o Training programs for teachers through SIEMAT and SCERT can enhance quality of teaching.
- o Training programs conduct at school.



2. Community & Alumni Involvement

- o Strong local community support (Panchayath, PTA, Well-wishers, Clubs) can be mobilised for infrastructure development.
- o Alumni network can be tapped for scholarships, career guidance, and sponsoring facilities.

3. Expansion of Digital Learning

- o Increasing use of ICT, e-learning platforms, and smart classrooms.
- o Opportunities to integrate *AI tools, virtual labs, and online resources* into teaching.

4. Skill Development & Vocational Training

- o Scope to introduce job-oriented courses, skill-based training, and tie-ups with nearby ITIs/polytechnics.
- o Atal Tinkering Lab can be further developed into an *innovation hub* for neighbouring schools.

5. Collaboration & Partnerships

- o Possible tie-ups with NGOs, higher education institutions, and private firms for student projects, internships, and exchange programs.
- o CSR (Corporate Social Responsibility) funding opportunities from local industries.

6. Cultural & Sports Growth

- o Students' participation in *state and national-level arts/sports fests* can bring recognition.
- o School can become a cultural centre of the Panchayath with local support.

7. Global Exposure

- o Access to international-level online competitions, Olympiads, and innovation challenges.
- o Exchange programs and collaborations through online platforms with schools abroad.

8. Sustainability & Green Campus

- o Scope for eco-friendly projects: rainwater harvesting, solar energy, organic farming.
- o Can become a model *green school* in the district, inspiring others.

The Vision

As the Principal, I strongly believed that a well-equipped library could change the learning ambience of the school. A good library, I felt, would not only benefit our students but also serve as a knowledge hub for the entire panchayath. A good library develops regular

reading habits extending beyond textbooks. It will be a centre of self-study and group discussions and research. Student aspiring for higher studies and competitive examinations gain access to resources unavailable in rural areas. Teachers can utilise it for academic enrichment, project guidance and advance reference. It also empowers and strengthens school and community relationships.

The Challenges

- Despite the academic progress over the decades, the absence of a functional library remained a major handicap.
- The High School section had a small collection of books in a dark room without proper light, seating, or journals. A teacher-in-charge acted as the part-time librarian, making access highly irregular.
- The Higher Secondary section had no library at all; a few books were kept in shelves, largely unused due to lack of a librarian and facilities.
- This deprived students of exposure to knowledge beyond textbooks and weakened the learning culture.
- Mobilisation of fund for the construction of a library was highly challenging.

Planning and Execution

A meeting of the PTA Executive Committee was convened where I presented this vision. The idea immediately received strong support, and all members expressed their willingness to collaborate.

The first major breakthrough came from the District Panchayath Division Member, Mr. Unnikrishnan, who assured financial support. Although fund for construction of library building was not possible, District Panchayath sanctioned ₹15 lakhs for interior furnishing and equipment, provided we prepared a suitable space for the library.

With determination, the Staff Council and PTA decided to convert the old Botany and zoology laboratories into the new library. Under **KIIFB** infrastructure development project a room with 40x20 specification had already been constructed earlier. The committee decided to shift Botany and Zoology labs to this room. But as the Hall was empty, next tiresome job was to furnish the lab and to instal necessary equipment in the lab.

We applied for allotment from education department for furnishing lab and purchasing lab equipment (G.O (Rt) No 3364/2022/G,Edn Dated 02/06/2022). And Government sanctioned 4 Lakhs. Using the fund, we furnished the New Biology lab and purchased enough laboratory equipment and accessories.

An amount of Rs.2 lakhs was estimated to transform the old Botany and Zoology labs into a spacious library by demolishing wall in between two rooms, plastering, tiling, and painting, there by we will get a hall of 60x20 dimension.

To mobilise funds for construction work, we sought support from PTA, staff and alumni networks.

Role of Alumni and Community Participation

One of the most significant turning points was the involvement of our alumni network. Two dedicated WhatsApp groups were created, attracting over 2000 former students. I personally shared the vision with them, promising that the library would serve not only our students but also university students and aspirants of competitive exams like IAS, KAS, NEET, and JEE. Their overwhelming response helped us mobilise substantial financial resources within weeks. Additionally, well-wishers and local organisations like the Social Clubs in the area, extended financial help.

Receiving contribution from Alumni



Receiving contribution from Social Clubs



Library Committee Visit

In order to gain deeper insights into the functioning, organization, and best practices of libraries, the Library Committee undertook a study visit to reputed libraries such as the Calicut University Library, Majmu Educational Complex, Malappuram and the Feroke College Library, Calicut.

The purpose of this visit was to:

- Understand modern methods of cataloguing and classification.
- Explore digital library facilities and e-resources.
- Study user-friendly practices for students and researchers.
- Learn about infrastructure, seating arrangements, and accessibility.
- Identify innovative practices that could be adapted to our own library.

This exposure inspired the committee to bring transformative changes to the school library and adopt a vision to make it modern, resourceful, and student-centred.

Renovation and Modernization of the Library

The transformation of the old Botany and Zoology labs into a spacious library hall with a dimension of 60 x 20 ft was successfully completed at a cost of ₹1.75 lakh, which was significantly lower than the initially estimated amount. Financial support from the District Panchayath Rs. 15 lakh is utilised for furnishing and beautification of the library.

To ensure smooth and efficient functioning, a computerised system with barcode scanners and library management software was installed. This marked a major shift towards digital library services, making the process of issuing and returning books more accurate and time-saving.

A full-time librarian was appointed to manage resources and provide professional guidance to students and teachers. The library is also equipped with a **conference and discussion facility** that can accommodate up to 32 persons at a time, encouraging collaborative learning and academic discussions.

Currently, the library houses a rich collection of **12,000 books** across diverse subjects. To ensure continuous enrichment of resources, it was decided that **each student should contribute one book on his or her birthday**. This unique initiative not only develops a culture of sharing knowledge but also creates a sense of personal belonging among students towards the library.

Furthermore, newspapers and journals began to be subscribed regularly under sponsorship support, thereby providing students with updated information, research material, and exposure to current affairs.

In addition, alumni and well-wishers generously contributed towards purchasing accessories and extra facilities, further enhancing the quality and utility of the library. Their support played a vital role in transforming the library into a vibrant learning hub for students. An alarm system is proposed to be introduced in the library by installing security chips, ensuring that no student can take a book out of the library without proper permission.

Inauguration and Functioning

The library was inaugurated with pride and began functioning as a state-of-the-art facility. It is spacious, well-lit, and technology-enabled. Separate reading areas are provided for high school and higher secondary students. Digital cataloguing, scanning, and issuing of books have made library use efficient and student-friendly.

Inauguration video Link

- https://drive.google.com/file/d/14G2GN28C1cfnAPZZ51fmG4hJo_BuKlO_/view?usp=drive_link
- https://drive.google.com/file/d/1uLNRksqYQTS_iPVAdjMh2GiaI10hDDs-/view?usp=drive_link
- https://drive.google.com/file/d/1uFqkFFRsMPjO3b36j6sa-WLW6FiUiwf3/view?usp=drive_link

Impact of the Renovation

- **Improved Reading Habits:** The attractive and well-furnished environment encouraged students to spend more time in the library, cultivating regular reading habits.

Academic and Co- curricular activities

Group discussions, News reading, preparing g Bulletin Board, review writing competitions, story discussion, Amma vayana, Reading Festival, interview with writers, Kavya Silpam are some of the activities we could conduct based on reading.

- **Enhanced Digital Literacy:** The introduction of a computerized system familiarized students with modern technology and digital cataloguing methods.
- **Research and Reference Culture:** With easy access to books and a smooth issuing system, students became more engaged in project work, reference studies, and self-learning.
- **Professional Guidance:** The appointment of a full-time librarian ensured expert support for students and teachers in selecting resources and enhancing research quality.

- **Collaborative Learning:** The conference facility, accommodating 32 persons, promoted group discussions, debates, and seminars within the library.
- **Community Support:** The involvement of alumni and well-wishers created a sense of ownership and strengthened the bond between the school and its stakeholders.
- **Model Library for Others:** The modernized library now stands as an example for neighbouring schools, inspiring them to adopt similar innovations.
- **Support for Higher Education & Competitive Exams**
 - Students aspiring for higher studies and competitive exams gained access to resources previously unavailable in rural areas.
- **Bridging Rural–Urban Gap**
 - The facility brought world-class learning opportunities to a rural setting, reducing inequality in education.

- **Teacher Enrichment**

Teachers utilise the library for academic enrichment, project guidance, and advanced reference, benefitting classroom teaching.

QUOTES ABOUT OUR LIBRARY

- *Our library is the heart of our school—beating with ideas, stories, and dreams.”*
- *“Every book in this library is a new teacher waiting to guide us.”*
- *“This library opens doors to both academic excellence and creative imagination.”*
- *“A library is not just about books; it is about building futures.”*
- *“Our library is a safe space where curiosity meets knowledge.”*

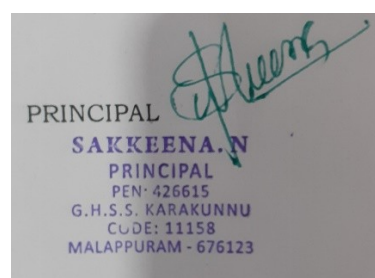
Student Motivation

- *“A student who reads today leads tomorrow.”*
- *“Books borrowed from this library will return as wisdom in life.”*
- *“Our library is the place where gadgets rest and minds awaken.”*
- *“Readers are not born; they are nurtured in libraries like*

Conclusion

The establishment of an Automated library at Govt. HSS Karakunnu which completed within a time span of one and half years , is not merely an infrastructural development but a transformative movement. This Library stands as one of the largest and technologically advanced automated libraries among Higher Secondary Schools in Kerala. The Library, I am confident, will also play a crucial role in de-toxifying students from excessive dependence on digital gadgets by cultivating meaningful reading habits. It reflects how vision, community participation, and collaborative efforts can overcome limitations of resources and bring lasting educational impact.

What once started as a dream has today become a shining example of how a school can inspire an entire community by spreading the light of knowledge.



Prepared By

Sakkeena N

Ghss Karakunnu

Karakunnu PO

Manjeri

Malappuram DT

Pin 676123

Mob:9605967577

E-mail:principal11158@gmail.com

Inclusivity in Schools: A Case Study on ASD Students at G.U.P.S, Malam, Kottayam



Authors

- **Mrs. Bindu K .P**
Headmistres
G.U.P.S, Malam,Kottayam
Ph: 6282633670
Email: binduashok8@gmail.com
- **MS Bijitha P**
Teacher
G.U.P.S, Malam, Kottayam
Ph: 828995241
Email: bijithapnairbhoomika@gmail.com

School Address: G.U.P.S Malam,Malam P.O Kottayam district Kerala, 686019

Abstract

The case study titled 'Inclusivity in Schools: A Study on ASD students at G.U.P.S Malam, Kottayam' tries to open up the various issues associated with teaching learning process among ASD students in a classroom scenario. The study also tries to address the diverse strategies implemented in the classroom communication by the teachers to enhance the easy learning process of ASD students, the challenges and problems faced by the teachers in handling ASD kids in a real-life classroom environment and the need of awareness among the parents, society and the government. The study comes under the topic "Leadership for Equality, Diversity and Inclusion".

Key Words: Inclusive, Strategies, ASD, Children

Introduction

Malam is a small village located in the Kottayam district of Kerala, India. The Malam Government Upper Primary School, situated in the Manarcadu Panchayat under the Pampady subdistrict, serves as an educational institution for local children from pre-primary to seventh standard. The school has an enrollment of approximately 100 students. A significant number of students at the school come from socially and economically deprived backgrounds. This socioeconomic context has contributed to challenges such as a lack of awareness about the importance of education among the community, leading to poor academic performance, behavioral issues, and various lifestyle challenges among the students. These factors underline the need for focused interventions to support and uplift the educational standards and overall well-being of the children in this community. As per the new education policy and curriculum, which assures the inclusion of CWSN children in schools along with other students. This incorporation corroborates the prospect of social mingling of CWSN students, which amplify their comprehensive enlargement.

As the new academic year started, the school accommodates around 100 students, in which 13 students are CWSN (From preprimary to class 7). Out of this 6 of them are ASD (Autistic Spectrum Disorder) with variation in magnitude. In addition to this, the students in this school are from distressed backgrounds faced a lot of challenges in their academics, behaviour, character development and personality. The school realizes the need of an upliftment of CWSN students in their overall development by introducing and inculcating various teaching techniques

and strategies in the classrooms. The teachers who handled the sessions faced numerous challenges while engaging them in classrooms. In such a scenario, a study on inclusivity in our school, becomes a necessity. The current case study done among the 6 ASD students in our school in a duration of three months.

Activities

G.U.P.S, Malam perceives the exigency and holdup required for the students for their wellbeing, and incorporated various activities. To address the challenges faced by the students, the school authorities and the Parent-Teacher Association (PTA) initiated a program called “**Darppan**” (Which is a continuation “**Dyuthi**” a similar programme held at Malam Government Upper Primary School in 2024) meaning "mirror." The programme is designed to uplift the students' academic performance, improve their behavior, and address lifestyle issues by fostering a holistic development approach. To ensure the smooth functioning and effectiveness of ‘Darppan’, the school authorities sought support from Department of Life Long Learning & Extension, Mahatma Gandhi University, Kottayam and Grace Care Geriatric and Counselling Centre, an NGO based in Vadavathoor, Kottayam district. This programme helped in bridging the gap between classroom education and real-life applications, equipping students with practical insights and skills to prepare them for their professional lives. Through Darppan, the students recognize their potential, thereby enhancing their personal growth and creating a stronger foundation for their future endeavors.

‘Darppan’ programme at Malam Government Upper Primary School was specifically designed to support students from class 1 to 7, with a target group of 50 students. The initiative began with a thorough groundwork phase conducted in late June and early July 2025. This included detailed case studies to understand the students challenges and needs comprehensively. Following this, the problems identified through the case studies were analyzed in a School Resource Group (SRG) meeting, where school authorities, the Parent-Teacher Association (PTA), and stakeholders decided to implement “Darppan” as a solution. The programme was officially inaugurated on 23 August 2025, marking the beginning of a concerted effort to uplift these students.

With support from “Grace Care Geriatric and Counselling Centre” and MG University Life Long Learning and Extension Centre, the programme brought together 22 expert counselors

from across Kerala. These counselors played a pivotal role in engaging directly with the families of the targeted students. Both students and their parents were given the opportunity to interact with these experts, addressing their concerns and finding meaningful relief from their worries. The initiative not only provided immediate support but also laid the groundwork for long-term improvement in the students' academic and personal lives. Through a well-structured approach that combined awareness sessions, hands-on activities, expert counseling, and community engagement, 'Darppan' has effectively addressed the academic, emotional, and behavioral challenges faced by the students.

G.U.P.S., MALAM
in association with
DEPARTMENT OF LIFE LONG LEARNING & EXTENSION
MAHATMA GANDHI UNIVERSITY, KOTTAYAM

Presents
DARPPAN 2025
(A ONE - DAY CAREER GUIDANCE & COUNSELLING PROGRAMME)
23 AUGUST 2025 10.00 AM ONWARDS
(Individual counselling is available)

For more details
Contact : 6282633670

All are welcome

FECILITATORS

 MAMITHA MOL V COUNSELLOR	 PRABINKUMAR C B DEPUTY MANAGER (INFOPARK , KOCHI)	 ANOOP S NLP TRAINER	 CHANDINI K NAIR	 MARY JOSEPH, RTD.TEACHER	 JAYAKUMARI T. T DIRECTOR JAYA'S ACADEMY	 KHALID C M SECRETARY, THANAL PAI & PALLIATIVE CARE, CERVATTOOR
 NEJIYA P. S	 LENIMOL K P RTD LIVES STOCK INSPECTOR ANIMAL HUSBANDRY DEPARTMENT	 MINI JOSEPH RTD. TEACHER	 DEEPU ASHOKAN YOGA TRAINER	 RETNAMANI. P RTD TEACHER	 JESSY JACOB RTD. CO-OP SOCIETY SECRETARY	 PRASEEDA K R MA, MED RTD. HIGHER SECONDARY TEACHER
 G. BINUKUMAR ENTREPRENEUR, ENGINEERING INDUSTRY	 INDIRA V. N. RTD NURSING OFFICER	 ADV. INDIRAKUTTY.P.R FORMER DEPUTY REGISTRAR HIGH COURT OF KERALA	 NASEENA BEEVI Y. TEACHER, TRAINER	 LETTY C. THOMAS RTD. HIM LIFE SKILL TRAINER	 NAJILA MOL M. N.	 THOMAS K. J. RTD RLY STATION MASTER
					 MAYA. K. P ADMIN HEAD IN HOLDINGS FOUNDATION	

- What all awareness can be propagated to the public, society, and the government regarding ASD?
- How to validate the active participation of parents regarding ASD

Need of the Study

The public sector schools are welcoming the inclusivity with ample expectation and apprehension. This step was undoubtedly an innovative platform for CWSN students which come up with adequate extent for social mingling. This welcomes the inflow of CWSN students into the schools. In the current academic year, Malam Government Upper Primary school has admitted 13 CWSN students in which 6 are facing a condition ASD. In a live classroom running with a structured curriculum and teaching manual give over many challenges to incorporate the ASD students in learning process. Their behavioural issues (spitting on others, biting or scratching teachers and other kids), attacking nature, fear of sounds, running out of the class, urination or defecation in the classroom and mood changes create practical challenges in learning process. In such a scenario, the participation and the overall development of ASD children, the challenges faced by the teachers and the new techniques and strategies implemented by the teachers to overcome the learning difficulty, the awareness given to the parents to understand the need of incorporating these students in learning process and to enhance the children to be self-sufficient in their needs is a required study.

Methodology

The study tries to observe the ASD students in the live classroom scenario and experiences various behavioural issues and the challenges faced by the teachers to handle the class. In addition to this, the experiences and the information provided by their parents contribute to the study. The following table deals with the past three months (June, July, August) observation by the teacher.

Tabulation-Issues Observed and Experienced in the classroom-June

Sl No	Student	Behavioural Issue	Scholastic achievement	Challenges faced by the teacher
1	Student 1	Spitting, biting, running from the classroom, throwing texts, lying on the floor, attacking others, defecation	Nil	Beating, Spitting Scratching Disobedience Discipline issue in the classroom, Time management, Difficulty in the dissemination of specific LOS to the students and other students in the classroom, Making loud noise in the class room
2	Student 2	Fear, laziness, always needs to go to toilet	Nil	Fearful to the classroom environment, and loud crying
3	Student 3	Laziness, beating teacher (if ask him to write) hyperactive, Fear of sounds Making loud noise	Nil	Beating the teacher if ask to colour or ask to do some activity, Making loud crying in the classroom
4	Student 4	Running out of the class, hyper active, beating (if ask to write) Tearing papers, throwing things		Beating the teacher if ask to colour or ask to do some activity, Making loud crying in the classroom

		Making loud noise		
5	Student 5	Self-harming, crying, making loud noise, loud crying, harming others.	Nil	Harming teachers if tries to console, loud noise and crying
6	Student 6	Making loud noise, throwing things, running out of the class	Nil	Throwing things to teacher, crying loudly in the class room.

Strategies Implemented on the basis of observation on June and the Result- August

Strategies Implemented By the teacher	Result
Less attention to screaming	One or two times screaming in the classroom
Lound commands to the whole class	Aware of the commands and trying to follow appropriate classroom manners
Implementation of strictness in the class	Shows Stubbornness, but intensity, reduced a lot by the end of the month
Implementing more songs related to classroom activities, physical movements, outdoor activities in the classrooms	Started to listen to the songs, enjoys physical movements and outdoor activities.
Comprehend the routine, and less concern and care to obstinacy	Screamed, shows disobedience to get inside the classroom after the outdoor activity
Find out the best buddy and do the activities in pairs (like reading, writing on the board)	Happy with the buddy to do the activities

Awareness given to the parents for the need of timely therapy	Timely therapy had improved the behavioural issues
---	--

Strategies Implemented on the basis of observation on June and the Result- August

Strategies Implemented By the teacher	Result
Less attention to screaming	The frequency level of screaming reduced
Loud commands to the whole class	Silence on loud commands for a short span of time
Implementation of strictness in the class	Shows Stubbornness, but intensity, reduced towards the end of the month
Implementing more songs related to classroom activities, physical movements, outdoor activities in the classrooms	Started to listen to the songs, enjoys physical movements and outdoor activities. Trying to follow the routine along with other peers(Social interaction works)
Comprehend the routine, and less concern and care to obstinacy	Adapt the routine slowly even if the screaming and stubbornness is there. The peers are very much helpful to calm down them
Find out the best buddy and do the activities in pairs (like reading , writing on the board)	Happy with the buddy to do the activities, Trying to imitate what the peer is doing.
Awareness given to the parents for the need of timely therapy	Timely therapy had improved the behavioural issues.

Skills and sharp sense organs active in the selected students

Sl no	Student	Active sense organ	Skill/talent

1	Student 1	Auditory, vision,touch	Singing, colouring
2	Student 2	Audiary,touch	One time listening will help him to write
3	Student 3	Auditory, vision	Music
4	Student 4	Auditory	Drawing
5	Student 5	Auditory	Singing
6	Student 6	Auditory	Drawing

Analysis

The above tables show the gradual changes happened in ASD students in the class rooms and the various challenges faced by the teachers along with other students. According to the teachers, the challenges were very rigid and bitter in the beginning of the academic year. They felt very difficult to maintain the classroom discipline and reaching to the specific LO's to each one. The behavioral issues shown by the ASD students in the classroom crates issue of time management and getting the attention of other students. The teachers in this phase tries to tackle this issue by put forward various techniques and strategies to make them calm in the class.

The information provided by the parents of these students informs that, these ASD students always have a comfort zone and they got violent when this comfort zone breaks. Since they have very sharp observation capacity, they will measure each person, their behaviour and their way interaction. Being soft to them wont work for the smooth functioning of the class, in contrast the strictness or loud voice or commands can create a superiority over them.

Since they are attention seekers and have laziness on doing their own things, giving less attention to those screaming or loud noise will make them to understand that, their stubbornness won't succeed infront of teachers. Also, the stick that a teacher simply holds in the hand or making a noise with the stick will also create obedience. Similarly, making a habit with their peer group has a lot of impact. Finding out the right peer for each one ASD student is an experiment done by the teachers in the classroom. The recurring replacement of each student will help the teacher to find out which person can influence them. Making such bond in the class can create multiple changes. ASD students will tries to imitate what their peer is doing. It helps to understand them ,the interval time , what all things to be done, after that they have some time to

play, then to drink water and next bell is for entering the classroom. Likewise in classroom activities also, the participation can be incorporated by making them to read words or sentences along with their favourite buddies. Along with this, this technique helps the teacher to identify which sense organ is very sharp for them and what are the talents or skills of these ASD students.

Giving an awareness to the parents regarding the requirement of therapy for the betterment ASD students was another major obstacle that the teachers faced during the initial stage. The societal pressure of parents and the emotional issues regarding ASD are the biggest challenges for the teachers to understand the parents on the need of therapy for the ASD students. The strategies and techniques discovered result in accordance with the therapy.

Conclusion

Autism is a condition, which can lead to learning disability or lifelong dependency. Understanding the condition and finding a solution for the overall wellbeing and development of the ASD students is a must require study. Most of the ASD students are coming to the government schools mainly for social mingling which is a basic lack of Autism (that is social exclusion- sitting in idle and not interact with others). On the other hand, the teachers of the government schools are not trained for handling the kids, incorporating the students in the learning process. The challenges and obstacles that the teachers are facing not recognized anywhere.

Malam government Upper Primary School not only has ASD students, but also students with other disability. The parents of these students are from various socio political and economic background. The therapy and other services required a lot of money investment and requires patience. This won't be practically possible for a parent from a very poor financial background. For them, going for a daily wage job and filling the hunger is the priority. In such a scenario if the government schools can provide such facility in schools, it would be a great relief all parents.

The service of a special educator (2 or 3 according to the number of students in a school) , an occupational therapist and a councilor on a fulltime basis are very much required in schools now a days. If such a facility is available in schools, then the teaching learning process will be very easy which can assure the overall developments of ASD students and can make them

self-sufficient. The three months strategies and techniques could find out a result, if the aforementioned suggestions can implement in schools, then the result will one step ahead.

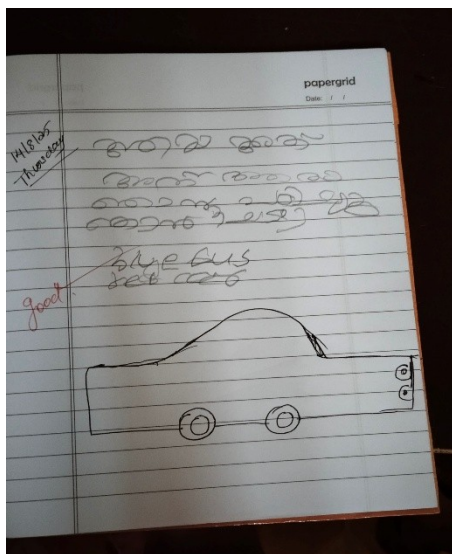
Suggestions solving the ASD inclusion in schools

- Service of special educator (2 or 3 according to the number of students), occupational therapist, and a counselor in schools on a daily basis, then only the real protentional and skills of these students can be identified and can develop
- A systematic and structured timely basis training for the teachers who are handling the children
- Giving an awareness to the parents through Panchayath and Kudumbhasree

Limitation of ASD inclusion

- Lack of Training resources
- Lack of time to internalize the students to acquire the specific Los
- Limitation of the parents to assess the ASD children to identify the early detection
- Exam assessment and evaluation
- Due to the lack of resources, the real talented ASD children were not coming out.

Post study result -some pictures



**NIEPA (National Institute of Educational Planning and
Administration)**

National Centre for School Leadership (NCSL)

Celebrating School Leadership 2025-2026

- (a) Theme chosen for case study : Leadership for Equity, Diversity and Inclusion
- (b) Name of the school head/case study writer : Narayana D, Headmaster (Recipient of Kerala State Teacher Award 2021)
- (c) Name of the school with full postal address : Government High School Udyawar, Post Manjeshwara Kasaragod District Kerala State 671323
- (d) E-mail address & WhatsApp Number : delampadynarayan@gmail.com, 8921672558
- (e) Signature of the school head/case study writer & office seal

Place: Udyawar

Date: 24.12.2025

Sd/-

Headmaster

Note: Signed copy with office Seal attached in pdf version

Leadership for Equity, Diversity and Inclusion

Equity, Diversity, and Inclusion is a major concern in school setups, especially in rural areas. Diversity in many aspects like socioeconomic class, colour, creed, community etc., as well as economic factors (rich, poor etc.) and different languages are common in our areas. Thus, it is the duty of school leaders to include everyone on a common platform, considering the diversity in various aspects, and to provide all required opportunities to develop equity in education.

Even though so many initiatives are taken by me during my 9 years of Service as The Headmaster of a Government High School, here due to the limitations of the write ups and the theme wise categorisation, I am going to make a clear elaboration about a special programmes which will come under the Head: **Leadership for Equity, Diversity and Inclusion**. After a clear description of this programmes I will also give a short descriptions about my other programmes which I have implemented as a School Leader in my 9 years tenure.

Before explaining these programmes I have to tell some facts about the school which I have worked, then only any one can come to know the importance of the programme that I have started in these schools. For a general schools with medium or high level of academic standards one can say these programmes are not that much importance. So I am going to explain some factors about the Basic facts of My Schools that I have worked.

When I got Promotion as Headmaster from DIET Kasaragod where I have been working as Teacher Educator, I have joined at Government Higher Secondary School Pandi on the FN of 13.12.2016.

GHSS Pandi (UDISE Code: 32010200812) is a school situated in a very remote area of Delampady Grama Panchayath (My Native Panchayath) in Kasaragod District. When I joined to that School as a Headmaster there were 429 students studying from standard I to XII. The people of this area are very poor, illiterate and most of them not yet realize the importance of Education. In this 429 students **42% belongs to ST, 8% to SC, 49% OBC and only 1% belongs to General Category**. This social category wise imbalances directly

effect in the educational performance of our students. As far as economic background is considered **74% of our students belong to BPL and 26% to APL**. Our students are coming to schools from the distance of 5 to 6 KMs by walk through the forest areas.

Pandi Facts in Pictures:



After my service at GHSS Pandi I have joined at my present School Government High School Udyawar (UDISE Code: 32010100125) on the FN of 06.06.2024.

At GHS Udyawar 289 students are studying from standard V to X. The Socio Economic backgrounds of these two areas - Pandi and Udyawar are almost same. Among the 289 students of GHS Udyawar **12% belongs to ST, 11% to SC, 76.1% OBC and only 0.7% belong to General Category**. These **12% ST Students are belong to Koraga, the Most Primitive Tribe of India**. When Economical background is considered **72.7% of our students belong to BPL and 27.3% to APL**. Here also the students are coming to schools from the distance of 5 to 6 KMs by walk, most of them by walk.

All these aspects are adversely effects in the overall performance of our students, and it reflects adversely in their academic excellence. A major portion of the parents are addicted to Alcohol and they neglect their children. These Parents have ignorance about the importance of the education.

We have to look after the importance of Programmes that I have introduced under this perspective.

Because of these aspects, our students lack self confidence and they need the strong help and support to build up their self esteem. Understanding these reality we think to implement a strategy to make our students to come out from their shells and for that we planned and implemented some programmes to make them to identify their skills and abilities and also to help them to build their self esteem and leadership ability. These Programmes I have started in GHSS Pandi and also continuing at GHS Udyawar.

CLASS ASSEMBLY – To explore the ability of students.

Our class assembly aims to develop the students' ability in leadership, public speaking, planning and implementing programmes etc. We are doing the assembly twice in a week - Monday and Thursday. The total programmes of these assemblies are doing by our students themselves. The programmes include News, Thought of the Day, Creative activities, Quiz, History today etc.

Inclusion of All: We gave chance to all classes in rotation system like one class for one day. So within a period of six weeks one rotation of all classes from standard V to X completes. When the same class comes next time we change the whole group. So all students get chance to exhibit their abilities in front of total students of our School.

Multi Language Assembly

Our Kasaragod District is famously known as 'Saptha Bhasha Sangama Bhoomi', more than seven languages are speaking in our District. But in our school area is considered, its more than seven languages. It is a area of Cultural Diversity. So these languages may cause the cultural divide also. To develop harmony between the languages we have started the Multi Language Assembly - Assembly in all languages. If one group done their assembly in Malayalam or Kannada in one turn, when they get chance in next time they have to do it in English and next time in Hindi. Hence they get chance to improve their language abilities. Apart from these four academic/teaching languages we have also conducted the Class assemblies in other languages Like Tulu, Arabic, Marati, Konkani, Byari etc. And every week we select one group for complementary prizes depending on their performance in these assemblies. These types of compliments gave a high boost to the students from very backward areas and also from backward communities. With these assemblies

our students have improved a lot in their basic abilities that is what we have aimed through this activity.

Arabic Assembly: https://youtu.be/07yhV_8MmCM

Manorama channel has transmitted our Programmes – Multi Language

Assembly and Food Fest. **Link:** <https://www.youtube.com/watch?v=rrY9O-3sFvw&t=130s>

KUTTI ASSEMBLY

When we are doing our Class assemblies we know that our little children from class I to IV are not getting enough opportunities to explore their abilities through these assemblies. Since the gathering in general morning assembly is very large group of students and little children can't manage to give their performance in this assembly. This is a type of lack of Inclusiveness. To overcome this and also to give equal opportunities to these small children we are planned a Little version of our assembly in every Friday at 3.30 PM. This is like the other assembly of the school, but only the difference is that the students from Standard I to IV are participating in this assembly. And the assembly is conducting by the students of these classes. Since the number of participants are comparatively less, the small children are doing their task perfectly and this help them to develop their leadership abilities and also their other academic capabilities and which is also helpful for their social developments. Now here at GHS Udyawar we have classes only from Standard 5 to 10. So this Kutti Assembly is not implementing here.

Kutti Assembly Link: <https://youtube.com/shorts/p69UNgul6RA>

Our experience shows that these assemblies changed them as the good speakers. Here also we include all activities like our other assembly. Some extra activities that we are using only to this category are Rhymes, Action Songs and dramatization. Here the language using is Kannada, Malayalam, English, Tulu, Arabic and Marati. I am happy to say that our I standard students are doing their assembly beautifully in English language. Saying to this we have to keep in mind that these children are not completed their LKG or UKG. Only after getting some basics in Anganavadies they are directly coming to our schools. So I am proud to say that only with these types of activities they developed a lot. With all these activities named as Wings To Explore, we have

succeeded much more than that what we expected, when we plan these activities. With the special perspective after considering the ground realities of our area we are sure that along with the other routine academic activities we have to give much and more importance to build up the self confidence and self esteem of the students, which is what they lacks in their home.

Because of their specific background they won't even get a single chance to develop their self confidence. No one appreciates them in their home, no one gives the support, no one shows the opportunities for their development, no one cater their demands in the field of academic or social development, no one shows the path to nurture their creativity. So the students like this, we, the school is the only light to eradicate their ignorance and to show the right path for their bright future. That is what we have identified as the need of our area and planned the programme and also implemented and got the result. We hope that this understanding what we get with our works will help us to support our students in coming years also to mould them as The Whole Developed Person. We know that by this only we can pay justice to our profession.

THE SCHOOL RADIO

Because of our request Pandi Vana Samrakshana Samithi has donated a School Radio System to our School at GHSS Pandi, which consists 22 Speakers, Amplifier, Microphones etc. We planned to use this system to make our students to explore their creativity. Every day we are using 10 to 15 minutes for this Radio Programme. We have prepared a schedule and allotted time to each class to give their programmes. As per our schedule one class gets the chance once in a month. We have the rule that if once a student gave the programme, then he will get chance only after all other students of his class have completed their turns. By this way we gave equal chance to all students and Inclusion policy is implemented here in this way. Otherwise some students those who are participating in all activities of the school will get chance again and again. This is what happening in most of our schools. Our main aim is to give equal chance to all students and especially those who are not getting chances to explore otherwise. Students gave programmes like News, thought of the day, Today in history, Quiz etc. We gave some complementary prizes to the

students to encourage them. I am proud to say that from October to February all our students get chance to exhibit their creativity through this medium.

Pandi Spandan School Radio Link: <https://youtu.be/BfiXpID5mY>

Here now at GHS Udyawar also we have started School Radio System with 16 Speakers and connected devices and started the programmes like GHSS Pandi.

For the Class assembly and School Radio Programme of GHSS Pandi, I got the First Place in District Level School Innovative Project as a part of School Leadership Development Development Programme and Selected to State Level. But the state level competition was not conducted in that year.

Udayavani, the leading Kannada News paper of our area has prepared a front page report about our Assembly.

ABOUT OUR MULTI LANGUAGE ASSEMBLY



CHANAGATHIKOOTTAM - Creating an Inclusive environment for our Special Children

We had 6 bedridden children at GHSS Pandi and 7 Bedridden students at GHS Udyawar. As a part of inclusiveness policy we, along with the students (Changathi) of their classes visited the house of all these students several times with some gifts, household items and other academic and recreational materials. In this programme the changathis of these students are singing songs, telling stories and doing some other academic activities that these Special need children can participate and make these students happy. We are getting some support from school support groups also. In this way we are implementing the Inclusion policy in real sense.



FOOD FEST - To celebrate the diversity and to encourage equality in food (sahapankthi bhojan) and in Society

Nowadays also in some areas people are not ready to take foods along with other people of different caste or community. To make awareness about the food diversity and to develop the sense of taking food along with others, we have introduced the Programme **Food Fest in Aati masa** where the students were prepared more than 100 items of food and also exhibited Medicinal Plants

and their ancient agricultural work tools. This was a great festival in schools to celebrate the diversity of our innate culture and the folklore knowledge. It helped to develop the equity in school. I have continued this programme in every year. This programme also gave a wide knowledge on the ancient life styles of our society.



SOCIAL INCLUSION - Taking school to the community

As a part of Social Inclusion we have visited all houses of our School area. And in the month of February, March we have conducted the Social Inclusive Programme in the places like - Balavanthadka, Kottumba and Katippara as Corner Meetings and Excellence Fests. In these programmes our

students have presented School's excellence in various areas. Because of these programmes the enrolment is remarkably increased in our School.

Because of these programmes that I have introduced first time in my school, we got the results what we have expected through this programme. As I have noted at the beginning, our students had lack of self confidence, self esteem, leadership quality, etc. And they also suffered a lot with inferiority complex. They won't get any support from school or from family. In these circumstances we got tremendous result through these small small programmes.

Before I was joined at GHSS Pandi and at GHS Udyawar, No student has appeared to LSS, USS, NMMS, NTS, STEPS Exam etc. And not get a single Full A+ in SSLC Examination. But after we have introduced these types of programmes the confidence level of our students increased a lot and they have appeared and got First time LSS, USS and also got Full A+ in SSLC. And in NMMS also they have qualified. And the students have started to come forward to participate Kalolsava, Work Experience Fairs, Science, Maths Fairs, etc. And we got A+ in State Level Fairs also. These are all because of these types of small small programmes that I have introduced first time in my Schools.

I have started our academic interventions as well planned. Prepared a very good Academic Master Plan for the continuation of our academic interventions. I was also a member of Academic Master Plan implementation committee. In Kumbla Sub District we got first place for our Academic Master Plan. Since our school is situated in a very remote area and most of the people are from socially and economically poor background, illiterate, addicted to alcohols, broken families, and not understand the importance of Education, it was the difficult task for us to implement these types of programmes. But in my leadership through a collective work and the Vision 'Together We Can', we have achieved the output in our schools for greater extend and happy to say that now also these legacy is continuing in my schools. As a recognition for my work in School Leadership, the Government of Kerala honoured me with the **Best Teacher Award in 2021.**

Some other Programmes that I have conducted in my School which will come under other Themes:

* Academic Leadership/Pedagogical Leadership for Enhancing Student Learning Competencies: Before I have joined as Headmaster at GHSS Pandi, there was not a single child gets LSS, USS, NMMS and not a single Full A+ in SSLC. In my tenure first time we got 100% Result and Full A+ in SSLC, we got LSS and USS Scholarships and continuing this legacy now also.

* Revitalizing Leadership through Indian Knowledge System (IKS). We have organised the exhibition of Indian traditional items and the medicinal plants of local importance to communicate the rich knowledge of our Folk Medicines. To preserve the traditional and cultural belongings of the Tribal communities of Pandi, we have started a Gothra Museum at GHSS Pandi.

* Leadership for Mental Well-Being and Socio-Emotional Learning. Done much works in the Campaigns against Drug addiction, awareness videos and handwritten pamphlets booklets, awareness programmes etc. Our handwritten Magazine Pekrantham got Third Place in State Level Competition.

*



taken a strong initiative to convert our High School buildings Hi Tech with the help of community partnership. Because of this effort we have upgraded six class rooms as Hi-tech Rooms with six Sponsors.

* Digital Leadership Technology Integrated School Process. During the Corona time it was a big challenge to prepare and transmit Kannada medium Online Classes. With the support of SSK, DIET and KITE, I've coordinated the creation of First Bell Kannada classes and prepared 1952 episodes and transmitted in Local Channels and KITE Kasaragod YouTube Channel. We

C

o

have fully used the resources of our Teachers only and not any other professional experts. We used fully Free software for recording and Editing.

My Writings

I have published three books this year in Kannada Language - Yakshagana Maranadhwara, Samara Sannaha, Bheeshma Senadhipathya and Naanu mathu Nanna Delampady.

Utilizing Theatre for Enhanced Language Acquisition:

The Miracle Vision English Channel Initiative 2024-25



Anitha M N
C.E.U.P School, Paruthur
Paruthur P.O., Palakkad Dist.
Ph : 9745135971

MIRACLE VISION ENGLISH CHANNEL

Introduction

For centuries, English has played a complex and multifaceted role in India's linguistic landscape. While initially introduced as a colonial language, it has evolved into a vital tool for education, employment, and social mobility. As a result, English language teaching (ELT) in India has become a crucial area of study and practice. Krashen, a prominent figure in language acquisition research, proposed five key hypotheses, with two particularly important ones: the "Input Hypothesis" and the "Affective Filter Hypothesis." His theory suggests that second language acquisition happens when learners receive comprehensible input slightly beyond their current understanding and experience a low affective filter, meaning they feel comfortable and motivated to learn.

Radulescu (2011), recognizes the potential of theater in creating such an environment. In her view, theater allows non-native speakers to participate in a safe and supportive space where they can express themselves freely, away from the pressure of an authoritative figure dictating their performance. This aligns with the principles of Krashen's Affective Filter Hypothesis, suggesting that theater could be a valuable tool for facilitating second language acquisition. Miracle Vision English Channel was an initiative at CEUP School paruthur, Palakkad, Kerala in this regard.

Need and significance

It is true that establishing an English-speaking environment within schools is a significant challenge that hinders effective English language acquisition. Specifically, when it comes to developing speaking skills, students face obstacles such as insufficient practice opportunities, restricted vocabulary, and grammatical limitations. Expanding on this, the absence of an English-immersive atmosphere in educational institutions remains a critical issue. Students often encounter limited chances to engage in meaningful conversations in English, impeding their ability to express themselves fluently and confidently. It is in this context that an initiative named Miracle Vision English Channel was introduced and many theatre based activities were conducted. Insufficient exposure to English language development in the primary classroom can hinder children's linguistic growth. Children do not get

sufficient exposure to develop their English language skill at primary level as they are confined to the classroom so this English Channel aims to integrate the hidden skill of the children into English language activities and provide plenteous chances to showcase their potential. By this we can motivate inspire and support the learners to indulge in various activities in English. The overarching goal is to inspire, motivate, and support learners, encouraging them to actively participate in a variety of English-centric activities.

Additionally, the inspiration to initiate this endeavor and conduct workshops stemmed from the exposure provided by the District Centre for English through various teacher empowerment programs for the Resource group. The impactful insights gained from these programs encouraged the inception of this initiative.

Objectives

1. To increase opportunities for students to engage in meaningful English conversations through theater-based activities.
2. To foster a fun and engaging learning environment that motivates students to actively participate in English activities.
3. To ensure the participation of maximum number of learners
4. To assess the impact of the activities

Methodology

The present article is a descriptive and conceptual paper based on the different activities conducted on behalf of Miracle English Channel. The activities were targeted to all the learners in 5th, 6th and 7th STD students of CEUP School Paruthur, Palakkad district. The programme has started 3 years ago. It has got a new impetus after the teacher empowerment programmes conducted by DCE Palakkad. New revised curriculum is more supportive for running this channel.

Process

In the training sessions facilitated by DCA in July 2023, a class was dedicated to the implementation of theatre activities and language games in the classroom to enhance language acquisition. This training session served as a catalyst, inspiring and motivating me to initiate similar activities in my school for language development. Proposing the Miracle Vision idea within my SRG garnered unanimous agreement from all teachers, and subsequently, we engaged in

discussions with PTA members to seek their approval for the implementation of this innovative language development initiative.

The television channel in our school, offered the children to perform various art forms as if they were doing a reality show on TV. All these are closely associated with curriculum of primary schools. Along with this we added an additional component namely Miracle vision corner workshop. This year we have given more prominence for public speaking Children will be taken to the immediate vicinity of the school to showcase their performance. Through English workshop children can engage enthusiastically in different language games and activities. It mainly focused on language elements and sentence constructions. These are conducted once in a month with an objective of creating genuine interest among the learners towards the English language. As the programme was conducted in the immediate vicinity of the school, it offers an organic environment and opportunities for all the stakeholders to handle English language with confidence.

Planning -

Initially, we meticulously examine the English Reader, thoroughly identifying sections and discourses suitable for demonstration and performance by the children. For instance, in the 7th standard lesson "Nature's Plenty," the character "Suryamani," a nature enthusiast, can be portrayed by the children. We can also organize an imaginary interview with Ruskin Bond, the story's author, adding an engaging dimension to the presentation. Subsequently, children are provided with opportunities to practice and prepare scripts, incorporating relevant insights during their learning process under the guidance of their English teachers. This year June month onwards activities are planned according to the revise textbook. This collaborative effort ensures a comprehensive understanding of the lesson content and effective script preparation. Following this, there is a rehearsal phase involving all students, allowing them to actively participate and refine their performances. This hands-on approach aims to enhance their comprehension, public speaking, and creative skills through practical application.

Major activities

Unit	Activities of miracle vision	Learning out come
Standard-7 Unit - 1 Nature's Plenty	How far is the river- (Ruskin Bond) story : Skit Interview with Ruskin Bond Mock interview	Read and analyses story and enact it Engage in meaningful conversation
	Nature : Message slogans speech song	Prepare and present slogans, messages and speech
	The echoing Green : Poem (Extended activities Choreography) Earth is my home : song	Children can enjoy and interpret and choreograph the poem
	Miracle vision English academy Language Game	Children can engage in different language games and fun (Able to realize the use of adjectives adverb and prepositions)
	Releasing magazine and news paper ceremony Revised curriculum (New syllabus)	Learners will be able to conduct releasing ceremony of news paper and magazine

Revised curriculum (New syllabus)

7th Std - Unit-1	Robert with a virus : Skit	Read and prepare script and enact story
	Public speaking various topics	Read and prepare script Children will be able to interact and address with public.
Unit 2	AI Make us or brake us : Drama	Learners will be able to analyses and interpret Artificial Intelligent (AI)
	Glimpse Emirates	Skit
	Various activities are being conducted associated with revised text book	

Implementation of the Program

- Miracle English Channel runs every alternate month on Fridays, from 1:30 to 2:00 pm.
- The designated class presents the show on a well-decorated stage, resembling a reality show setup.
- On the scheduled day, children set up a virtual television channel in an open area beneath a tree.
- A student anchor warmly welcomes the audience and charmingly introduces each segment on the stage during the presentation.

- The children showcase their lessons from the English reader through various artistic performances on the stage. Following the Miracle show in the school, the date and venue for the outdoor performance are determined.
- English Corner workshops focusing on English language elements are conducted, alongside the Miracle show, in the selected area.
- The inauguration of the workshop and show is carried out by the concerned ward member of that region.
- Outdoor programs take place during the weekend from 10 am to 4 pm, with the workshop running from 10 am to 1 pm and the Miracle show from 2 pm to 4 pm.

Review and Feedback

We consistently gathered feedback from students, parents, and fellow teachers. After each student presentation, we conducted a review within the SRG, addressing any shortcomings and working towards improvement in the subsequent performances. The AEO, BPC, and academic coordinator also visited the school, offering valuable support. The dedicated faculties from DIET provided motivation and guidance for the program. We shared programme videos and evidences with DIET, receiving necessary instructions and suggestions.

For a comprehensive assessment of the program's impact on learners, we developed an observation schedule. This schedule includes indicators to evaluate language proficiency during classroom learning, informal interactions both inside and outside the classroom, and the use of English during play hours.

The observation phase spanned a month, from January to February, and included 120 students from 12 divisions in the UP section. To ensure a comprehensive representation, 10 students were randomly selected from each class, encompassing above-average, average, and below-average performers. Working collaboratively with fellow English teachers facilitated the smooth collection of data. The subsequent analysis provided valuable insights.

Major findings (students, parents, other teachers' comments during presentation)

- The Miracle English Channel significantly contributed to enhancing the confidence of students in listening, speaking, reading, and writing skills.
- Involvement in various English activities transformed students' beliefs, making English seem less challenging and more approachable.

- Children became more receptive and willing to undertake various activities in English, reflecting a positive change in their engagement levels.
- They expected it to be a nice space to learn English where they were able to lose their shyness or fear of speaking the language.
- The students greatly appreciated the social ties and environment created inside the group
- The initiative resulted in increased parental involvement in the day-to-day activities of the school, showcasing a broader community engagement.
- The program successfully challenged the notion among parents that English learning is exclusive to English medium schools, breaking down language learning stereotypes.
- The initiative effectively identified and supported the inherent talents of learners, fostering a nurturing environment for their growth.
- The program successfully integrated activities to accommodate children with special needs (CWSN), promoting inclusivity.
- English learning became a memorable and enjoyable experience for the children, indicating a positive shift in their perception of language learning.
- The Miracle Vision English Channel maximized the potential of English theatre, demonstrating its effectiveness as a tool for language acquisition.
- Children demonstrated the ability to self-assess and refine their language skills, indicating a sense of autonomy and reflection in their learning journey.
- Teachers experienced significant professional growth through their involvement in planning, organizing, and executing the Miracle Vision English Channel. The initiative provided them with opportunities to enhance their teaching methodologies and creativity.

Conclusion

Miracle Vision has effectively tackled obstacles like insufficient practice opportunities and limited vocabulary by incorporating theatre-based activities. The initiative goes beyond language acquisition, breaking stereotypes about English learning exclusivity and promoting inclusivity by accommodating children with special needs. The impact on students, parents, and teachers are evident in increased confidence, engagement, and collaboration within the school community. Continuous assessment and improvement, coupled with external support from entities like the District Centre for English, demonstrate a commitment to excellence. Miracle Vision English Channel stands as a beacon for innovative language teaching methodologies, offering a dynamic and

enjoyable learning experience. As English remains a crucial tool for education and social mobility in India, initiatives like Miracle Vision pave the way for effective language acquisition and a more inclusive learning environment.

References

1. Radulescu, D. (2011). Finding liberation through performance/disguise in a foreign language/culture: A feminist perspective. *Dramatic interactions: Teaching languages, literatures, and cultures through theater—Theoretical approaches and classroom practices*, 35-62.)
2. Schütz, R. (2007). Stephen Krashen's theory of second language acquisition. *English made in Brazil*, 2(2), 2007.

VISUAL EVIDENCE OF MIRACLE PROGRAMME

PHOTOS & VIDEO LINK (2019 – 2024)



Inaguration of english channel



A visual in connection with environment day.



7th standard English reader Unit-1 Snake in the garden (Skit)



Advertisement of umberlla

Online Show during covid period

CEUP SCHOOL PARUTHUR
INAUGURATION
ENGLISH GALA CLUB & FEAST



CHIEF GUEST
DR. PADMA NITIN JADAV
MBBS.M.DC.
(OB/GYNE)

ON
THURSDAY AUGUST
26/08/2021
@ 6 PM

CEUP SCHOOL PARUTHUR
Gala English Club
English Feast

VIB
Inauguration by
Mrs. Geethika



Teacher @ GMS ARAICHAN
Punjab, Ludhiana

on Thursday 3/03/2022
@ 8.30pm

C.E.U.P.S PARUDUR
English gala club

ENGLISH FEAST 7th A
INAUGURATION



Mukta sharma(Delhi)
Motivational speaker
Welcome all



Monday(4.10.2021)
@ 12:00 pm

CEUP SCHOOL PARUTHUR
ENGLISH GALA CLUB
English Feast V A

INAUGURATION



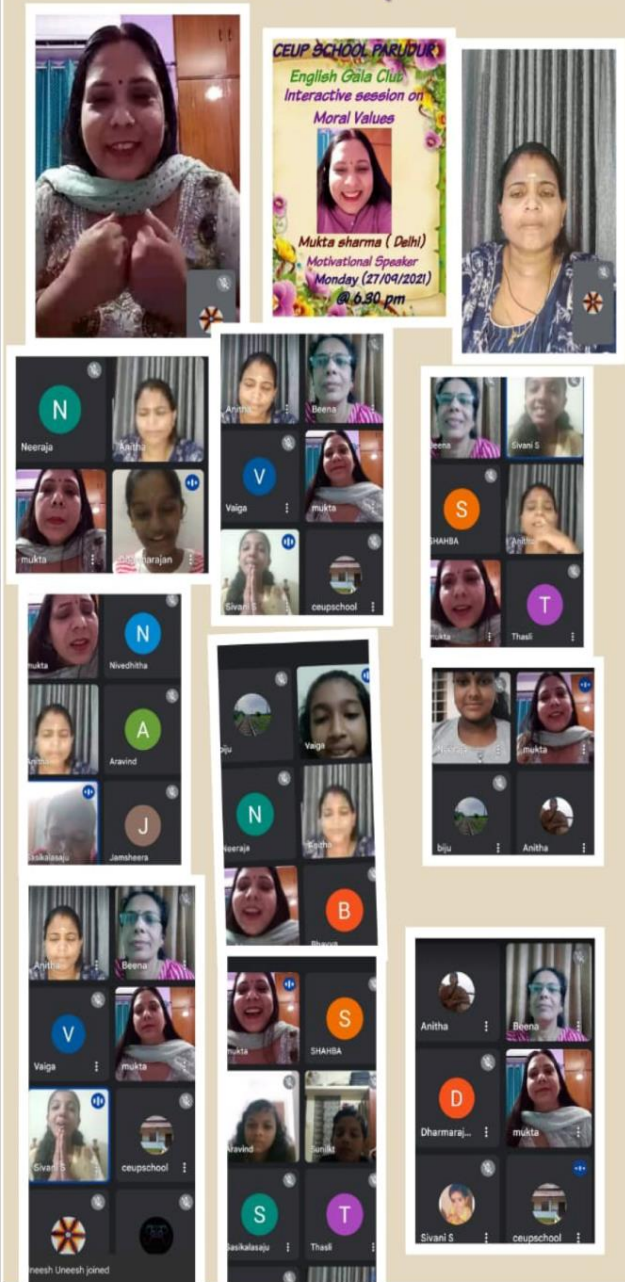
NANDITHA DAS
(Former accomplished
student of CEUPS
PARUTHUR)

on Thursday 23/12/2021
@ 6.30 pm

CEUPS PARUTHUR English Feast VB



English Gala club Motivational Speaker



Miracle vision 2021-22





Miracle Mega Show 2022-23



MIRACLE INAUGURATION 2023-24



Episode-1 (parudur-pakal veedu)

Work shop 1





EPISODE-2 (PARUDUR LIBRARY)

- Work shop 2





EPISODE-3 (KARIYANNUR-TP MANZIL)

WORK SHOP- 3



PERFORMANCE

UNIT-1 NATURES PLENTY

(SURYAMANI)



HOW FAR IS THE RIVER



INTERVIEW- RUSKIN BOND



UNIT 2 (SNAKE IN THE GRASS)



ECHOING GREEN-POEM
(CHOREOGRAPHY)



DAY CELEBRATION ONAM



**Miracle Vision
2024-25**

**Based on Revised
Textbook**



Gala Fest 2018

<https://youtu.be/AOBQsYr3P9I>

Miracle vision English Channel Inauguration

<https://youtu.be/CJk0W5bpNnQ>

Miracle vision English Channel inauguration 2023

<https://youtu.be/WNhEXcDfBIO>

Miracle Mega fest procession

<https://youtu.be/-Rry3SfSci4>

Miracle vision Mega Show inauguration

<https://youtu.be/bWKJ-JlayAk>

<https://youtube.com/watch?v=zDVMqaaKwO4&feature=share>

<https://youtube.com/watch?v=EBBmSw4p3X8&feature=share>

<https://youtube.com/watch?v=-UYAjk0KKSw&feature=share>

Evidence of Miracle vision English channel (Video)

Channel Interview

<https://youtu.be/CJk0W5bpNnQ?si=62gZ8nFC9xjhQPG1>

Official Inauguration 2023

<https://youtu.be/WNhEXcDfBlo?si=xURRLeIcWG0njxRc>

NCV Channel News

<https://youtu.be/flR2928MBP8?si=yZw9e18XQSHmqfLC>

Miracle Vision Mega show 2022-

[https://drive.google.com/file/d/1aEhZycXKKAzMX2bqs65z0ir_Ks5bBFvF/view?usp=drive link](https://drive.google.com/file/d/1aEhZycXKKAzMX2bqs65z0ir_Ks5bBFvF/view?usp=drive_link)

Miracle Vision in library 2023

[https://drive.google.com/file/d/1TarFfW4Rs4r686auoBLMFrq5CnMxldp-/view?usp=drive link](https://drive.google.com/file/d/1TarFfW4Rs4r686auoBLMFrq5CnMxldp-/view?usp=drive_link)

Miracle Vision English channel Inauguration 2023-24

<https://youtu.be/i7JWgvu93Cs>

Miracle Vision Corner English workshop and Show 2023-24

https://youtu.be/8ZdozE_eQVg

Revised text book Robort with a virus

https://youtu.be/IY2b7HFQw8o?si=M8PpU_-hjkC8HZ9a

<https://youtu.be/3wD0mj5X2IM?si=99kuBCXTV44T5dgn>

GOVERNMENT VHSS KOTHALA, KOTTAYAM.



Theme chosen for Case study :

Leading Community Partnerships for School

Transformation

Name of the School Head /Case Study writer :

KRISHNAKUMAR B

Name of the School with full postal address :

GOVERNMENT VHSS KOTHALA,

S N PURAM P.O,

Pin: 686502

KOTTAYAM. KERALA

E-mail address :

krishnakumarachary@gmail.com

ghskothala@gmail.com

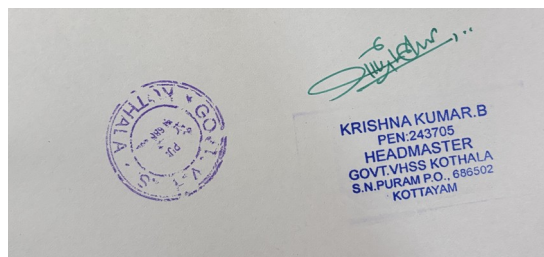
Whatsapp Number :

9447800348

Instagram page:

gvhss_kothala_edakkattukunnu

Signature of the School Head/Case study writer & Official Seal:



ആമുഖം

എന്റെ പേര് കൃഷ്ണകുമാർ ബി . ഞാൻ 2025 ജൂൺ മാസം ഹെഡ്മാസ്റ്ററായി കോട്ടയം ജില്ലയിലെ ഗവണ്മെന്റ് വൊക്കേഷണൽ എച്ച് എസ് എസ് കോത്തലയിൽ ജോയിൻ ചെയ്തു .1912 ആരംഭിച്ച വിദ്യാലയമാണ് .കുരോപ്പട പഞ്ചായത്തിലെ ഏക സർക്കാർ വിദ്യാലയമായ ഇവിടെ ഒരു കാലഘട്ടത്തിൽ ആയിരത്തിലധികം കുട്ടികൾ പഠിച്ചിരുന്നു .എന്നാൽ ഇന്ന് ഒന്നാം ക്ലാസ് മുതൽ പത്താം ക്ലാസ് വരെ 80 കുട്ടികളാണുള്ളത്.പ്രീ പ്രൈമറിയിൽ 9 കുട്ടികൾ.

തികച്ചും സാധാരണക്കാരായ രക്ഷിതാക്കൾ,മിടുക്കരായ കുട്ടികൾ,കുട്ടികളെ മക്കളെപ്പോലെ സ്നേഹിക്കുന്ന ,ആത്മാർത്ഥതയോടെ പഠിപ്പിക്കുന്ന അധ്യാപകർ ,രാഷ്ട്രീയ ചിന്തകൾക്കപ്പുറം സ്കൂളിന് വേണ്ടി നിലകൊള്ളുന്ന ജനപ്രതിനിധികൾ ,നാട്ടിലെ വിദ്യാലയത്തിന്റെ പുരോഗതിക്കു വേണ്ടി എന്തും ചെയ്യാൻ സന്നദ്ധരായിട്ടുള്ള നാട്ടുകാർ,ഉത്തരവാദിത്തമുള്ള രക്ഷാകർതൃ സമിതി ,പഠിച്ച വിദ്യാലയത്തെ അകമഴിഞ്ഞ് സ്നേഹിക്കുന്ന പൂർവ്വവിദ്യാർത്ഥികൾഈ സാഹചര്യങ്ങളെല്ലാം പരമാവധി പ്രയോജനപ്പെടുത്തിക്കൊണ്ട് ഈ വിദ്യാലയത്തെ അതിന്റെ പഴയ പ്രതാപ കാലത്തേക്ക് കൊണ്ടുപോകുവാൻ ഒരു പ്രഥമാധ്യാപകൻ എന്ന നിലയിൽ എനിക്ക് സാധിക്കും എന്ന് തോന്നി .

ഒരു യഥാർത്ഥ ലീഡറിന്റെ കർത്തവ്യം കഠിന അനുയായികളെ സൃഷ്ടിക്കുകയല്ല , മറിച്ച് അനേകം ലീഡർമാരെ സൃഷ്ടിക്കുകയാണ് .
കുട്ടികളും,അധ്യാപകരും മാത്രമല്ല,രക്ഷിതാക്കളും,പൂർവ്വവിദ്യാർത്ഥികളും ,പൂർവ്വാധ്യാപകരും ,ജനപ്രതിനിധികളും,നാട്ടുകാരും ,നാട്ടിലെ വിവിധ സ്ഥാപനങ്ങളും എല്ലാവരുമൊന്നായി ആ നാട്ടിലുള്ള വിദ്യാലയത്തിന്റെ നിലനിൽപ്പിനെ സ്വന്തം ഉത്തരവാദിത്തമായി കാണുമ്പോഴാണ് അത് ജനകീയ വിദ്യാലയമാകുന്നത് .
ഈ കണ്ണികളെ ചേർത്ത് നിർത്തി ബലപ്പെടുത്തി മുന്നോട്ടു നയിക്കുകയെന്നുള്ളതാണ് പ്രഥമാധ്യാപകനെന്ന നിലയിൽ എന്റെ കടമ.ആയതിനു വേണ്ടിയുള്ള പ്രവർത്തനങ്ങൾ ആസൂത്രണം ചെയ്തു നടപ്പിലാക്കി.അതിൽ മികച്ചതും വ്യത്യസ്തമായതുമായ ചിലത് ഇവിടെ ഉൾപ്പെടുത്തുന്നു .

- പൂർവ്വ വിദ്യാർത്ഥി സന്തോഷ് വർഗീസ് പ്രീ പ്രൈമറി കുട്ടികൾക്ക് പഠന ഉപകരണ വിതരണം നടത്തി .



- കോത്തല ഗവണ്മെന്റ്
ഹൈസ്കൂളിൽ വായന ദിന -
മാസാചരണത്തിന്റെ
ഉത്ഘാടനം കോട്ടയം
ട്രോപ്പിക്കൽ ഇൻസ്റ്റിറ്റ്യൂട്ട് ഓഫ്
എൻവയോൺമെന്റൽ
സ്റ്റഡീസ് (TIES) ലെ
എൻവയോൺമെന്റൽ
എഞ്ചിനീയറിംഗ്
വിഭാഗത്തിന്റെ മേധാവിയും,
ആർ ഐ ടി മുൻ
പ്രൊഫസറുമായ ഡോ.



ബിന്ദു ബി കെ നിർവഹിച്ചു. ആധുനിക ലോകത്ത് വായനയുടെ പ്രാധാന്യത്തേക്കുറിച്ചും, ഡിജിറ്റൽ വായനയെക്കുറിച്ചും, കുട്ടികളുമായി സംവാദിച്ചു.

- സെന്റ് ജോൺസ് ഓർത്തോക്സ് ചർച്ച് കൂരോപ്പടയുടെ ഭാഗമായ സെന്റ് ഡൈനേഷ്യസ് ഓർത്തഡോക്സ് ഫെലോഷിപ്പ് സംഘടനയുടെ ആഭിമുഖ്യത്തിൽ സൗജന്യ നോട്ട് ബുക്ക് വിതരണം നടത്തി. സംഘടനയുടെ സെക്രട്ടറി സോണി താനിക്കൽ, അംഗങ്ങളായ സന്തോഷ് വർഗീസ്, ജോസ് കെ യു എന്നിവർ നോട്ട് ബുക്ക് ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി യ്ക്ക് കൈമാറി.



- പൂർവ്വ വിദ്യാർത്ഥിയുടെ സഹകരണത്തോടെ മലയാള മനോരമ ദിനപത്രത്തിന്റെ വായനക്കുളരി തുടങ്ങി



- കോത്തല ഇടക്കാട്ടുകുന്ന ഗവണ്മെന്റ് ഹൈസ്കൂളിൽ എക്സൈസ് ഡിപ്പാർട്ട്മെന്റിന്റെ സഹകരണത്തോടെ ലഹരിവിരുദ്ധ ദിനമാചരിച്ചു. കൂരോപട ഗ്രാമപഞ്ചായത്തു പ്രസിഡന്റ് ശ്രീമതി അമ്പിളി മാത്യു ഉദ്ഘാടനകർമ്മം നിർവഹിച്ചു. പാമ്പാടി എക്സൈസ് ഇൻസ്പെക്ടർ ശ്രീ ബിനോയ് മാത്യു ദീപശിഖാ ഏറ്റുവാങ്ങി. ലഹരി നമുക്ക് വേണ്ട എന്ന വിഷയത്തെ ആസ്പദമാക്കി



വിദ്യാർത്ഥികൾ ഫ്ലാഷ്ബോംബ് അവതരിപ്പിച്ചു.

ലഹരിക്കെതിരെ ഒരു ഗോൾ എന്ന മത്സരം നടത്തി. പങ്കെടുത്തവർ എല്ലാം ചേർന്ന് മനുഷ്യ ചങ്ങല നിർമ്മിച്ച ലഹരി വിരുദ്ധ പ്രതിജ്ഞ ഏറ്റു ചൊല്ലി. സിഗനേച്ചർ ക്യാമ്പയിനിലും എല്ലാവരും പങ്കെടുത്തു.



● പേവിഷബാധയെതിരെ ആരോഗ്യ വകുപ്പുമായി ചേർന്ന് ബോധവൽക്കരണ പരിപാടി സംഘടിപ്പിച്ചു. മൃണാങ്കുഴി കുടുംബരോഗ്യ കേന്ദ്രം ഹെൽത്ത് നേഴ്സ് സോണിമ ക്ലാസ്സ് നയിച്ചു. മൃഗങ്ങളുടെ കടിയോ മാനതലോ, പോറലോ ഏറ്റാൽ രോഗ പ്രതിരോധത്തിന്റെ ഭാഗമായി നൽകേണ്ട പ്രഥമ ശുശ്രൂഷ, വാക്സിനേഷൻ, മൃഗങ്ങളോട് ഇടപഴകുമ്പോൾ ശ്രദ്ധിക്കേണ്ട കാര്യങ്ങൾ എന്നിവയെപ്പറ്റി കുട്ടികൾക്കും അധ്യാപകർക്കും ക്ലാസ്സെടുത്തു.



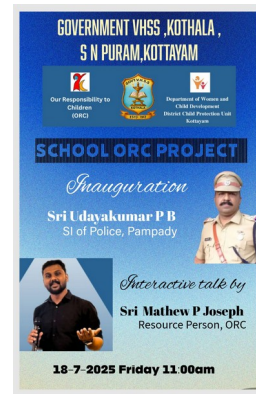
● 1992 ബാച്ചിന്റെ പൂർവ്വ വിദ്യാർത്ഥി കൂട്ടായ്മയായ തണൽ ഗ്രൂപ്പിലെ അംഗങ്ങൾ സ്കൂളിന് സാമ്പത്തിക സഹായം നൽകി. ബിജയ് ബി നായർ, സജി മാത്യു, ശ്രീകാന്ത് എസ്, ബിനു കെ ബാലൻ എന്നിവർ സ്കൂളിലെത്തി സഹായം ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി യ്ക്ക് കൈമാറി.



- ബഹിരാകാശ യാത്രികനായ ശുഭാൻഷു ശുക്ലയുടെയും സംഘത്തിന്റെയും വിജയകരമായ മടങ്ങിവരവ് ലൈവായി പ്രദർശിപ്പിച്ചു. മലയാള മനോരമ നല്ല പാഠം ക്ലബിന്റെ ആഭിമുഖ്യത്തിൽ മുഴുവൻ കുട്ടികൾക്കും കാണാത്തക്ക രീതിയിൽ വലിയ സ്ക്രീനിലാണ് പ്രദർശനം ഒരുക്കിയത്. വിജയ ദൗത്യം കുട്ടികൾ കരാഘോഷത്തോടെയാണ് എതിരേറ്റത്. നല്ല പാഠം കോർഡിനേറ്റർമാരായ എൽജോ റ്റി ആൻഡ്രൂസ്, അജിത പി ജി എന്നിവർ നേതൃത്വം നൽകി.



- ഓ ആർ സി (അവർ റെസ്പോൺസിബിലിറ്റി ടു ചിൽഡ്രൻ)പദ്ധതിയുടെ സ്കൂൾതല ഉദ്ഘാടനം നടത്തി. പാമ്പാടി പോലീസ് എസ് ഐ ഉദയകുമാർ പി ബി പ്രൊജക്ട് ഉദ്ഘാടനം ചെയ്തു. സ്കൂൾ കൗൺസിലർ റിയ മേരി ആഗസ്റ്റിൻ പ്രൊജക്ട് വിശദീകരണം നടത്തി. തുടർന്ന് ഓ ആർ സി ട്രെയിനർ ശ്രീ മാത്യു പി ജോസഫ് വിദ്യാർത്ഥികൾക്കായി സോഷ്യൽ മീഡിയയുടെയും, ലഹരി



വസ്തുക്കളുടെയും അമിത ഉപയോഗം എന്ന വിഷയത്തിൽ ക്ലാസ്സ് നടത്തി. പദ്ധതിയുടെ



ഭാഗമായി സ്കൂളിൽ കുട്ടികൾക്കും രക്ഷിതാക്കൾക്കുമായി വിവിധ പരിശീലനപരിപാടികൾ, സെമിനാറുകൾ, ബോധവൽക്കരണ ക്ലാസുകൾ, കമ്മ്യൂണിറ്റി റീച്ച് പ്രോഗ്രാമുകൾ സംഘടിപ്പിക്കുമെന്ന് ഹെഡ്മാസ്റ്റർ അറിയിച്ചു.

● രക്ഷകർത്താക്കൾക്ക് വായന മത്സരം ഒന്നാം സമ്മാനം നേടിയ ആതിര ശ്രീജിത്തിന് ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി സർട്ടിഫിക്കറ്റ് നൽകുന്നു



● ചാന്ദ്രദിനത്തോടനുബന്ധിച്ച് കുട്ടികൾ സ്കൂളിൽ വിവിധ പരിപാടികൾ നടത്തി. ഹൈസ്കൂൾ വിഭാഗം കുട്ടികൾ ചാന്ദ്രദിനത്തിന്റെ പ്രാധാന്യത്തെക്കുറിച്ച് പ്രസംഗിക്കുകയും



സൂര്യഗ്രഹണത്തെയും ചന്ദ്രഗ്രഹണത്തെയും വേദിയിൽ അവതരിപ്പിക്കുകയും ചെയ്തു. യൂപി വിഭാഗത്തിൽ നിന്നും കുട്ടികൾ ചന്ദ്രന്റെ വൃദ്ധിക്ഷയത്തെക്കുറിച്ച് വിശദീകരിക്കുകയും



അതിന്റെ ആവിഷ്കാരം സ്റ്റേജിൽ അവതരിപ്പിക്കുകയും ചെയ്തു. എൽ പി വിഭാഗം കുട്ടികൾ ചാന്ദ്രദിന ഗാനം ആലപിക്കുകയും ചെയ്തു. നീൽ ആംസ്ട്രോങ്ങിനെ അനുകരിച്ച് വിദ്യാർഥി നടത്തിയ പ്രകടനം കുട്ടികൾക്ക് കൗതുകകരമായിരുന്നു. അതോടൊപ്പം വിവിധ പോസ്റ്ററുകളും കുട്ടികൾ തയ്യാറാക്കി.



- ഡോ എ പി ജെ അബ്ദുൾ കലാമിന്റെ സ്മൃതി ദിനം വിപുലമായി ആചരിച്ചു. സയൻസ് ക്ലബിന്റെ ആഭിമുഖ്യത്തിൽ കൂടിയ പ്രത്യേക അസംബ്ലിയിൽ കുട്ടികൾ അദ്ദേഹത്തെക്കുറിച്ചുള്ള അറിവുകളും, അദ്ദേഹത്തിന്റെ വചനങ്ങളും പങ്ക് വച്ചു. പിന്നീട് എല്ലാ കുട്ടികളും, അധ്യാപകരും, രക്ഷകർത്താക്കളും, എ പി ജെ യുടെ ചിത്രത്തിന് മുൻപിൽ പുഷ്പാർച്ചന നടത്തി.

- ജൻഡർ ഫ്രീ യൂണിഫോം



- എൻ എസ് എസ് കുട്ടികളും 4S കുട്ടികളും ചേർന്ന് ഉച്ചഭക്ഷണ ശാല പെയിന്റ് ചെയ്തു.



- ഷുഗർ ബോർഡ് സ്ഥാപിച്ചു

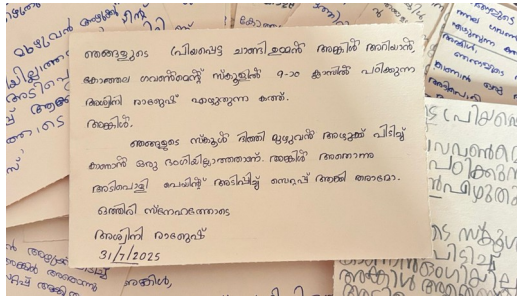


- കോത്തല ഗവണ്മെന്റ് വി എച്ച് എസ് എസ്സിലെ കുട്ടികൾ വയനാട് ചുരൽമല ദുരന്തത്തിന്റെ ഒന്നാം വാർഷിക ദിനത്തിൽ അനുസ്മരണം നടത്തി. പ്രത്യേക അസംബ്ലിയിൽ ഒൻപതാം ക്ലാസ്സ് വിദ്യാർത്ഥി ഇമ്മാനുവൽ അനുസ്മരണക്കുറിപ്പ് വായിച്ചു. ഇനിയും ഇത്തരം പ്രകൃതി



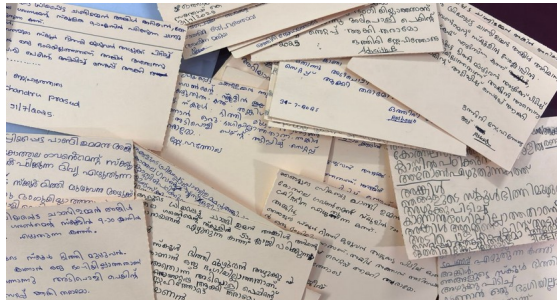
ദുരന്തങ്ങൾ ആവർത്തിക്കപ്പെടാതിരിക്കാൻ പ്രകൃതി സംരക്ഷണമാർഗ്ഗങ്ങളിലേക്ക് പുതുതലമുറ മാറണമെന്ന് അസംബ്ലിയെ അഭിസംബോധന ചെയ്ത് കൊണ്ട് ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി സംസാരിച്ചു. കുട്ടികൾ പ്രകൃതി സംരക്ഷണ പ്രതിജ്ഞയെടുത്തു. വെള്ളാർമല സ്കൂൾ തയ്യാറാക്കിയ വിദ്യാലയ ഗാനം അസംബ്ലിയിൽ കേൾപ്പിക്കുകയും, ദുരന്തത്തിൽ മരണമടഞ്ഞവർക്ക് ആത്മശാന്തി നേർന്നുകൊണ്ട് മൗനപ്രാർത്ഥന നടത്തുകയും ചെയ്തു.

- ഞങ്ങളുടെ പ്രിയപ്പെട്ട ചാണ്ടി ഉമ്മൻ അങ്കിളിന്



അഴുക്കും മാറാലയും പിടിച്ചു കാണാൻ ഒരു ലൂക്ക് ഇല്ലാത്ത തങ്ങളുടെ സ്കൂളിന്റെ ഭിത്തി അങ്കിളൊന്നു പെയിന്റുടിച്ചു സെറ്റപ്പ് ആക്കി നൽകണമെന്ന ആവശ്യവുമായി കോത്തല

ഗവണ്മെന്റ് വി എച്ച് എസ് എസ്സിലെ മുഴുവൻ വിദ്യാർത്ഥികളും സ്ഥലം എം എൽ എ അഡ്വ : ചാണ്ടി ഉമ്മന് തുറന്ന കത്തെഴുതി.തങ്ങളുടെ ആവശ്യം അദ്ദേഹം ഓണസമ്മാനമായി നൽകുമെന്ന വലിയ പ്രതീക്ഷയിലാണ് കുരുന്നുകൾ .



- സ്കൂളിലേക്ക് ഗ്യാസ് സ്റ്റൗവും, പ്രഷർ കക്കറ്റും സംഭാവന നൽകി.

എസ് എൻ പുരം : കോത്തല ഗവണ്മെന്റ് വി എച്ച് എസ് എസ്സിലെ വിദ്യാർത്ഥികളായ ദേവനാരായണൻ അനീഷ്, സുര്യനാരായണൻ അനീഷ് എന്നിവർ സ്കൂൾ ഉച്ചഭക്ഷണ



ദേശഭിമാനി



പാചകപ്പുരയിലേക്ക് ഗ്യാസ് സ്റ്റൗവും, പ്രഷർ കക്കറ്റും സംഭാവന നൽകി. കുട്ടികളുടെ മാതാവും,പി ടി എ അംഗവുമായ ശ്രീജിത എസ് ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബിയ്ക്ക് പാചക ഉപകരണങ്ങൾ കൈമാറി.

- കോത്തല ഗവണ്മെന്റ് വി എച്ച് എസ് എസ്സിൽ, കൂരോപ്പട കുടുംബശ്രീ സി ഡി എസ്സിന്റെ ആഭിമുഖ്യത്തിൽ മാ കെയർ സെന്റർ പ്രവർത്തനം ആരംഭിച്ചു.



- കോത്തല ഗവണ്മെന്റ് ആയുർവേദ ആശുപത്രിയുടെ നേതൃത്വത്തിൽ ആയുർവേദ മെഡിക്കൽ ക്യാമ്പ് നടന്നു. ആയുർവേദ ആശുപത്രിയിലെ ശിശുരോഗ വിദഗ്ധൻ ഡോക്ടർ



സനൽ കൃഷ്ണനും നഴ്സായ രേഖ പ്രശാന്തും ക്യാമ്പിന് നേതൃത്വം നൽകി. ആയുർവേദ മരുന്നുകളുടെ പ്രസക്തിയെക്കുറിച്ചും ജീവിത ശൈലി രോഗങ്ങളെ ചിട്ടയായ ആഹാര രീതിയിലൂടെ നിയന്ത്രിക്കുന്നതിനെക്കുറിച്ചും ഡോക്ടർ ക്ലാസ്സെടുത്തു. ഔഷധ മരന്ന് പ്രദർശനവും പോസ്റ്റർ പ്രദർശനവും കുട്ടികളുടെ സ്ക്രീനിംഗ് ടെസ്റ്റും നടന്നു. കുട്ടികൾ നശാ മൃകത ഭാരത് അഭിയാൻ പദ്ധതി പ്രകാരമുള്ള പ്രതിജ്ഞ എടുത്തു. വിദ്യാർത്ഥി പ്രതിനിധി വി വിനീത പ്രതിജ്ഞ ചൊല്ലിക്കൊടുത്തു.

- നമ്മുടെ സ്കൂളിലെ ഇംഗ്ലീഷ് അധ്യാപികയായ ആൻ ടീച്ചറിന്റെ മകൻ റയാൻ അരുൺ ജേക്കബിന്റെ പിറന്നാൾ പ്രമാണിച്ച് ടീച്ചർ എല്ലാ കുട്ടികൾക്കും ഇന്ന് പായസം വിതരണം ചെയ്തു.



- 1987-88 ബാച്ചിലെ വിദ്യാർത്ഥി കൂട്ടായ്മയായ ക്ലാസ്സ് മേറ്റ്സ് ഗ്രൂപ്പ് സ്കൂളിലേക്ക് സാമ്പത്തിക സഹായം നൽകി. ഗ്രൂപ്പ് അംഗങ്ങളായ ജയമോൻ പി കെ, കല വി. നായർ എന്നിവർ സ്കൂളിലെത്തി ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി യ്ക്ക് സഹായം കൈമാറി. പി ടി എ പ്രസിഡന്റ് രഞ്ജിത്ത് കെ കെ, അധ്യാപകർ, രക്ഷകർതൃ പ്രതിനിധികൾ എന്നിവർ സന്നിഹിതരായിരുന്നു.



- 1997-98 ബാച്ചിലെ വിദ്യാർത്ഥി കൂട്ടായ്മ സ്കൂളിലേക്ക് സാമ്പത്തിക സഹായം നൽകി. തങ്ങളുടെ മാതൃവിദ്യാലയത്തിലേക്ക് ഇരുപത്തിയേഴ് വർഷങ്ങൾക്ക് ശേഷം എത്തുകയും സ്കൂളും പരിസരവും ക്ലാസ്സ് മുറികളും ഗുഹാതുരത്വത്തോടെ നോക്കി കാണുകയും, അധ്യാപകരുടെ സാന്നിധ്യത്തിൽ കുട്ടികൾക്ക് സഹായം കൈമാറുകയും ചെയ്തു.



ഒരു പൊതുവിദ്യാലയത്തിലെ ഓണാഘോഷം നാടിന്റെ മുഴുവൻ ആഘോഷമാകുന്നതിന്റെ നേർസാക്ഷ്യമാണ് ഈ വീഡിയോ.

അമ്മമാരും, അച്ഛന്മാരും, പൂർവ്വവിദ്യാർത്ഥികളും, പൂർവ്വഅധ്യാപകരും, വിവിധ രാഷ്ട്രീയ പാർട്ടികളുടെ പ്രതിനിധികളും.നാട്ടുകാരും, എം പി ടി എ, പി ടി എ, അധ്യാപകർ, അനധ്യാപകർ, എല്ലാവരും ഒത്തു ചേർന്നു മുറ്റമൊരുക്കാനും, പൂക്കളമിടുവാനും.ഊഞ്ഞാൽ കെട്ടാനും, കുഞ്ഞുങ്ങളെ ഒരുക്കാനും, പാട്ട് പാടാനും, ആടാനും, ഭക്ഷണത്തിനുള്ള വിഭവങ്ങൾ ശേഖരിക്കാനും, പാചകം ചെയ്യാനും, പിന്നീടത് വാത്സല്യത്തോടെ വിളമ്പാനും കോത്തല ഗവണ്മെന്റ് സ്കൂളിലെ കുഞ്ഞുങ്ങൾക്ക് ഈ ഓണം അവിസ്മരണീയം.

ഇതാണ് പൊതുവിദ്യാലയ സംരക്ഷണ യജ്ഞം.



- എൻ എസ് എസ് പമ്പാടി ലയൺസ് ക്ലബ്ബും സംയുക്തമായി നേത്ര പരിശോധന ക്യാമ്പ് സംഘടിപ്പിച്ചു .എല്ലാ കുട്ടികളെയും പരിശോധിക്കുകയും ആവശ്യമായവർക്ക് സൗജന്യമായി കണ്ണടയും നൽകുകയും ചെയ്തു .
- കുട്ടികൾക്കുള്ള ഐ ഡി കാർഡ് ലഭിച്ചു .സ്റ്റോൺസർ ചെയ്തിരിക്കുന്നത് ജാഗ്രത ന്യൂസ് ചാനൽ .

- 1995 ബാച്ച് കൂട്ടായ്മയായ “ഒരു വട്ടം കൂടിയെൻ”, കാട് പിടിച്ച് ശോചനീയാവസ്ഥയിൽ കിടന്ന സ്കൂൾ ഗ്രൗണ്ട് വൃത്തിയാക്കി. ആവശ്യത്തിനുള്ള കളി സ്ഥലവും കളി ഉപകരണങ്ങളും ഉണ്ടെങ്കിലും ഒരാൾ പൊക്കത്തിൽ കാട് പിടിച്ച് കിടന്നതിനാൽ കുട്ടികൾക്ക് ഗ്രൗണ്ട് ഉപയോഗിക്കാൻ കഴിയാത്ത അവസ്ഥയായിരുന്നു. ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി പൂർവ്വ വിദ്യാർത്ഥികളായ വിനോദ് ഇ എസ്, ബിനു മാർക്കോസ് എന്നിവരോട് ആവശ്യം പറയുകയും, അവർ തങ്ങളുടെ സഹപാഠികളായ



ദീപ കുര്യൻ, ജൂബിൻ തോമസ്, സന്തോഷ് വർഗീസ്, മെജോ സി ചിറപ്പറം, മറിയാമ്മ പി യു .സൗമ്യ കെ, ജയ്നി എൻ പോൾ , സുഷ കെ ദാസ് എന്നിവരുടെയും കൂടി സഹകരണത്തോടെ ഗ്രൗണ്ട് വൃത്തിയാക്കുകയും ചെയ്തു.

- അധ്യാപകദിനാഘോഷങ്ങളുടെ ഭാഗമായി സ്കൂളിലെ പൂർവ്വ അധ്യാപികയായ ശ്രീമതി ഗ്രേസി എബ്രഹാമിനെ ആദരിച്ചു. ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി, പി ടി എ പ്രസിഡന്റ് രഞ്ജിത്ത് കെ കെ, അധ്യാപകരായ റെജി.എസ്, കൊച്ചു റാണി ജോസഫ്, ജാൻസി ഐസക്ക് എന്നിവർ ചെന്നാമറ്റത്തുള്ള ഒറ്റപ്പാക്കൽ വീട്ടിലെത്തിയാണ് ആദരവ് നൽകിയത്.



- ഗവണ്മെന്റ് വി എച്ച് എസ് എസ് കോത്തല സ്കൂളിൽ അഞ്ചാം ക്ലാസ്സിൽ പഠിക്കുന്ന കുട്ടികൾക്ക് ജൂനിയർ റെഡ് ക്രോസ് യൂണിറ്റ് അനുവദിച്ചു. കൂരോപ്പട സെന്റ് ജോൺസ് ഓർത്തഡോക്സ് ചർച്ച് വികാരി റവ.ഫാദർ പൗലോസ് നൈനാൻ ബാഡ്ജിങ്ങ് ചടങ്ങ് ഉദ്ഘാടനം ചെയ്തു.



1997-98 ബാച്ചിലെ പൂർവ്വവിദ്യാർത്ഥി കൂട്ടായ്മയാണ് ജെ ആർ സി യൂണിഫോം സ്റ്റോൺസർ ചെയ്തിരിക്കുന്നത്.

- ഒആർസി പദ്ധതിയുടെ ഭാഗമായി, കോട്ടയം വനിതാ ശിശു വികസന വകുപ്പും, ജില്ലാ ശിശു സംരക്ഷണ യൂണിറ്റും കോത്തല ഗവണ്മെന്റ് വി എച്ച് എസ് എസ് എസ്സുമായി സഹകരിച്ച കൂരോപ്പട ഗ്രാമപഞ്ചായത്ത് ഹാളിൽ വച്ചു രക്ഷകർതു ബോധവൽക്കരണ സെമിനാർ സംഘടിപ്പിച്ചു. ഐ സി ഡി എസ് സൂപ്പർവൈസർ ഷാന്റി പ്രിയയുടെ ആധ്യക്ഷതയിൽ ചേർന്ന യോഗത്തിൽ ഒ ആർ സി പ്രൊജക്ട് അസിസ്റ്റന്റ് റസിന പി എ സ്വാഗതം ആശംസിച്ചു. കൂരോപ്പട ഗ്രാമപഞ്ചായത്തു വൈസ് പ്രസിഡന്റ് ഗോപി ഉല്ലാസ് ഉദ്ഘാടനം ചെയ്തു. ബി ആർ സി ട്രെയിനർ ബീന മൻസൂർ ആത്മഹത്യാ പ്രതിരോധത്തെ കുറിച്ച് ക്ലാസ്സ് നയിച്ചു.



- കലോത്സവത്തിന് മുന്നോടിയായി വിളംബര ജാഥ വിപുലമായി കൂരോപട ജംഗ്ഷനിൽ നടത്തി. കുട്ടികൾ, അദ്ധ്യാപകർ, അനധ്യാപകർ, രക്ഷകർത്താക്കൾ, പൂർവ്വ വിദ്യാർത്ഥികൾ, ജനപ്രതിനിധികൾ പങ്കെടുത്ത വർണ്ണാഭമായ വിളംബര ജാഥയുടെ ഉദ്ഘാടനം കൂരോപട ഗ്രാമപഞ്ചായത്തു പ്രസിഡന്റ് അമ്പിളി മാത്യു നിർവഹിച്ചു. വിദ്യാലയത്തിന്റെ മികവുകൾ പൊതുജനങ്ങളിലേക്ക് എത്തിക്കുന്നതിനായി അനുൺസ്മെന്റ് വാഹനവും, വിവിധ വേഷങ്ങൾ ധരിച്ച കുട്ടികളും ജാഥയ്ക്ക് മികവേകി. പാമ്പാടി സബ് ഇൻസ്പെക്ടർ ഉദയകുമാർ പി ബി ആശംസകൾ അറിയിച്ചു. പള്ളിക്കത്തോട് ബ്ലോക്ക്

പഞ്ചായത്ത് മെമ്പർ റ്റി എം ജോർജ്ജ്, വാർഡ് മെമ്പർമാരായ അനിൽ കൂരോപട, സന്ധ്യ സുരേഷ്,



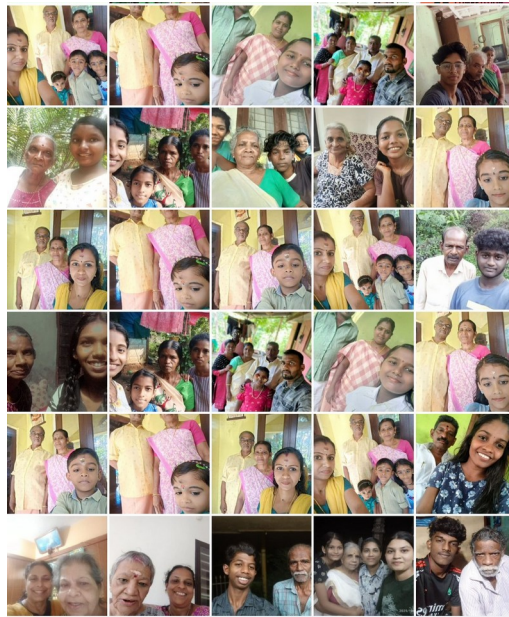
ആശ ബിനു, റ്റി ജി മോഹനൻ, പി റ്റി എ പ്രസിഡന്റ് രഞ്ജിത്ത് കെ കെ എന്നിവർ ആശംസകൾ അറിയിച്ചു. ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി, പ്രിൻസിപ്പൽ റസീന എസ് എന്നിവർ സ്കൂൾ പ്രവർത്തനത്തെ കുറിച്ച് വിശദീകരിച്ചു. സ്കൂൾ ലീഡർ നിശ്ചൽ വിനീത് കൃതജ്ഞത രേഖപ്പെടുത്തി.

- ഗവണ്മെന്റ് ഓഫ് ഇന്ത്യ, മിനിസ്ട്രി ഓഫ് എജുക്കേഷൻ സംഘടിപ്പിച്ച ഏക് പേട് മാ കെ നാം ക്യാമ്പയിൻ സ്കൂളിൽ നടത്തി. കുട്ടികൾ അമ്മമാരോടൊപ്പം



ചേർന്ന് വൃക്ഷ തൈകൾ നട്ടുകയും അതിന്റെ ചിത്രം അപ്ലോഡ് ചെയ്യുകയും ചെയ്യണം. രണ്ടു പേരുടെയും ചിത്രം സഹിതം സർട്ടിഫിക്കറ്റ് ലഭിക്കും .

- വയോജന ദിനത്തോടനുബന്ധിച്ചു സെൽഫി വിത്ത് ഓൾഡർ പേഴ്സൺ മത്സരം സംഘടിപ്പിച്ചു .പങ്കെടുത്തവർക്ക് സർട്ടിഫിക്കറ്റ് നൽകി



- പ്രീ പ്രൈമറി വിഭാഗത്തിലെ കുട്ടികൾക്ക് പുതിയ യൂണിഫോം നടപ്പിലാക്കി. മഞ്ഞയും, മജന്തയും ടീ ഷർട്ടും, നീല ഷോർട്സുമാണ് യൂണിഫോം. ദേവദാസ് ആചാരി (റിട്ടയേർഡ് ഇൻകം ടാക്സ് ഓഫീസർ,എറണാകുളം)യാണ് ഒരു കളർ സെറ്റ് യൂണിഫോം സ്പോൺസർ ചെയ്തിരിക്കുന്നത്.



- സ്പോക്കൺ ഇംഗ്ലീഷ് പഠനത്തിനായി ലാംഗ്വേജ് ലാബ് സജ്ജീകരിച്ചു. കൈറ്റ് തയ്യാറാക്കിയ ഈ ക്യൂബ് എന്ന സോഫ്റ്റ്‌വെയർ ഉപയോഗിച്ചാണ് ക്ലാസുകൾ നടത്തുന്നത്. ഗ്രോ ഇംഗ്ലീഷ് എന്ന് പേരിട്ടിരിക്കുന്ന ഈ പദ്ധതിയിൽ, കുട്ടികൾക്ക് ഭാഷ കേൾക്കുന്നതിനും സ്വയം സംസാരിക്കുന്നതിനും



തിരുത്തലുകൾക്കുമുള്ള അവസരം ലഭിക്കും.

ഒന്ന് മുതൽ നാല് ക്ലാസ്സ് വരെയുള്ള കുട്ടികളെ ബഡ്സ് ഗ്രൂപ്പെന്നും, അഞ്ച് മുതൽ ഒൻപത് വരെയുള്ള കുട്ടികളെ ഫ്ലവേർസ് ഗ്രൂപ്പെന്നും രണ്ട് ബാച്ചായിട്ട് ആഴ്ചയിൽ മൂന്ന് ദിവസം സ്കൂൾ സമയത്തിന് മുൻപാണ് ക്ലാസ്സ് നടത്തുന്നത്. ഇംഗ്ലീഷിനോടൊപ്പം തന്നെ ,മലയാളം, ഹിന്ദി വർക്കേഷനുകളും, പേഴ്സണാലിറ്റി ഡെവലപ്മെന്റ് ട്രെയിനിങ്ങും ഈ പദ്ധതിയിൽ ഉൾപ്പെടുത്തിയിട്ടുണ്ട്.

- പത്മഭൂഷൻ ശ്രീ മോഹൻലാൽ നയിക്കുന്ന വിശ്വശാന്തി ഫൗണ്ടേഷന്റെ സഹകരണത്തോടെ കോത്തല ജി വി എച്ച് എസ് എസ്സിൽ ലഹരി വിരുദ്ധ ക്യാമ്പയിൻ സംഘടിപ്പിച്ചു. "Be a Hero-Say No To Drugs" എന്ന പേരിൽ കേരളത്തിലെ വിദ്യാഭ്യാസ സ്ഥാപനങ്ങളിൽ വിശ്വശാന്തി ഫൗണ്ടേഷന്റെ നേതൃത്വത്തിൽ ലഹരി വിരുദ്ധ ബോധവൽക്കരണ

GOVERNMENT VHSS, KOTHALA, KOTTAYAM
in association with

Mohandlal's **UswaSanthi** DEVELOPMENT FOUNDATION

Anti Drug Awareness Program
(First Ever in Kottayam Schools)
Topic : Addiction And Brain Science

Inauguration
Smt. Ambili Mathew
President
Grama Panchayath, Kooroppada

Session lead by
Mr Siji Antony
International Trainer
Director of ASK (Academy for Attitude Skills Knowledge),
Vice Principal of TRADA Institute Of Social Sciences, Kottayam.

13-10-2023 Monday 9:30 am

പ്രവർത്തനങ്ങൾ നടന്ന് വരികയാണ്.കോട്ടയം ജില്ലയിലെ ആദ്യത്തെ പ്രോഗ്രാമാണ് കോത്തല സ്കൂളിൽ നടന്നത്. പരിപാടിയുടെ ഉത്ഘാടനം കൂരോപ്പട ഗ്രാമപഞ്ചായത്ത് പ്രസിഡന്റ് അമ്പിളി മാത്യു നിർവഹിച്ചു. പി ടി എ പ്രസിഡന്റ് രഞ്ജിത്ത് കെ കെ അധ്യക്ഷത വഹിച്ച ചടങ്ങിൽ,പ്രിൻസിപ്പാൾ റസീന സ്വാഗതവും,വാർഡ് മെമ്പർമാരായ അനിൽ കൂരോപ്പട, സന്ധ്യ സുരേഷ്, ആശ ബിനു, ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി, വിശ്വശാന്തി ഫൗണ്ടേഷൻ പ്രോഗ്രാം കോർഡിനേറ്റർ ആതിര വിൽസൺ എന്നിവർ

ആശംസകളും, സ്കൂൾ കുൺസിലർ റിയ മേരി ആഗസ്റ്റിൻ നന്ദിയും അർപ്പിച്ചു. തുടർന്ന് ഇന്റർ നാഷണൽ ട്രെയിനിംഗും, സൈക്കോ തെറാപ്പിസ്റ്റുമായ സിജി ആന്റണി കുട്ടികൾക്ക് ക്ലാസ്സെടുത്തു. ആത്മവിശ്വാസത്തോടെ ,സ്വന്തം വ്യക്തിത്വം നഷ്ടപ്പെടുത്താതെ, ജീവിത ലക്ഷ്യത്തിലേക്കെത്തുവാനും, നല്ല പൗരന്മാരായി വളരാനും ആവശ്യമായ സൂചകങ്ങളും, മൈൻഡ് ഗെയിമും, വീഡിയോ പ്രസന്റേഷനും ഉൾപ്പെടുത്തിയുള്ള സെഷൻ വ്യത്യസ്തമായ അനുഭവമായി.



- നമ്മുടെ സ്കൂളിന്റെ മറ്റൊരു തനതു പദ്ധതിയാണ് കുട്ടി അധ്യാപകർ :ഷെയർ ആൻഡ് കെയർ "പദ്ധതി .അധ്യാപന മികവും അഭിരുചിയുമുള്ള കുട്ടികളെ തിരഞ്ഞെടുത്തു അവരെ ഉപയോഗിച്ച് പഠനത്തിൽ പിന്നോക്കം നിൽക്കുന്ന കുട്ടികളെ സഹായിക്കുക എന്നുള്ളതാണ് പദ്ധതി ലക്ഷ്യമിടുന്നത് .10 കുട്ടിയധ്യാപകരാണുള്ളത് .പഠന പിന്തുണ ആവശ്യമുള്ള ആറ് കുട്ടികൾ അടങ്ങുന്ന ആറു ഗ്രൂപ്പുകളെ അവർ സഹായിക്കുന്നു. ഒരധ്യാപികയുടെ മേൽനോട്ടത്തിൽ എല്ലാ ദിവസവും ഉച്ചയ്ക്കാണ് ക്ലാസ് .



- ഇന്റർനാഷണൽ ഗേൾ ചൈൽഡ് ഡേ യുടെ ഭാഗമായി സ്കൂൾ ടീൻസ് ക്ലബ്ബിന്റെ ആഭിമുഖ്യത്തിൽ പെൺകുട്ടികൾക്ക് മാല ,ഹെയർ ബൺ നിർമ്മാണ പരിശീലനം



നൽകി .വി എച്ച് എസ് എസ് അധ്യാപികയായ ശ്രീമതി മഞ്ജു പരിശീലനത്തിന് നേതൃത്വം നൽകി .



- ടീൻസ് ക്ലബ്ബും, ഇൻസ്റ്റിറ്റ്യൂട്ട് ഫോർ ഹ്യൂമൻ എക്സലൻസും സംയുക്തമായി മൈൻഡ് സെറ്റ് മാജിക് ഫോർ എക്സം എന്ന പേരിൽ കുട്ടികൾക്ക് മോട്ടിവേഷൻ ക്ലാസ്സ് സംഘടിപ്പിച്ചു. പരീക്ഷാഭയം മാറുന്നതിനും, ഓർമ്മശക്തിയും, ഏകാഗ്രതയും നേടുന്നതിനുമുള്ള മാർഗങ്ങൾ ചെറിയ കഥകളിലൂടെയും, കളികളിലൂടെയും, മെൻറലിസത്തിന്റെ സാധ്യതയും ഉപയോഗിച്ച് കൊണ്ട് നടത്തിയ സെഷൻ കുട്ടികൾക്ക് വേറിട്ട അനുഭവമായി. എഡ്യൂക്കേറ്ററും സ്കിൽ



ഡെവലപ്പ്മെന്റ് ട്രെയിനറുമായ ഡോ. ഷജീല റാണി എ, ഷീബ തോമസ് എന്നിവരാണ് ക്ലാസ്സ് നയിച്ചത്.

- കോത്തല ഗവണ്മെന്റ് വി എച്ച് എസ് എസ്സിലെ സ്കൂൾ സോഷ്യൽ സർവീസ് സ്കീം (4S)ക്ലബ്ബിന്റെ ആഭിമുഖ്യത്തിൽ ശിശുഭിന്നാഘോഷവും അങ്കണവാടി സൗഹൃദകൂട്ടായ്മയും സംഘടിപ്പിച്ചു. കോട്ടയം ഡി ഇ ഒ സുനിമോൾ എം ആർ പരിപാടി ഉദ്ഘാടനം ചെയ്തു. പി ടി എ പ്രസിഡന്റ്



രഞ്ജിത്ത് കെ കെ അധ്യക്ഷം വഹിച്ച ചടങ്ങിൽ 4S ക്ലബ്ബ്



കോർഡിനേറ്റർ അജിത പി ജി സ്വാഗതവും, എം പി ടി എ പ്രസിഡന്റ് പ്രീജ രഞ്ജിത്ത്, ക്ലബ്ബ് ലീഡർ മാസ്റ്റർ ഇസ്മായിൽ സന്തോഷ് ആശംസയും പറഞ്ഞു. 4S ക്ലബ്ബ് ജില്ലാ കോർഡിനേറ്റർ മുഹമ്മദ് അൻസാർ എ മുഖ്യപ്രഭാഷണവും, ഹെഡ്മാസ്റ്റർ

കൃഷ്ണകുമാർ ബി റിപ്പോർട്ടും അവതരിപ്പിച്ചു. പ്രോഗ്രാം കോർഡിനേറ്റർ അജിമോൾ നന്ദി

അർപ്പിച്ചു.

കൂരോപ്പട പഞ്ചായത്തിലെ,എസ് എൻ പുരം,മാടപ്പാട്,

കൂരോപ്പട,

പൂത്തോട്ടപ്പടി,

ഇടയ്ക്കാട്ട്കുന്ന്,

58 കോളനി,

തോട്ടുകൽ എന്നീ അങ്കണവാടികളിലെ

40 കുട്ടികൾ, രക്ഷകർത്താക്കൾ,

അധ്യാപക അനധ്യാപകർ പരിപാടിയിൽ

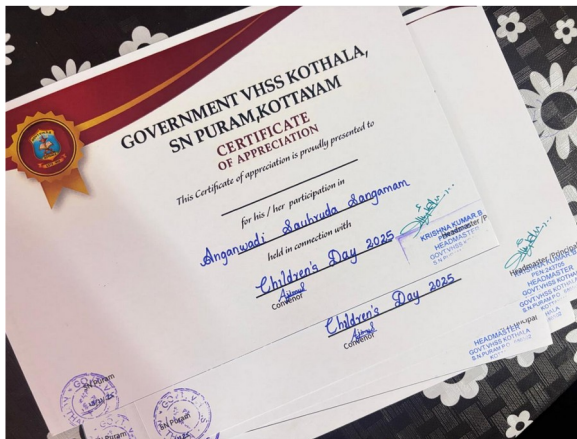
പങ്കെടുത്തു. കുട്ടികൾക്കായി വിവിധ

കലാകായിക മത്സരങ്ങൾ സംഘടിപ്പിച്ചു.

ആക്ഷൻ സോങ്, പെയിന്റിംഗ് മത്സരങ്ങളിൽ കുട്ടികൾ മികച്ച പ്രകടനം കാഴ്ച്ച വച്ചു. കണ്ടതു ഗാന്ധിജിയും, ചാച്ചാജിയും, കർഷകനും, അധ്യാപകനുമൊക്കെ ഫാൻസി ഡ്രെസ്സ് മത്സരത്തിൽ കൗതുക കാഴ്ചകളായി. കുട്ടിപ്പോസ്റ്റിൽ ഒരു കുട്ടി ഗോൾ എന്ന പുതുമയുള്ള മത്സരം ആവേശത്തോടെയാണ് കുട്ടികൾ സ്വീകരിച്ചത്. മത്സരങ്ങളിൽ പങ്കെടുത്ത എല്ലാ കുട്ടികൾക്കും സർട്ടിഫിക്കറ്റും, മെമെന്റോയും, ആകർഷകമായ സമ്മാനങ്ങളും നൽകി. എല്ലാ അങ്കണവാടികൾക്കും മെമെന്റോ നൽകി. എം പി ടി എ സ്പോൺസർ ചെയ്ത പായസം ഉൾപ്പെടെയുള്ള സദ്യ പങ്കെടുത്ത എല്ലാവർക്കും വിളമ്പി. സർക്കിട്ട് എന്ന മലയാള സിനിമയിലെ പ്രസക്ത ഭാഗങ്ങൾ പ്രദർശിപ്പിച്ചു കൊണ്ട് സ്കൂൾ സ്റ്റുഡന്റ് കൗൺസിലർ റിയ മേരി അഗസ്റ്റിൻ, രക്ഷിതാക്കൾക്ക് ബോധവൽക്കരണ ക്ലാസ്സെടുത്തു. സമീപപ്രദേശത്തുള്ള ഏഴ് അങ്കണവാടികളിലെ കുട്ടികളെ കൂടി പങ്കെടുപ്പിച്ചു കൊണ്ട് സാമൂഹിക പങ്കാളിത്തത്തോടെ ആഘോഷിച്ച കോത്തല ഗവണ്മെന്റ് വി എച്ച് എസ് എസ്സിലെ ശിശുദിനം മാതൃകയാണ്.







- കോത്തല ജി വി എച്ച് എസ് എസ് എസ്സിലെ എൻ എസ് എസ്, സ്കൂൾ സോഷ്യൽ സർവീസ് സ്കീം, ജൂനിയർ റെഡ് ക്രോസ് യൂണിറ്റുകളുടെ സംയുക്തഭിമുഖ്യത്തിൽ ലോക എയ്ഡ്സ് ദിനം ആചരിച്ചു. കേരള സ്റ്റേറ്റ് എയ്ഡ്സ് കണ്ട്രോൾ സൊസൈറ്റി കോട്ടയം യൂണിറ്റിന്റെ ജവാഹർ മൈഗ്രന്റ് സുരക്ഷാ പ്രൊജക്റ്റിലെ കൗൺസിലർ ജോസ് ചെറിയാൻ ക്ലാസ്സെടുത്തു. കുട്ടികൾ തയ്യാറാക്കിയ എയ്ഡ്സ് ബോധവൽക്കരണ നൃത്താവിഷ്കാരം അവതരിപ്പിച്ചു.



- കോത്തല ജി വി എച്ച് എസ് എസ്സിലെ എൻ എസ് എസ്, സ്കൂൾ സോഷ്യൽ സർവീസ് സ്കീം, ജൂനിയർ റെഡ് ക്രോസ് യൂണിറ്റുകളുടെ സംയുക്തഭിമുഖ്യത്തിൽ ലോക ഭിന്നശേഷി ദിനം ആചരിച്ചു. പി ടി എ പ്രസിഡന്റ് രഞ്ജിത്ത് കെ കെ അധ്യക്ഷം വഹിച്ച ചടങ്ങിൽ, ഹെഡ്മാസ്റ്റർ കൃഷ്ണകുമാർ ബി സ്വാഗതം ആശംസിച്ചു. സ്കൂളിന്റെ



സമീപവാസിയും ഭിന്നശേഷി വിഭാഗത്തിൽ ഉൾപ്പെട്ടതുമായ



അനീഷ ഭാസ്കർ പ്രത്യേക ക്ഷണിതാവായി



സ്കൂളിലെത്തി. മുച്ചക്രവാഹനത്തിൽ ലോട്ടറി കച്ചവടം നടത്തുന്ന അനീഷയെ പൊന്നാടയും മെമെന്റോയും നൽകി ആദരിച്ചു. കുട്ടികളും അധ്യാപകരും സ്കൂളിന് സമീപത്തുള്ള ഭിന്നശേഷിക്കാരിയായ കുട്ടിയുടെ വീട് സന്ദർശിക്കുകയും സ്നേഹസമ്മാനങ്ങൾ നൽകുകയും ചെയ്തു

● കോത്തല ഗവ :

വൊക്കേഷണൽ ഹയർ
സെക്കന്ററി സ്കൂളിൽ കുട്ടികളുടെ
ഹരിതസേനയുടെ
ആഭിമുഖ്യത്തിൽ
ബോധവൽക്കരണ ക്ലാസ്സ്
സംഘടിപ്പിച്ചു.മാടപ്പാട് വാർഡ്
6 ലെ ഹരിതകർമ്മസേന



യൂണിറ്റ് അംഗമായ ലൗലി ബിനു ക്ലാസ്സ് നയിച്ചു.ഹരിത സേനയുടെ പ്രാധാന്യം,
ഗ്രീൻ പ്രോട്ടോക്കോൾ, മാലിന്യ നിർമ്മാർജ്ജനം , പുനരുപയോഗപ്പെടുത്തൽ
എന്നീ വിഷയങ്ങളിൽ കൂടുതൽ അറിവ് നേടുവാൻ കുട്ടികൾക്ക്
സഹായകമായി

- ഇക്കൊല്ലത്തെ ത്രിതലപഞ്ചായത്ത് തിരഞ്ഞെടുപ്പിന് മുന്നോടിയായി പഠിക്കുന്ന വിദ്യാലയത്തിലെ പോളിങ് ബുത്ത് ഗ്രീൻ പ്രോട്ടോകോൾ പാലിച്ചു കൊണ്ട് മുന്നൊരുക്കങ്ങൾ നടത്തി ജി വി എച്ച് എസ് എസ് കോത്തല സ്കൂളിലെ ഹരിത സേനയിലെ കൊച്ചു മിടുക്കന്മാരും മിടുക്കികളും. “ഭൂമിയെ സംരക്ഷിച്ചു കൊണ്ട് നമുക്ക് വോട്ട് ചെയ്യാം” എന്ന ഈ തിരഞ്ഞെടുപ്പിന്റെ സന്ദേശം ഉയർത്തിപ്പിടിച്ചു കൊണ്ട് പൂർണ്ണമായും ഹരിത ചട്ടം പാലിച്ചാണ് കുട്ടികളും, അധ്യാപകരും, പി ടി എ, എം പി ടി എ അംഗങ്ങളും ചേർന്ന് ഒരുക്കങ്ങൾ നടത്തിയിരിക്കുന്നത്.മെടഞ്ഞ ഓല



കൊണ്ടുള്ള



കുമാനങ്ങളും, വേസ്റ്റ് ബോക്സും, തിരഞ്ഞെടുപ്പ് ഉദ്യോഗസ്ഥർക്ക് നോട്ടീസ് പതിപ്പിക്കുന്നതിനായി പനം പായ കൊണ്ടുള്ള നോട്ടീസ് ബോർഡും, മൺകടത്തിൽ ദാഹജലവും, കൂടാതെ ഹരിത പ്രോട്ടോകോൾ സന്ദേശങ്ങളും അങ്ങനെ വ്യത്യസ്തമാകുകയാണ് ജി വി എച്ച് എസ് എസ് കോത്തലയിലെ പോളിങ് ബുത്ത്. അധ്യാപകനായ എൽജോ ടി ആൻഡ്രൂസിന്റെ നേതൃത്വത്തിൽ ഹരിത സേന അംഗങ്ങളായ ഇസ്മായിൽ, ആനന്ദ്, അനീറ്റ,കൃഷ്ണപ്രിയ,ശിവപ്രിയ,വൈശാഖ്, ഇമ്മനവൽ, പൂർവ്വ വിദ്യാർത്ഥിനിവിൽ, പി ടി എ, എം പി ടി എ അംഗങ്ങളായ സതി, ലക്ഷ്മി, സുധ എന്നിവർ ചേർന്നാണ് ഒരുക്കങ്ങൾ നടത്തിയത് .

- വിദ്യാർത്ഥികളിൽ ശാസ്ത്രീയമായ മാലിന്യ പരിപാലനവും,ശുചിത്വ ബോധവും,സുസ്ഥിര വികസനത്തിനുള്ള മനോഭാവവും വളർത്തുന്നതിന് വിദ്യാഭ്യാസ വകുപ്പും, തദ്ദേശ സ്വയംഭരണ വകുപ്പും സംയുക്തമായി

നടപ്പിലാക്കുന്ന സ്കോളർഷിപ്പ് പദ്ധതിയാണ് “വിദ്യാർത്ഥി ഹരിത സേന സ്കോളർഷിപ്പ് -ഇക്കോ സെൻസ് -

2025”.ഇതിന്റെ ഭാഗമായി കോത്തല ഗവണ്മെന്റ് വി എച്ച് എസ് എസ്സിലെ ഹരിത സേനയുടെ നേതൃത്വത്തിലുള്ള സ്വാപ്



ഷോപ്പിലേക്ക് തയ്യാർ ചെയ്ത മെഷീൻ സംഭവനയായി നൽകിയിരിക്കുകയാണ് ഒൻപതാം ക്ലാസ് വിദ്യാർത്ഥികളായ ആനന്ദ് കൃഷ്ണ പ്രസാദ് അദ്വൈത് കൃഷ്ണ പ്രസാദ്. ഇരു സഹോദരങ്ങളായ ഇവരുടെ അമ്മ ലക്ഷ്മി പ്രസാദ് സ്കൂൾ പി ടി

എ അംഗമാണ്. തയ്യാർ തൊഴിലാളിയായ ലക്ഷ്മി വീട്ടിൽ ഉപയോഗശൂന്യമായി കിടന്ന തയ്യാർ മെഷീൻ റിപ്പയർ ചെയ്താണ് സ്കൂളിലേക്ക് നൽകിയത്.



ഒഴിവുസമയങ്ങളിൽ കുട്ടികളെ തുന്നൽ,ക്യാരിബാഗ് നിർമ്മാണം, ചവിട്ടി നിർമ്മാണം, തുടങ്ങിയവ പഠിപ്പിക്കുവാൻ ലക്ഷ്മിയെ പോലെയുള്ള അമ്മമാരുടെ സേവനം ഉപയോഗപ്പെടുത്തുമെന്ന് കോർഡിനേറ്റർ ദിന ആർ നായർ അറിയിച്ചു.

- സ്റ്റേറ്റ് ബാങ്ക് ഓഫ് ഇന്ത്യയുടെ സി എസ് ആർ ഫണ്ട് രണ്ടര ലക്ഷം രൂപ അനുവദിക്കുകയും സ്കൂളിൽ സ്റ്റാർട്ട് ക്ലാസ് റൂം സജ്ജമാക്കുകയും ചെയ്തു.

സൂളിലെ പ്രവർത്തനങ്ങൾ കാണാൻ ഞങ്ങളുടെ ഇൻസ്റ്റാഗ്രാം പേജ് സന്ദർശിക്കൂ
https://www.instagram.com/gvhss_kothala_edakkattukunnu/?hl=en

പൊതുജന പങ്കാളിത്തത്തോടെ മാതൃകാപരവും നൂതനവുമായ പ്രവർത്തനങ്ങൾ നടപ്പാക്കിക്കൊണ്ട് മികവിന്റെ കേന്ദ്രമായി മുന്നേറുകയാണ് നമ്മുടെ വിദ്യാലയം. തലമുറകൾ കൈ മാറി വന്ന ഈ അറിവിന്റെ ദീപം കെടാതെ സംരക്ഷിച്ചുകൊണ്ട് കൂടുതൽ ജ്വലിപ്പിച്ചു കൊണ്ട് വരും തലമുറകൾക്കു കൈമാറുവാൻ സാധിക്കട്ടെ എന്ന് പ്രത്യാശിക്കുന്നു.

The woods are lovely ,dark and deep

But I have promises to keep

Miles to go before I sleep

And miles to go before I sleep

ഈ കേസ് സ്റ്റഡി ജൂറിയുടെ പരിഗണനയ്ക്കായി സമർപ്പിക്കുന്നു.

GOVERNMENT HSS SREEKANDAPURAM, KANNUR, KERALA.

Theme: School Leadership and Student Learning

Name of the School

GOVERNMENT HIGHER SECONDARY SCHOOL, SREEKANDAPURAM

Location : Sreekandapuram, Kannur, Kerala. PIN-670631

Year of Establishment : 1961

Type of School : Government School, Co-educational High School & Higher Secondary

Affiliation : State Education Board, Kerala

Brief History and Background

Established in 1961 as a single-teacher institution, the school is a pioneer in the educational history of Sreekandapuram — a hilly and backward region during the 1960s. It holds the distinction of being the **first Government High School** in the area, catering to the educational needs of multiple neighboring panchayaths such as Chengalayi, Irikkur, Malapattam, Eruvessi, Payyavoor, and Kurumathur.

The school was founded on **6 acres of land generously donated by Mr. Seerakath Muhammed Haji**, whose philanthropic contribution laid the foundation for educational development in this rural region.

Despite early struggles with infrastructure, the school consistently upheld **academic excellence** and became a beacon of progress and opportunity for generations of students.

One of the most influential figures in the school's history is **Late Shri K.G. Bhaskaran Master**, who served as both a dedicated teacher and visionary Headmaster. His personal commitment and financial sacrifices led to the construction of school buildings and procurement of essential furniture, significantly improving the learning environment.

Academic Growth and Development

- **Upgraded to Higher Secondary School:** In 1998
 - Introduced **2 Science batches** and **1 Humanities batch**
- **Commerce Stream Introduced:** In 2000–2001 (1 batch)
- **Additional Batches Sanctioned:** In 2006–2007
 - 1 more Commerce batch
 - 1 more Humanities batch

Current Status

- **Total Students:** 1,535
 - o High School Section: 755 students
 - o Higher Secondary Section: 780 students
- **Staff Strength:**
 - o 52 Teachers
 - o 2 Lab Assistants
 - o 1 Clerk
 - o 1 Office Attendant
 - o 2 FTCMs (Full-Time Contingent Menials)
- **Infrastructure:**
 - o Sufficient number of classrooms
 - o Laboratories present but **inadequate** as per the current syllabus requirements
 - o Needs further development in science lab facilities to support curriculum effectively. Computer Labs are also sufficient.
- **Vision and Legacy**
- This school has stood as a **symbol of resilience, community spirit, and educational commitment** for over six decades. Rooted in the selfless contributions of individuals and driven by the collective effort of staff and local leadership, it continues to nurture young minds with values, knowledge, and opportunity.
- The school aspires to further strengthen its infrastructure and learning environment to match the growing academic demands and ensure holistic development for all its students.

Present Scenario - Strength and Weakness of the school: The school is situated at the heart of Sreekandapuram Town. Sreekandapuram is now a Municipality. On the side of State Highway. We have students from more than 1500 families with a wide feeding area. We receive students from different religions, castes, categories etc. Most of our students are from poor families. The Admission to Std VIII to Std X is open to all. It means any parent with his child can walk in and take admission to the School. Admission to Plus One classes are purely based on Merit. They are given allotment through District wise Single Window Scheme which is purely a merit based online system. We have 2 Science batches (Physics, Chemistry, Biology and Mathematics, 2 Commerce batches (Accountancy, Business Studies, Economics and Computer Application) 2 Humanities Batches with 2 combinations (1. Geography, History, Political Science and Economics and 2. Journalism, Communicative English, Sociology and Computer Application). Thus, we have 6 classes each for Plus One and Plus Two students. The class strength is 65 which is totally unscientific. The class duration is from 9 am to 4.45 pm with 9 periods. As we maintain excellent academic standards, we have full strength in all 12 classes. The average drop out ratio is less than 3%. Thus, the strength and weakness of the School can be listed as below:

Strength:

1. We have students from more than 1500 families.
2. In Higher Secondary section alone, we have 780 students.
3. We have all the three streams of Higher Secondary Course (Science, Commerce and Humanities) with 4 combinations.

4. We have sufficient Class Rooms, all with White Boards, LCD Projectors and Internet connectivity.
5. We have excellent Teaching Staff, ready to work hard for the wellbeing of students. They undertake different activities jointly and severally.
6. The location of the school is good. From all directions, students can reach school easily.
7. The Parent Teacher Association is good and supportive.
8. A considerable number of Fathers of our students are working abroad, they can financially support school activities.
9. The local society is also very much helpful to the school.

Weakness:

1. Class strength is illogical, unscientific and undemocratic. It is 65. The class is packed with student limiting the Teachers' movements. Students too are compelled to sit in their seats restricting freedom of movements. The area of a Class room is 600 sq.ft.
2. Class timing is also long with insufficient intervals. It is from 9 am to 4.45 pm with Nine periods.
3. Most of the Students belong to poor families. They are socially and financially backward.
4. Student absenteeism is still a problem.
5. Parents are not in a position to support the students in their learning process.
6. Absence of father in the family (working abroad or likewise)
7. Being the students of teenagers of new generation, they often indulge in conflicts with others especially with other classes without any due reason.
8. Students are Phone addict. It enhances their network of connections with a wider world. They become the victims of misuse by others.
9. Being a Government School, Teacher Turn out is an issue. Some key teachers may be compelled to leave though he intends to continue.
10. Teacher's aptitude, attitude, level of motivation, skill, ability etc. varies.
11. No separate specialist teachers for Sports, Arts, Work Experience etc.

Opportunities:

1. As we have a united group of Teachers, the Team is ready to undertake any challenge.
2. AS we have more than 1500 students, we have more than 3000 parents, whose skills can be utilised for the school.

- Through a Student-Parent-Teacher co-ordination, we can convert our school to an extra ordinary level.

Threats:

- Students are phone addict and are negatively influenced.
- If not properly handled, students may slip to anti-social gangs.

3.The Description of Community: The people of the locality mainly belong to farmers. We have three religions, Hindus, Muslims, and Christians. Students from ST Category belong to Karimpalan and Mavilan. All people live in unity and respect each other.

4. The Problem Situation:

(a) Low performance in Public Examinations.

Plus Two Results in March 2023

School	Eligible	Not Eligible	Total	Percentage	Full A+
13023	322	65	387	83%	30

Groupwise Results:

Group	Eligible	Not Eligible	Total	Percentage	Full A+
Science	121	9	130	93%	22
Commerce	115	12	127	90%	7
Humanities (Journalism)	40	25	65	61%	0
Humanities (Geography)	46	19	65	71%	1

(b) High Absenteeism: Students were irregular in school. Some of them used be absent on Fridays and will skip special classes on Saturdays.

(c) Indifferent Parents: A considerable number of parents were not available in Meetings. On repeated call, they will come and will ask, where to sign..?

(d) Gap between Parent and Teacher: The communication between the Teacher and Parent became weak and ineffective.

(e) Conflicts between students: It was often to have conflicts between plus one and plus two candidates.

1. The Change initiated, the Plan of Action, Strategy and Outcome: (2023-24 & 2024-25)

The Staff Council was convened exclusively to discuss the present academic performance of the School in 2023 March Examinations.. A detailed presentation was prepared and presented on this. The present aggregate result of 83% is good compared

to many factors like the total number of students, the range of students (as we have 390 seats for Plus One, almost all students who pass the SSLC will get admission here), State Average etc.

The Staff Council undertook a detailed discussion on this and concluded that no deliberate, well-planned project was thought before. It also reiterated the need for a comprehensive plan of action for betterment of the situation. The Staff wholeheartedly accepted the proposal to work hard to bring radical changes in School, not only in Academic matters but also in extra-curricular activities. Based on the First Year Results, we decided a Target of 95% in March 2024 Examinations. The Strategies adopted were explained below:

1. Teachers will reach school at least by 8.30 am. And will spend up to 6 pm if required.
2. Decided to use Schooms App, a Mobile App for marking and sending attendance, late coming, early leaving, scores in exam, Disciplinary action taken etc. The information will be sent via WhatsApp too. It was much helpful to improve attendance and to avoid skipping of Classes without parent knowing it. The App was also helpful to generate Progress Report, Id card, Mark Lists, Biodata including Photo etc. Using this App, we can have discussion with a Parent with all details of the student on a Smart TV.
3. Arranged One-Day Workshops of Psycho Therapists to all students of 6 classes as a series. It was a day long session from 9.30 am to 5 pm in which parents will join the last session from 3 pm. Thus 2 days for Science, 2 days for Commerce and 2 days for Humanities in a row. As the workshop is not based on their Subjects a student/parent of Science can attend the workshop with Commerce students. The percentage of attendance was 99.5%. It was a history and parents as a whole appreciated the session. The workshop focussed on drug addiction, phone addiction, Family and Motivation.
4. Prepared a list of students who is extremely backward from all classes and conducted an independent study on his ability, strength, family back ground etc. We also conducted some pre-tests to evaluate his language skill, communication skill etc. The result was disappointing as some of them were illiterate even in their Mother Tongue. Most of them belonged to Backward classes.

5. These students were encouraged to spend more time in school even after the normal time. Teachers provided refreshments to them and developed a friendship with them. In the first stages, they were not given any additional classes but informally included them in the discussion about studies, future, probable difficulties in life, cleanliness of the class etc. This stage was not easy. Some students used to skip the evenings. But teachers were determined and gradually managed all students to attend evening time with teachers. The element of fear and insult was completely erased from their mind. It created an atmosphere of trust, love and confidence. Students dared to say that they do not know or understand the portions in Classes. But, by that time they were eager to study and go ahead. Each class had around 15 such students. Class teachers with the help of others organised these students well and gave brief print outs of Notes in English or Malayalam and discussed the content in a round table. As the size of each group is small, individually teachers can attend and advise them. They were not given complete syllabus, rather asked to concentrate on core areas only.
6. Science Teachers, meanwhile created a C Batch (We already have Batch A and Batch B with 65 students each) drawing backward students from Batch A and Batch B. This move actually increased their workload by 50%. But as it was a voluntary decision, it worked well.
7. Evening classes with periodical evaluation to backward students continued in all groups.
8. Conducted 4-day Residential Camp for backward students in February 2024 in which 104 students were included. Food and refreshment were prepared in School with the help of Parents. It was a good programme as most of the students left their mobile phones at home and it was a new experience to them to keep away from insta and other social media platforms. Parents visited the Study camp with washed cloths taking back the used one. Classes during night to a small group was more effective and successful.
9. Some students suffered from short memory and were given support even after starting the public examinations.
10. Students were given sufficient writing practices to attend the examinations.
The action plan was implemented in two consecutive years 2023-24 and 2024-25.
The results were excellent.

Plus Two Results in March 2024

School	Eligible	Not Eligible	Total	Percentage	Full A+
13023	335	38	373	90%	42

7% increase in aggregate results. (from 83% to 90%)

Groupwise Results:

Group	Eligible	Not Eligible	Total	Percentage	Full A+
Science	120	4	124	97%	29
Commerce	116	10	126	90%	11
Humanities (Journalism)	52	9	61	85%	0
Humanities (Geography)	47	14	61	76%	2

The Targeted Result was 95% with 50 Full A+. In Revaluation, we got 6 more Full A+, with an aggregate of 48. But we finished 5% less than the Target.

Out of 38 students lost, 22 students lost in single paper. 14 of them with a shortage of single digit score.

The details are tabled below:

Sl.No.	Name of Student	Paper Lost	Deficiency
1	SHAMNAD	PHYSICS	3
2	ANAND PRASAD	ECONOMICS	8
3	RINU K R	ECONOMICS	5
4	SACHIN M P	ECONOMICS	5
5	FATHIMATH SAFA M	ENGLISH	4
6	ABHIRAM C S	ECONOMICS	9
7	NIRMAL K	ENGLISH	6
8	GOPIKA SUNIL	ECONOMICS	3
9	ABHINAV P N	ENGLISH	3
10	AMAL SUNEESH	ENGLISH	10
11	MUHAMMED RABEESH P P	ENGLISH	3
12	RAZEEN MUHAMMED KUNHI	ENGLISH	3

13	SHIFAS C	ENGLISH	15
14	SHIYAS K C	ENGLISH	12
15	MUHAMMED IJALAN B P	ENGLISH	24
16	SHIFANA K P	ENGLISH	14
17	ANURAG MADHU	ECONOMICS	10
18	BINOY MANOJ	ACCOUNTANCY	10
19	BIJU VINIL	COMPUTER APPLICATION	9
20	MUNJID T	COMPUTER APPLICATION	7
21	NANDHANA BINEESH	ECONOMICS	3
22	MOHD. RIZWAN N P	ENGLISH	20

This came to 5.78% of total results which we lost for a narrow margin. We had lost another 1.31% for multiple papers with single digits. Thus we lost the target of 95% quiet unfortunately.

Now, let's consider the results of 2024-25. The target was 98.7% results

Plus Two Results in March 2025

School	Eligible	Not Eligible	Total	Percentage	Full A+
13023	369	12	381	97%	35

Again a 7% hike in aggregate results. (from 90% to 97%.)

The groupwise results are given below:

Group	Eligible	Not Eligible	Total	Percentage	Full A+
Science	127	3	130	98%	26
Commerce	125	4	129	97%	7
Humanities (Journalism)	61	0	61	100%	1
Humanities (Geography)	55	6	61	92%	1

This year we got excellent results in all combinations with a remarkable victory of 100% in Humanities Journalism Batch. Some tough examinations in Science and Commerce reduced

the Full A+ holders but it was a State wise phenomena. We increased our results considerably in the second consecutive year by 7%.

We lost 2.3% results with disappointing slender margin. The PDF of Result Evaluation is enclosed separately. The Total NHS was limited to just 12.

We are now topper in Kannur District among Govt. HSS and fifth in Aided and Government HSS. There no other school having such a large number of students registered for Plus One and plus two examinations.

Extra curricular Activities: We are the winners in Irikkur Sub District School Kalotsavam. We runners up in Sub District Sasthrothsavam, doing well in Sports. We have started Music Club, Biodiversity Club, NSS, Rover and Ranger Units. This year we re engaged in constructing a home for a poor student which will be completed by middle of October. The School ha swon several awards for conserving Biodiversity.

CONCLUSION: This is a story of an School which increased its academic results from 83% to 97% in two Years when the State Average dipped to 78%. It was the result of team Work, Dedication, Teacher – Student harmony and Will. As we fought well together, we are getting better inputs-which means students from distant places are selecting this School for studies. It helps to improve the ease of Teaching in all Classes. There is no other Humanities batch in the State with 100% results this year. The School atmosphere is now calm with few incidents of student stir. Earlier Principals were reluctant to visit Humanities classes expecting mis behaviour and disrespect.

Prepared by

Rajendran T.M.

Principal, GHSS Sreekandapuram, Sreekandapuram P.O. Kannur.PIN – 670631

Phone: 04602232122

Mobile: 9496784173

e-mail: principalskpm@gmail.com

tmrajendran72@gmail.com

Case Study Report – GHS Chirakkara

Title of the Case Study

Transforming Learning through Vijnanakiranam Worksheets under
Vajrathilakam Project

Theme of the Case Study

Pedagogical Leadership for Improving Student Learning

Case Study Information

Jaya VP,

Headmistress

Govt High School Chirakkara, Kollam, Kerala

9446431451

jaya.vp684@gmail.com

Signature: _____

Office Seal: _____

Profile of the School

Nestled in the heart of Kollam District, Government High School Chirakkara stands as a venerable institution of public education, distinguished by a rich heritage that spans more than seven decades. Established in 1948, the school has grown from its humble beginnings into a comprehensive educational hub, consistently demonstrating a profound commitment to academic excellence, character development, and the holistic growth of its students. Situated in a serene semi-urban village environment, the school today caters to nearly 850 students with the support of a dedicated team of 38 staff members, creating a nurturing atmosphere where learning thrives. The majority of students hail from middle-class families, bringing with them values of discipline, resilience, and hard work, which enrich the school community. Over the years, the school has earned the trust of the local community, serving as a centre not only for knowledge but also for cultural and social development. At the same time, the institution faces challenges such as limited infrastructure and the absence of a higher secondary section, which often leads to students migrating to nearby schools after completing their high school education. However, the school views these challenges as opportunities for growth, striving to enhance facilities through government initiatives, community support, and alumni contributions. With its strong legacy, committed faculty, and student-friendly environment, Government High School Chirakkara continues to stand as a beacon of hope and progress, inspiring generations of learners and shaping responsible citizens for the future.

The Present Scenario (SWOT Analysis)

Strengths:

GHS Chirakkara offers a complete and integrated educational pathway, catering to students from **Lower Kindergarten (LKG) through Class 10**. This seamless structure ensures a stable and continuous learning environment. The school's academic program is fortified by specialized support systems designed to foster scholarly excellence. 100% SSLC results, 28% of students securing A+ in all subjects. Notably, it provides dedicated coaching and preparatory resources for competitive scholarship examinations such as the **Lower Secondary Scholarship (LSS)**, the **Upper Secondary Scholarship (USS)**, and NMMS Examination equipping students with the skills and confidence to excel.

Beyond the core curriculum, the school nurtures leadership, social responsibility, and technical proficiency through a vibrant ecosystem of student-led clubs and initiatives.

Prominent among these are the **Students Police Cadet (SPC)**, which instils discipline and civic sense; the **Little Kites IT club**, which cultivates digital literacy and technological innovation in line with Kerala's high-tech education policy; and the **Junior Red Cross (JRC)**, which promotes humanitarian values and community service. The Supportive PTA and SMC

Weaknesses:

- Limited digital infrastructure compared to urban schools
- Academic backwardness among some students
- Irregular attendance due to socio-economic issues

Opportunities:

Government support through Samagra Guna Menma Project.

Strong PTA, SMC community support.

Scope to expand digital learning and blended teaching models

- Government-sponsored ICT and enrichment projects
- Community participation in school development
- Access to digital content and innovative teaching

Threats:

- Dropout tendencies due to financial struggles and family issues
- Peer pressure and social media distractions
- Migration of talented students to private schools

Description Of Community

The school community represents a rural-urban blend. The community surrounding the school is socio-economically diverse, with many families engaged in traditional occupations, agriculture, small scale business, and daily wage labour. The cultural values emphasize education, discipline, and social responsibility. Parents and community members actively support school initiatives, and students reflect these values in their involvement in school and community development programs. The community strongly values education as a means of social mobility.

Expectations: Academic excellence, job-oriented education, and opportunities in sports and arts.

Needs: Special care for low learners and inclusive education for physically challenged children.

Problem Situation

The major challenge identified was academic backwardness and lack of confidence among slow learners, particularly in English, Mathematics, and Science. These students struggled with reading, writing, comprehension, and basic arithmetic, which created a gap between average and below-average performers.

Change Initiated – Plan of Action, Strategy, and Outcome

- **Signature Program: The Activity-Based Workbook Vijnanakiranam (Rays of Knowledge)**

A hallmark of GHS Chirakkara's commitment to equitable education is its flagship project, **Vajrathilakam**. The Vajrathilakam Project was formally launched (2023) by the Honourable Education Minister Sri V.Sivankutty on the Vajrajubilee function presided over by our respected MLA, Sri. G. S. Jayalal. Conceived as a pilot initiative, the project aims to uplift and support students who are comparatively backward in their studies, while also enhancing the educational level of every learner.

The project is founded on the belief that no child should be left behind. Every student, regardless of their current learning pace, deserves individual attention, proper guidance, and the opportunity to grow with confidence. Through this initiative, we strive to understand each student's level of knowledge and provide resources that are both meaningful and engaging.

As part of this mission, our LP, UP, and HS teachers under the leadership of HM have come together to design a worksheet-based activity book titled Vijnanakiranam (Rays of knowledge). Within a short span of time, our dedicated teachers worked tirelessly to understand the vision of the project and translate it into this innovative resource.

The uniqueness of Vijnanakiranam lies in the fact that it brings all major subjects — Languages, Mathematics, and Science — into a single workbook. This structure serves multiple purposes:

Holistic Learning Resource – By combining all subjects into one book, teachers can

easily monitor the overall progress of each child, while students benefit from an integrated, activity-based learning experience.

Individual Student Profiling – The carefully designed worksheets enable teachers to clearly identify each student’s learning level in different subjects. This helps in recognizing strengths and areas needing support in Languages, Mathematics, or Science.

Encouraging Student Progress – The book helps students complete their worksheets more effectively and allows them to compare their progress in a healthy way with their peers, thereby boosting confidence and motivation.

Personalized Support – Teachers are equipped with a reliable tool to provide targeted care and individual guidance for every learner. The title Vijnanakiranam beautifully symbolizes our hope that every child may receive the rays of knowledge and light to brighten their future. It reflects the project’s spirit of equity, inclusivity, and innovation in education. We gratefully acknowledge the vision of our leaders, the dedication of our teachers, and the enthusiasm of our students in making this initiative meaningful. With the collective support of all, we believe that Vajrathilakam and Vijnanakiranam will together pave the way for a brighter and more empowered learning community. The specially designed workbooks are also aimed at improving learning outcomes under the government's inclusive education framework.

Learning

Patience, continuous effort, and teacher collaboration are the keys to sustainable change.

Time Taken and Processes Involved

The transformation was gradual, taking almost 1-2 academic year. The process included identifying weak students through baseline tests, designing targeted worksheets, conducting regular follow-up classes, assessing progress monthly, and encouraging parents to support home-learning. Failures included irregular participation from some students initially. However, persistence, parental involvement, and teacher dedication led to eventual success. Key learning: Consistent remedial support with creative worksheets can bridge learning gaps effectively.

Achievements:

- In the last academic year, out of 123 SSLC candidates, 34 students secured full A+ grades, achieving 100% pass results.
- The school consistently ranks high in LSS and USS examinations, compared to other schools in the districts.
- The Students Police Cadet (SPC) unit of GHS Chirakkara, which has earned recognition at the state level. The unit of our school is considered one of the most outstanding in the region, and in recognition of its exemplary performance, Our SPC unit achieved district recognition, with our student being awarded the Best Platoon Leader, who commanded Kollam SPC it was honoured with a prestigious award from the Hon'ble Governor of Kerala. This rare achievement has brought immense pride to the entire school community and stands as testimony to the dedication and teamwork of our cadets and mentors. The success of the SPC unit continues to inspire students to pursue excellence in discipline, service, and leadership.
- Sports achievements include State medals in Kerala State Boxing Championship and Athletics.

Other highlights

Inclusive Model Education :

GHS Chirakkara is a model inclusive school where special care is provided for physically challenged students. A dedicated resource teacher, an ayah to assist CWSN students during emergencies, free periods, and intervals. A separate room has been arranged for their comfort and learning support.

Co-curricular and Extra-curricular Activities

Sports: Intensive coaching in **the traditional martial art**

of Kalaripayattu, Athletics, Boxing and Badminton enabling students to compete and succeed at district and state levels.

Arts: Dedicated training programs in **Drama, Music, Drawing and the traditional percussion ensemble of Chenda Melam**, preserving cultural heritage while fostering creative expression. These initiatives not only build confidence but also nurture the talents of students in diverse fields.

House system: A unique strength of GHS Chirakkara is its House System, which plays a central role in student development and leadership. All students are divided into four houses, each represented by a distinct colour—Red, Green, Violet and Yellow. These houses are not just symbolic divisions but serve as vibrant platforms for cultivating team spirit, responsibility, and healthy competition. The house framework organizes debates, quizzes, sports, cultural events, and arts competitions, allowing students to showcase their skills while learning the values of teamwork, discipline, and healthy rivalry. To strengthen this spirit, students wear T-shirts in their respective house colours, which instils pride, belonging, and unity. These colourful T-shirts transform every competition and event into a lively celebration, while also creating cherished memories of participation and friendship that last well beyond their school years.

Eco Club and Environmental Initiatives: Another distinctive feature of the school is its Eco Club, which reflects the institution's commitment to environmental protection and sustainability. The Eco Club is one of the most active student groups, engaging learners in meaningful hands-on experiences that go beyond the classroom. Students participate in farming activities both within the school campus and at their homes, cultivating vegetables and plants. These activities not only encourage self-reliance but also help in spreading awareness about sustainable living and organic farming. The produce is sometimes shared or sold, and the proceeds are used to support fellow students, thus adding a social dimension to environmental education. The school's pride, the Biodiversity Park, is a living laboratory and learning space that houses a wide variety of plant species. Each tree and plant in the park are QR-coded, allowing students to explore, identify, and learn about biodiversity through technology. This initiative combines tradition with innovation and has made the school a model for eco-friendly practices. To further nurture responsibility and creativity, students regularly share photographs of their farming activities and eco-friendly practices in the Eco Club's digital group, which creates a sense of ownership, motivation, and collective pride. This sharing also encourages peer learning and inspires others to adopt sustainable habits.

Theory of Change

The transformation at GHS Chirakkara has been possible due to continuous support from PTA, SMC, teachers, community members, and political representatives, the school has achieved significant progress. The turning point has been the introduction of systematic academic projects like Vajrathilakam and Vijnanakirnam, the effective use of house-based competition, and focused attention on inclusive and co-curricular development. The 'mantra' for change has been personalized attention, discipline, and community collaboration.

REFERENCE:

https://drive.google.com/file/d/176FPzcwDr_laAlOc-lcDH_MkuX_TvnHT/view?usp=drive_link

https://drive.google.com/file/d/1NcxMmQx-8BO6DAgSoh5XvIdAs5Jo5GAu/view?usp=drive_link

GALLERY:



ചിറക്കര ഹൈ സ്കൂളിന് ഇത് അഭിമാന മൂഹൂർത്തം നമ്മുടെ സ്കൂളിലെ പ്രിയ വിദ്യാർത്ഥിനി നീരജ ബഹുമാനപ്പെട്ട കേരള ഗവർണറിൽ നിന്നും SPC യിലെ മികച്ച പ്ലട്ടൺ ലീഡർ ക്രോഫി ഏറ്റുവാങ്ങുന്നു.... ചിറക്കര നാടിനു അഭിമാനം....







ചെണ്ട പരിശീലനം - ആരംഭം

Drawing class



കളരി പരിശീലനം



CASE STUDY REPORT

Main Theme

**Academic Leadership / Pedagogical Leadership for Enhancing
Student Learning Competencies**

Title

**"Addressing IT backwardness in the students of
Koombara Village: A Case Study of Educational
Challenges and Solutions"**

Submitted by :

- | | | |
|----------------------|-----------------------------|-------------------|
| 1. Shakira Pk | HST English | 9846723152 |
| 2. Niyas UA | UPST | 9645208850 |
| 3. Navas U | HST Physical science | 9048673030 |

**FATHIMABI MEMORIAL HSS KOOMBARA
KOOMBARA BAZAR (PO) , KOODARANJI , KOZHIKODE ,
KERALA -673604**

Email : fmhskoombaras@gmail.com Mob: 08547970936

INDEX

1	Executive Summary	1
2	School Profile	
3	Executive Summary	
4	Introduction	1
4.1	Background of Koombara Village	
4.2	Problem of IT Backwardness	
4.3	Objective of the report	
5	Village Profile	
5.1	Location	
5.2	Demographics	
5.3	Current IT Access	
6	Problem Statement	
7	Strategies implemented by the school	7
7.1	Academic programs for enhancing students learning competencies	7
7.1.1	IT Club	7
7.1.2	Little Kites Corner	7
7.1.3	Meet the Professional	8
7.1.4	Kaithangu	8
7.1.5	Installation	8
7.1.6	Robusta	9
7.2.	Programs for enhancing skill based and vocational education	9
7.2.1	Lens - Camera training	9
7.2.2	Mobile journalism	9
7.2.3	Hardware training	10
7.2.4	Uses of android mobile phone	10
7.2.5	LED bulb making	10
7.3	Socially Responsible Activities	11
7.3.1	LK - sevana	11
7.3.2	Cyber safety classes	11
7.3.3	E - Waste Scrap challenge	11
7.3.4	My village - My pride - wiki village campaign	12
7.3.5	LPG Gas mustering	12
7.4	Programs for equity , diversity and inclusion	12
7.4.1	It @ Gothragraha	12
7.4.2	Smart amma	12
7.4.3	E - Muttam	13
7.5	Programs for mental well being	14
7.5.1	FM Radio	14
7.5.2	Audacity lab	14

7.5.3	Industrial visit	14
7.6	Leading Community partnership for School Transformation	14
7.6.1	Hi Tech school project	14
7.6.2	Computer Lab Rebovation	14
8	Achievements	15
9	Results and Outcomes	15
10	Conclusion	16

School Profile

Fathimabi Memorial Higher Secondary School

Fathimabi Memorial Higher Secondary School is located in the beautiful hilly area of Koombara in Mukkam sub-district of Kozhikode district in Kerala. Since the school is surrounded by mountains on all four sides, nature itself has given its beauty to this area. Although the school started in 1976, the building and the surroundings have undergone many changes, the surrounding areas have continued to maintain that ancient nature. The large rock located on the right side of the school ground, the raindrops that fall on the rock and scatter like dewdrops during heavy rains, and the trees standing tall behind it are all the main attractions of the school. The school premises are a valley of wonders that cannot be counted.

School Name	:	Fathimabi Memorial HSS Koombara
School Code	:	47045
Sub District	:	Mukkom
Educational District	:	Thamarassery
Revenue District	:	Kozhikode
Established on	:	01-06-1976
Administration	:	AIDED
School Type	:	Mixed
School Habitation	:	Rural
UDISE Code	:	32040601106
Sections	:	Upper Primary High School Higher Secondary
Medium	:	Malayalam,English
No: of Students	:	Boys – 210 Girls – 529 Total – 739
Principal	:	Abdul Nasir K
Headmaster	:	Mohammed Basheer P
Address	:	Koombara Bazar(po) Koombara , Koodaranhi 673604(pin)
Phone:	:	0495-2277150
Email	:	fmhskoombaras@gmail.com
Website	:	https://schoolwiki.in/fmhsskoombara

Executive Summary

This case study addresses the issue of IT backwardness in Koombara, a remote village in Kozhikode District, Kerala. The village has faced significant challenges in adopting and using technology due to limited access to resources, lack of awareness, and the absence of proper training programs. In response, FMHSS Koombara has implemented a series of strategies aimed at improving IT literacy among the villagers. These strategies include awareness programs, computer training workshops, infrastructure development, and mobile-based learning initiatives. This report outlines the various efforts made by the school, the challenges faced, and the positive outcomes achieved so far.

Introduction

Background of Koombara Village

Koombara is a rural village located in the Kozhikode district of Kerala, characterized by a predominantly agrarian economy. The population is largely dependent on farming and manual labour, and most residents have limited exposure to modern technology. According to recent surveys, the village has minimal access to digital devices, with less than 15% of households owning a computer, and internet access is limited to a few mobile connections.

Problem of IT Backwardness

Despite the growing importance of digital skills in modern society, many residents of Koombara lack basic IT literacy. The inability to use computers, browse the internet, or access online government services has created a digital divide between urban and rural populations. Additionally, the lack of knowledge about digital platforms has hindered the village's educational and economic development.

Objective of the Report

This report aims to document the efforts made by FMHSS Koombara to address the issue of IT backwardness in Koombara, assess the impact of these interventions, and suggest recommendations for further improvement.

Village Profile

Location

Koombara is located in the rural part of Kozhikode district, Kerala. The village is situated about 45 kilometers from the district headquarters and is primarily dependent on agriculture.

Demographics

- **Population:** Approximately 3,500 people.
- **Age Distribution:** 35% children (age 0-14), 50% working-age adults (age 15-59), 15% elderly (age 60+).
- **Primary Occupations:** Farming, daily wage labor, and small-scale handicrafts.

Current IT Access

- **Household Ownership:** Less than 15% of households own a computer or laptop.
- **Internet Usage:** Approximately 45% of the population has access to mobile internet, but data speeds and connectivity remain issues.
- **Education and Digital Literacy:** Only 40% of students in the village have basic knowledge of computers, with limited exposure to online learning tools.

Problem Statement

Koombara's rural community faces severe challenges in adopting Information Technology (IT) due to a combination of factors:

1. **Lack of Access to Technology:** Many families cannot afford computers or reliable internet connections.
2. **Lack of Awareness:** There is minimal awareness about the importance of digital literacy for education, work, and government services.
3. **Educational Gaps:** Although the village has a primary school, High school and higher secondary school there is limited IT infrastructure, and the curriculum does not emphasize digital skills.
4. **Resistance to Change:** Older generations are often skeptical about technology, making it difficult to introduce digital tools for learning and communication.

Strategies Implemented by the School

In response to the IT backwardness issue, Fmhss Koombara has implemented several strategies aimed at improving IT literacy in Koombara. These strategies are designed to create awareness, provide access to technology, and teach essential digital skills. A ten-year project was implemented in the academic master plan to address the IT backwardness of students and parents in the Koombara region and improve the excellence of the children. Projects were implemented mainly in 6 areas.

1. Academic programs for enhancing students learning competencies
2. Programs for enhancing skill based and vocational education
3. Programs for equity diversity and inclusion
4. Socially Responsible Activities
5. Programs for mental well-being
6. Leading community partnership for school transformation
7. leading technology integrated school process

Academic programs for enhancing students learning competencies

IT club

The IT Club in the school is progressing very well with the aim of developing interest in Information Technology among the students. The Little Kite Unit under the IT Club won the award for the best unit in Kerala and a cash prize in 2019. This year, winning the award for the best IT club in the district was a recognition of the excellence of the school IT Club. Similarly, winning the School Wiki Award for two consecutive years under the IT Club is a great achievement of the IT Club. Various socially responsible activities have been carried out under the club in the past years. Our school has also been selected as a model school for IT clubs in Kerala.

Little Kites Corner

Little Kites Corner is a project started with the aim of providing a training facility for other students of the school who are interested in IT to learn about the special training received by Little Kites children. This service is available every Friday from 12:30 pm to 2 pm. Along with this, training in various fields such as animation, scratch programming, open shot video editor, graphics, robotics is also being conducted



through this. This highly effective activity has been praised by teachers and parents.

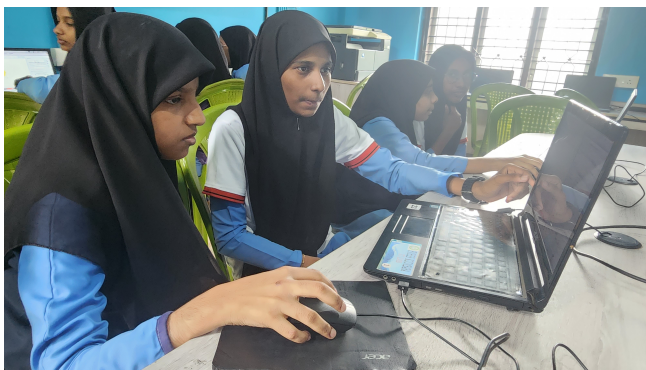
Meet the Professional

With the aim of introducing innovative ideas of IT to the students, an opportunity was arranged for a discussion with prominent figures in the IT field. Zaheer Cheemadan, who obtained his doctorate from NIT Trichy, interacted with the students on the topic of importance of IT research and growth of technology. Similarly, Nisar Ilthumish, a prominent activist and IT expert, conducted a class for the students on the topic of mobile journalism and discussed the possibilities of mobile journalism in detail with the students .



[VIDEO LINK](#)

Kaithangu



Kaithangu is a project that provides special IT training to students of classes 9 and 10 who are lagging behind in their studies due to various reasons. The Kaithangu project is led by students of 22-25 Little Kites batches. Various activities in the textbook are introduced in the simplest way. For this, a special module is prepared and printed by Little Kite students and given to the selected children and training is provided on the basis of that. IT training is

held every day from 1:20 PM to 2:00 PM. 14 students selected from classes 9 and 10 are involved in the Kaithangu project. The IT training provided by student trainers is very useful for the students.

[VIDEO LINK](#)

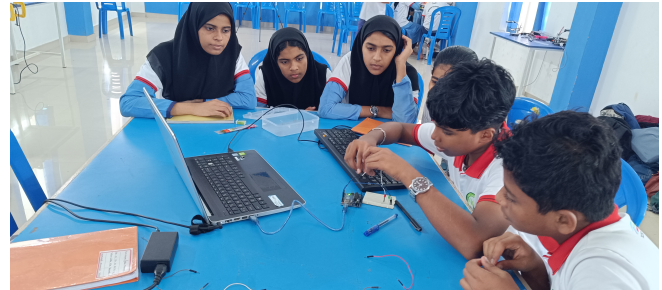
Installation

As part of the village project, an Ubuntu installation program was organized on laptops and computers of school students and people with computers in Koombara areas to promote Ubuntu, and in connection with this, the students themselves organized classes for parents and students about the benefits and convenience of using Ubuntu. Ubuntu was

installed on 73 systems through special counters. These posts and others were sent to all the Kassarups and local groups in the country to promote the installation counter. Its publicity was provided by sending these posts to all the class groups and local groups in the country.

Robusta

Little Kites students organize camps in schools to learn more about the subject of Electronics and Robotics that they have studied as part of their training. Mini-project preparation using various sensors and their uses were also conducted in these camps. The children also learned to prepare robotic projects using sensors within an hour. The students who participated in these camps provided training to other students of the same club in their free time. Through such activities, the Little Kites students of the school are able to show excellent performances in the field of IT.



Programs for enhancing skill based and vocational education

Lens-Camera Training

A one-day camera training was organized for Little Kites students at the school. In this training, the children were given clear training on how to take still photos and videos using a DSLR camera and the things to pay attention to while using the camera. The class was led by Muhammad Abubakar Sir, a PRO member of the school. Sir explained the various parts of the DSLR camera and how to use them. This training also included how to prepare documentation of the photos and videos taken using various editing software such as Audacity and Open Shoot Video Editor. After that, the documentation of all the activities taking place in the school is being done under the leadership of Little Kites students.



Mobile Journalism [Mojo]



Mobile journalism is a multimedia form of journalism that uses small network-connected devices such as mobile phones to record, edit, share, and produce videos. In school, Little Kite students routinely use DSLR cameras to

document all activities. In contrast, Little Kite students use smartphones to do all the documentation. They use mobile phones to capture still photos, videos, and video editing, and all of the activities were done using smartphones.

Hardware Training..

A hardware lab has been set up in the school under the leadership of the IT club. In this, a one-day hardware training was organized for the Little Kites students. The class was led by Shiju Edakodan, an expert trainer in the field of computers. The various parts of the computer were shown to the children separately and each part was taught in a very detailed manner. From this, the children got a clear understanding of all the working parts of the computer such as CPU, UPS, motherboard, RAM, ROM.



[VIDEO LINK](#)

Uses of Android Mobile Phone

This class, which introduces online services that can be done through Android phones, was very useful for parents. The class was given in detail about paying land tax using mobile, electricity bill, railway ticket, bus ticket, etc., and doing online services using mobile. The class was led by School IT Coordinator Shakira P.K.

LED Bulb Making

As part of the vocational education, LED bulb making training was conducted for Little Kite students. This was led by Kitemaster Navas. For this, about thirty Little Kite students, divided into three groups, made about 100 LED bulbs. As a follow-up to this, every Friday from 1.15pm to 2.00pm, Little Kite students and others are providing LED bulb making training to students. This activity has become a very interesting activity for the children. The LEDs made by the children are sold in the nearby areas at a price of Rs. 45 with a one-year warranty. The money received from this is used for further vocational training activities and for Little Kite's daily activities. Along with this, LED bulbs are provided free of cost to economically backward students.



Socially Responsible Activities

LK- Sevana



Little Kites-Seva is a scheme designed to instill values such as social commitment, service interest, cooperative spirit among Little Kites members and to make the benefits of high-tech systems available to the general public. The aim of Sevana is to provide online services free of cost. Online applications for various scholarships such as NMMS, NTSE Pre-matric Scholarship, Post-matric Scholarship, Snehapurvam Scholarship, etc., birth and death certificates, Aadhaar

update and online payments are also being done under the supervision of Little Kites members.

[VIDEO LINK](#)

Cyber Safety Classes

Under the leadership of the School Little Kites Unit, a study class was conducted for students and parents on the topic of Social Media Opportunities and Pitfalls. Thiruvambadi SI Ramya moderated the class. Many topics of general relevance such as cyber laws, cyber security, various ways to prevent cyber crimes, opportunities and pitfalls of social media were discussed in the class. This class became an inspiration for many who are not aware of the changes in the modern era.

[Video Link](#)

e-Waste scrap Challenge



Waste is the biggest environmental and social problem facing the modern world, but in our country, the common people are still not aware of the importance of this issue. The Akri Challenge is a programme organized by the LK Unit to make the common people aware of the impact of this waste. 500 notices were prepared under the title "560 crore phones thrown away" and brought to the schools and all the children coming from the country. In addition,

they went to all the houses in the area to create awareness about this waste and at the same time asked the students to deposit this waste in the waste collection box installed in their houses. As part of the campaign, during the house-to-house visit, this waste collected from the houses and others was sorted and sold in collaboration with the shops and the money was collected through this and the

money was allocated for the daily activities of the Little Club. This became a way to convince the locals about the need to sort electronic waste and also to raise funds.

[Video Link](#)

My Village My Pride - "Wiki Village" Campaign



Koombara Fathimabi Memorial Higher Secondary School started a unique activity in the field of general education. The "Wiki Village", initiated by the Little Kite students of the school, included the history of the settlement period of the hilly region of Mukkam, Koombara, and the lifestyle, customs, various tribal communities, prominent educational institutions, and famous personalities, became very noticeable. The school,

which won the Little Kites State Award, introduced the Wiki website to the local residents of Koombara. The people were very excited to be able to understand the ins and outs of their village by scanning the QR code of the Wiki Village page. Through such activities, the school was able to bring the hilly region to the state level and the school became a cultural center of the country.

[VIDEO LINK](#)

Programs for equity diversity and inclusion

IT@Gothragraha

The project was started with the aim of providing special free computer training to the tribal people in Mankunnu tribal Colony in Koombara. It was started by the students of the Little Kite Club in school. The students visited Mankunnu Colony who are not part of the community and invited them to the Anganwadi in Koombara to train them the basic skills of computers. These tribes who were not familiar with laptops or computer basics are introduced to laptops and small-scale training is conducted from time to time, starting with games and music.



[Video Link](#)

Images

Smart Amma

Little Kites students and teachers conducted computer training for mothers and taught parents basic computer skills such as Malayalam, English typing, office

packages, and the Internet. The classes for mothers are held in the evenings and on weekends. Further facilities were provided for parents who wish to continue their studies.

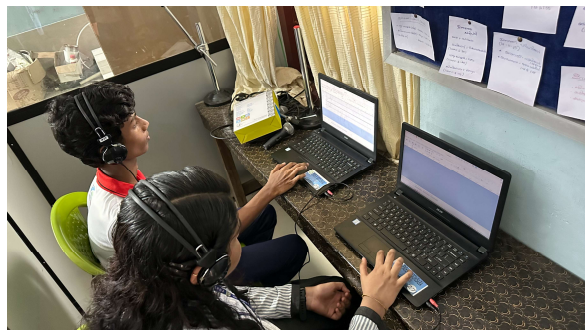
E-muttam

This project is led by school LK students with the aim of making the Koodaranji grama panchayat a fully literate panchayth. In this project, training was given on how to do many online services required in our daily lives with the help of mobile phones, and online help desks were organized at various places and birth certificate, death certificate, Aadhaar updation, voter ID, and payment of land tax were made available under the leadership of LK students. The biggest achievement of this program was that the women who participated in this approached the students requesting further training and later provided training for a day.



Programs for mental well-being

FM Radio



With the aim of making the school radio channel into reality, the FM radio is being run by the children. They are identified as artistically talented children at the class level, and various cultural programmes are being broadcasted through the radio station by involving interested children. Little Kites students record the children's programmes, keep them in folders, and broadcast them from 1:30 to 1:50 pm.

The programs recorded on the day are planned in such a way that they are broadcasted the next day. This helps to bring out the various artistic talents of the children and achieve great success in them.

[VIDEO LINK](#)

Audacity Lab

Audacity Lab is the sound recording studio, which was set up under the supervision of the Little Kite Club to practice sound recording and editing. It mainly records programmes required for

school radio broadcasts . Every year, Little Kites students take the charge of the lab. News readings, songs, storytelling, etc. are mainly recorded in the recording studio, edited and prepared for broadcasting.



Industrial visit

The IT Club visited various science and technology institutions with the aim of learning about job opportunities in the IT sector and getting to know new and innovative ideas more closely. As part of this, the anti-student sections provided for our students at the Indian Institute of Management, Kozhikode helped the students to delve further into the IT sector about the opportunities and various

courses in the institution. Then, at different times, students and teachers visited Uralungal Cyber Park, Koyilandy Keltron, Markus Waste Treatment Plant, Kozhikode Milma, and Farokh Tile Factory and were able to gain some new experiences.

[VIDEO LINK](#)

Leading community partnership for school transformation

Hi Tech School Project

The most important activity of converting the classroom into a high-tech one , to increase the IT skills of the students was implemented by the PTA and the management at a cost of Rs. 20 lakhs. As part of the beautification of the classrooms, tiling was done, painting was completed, and clean curtains were installed. This huge project was completed by ensuring that each class had high-tech boxes, laptops, projectors, internet facility and sound systems. Today, with all the classrooms being converted into high-tech, all the students have been provided with the opportunity to utilize the potential of IT more.

Computer Lab Renovation

Another program planned like the classroom was the Hi-Tech Computer lab Project. This massive program was implemented with the aim of upgrading the

computer lab in the school. In this program, which initially had only 12 computers, it was possible to convert it into a huge lab with modern facilities with 60 systems today. The computer lab has been renovated in a way that allows all the children in each class to do practical's using each system

[To glance @ the activities of the school](#)

Challenges Faced

Despite the positive strides made, several challenges remain:

1. **Limited Access to Resources:** The lack of consistent electricity and affordable internet plans hampers the effectiveness of digital learning initiatives.
2. **Technological Resistance:** Many older villagers remain skeptical about the utility of technology, which slows the adoption of digital literacy programs.
3. **Financial Constraints:** The school faces budget constraints in scaling up programs, purchasing more equipment, and maintaining the computer lab.

Results and Outcomes

Several positive outcomes have been observed:

- **Increased Digital Engagement:** Over 500 villagers have attended the IT literacy workshops, with a noticeable increase in smartphone usage and internet browsing among adults.
- **Improved Educational Access:** Students from the village now use the computer lab for online learning, homework, and research, improving their overall academic performance.
- **Enhanced Digital Skills:** 70% of participants in the IT training program reported feeling more confident in using a computer, sending emails, and browsing the internet.

ACHIEVEMENTS

The ten-year project, which aims to promote the IT sector, has been specially praised by the Education Department and the Kerala Government since its first year. The main achievements during this period is given below

1. School wiki award 2018 - First position in district level
2. **Little kites award 2019 -(State level first)** - the school received a cash prize of Rs. 5 lakh and a certificate of appreciation from the Chief Minister for this excellent work in the IT sector implemented by the school.
3. Best PTA Award 2020

4. State Haritha vidhyalaya puraskaram 2021
5. School Wiki Award 2022
6. Little kite award 2023 – District level first position

Conclusion

The efforts made by FMHSS Koombara to improve IT literacy in Koombara have had a significant positive impact. By providing training, building infrastructure, and fostering a sense of community ownership, the school has helped bridge the digital divide and empowered the villagers with essential digital skills. However, continued efforts are needed to address the challenges related to access, resistance to technology, and funding.



LEADERSHIP FOR SKILLS-BASED AND VOCATIONAL EDUCATION

Submitted by
ABDUL RASHEED.K
HEAD MASTER
IOHS EDAVANNA
P.O.EDAVANNA
MALAPPURAM
KERALA

Mob: 9539608957

Email : rasheedkuttambur @gmail.com



Contents

1. Title of The Study.....	3
LEADERSHIP FOR SKILLS-BASED AND VOCATIONAL EDUCATION.....	3
2. Definition And Purpose.....	3
3. Background and Context.....	4
4. Need for skills-based and vocational education.....	5
5. Objectives of the Initiative.....	5
6. Leadership Framework and Approach.....	5
7. Programme Design and Planning.....	6
8. Implementation Strategy.....	6
9. Items Implemented.....	6
i. Crafting Canopies (Umbrella Making Workshop).....	6
ii. Scented Symphony (Agarbatti Making Workshop).....	8
iii. Sew Much Fun (The Tailoring Studio).....	10
iv. Yarn Tastic Creations (Crochet Workshop).....	12
v. Durable Designs (Rexin Canvas Items Making).....	13
vi. Threaded Tales (Embroidery Workshop).....	14
vii. Metal Mastery (Sheet Metal Workshop).....	15
viii. Canvas Creations Lab (Plastic Canvas Designing).....	16
10. Outcomes and Impact of The Process.....	17
11. Challenges And Constraints.....	17
12. Conclusion.....	17

List of Figures

<i>Figure 1: Umbrella Making</i>	7
<i>Figure 2: Agarbatti Making</i>	9
<i>Figure 3: The pillow covers stitched by students are donated to the palliative unit of the locality</i>	11
<i>Figure 4: Crochet Workshop</i>	12

<i>Figure 5: Rixin canvas items making.....</i>	<i>13</i>
<i>Figure 6: Embroidery Workshop.....</i>	<i>14</i>
<i>Figure 7: Sheet Metal Workshop.....</i>	<i>15</i>
<i>Figure 8: Plastic Canvas Designing.....</i>	<i>16</i>

1. Title of The Study

LEADERSHIP FOR SKILLS-BASED AND VOCATIONAL EDUCATION

2. Definition And Purpose

Education is aimed at the all-round development of the Individual. It focuses on acquiring knowledge, values and understanding, mostly through formal learning. Skill development in its practical application improving proficiency in specific tasks or activities. It focuses on real-world application, career-specific competences, adaptability and innovation.

Vocational Education provides practical, hands-on training for specific skilled jobs, focusing on applicable technical skills to entry in to the career world. It focuses on teaching specialized skills and technical knowledge for specific trades. It emphasizes on practical application, hands-on experiences and provisional learning which is system through apprenticeship or work-aimed or work based training.



3. Background and Context

About The School

IOHS Edavanna is an educational institution established in 1958 as an upper primary school and upgraded as High School in 1967. The founding personalities were renowned social reformers of that time. The 10 acres of land and all materials needed for the construction of the school premises were donated by the well-wishers of the locality. As a place of economic and educational backwardness, the founders had a clear vision of the role of school in the development of the community.

At the time of establishment of the school, the socio-economic and educational status of the people were very low. Children had to walk long distances and especially girls' education was in its worst form. As a place in the cost of one of the important rivers of Kerala, named Chaliyar, the inhabitants of the place were engaged in jobs like sand mining and timber works for their livelihood. Social leaders came forward with their strategic efforts for the transformation of the society. They identified that education is the catalyst for social change and this realization led to the establishment of the institution.

Right now, the school with grades from 5 to 10 has roll strength of 1967 students, 68 teachers, 4 administrative staff and 3 full time menial staff. The school premise consists of 48 class rooms, 2 IT labs, meeting room, Language lab, 2 staff rooms each of which can accommodate 40 persons, resource room for IED students, a conference hall with 600 capacity, a kitchen with stock room and a vast dining hall. Also, there is special area for martial arts and a large play area which is utilized by outsiders also.

The school ensures everything needed for the overall development of a child. All class rooms are equipped with ICT facilities. Specially arranged language lab is a resource centre for students to practice with language activities. In addition to regular academic activities, students are given ample chances for boosting their competitiveness and developing their skills. There are different clubs like Maths club, Science club, social science club, Eco club, Teens club and units of Junior Red cross and Haritha Sena. Also, with the aim of creating interest in students for preparing civil

service examination, foundation classes are provided to students of grades 9 under Civil Service Academy of the school.

4. Need for skills-based and vocational education

Nowadays school education largely emphasizes theoretical knowledge, whereas the present labour market demands practical skills, job readiness, adaptability, and problem-solving abilities. As a result, many students complete their education without being adequately prepared for the world of work.

A major challenge affecting employability is the limited exposure of students to hands-on learning and real work environments. Learners often graduate without practical experience, industry interaction, or opportunities to apply classroom learning to real-life situations. This lack of practical training makes it difficult for students to meet workplace expectations, leading to underemployment or extended periods of job search.

5. Objectives of the Initiative

Skills-based and vocational education plays a crucial role in addressing these challenges. By integrating practical training, industry-relevant skills, and experiential learning into the education system, it helps bridge the gap between education and employment. With these scope and challenges, IOHS Edavanna has prepared a well-defined plan to be implemented in the new generation.

6. Leadership Framework and Approach

Vision of the institution is to mould the students befitting for the present need of the society and the job market. we have the mission of Inspiration, Innovation and Integration. We implement everything with a vision of inclusion.

As part of leadership, The Head Master, Teachers and Trainers work together for the implementation of the programmes.

7. Programme Design and Planning

Programmes are well defined and planned with the support of management and staff. Outer resources are utilized whenever needed.

8. Implementation Strategy

Students are given training in the areas of their interest. Special time framework is prepared for the programmes without affecting the regular academic process. Different learning methods like, hands-on training, workshops, labs, field exposure are utilized.

9. Items Implemented

The following eight important items are implemented with proper plan and supervision.

i. Crafting Canopies (Umbrella Making Workshop)

This is one of the easiest items of production that can be done by students. The school provides training for interested students during the time allotted for work experience.

Umbrella making involves the following steps:

1. Select waterproof fabric (nylon or polyester).
2. Cut it into panels(canopy) of triangular shape.
3. Stitch the fabric panels together to form the umbrella's canopy.
4. Assemble the frame (shaft, ribs, stretchers etc).
5. Attach the frame to the shaft, add the handle, and install the top.
6. Lay the canopy in flat position, the metal ribs over it and sew them securely.

7. Flip the umbrella over and straighten out the ribs. Screw or pop on the top of the Umbrella. Open and close the Umbrella several times.



Figure 1: Umbrella Making

ii. Scented Symphony (Agarbatti Making Workshop)

This section describes the consultancy and training activities undertaken by BFCC from June 2025 to August 2025.

Agarbatti making is a simple and easy process. The key ingredients are charcoal powder, saw dust, white chips, gum and oils for fragrance. Small bamboo sticks are used as sticks of support.

Steps of preparation:

1. Grind dry ingredients (charcoal, wood powder) and mix with a binder water and fragrance oils to form a semi-solid paste.
2. Roll the paste evenly around a bamboo stick on a wooden plank, leaving the bottom end clear.
3. Allow the coated sticks to dry in the sun or a dryer.
4. Dip dried sticks in to a diluted perfume compound. Dry again after perfuming

The ingredients of AGARBATTI making is available in special kits in market.





Figure 2: Agarbatti Making

iii. Sew Much Fun (The Tailoring Studio)

Tailoring is a craft which needs special skills. It is the precise craft of creating, altering and repairing garments to fit individuals perfectly.

The chore technical skills are:

1. Measurement: Accurate body measurements using tools like tape and rulers
2. Cutting: Precise cutting of fabric often using sharp scissors
3. Sewing and construction: Stitching techniques, understanding garments structure, pressing and finishing
4. Alterations and repairs: modifying existing garments for fit and mending.



Figure 3: Tailoring Studio



Figure 3: Students with the pillow covers that they stitched



Figure 3: The pillow covers stitched by students are donated to the palliative unit of the locality

iv. Yarn Tastic Creations (Crochet Workshop)

This is a field where the students can apply their skills in the art of textiles. Crochet means 'hook'. Crochet work is the art of creating textiles by looping yarn or thread with single hooked needle. Forming inter connected stitches to build fabric for items like blankets clothes or toys.

- Tool: A crochet hook
- Material: Yarn, thread or other strands.

- Process: Inter locking loops of yarn to form fabric.
- Each stitch is finished before the next, keeping only one active loop on the hook at a time.



Figure 4: Crochet Workshop

v. Durable Designs (Rexin Canvas Items Making)

Most important item of production is pouches that is useful for students for keeping pen, pencil and mathematical instruments.



Figure 5: Rexin canvas items making

vi. Threaded Tales (Embroidery Workshop)

This is a field where students can apply their creativity and fine motor skills in the art of textile decoration.

Embroidery is the art of decorating fabric using needle and thread by creating patterns, motifs, and textures. It is used to enhance clothing, home furnishings, and decorative textile products.

- Tool: Embroidery needle, embroidery hoop
- Material: Fabric, embroidery thread (cotton, silk, wool, etc.)
- Process: Stitching thread onto fabric using decorative stitches to create designs



Figure 6: Embroidery Workshop

vii. Metal Mastery (Sheet Metal Workshop)

This is a field where students can apply their technical skills and hand coordination in metal fabrication work.

Sheet metal work is the process of shaping and forming thin metal sheets into useful components and products. It is widely used in construction, fabrication, and manufacturing industries.

- Tool: Hand tools such as snips, hammers, mallets, bending tools, and measuring tools
- Material: Thin metal sheets such as mild steel, aluminium, or galvanised iron
- Process: Cutting, bending, shaping, and joining metal sheets to form required objects



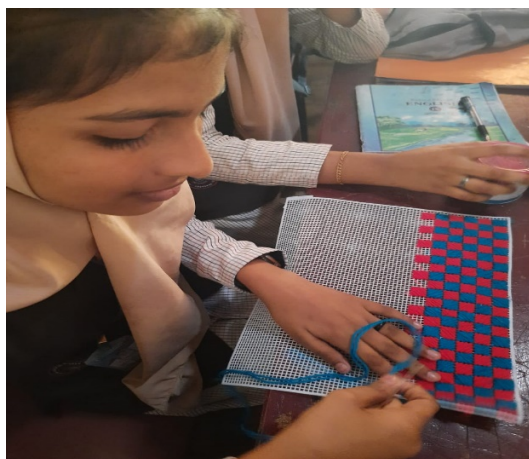
Figure 7: Sheet Metal Workshop

viii. Canvas Creations Lab (Plastic Canvas Designing)

This is a field where students can apply their creativity and fine motor skills in decorative craft and design work.

Plastic canvas designing is the art of creating decorative and functional items by stitching yarn or thread onto plastic canvas sheets with pre-punched holes. It is commonly used to make wall hangings, coasters, bags, boxes, and home décor products.

- Tool: Plastic canvas needle, scissors
- Material: Plastic canvas sheets, yarn or thread
- Process: Stitching yarn or thread through the holes of the plastic canvas using simple stitches to create patterns and designs



*Figure 8:
Plastic
Canvas
Designing*



10. Outcomes and Impact of The Process

Skill acquisition and competency development among students is aquired. Proper improvement in employability, self-employment, or entrepreneurship is gained. Institutional strengthening and improved programme delivery is attained. Students become confident about their future careers.

11. Challenges and Constraints

Constraints of time for implementation, lack of fund and availability of well-trained faculty are the important challenges.

12. Conclusion

With proper planning, arranging resource persons and providing financial support, the vocational programmes can be made for the students of modern era.

VOCABULARY DEVELOPMENT IN CHILDREN

A CASE STUDY

Theme of the Case Study : Technology in Teaching-Learning Process

Name of Case Study writer : Mrs. Sherin Peter

Name of School : Presentation L.P. School, Chennaveli

Address : Presentation L.P. School, Chennaveli,
Arthunkal P.O., Cherthala

Contact no. : 9947011562

Email : 34229cherthala@gmail.com

Signature :

1) SUMMARY AND BACKGROUND

The school belongs to the coastal area of Alappuzha district in Kerala. It has students and teachers from fishermen family. It has classes from LKG to Std 4. As it is a rural area, the total 104 students come from the nearby places.

Vocabulary is important for a child's success because it improves communication and is directly related to school achievement. Children with a wider vocabulary are more confident and tends to do better academically. At early ages, the quantity of language used is important. It is recommended that caregivers like teachers must use different words, with greater variety to expand vocabulary skills. After KG section, vocabulary learnt should be more related to quality. During this stage, it is important to provide a child with narratives. Here a school must begin using more sophisticated language and provide examples so that the child can learn synonyms. The important thing is to stay one step ahead of children in their development. Modelling words and phrases that are slightly beyond the child's level will help develop a stronger vocabulary.

As an idea of innovation, the school introduced the AI tool Alexa for the first time in Alappuzha district, and Virtual Reality-enabled learning program for the first time in Kerala. Also, the school shared this new idea to nearby schools as well. It has been noted that this venture has led to much progress in the vocabulary of the children.

2) **CASE EVALUATION**

As a Headmistress I noticed the sub-par condition of my students who were unable to spell and write both English language and native language Malayalam in a proper way. Devoid of systematic teaching techniques lead them to a basic level of education.

a. Deficitary Teaching Techniques

Even though teachers are given much training sessions from the SSK(Samagra Shiksha Kerala scheme), they still remain safe in the pupa stage. They neither focus on problems nor potential. Their additional knowledge was below moderate due to lack of reading and references. It was extremely arduous for the head of the institution to bring an apparent transition in their deficitary teaching techniques.

b. Poor Educational Resources and Opportunities

Children with no good opportunities and resources lack behind in learning vocabulary. They face difficulties with reading and thinking critically, and eventually develop language impairment. It also leads to poor articulation.

The students were neither able to handle the keyboard/mouse nor know the ICT techniques till then. The ideas and names related to computer are unfamiliar to them.

c. Poor Reading Comprehension

Students with limited vocabulary face trouble reading comprehension passages, especially on standardised tests that use long passages with rich vocabulary.

Lack of reading habits:

Some reasons behind the lack of vocabulary include no practice and no reading. Not understanding the context while practising vocabulary was also a major problem. They haven't been exposed to a wide range of reading materials such as books, articles or diverse conversations so that they hadn't any opportunity to grow.

The quality and focus of our education can significantly impact vocabulary development. Reading helps them develop a rich vocabulary. Moreover, reading more leads to better comprehension. A lack of reading habits equates to poor vocabulary and this happened due to limited access of reading materials, the early education system and parental influence. Passive engagement with peers and the environment around affects the learning rates.

d. Reduced Writing Skills

As they have limited vocabulary, my students face trouble with formal writing tasks such as preparing diary notes, letter writing, expressing thoughts, narrate a story, preparing conversations, news reporting etc.

3) PROPOSED SOLUTIONS AND IMPLEMENTATIONS**a. Teacher Empowerment**

Identification of main problem: What causes a lack of vocabulary?

Effective vocabulary development requires explicit instruction. A deficit mind forms when teachers focus on problems rather than potential.

Low exposure to language environments hinders language development, making it difficult to understand others' perspectives, emotions, thoughts and ideas, and engage in complex social interactions.

The cultural aspects of a particular area dictate how children develop their language skills and influence their cognitive functions.

Discussed the problem in SRG

How to increase your word knowledge? Talked about the common mistakes to avoid when improving their vocabulary and the strategies one can implement.

b. Provided Leadership Opportunities Both for Teachers and Children

Chances to participate in Programme anchoring, speeches on day celebrations, live news commentaries etc. were given as a motivation. TeacherTalk on every day celebrations and occasions.

c. Daily Assembly

News reading, thought for the day, word of the day, riddles, GK questions, folk songs, pledge, speeches, action songs and variety of patriotic songs were included to build their vocabulary. We provide daily warmup exercises during assembly for supercharging their day.

Key Benefits:

- Boosts energy.
- Improves focus.
- Promotes co-ordination.
- Encourages habit formation.
- Lifts mood – stress busting.
- Fosters team spirit.

d. Fostered A Positive School Culture

Participation in non-academic activities such as Science Fair, Arts Festivals, School Sports, Various club activities etc. Our little scientists have been dominating the Sub-District level science experiment competition for the past two years, bagging back-to-back first prizes. In Arts Fest, we stormed into an impressive fifth position among the fierce lineup of 54 schools. Now we are focusing on practising hard to be the best in sports

e. Flashcards For Everyone

We provided flashcards to children. It was really an effective way to improve their vocabulary. It engaged them in active learning through visual representation, aiding in memory recall.

f. Best Reader Award

Categorised reading with the four level cards (B,E,S,T) in Malayalam and English prepared by the teachers are supplied to them. And the completed masters were honoured with Best Reader Award.

g. Technique Of Reading Aloud:

Reading aloud lets children regularly hear new words in new contexts, which builds their vocabulary and helps them develop a stronger awareness of the communicative possibilities of language.





h. Exposure Through Microphone

Reading cards were given to each student the previous day to study reading it well, and they are called to read aloud it the next day through microphone. And the change was extremely superb.

i. Pretty-Beats FM Radio

The activity provides entertainment and shares information with listeners through broadcasts. They cultivate responsibility for creating engaging content, interacting with guest performer, perform as a guest etc. It also builds confidence, encourages creativity and develop language skills. And it definitely promotes future skills. Experience in media can spark interests in broadcasting and journalism

Celebrity interviews: Chat with achievers of the school, both students and alumni

Event coverage: Report on day celebrations and other school functions.

Benefits for listeners: Entertainment, inspiration, infohub.

j. IT-Based Vocabulary Learning

Words given for keyboard practice in laptops enriched their memory power and vocabulary. Their interest in finding out more and more words in word gaming apps made the teachers feel effortless in their teaching. Teachers too could improve themselves while dealing with these games.



E-Cube English language lab activities are provided for each class to help hearing correct English accent and pronunciation through audio recordings. It can assess their capability of their English understanding level as well.

English Fest: Skits and roleplays based on the theme included in E-Cube English language lab activities were displayed before the public with great enthusiasm.

Link: <https://youtu.be/TxZQGhWDoP4?si=wdhIVEFVjftPab9>

Interaction with a foreigner: Arranged English-speaking communicative sessions led by Mr. Peter B. Jones, a UK citizen and volunteer of Teaching English as a Foreign Language (TEFL). These interactions had a positive effect in building the vocabulary and elevating the confidence of our children.



Link: <https://youtu.be/rylWFBF2V2A?si=yaxkT6Maua1QPXhS>

k. Special News Channel

Presenting news like a newsreader on every occasion at school, in our official YouTube Channel improved their confidence. Also, it led them to use formal language in a proper way. The posts in Facebook and YouTube channels were shared to the public in order to boost them up.

Link:

YouTube News Channel: <https://youtube.com/@sherinpeter881?si=3HCxE8GIMWFGmmeY>

Instagram: <https://www.instagram.com/presentation34229?igsh=ZTlrNW11NTJjM2M4>

Facebook: <https://www.facebook.com/share/1A54DPoVTt/>

Common YouTube Channel: https://youtube.com/@presentation5880?si=wD-6_NrLzpMOWefA

l. Festoons of Words

Classrooms, verandas, treetops, schoolground and play areas were decorated with festoons of words so that they could have friendship with words. And it really worked out so fast that within three months a majority of students could spell those hundred and above words without any error. Special gifts were given to those winners as an encouragement. I found it as a blessing for our Precious Children who are the students with special care.





m. Talking Flash Card Reader Game

Words-learning toys help the children build more English vocabulary with little effort and great enthusiasm.

Offered specific feedback : Rectified the accents, pronunciations and spelling mistakes of students and teachers.

Why Alexa as the first step?

- For active listening.
- Eye contact rather than looking elsewhere.
- Speaking clearly and concisely.
- Follow correct pronunciation.
- Asking questions.
- Empathy and respect.
- Get in touch with varied phrases and language forms.
- Building confidence and speak out without fear and anxiety.







We chose Alexa, the Artificial Intelligence platform from Amazon, to overcome the present problem. We introduced it before the children in the form of a friend using a mannequin so that they could freely speak up and exchange their ideas in the foreign language, English.

The question-and-answer form is used to compile answers, that Alexa offers, in response to an utterance; while a random quote extends the interaction between Alexa and the user, based on the questions asked in the aforementioned form. It is an alternative to be used for students with special needs (CWSN).

THEME	DESCRIPTION	EVALUATION
Enjoyment	Had fun with Alexa	Listening to a speaking and singing mannequin brought them every enjoyment and surprise
Confidence	Could talk freely with Alexa	Conversation without any fear and anxiety brought them confidence
Information	Got useful for interesting information	Listened daily news updates and collected correct answers to G K questions
Skills	Improved language skills such as listening and speaking	Could improve their English accent and pronunciation. Could listen to good English , practice and speak them as well.
Interaction	Promoted meaningful interaction	Alexa allowed them to interact in English in a meaningful way and made them eligible in creating questions.
Vocabulary	Supported vocabulary acquisition	It let them in touch with a lot of words they didn't know.

o. VIRTUAL REALITY AND AUGMENTED REALITY TECHNOLOGY [AUGUST 2025]

We introduced this technology for the first time in public schools of Kerala. Implementation of this tool is the second step for the language and knowledge development.

Immersive Learning: VR transports kids to places like space, jungles, ancient world – makes learning experiential.

Spark curiosity: Interactive exploration fuels wonder and promote interest in learning.

Story-telling magic: Students become part of narratives and engage in interactive tales.

Subject-specific focus: VR aids subjects like science (ecosystem) and geography (visit planets).

Motivates differently-abled kids: Accessible experiences for diverse needs.

Vocabulary: Associate words and sentences with actions and objects in 3D space; and helps in correct pronunciation and grammar.



Link: [https://youtu.be/ce_0VGn4gRs?
si=rhCURv2clHDyhDq3&sfnsn=wiwspmo](https://youtu.be/ce_0VGn4gRs?si=rhCURv2clHDyhDq3&sfnsn=wiwspmo)

CONCLUSION

Vocabulary of the students were initially not enough to their standard.

Constant effort, practice and moral support offered both teacher and students have made a better change.

The strategies implemented by the leader helped them improve vocabulary, especially in English, to an extent. Motivation and appreciation given for both teachers and students uplifted the overall excellence of the school.

Innovative teaching techniques and implementation of AI tools, VR technology and other educational toys improved the vocabulary of students and learning curiosity. Our utmost goal is to provide better education that leads them to an international level.

MARKAZ GIRLS HIGH SCHOOL KARANTHUR

Karantthur(Po),Kozhikode,673571(Pin)



Theme: Empowering Communities and Strengthening School Community Relations

Mr: Niyas Chola

Headmaster

Markaz Girls Higher Secondary School

Karanthur, Karanthur (Po), Kozhikode, Kerala

Email: mgghskaranthur@gmail.com

Mobile No: 9447311073

About the School

Markaz Girls Higher Secondary School is located in Karanthur, Kozhikode, Kerala and has been a prominent aided School under the management of Markazu Ssaqafathi Ssunniyya, a renowned Islamic educational institution by Sheikh Aboobakkar Ahmed. It was established in 1994. The school aims at providing quality education and promote academic achievement and to prepare the students for higher education and careers. By engaging with the local community and promoting social responsibility the school develops a sense of citizenship and civic duty among the students.

There are 1108 students studying in the school from classes 5 to 10. There are 11 teachers working in the UP sections and 29 teachers working in the high school section. In addition, five non-teaching staff are also working here.

Infra structure and Facilities

The school has 8 school buses which are running to various areas. There are 27 classrooms in UP, High School sections. All the classrooms are high-tech

classrooms. The other facilities are Store, Library, Laboratory, Biodiversity Garden, Badminton Court, Girls Toilet, Kitchen Complex, Computer Lab, Mini Auditorium, Open Stage, Vegetable Garden etc.....

PTA

The Parent-Teacher Association (PTA) is the backbone of our school, playing a vital role in fostering a sense of community and co operation among parents, teachers, and students. Through their tireless efforts, the PTA helps to organize events, fundraisers, and activities that support student learning and well-being. From volunteering in the classroom to hosting parent education workshops, the PTA is instrumental in building strong relationships between home and school. Their dedication and enthusiasm not only enhance the educational experience for our students but also create a welcoming and inclusive environment for all members of our school community. The PTA's contributions are invaluable, and their commitment to our school's success is truly inspiring.

Our school community is comprised of 1108 students from diverse backgrounds, with a significant number belonging to minority groups. One of the major challenges we face is the lack of direct parental involvement in our students' education. Many of our students' parents are abroad for work, making it difficult for them to maintain regular communication with teachers. This absence of parental engagement can negatively impact students' learning outcomes, as they often lack the support and guidance they need to excel academically. Furthermore, the limited interaction between parents and teachers hinders our ability to provide comprehensive support to our students, ultimately affecting their overall educational experience. Despite these challenges, a case study is done in our school to find innovative ways to bridge this gap and ensure our students receive the support they need to succeed.

Introduction

Empowering school community relations is essential for creating a collaborative and supportive educational environment. Our school has been working to strengthen its relationships with stakeholders, including parents, teachers, students, and the broader community. This case study explores the strategies employed by our school to empower these relationships and promote a positive and supportive learning environment.

Background

Our school is an aided school with a diverse student body of 1108 students. We have a dedicated team of 40 teachers and staff who are committed to provide a high-quality education to all students. Despite our efforts, we recognized the need to improve our relationships with stakeholders and create a more collaborative and supportive community.

Objectives

The objectives of this case study were to:

1. Investigate the current state of school community relations at our school
2. Identify strategies to empower and strengthen these relationships
3. Develop recommendations for improving school community relations

Methodology

To achieve these objectives, we conducted a mixed-methods study that included surveys, interviews, and focus groups with stakeholders. We collected data from parents, teachers, students, and community members to gain a comprehensive understanding of the current state of school community relations.

Findings

Our findings indicated that stakeholders valued communication, parental involvement, and community engagement. However, we also identified areas for improvement, including the need for more regular updates and opportunities for stakeholder engagement.

Strategies for Improvement

Based on our findings, we developed several strategies to empower and strengthen school community relations. These included:

1. Mulching Farming Method

To introduce the mulching farming method, which is a continuation of the chapter "Let's grow gold in the soil", which is the first chapter of the seventh grade basic science, the children, teachers and parents spread sheets in the school garden and prepared the farm. Seedlings of tomatoes, green chillies and eggplant were planted. The parents organized the seeds for this and brought them to the school. Fertilizers were collected from the residents of the school area. This activity, which started on June 5th Environment Day, continued with proper care and was harvested on Chingam 1, the Farmers' Day. All the activities were carried out under the supervision of the parents, teachers and residents of the area. UP Science teachers Soudhabi Teacher and Sulfath Teacher were able to go through each step of this mulching farming method and bring it to the children in a fruitful form. Another important part of this lesson, budding, layering, and crafting, was also introduced to the children in the most effective way through practical classes. This activity turned into a way to beautify the school yard by planting crafted fruit tree seedlings and flowering plants of different colours. These products, using organic fertilizers, enriched the school lunch with nutrients. These activities were very meaningful in the way that the motto "Society to School, School to Society" was fulfilled.



2. Skill Studio

As part of the school's "Skill Studio" project, children are being taught various crafts. Soap making was done in the class based on the second chapter of the seventh grade, "Acids and Bases". These soaps, which are made using pure coconut oil, were made with high-quality

soaps without removing glycerin and without adding wax. This turned out to be a job training for the children and their parents.



3. Sasneham project

Sasneham project is a project started with the aim of helping children who are facing physical and mental difficulties. Every month, an amount is collected from the children, teachers and the community for this purpose and the necessary assistance is provided to the children who are facing a lot of difficulties (in terms of studies, health and finances). For example, a child who was suffering from several heart problems and was unable to attend school and was unable to study and was unable to attend school due to difficulties was found through this project and the necessary medical assistance was provided to the child and he was able to come back to school. Similarly, teachers conducted home visits and identified children who did not have the necessary learning facilities and distributed the necessary learning materials through this project.



4. Ammakootam

Under the leadership of Vidyarangam Kalasahitya Vedi, various programs are being organized in the school to ensure the presence of mothers in the school. As part of this, literary quizzes are organized for parents with the aim of nurturing mother reading in the school. Parents who score high marks participate in sub-district and district levels. In addition, drawing and poster writing competitions are organized for parents on all the day celebrations including Moon Day and Anti-Drug Day, and parents who perform well become winners. This helps to strengthen the relationship between parents and teachers more than children.



Implementation

We implemented these strategies over the course of a year, and evaluated their effectiveness through ongoing feedback from stakeholders. We found that these strategies improved communication, increased parental involvement, and enhanced community engagement.

Conclusion

This case study demonstrates the importance of empowering school community relations and provides a model for other schools to follow. By implementing strategies to improve communication, parental involvement, and community engagement, schools can create a more collaborative and supportive educational environment that benefits all stakeholders.

CASE STUDY BY
St. Joseph's Higher Secondary School,
Kizhakkambalam,

**Theme : Leading Community Partnerships for
School Transformation**

Introduction

St. Joseph's Higher Secondary School, Kizhakkambalam, which has an 85-year-old history, is one of the best schools in the Ernakulam district. This school is an institution that maintains high academic standards and achieves high pass percentages. It is the alma mater of the former captain of the Indian Hockey team, Olympian P.R. Sreejesh. The institution operates under the St. Antony's Forane Church Educational Agency. Located on the Aluva-Thrippunithura road, the school serves approximately 1,300 students from classes 5 to 12. It is recognized for maintaining high academic standards and achieving top-tier pass percentages. Notable alumni who serve as role models include Indian Hockey Olympian P.R. Sreejesh and IBS founder V.K. Mathews.

Administrative Details

School Code: 25042(HS),7191(HSS)

Educational District: Aluva;

Sub-District: Kolenchery

Revenue District: Ernakulam

Local Governance: Kizhakkambalam Grama Panchayat;

Block Panchayath: Vazhakkulam

Constituencies: Kunnathunad (Assembly);

Chalaky (Parliament)

Digital Presence: Email

(sjhskizhakkambalam@gmail.com ,stjosephhss2014@gmail.com

Website :<https://stjosephshss.co.in> and School Wiki

<https://www.instagram.com/st.josephskizhakkambalam>

Historical Transformation and Community Participation

The school has undergone a significant "resurrection". Until 2014, the school functioned in old, dilapidated buildings, facing declining enrollment (division fall), teacher departures, and low pass percentages. However, the collective efforts of the Alumni Association, School Management, PTA, and the community brought the institution to its current state of excellence. In 2014, a new four-story wing with 48000 Sq.Feet., 46 class rooms was constructed. While ₹25 lakhs was received from the MHRD IDMI project, the remaining portion of the ₹5.50 crore total cost was raised through community contributions and sponsorships from alumni in their names or the names of their relatives.

Academic and Extracurricular Strengths

The school's strengths lie in its diverse academic and co-curricular offerings. It achieved first place in the sub-district sports meet and has seen 7 students reach the state level and 1 student reach the national level in football. The school hosts various units including the SPC (Student Police Cadet), JRC (Junior Red Cross), Scouts & Guides, and NSS. Facilities include a Language Lab, a library with over 6,000 books, a Band set, and various clubs such as the "Little Kites," Film Club, Entrepreneurship Club, and Career Guidance Wing. , Souhrida Club, kalolsavam special practices, Band set, School paper, Vegetable garden, Poets Gathering, Debate, Medicinal Plants, Meeting With Business Persons, Blood Donation Camps, Medical Camps, SAHAVASA CAMP for Backward students, Ganitha Madhurasam Programme, Day Activities etc..

Physical Strength of School

Strong Compound Wall, Gate with Security, Separate Grounds for Football, Volleyball, Cricket, Kho-Kho, Athletics , Single Office System for HS & HSS Sections, Sick Room, Big Dining Hall, Assembly Hall for Protecting students from Rain and Heat, Purified Drinking Water Facilities in each floor, A Well maintained toilet complexes in each floor etc..

Social Commitment and Facilities

The school is deeply integrated with its community through various services. It utilizes its chemistry lab to test and provide reports on well water for residents of the Kizhakkambalam Panchayat. The school offers computer training for parents, mobile/social media awareness training for parents in the school lab, and teachers visits to students' homes. We Distribute 1300 Neem trees to childrens and follow ups are going on...We arranged Corner PTA meetings, Strong Dedicated Alumni Association is functioning etc...

Opportunities of School

Social Support: Social service organizations like the Lions Club, Rotary Club, and Wise Men Club are interested in the development of this school.

Management: This institution has the support of a powerful management team.

Role Models: This school has produced many world-renowned talents and role models, such as sports personality Olympian Sreejesh and IBS Founder Mr. V. K. Mathews, etc.

Community Support: Since a majority of the people in the locality are former students of this school, there is a guarantee of obtaining the necessary financial support for the development of the institution.

Challenges and Future Needs

Despite its success, the school faces several threats and shortcomings. Its proximity to the Kizhakkambalam bus stand requires teachers to make a concerted effort to protect students from the influence of "drug mafias". Additionally, the decreasing number of children in local households may impact future strength, and the influence of modern media is seen as a distraction to learning. Key deficiencies include the lack of a dedicated cycle shed for students, the absence of an independent school radio station or studio, and the need to further increase transportation facilities.

Real School Transformation with the help of Community

We Present 3 Real Situations:

- 1.) 75 year old school to 4 floor Big School with 46 classrooms + All Subject Lab Rooms

Total Cost = Rs. 5.5 Crore

Fund from IDMI=Rs.25 Lakhs

Sponsorship for 46 class rooms + All Lab facilities from old students(6 lakhs for each class room)

OLD SCHOOL





NEW BUILDING





PLAN OF ACTION

We conducted The School Alumni Meet for different batches and Discussed the Needs of New School Building. Every one in the community co-operate with teachers, management and PTA. The Dreams come true.Sponsors names displayed in front of the class rooms.Some examples.....



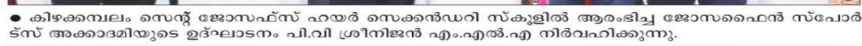




SIGNIFICANT CHANGES IN OUR RESULT

**ST.JOSEPH'S HSS KIZHAKKAMBALAM
PLUS TWO MARCH EXAM RESULTS**

	Computer Science	Commerce	Total
Mar-25	93.30%	98.30%	95.80%
Mar-24	95.70%	100%	97.85%
Mar-23	96.60%	98.00%	97.30%
Mar-22	93%	97%	95%
Mar-21	93%	95%	94%
Mar-20	83%	96.70%	89.85%
Mar-19	68.97%	90%	79.50%

[illegible]

കിഴക്കേമ്പലം: കിഴക്കേമ്പലത്തിന്റെ ചിരകാല സർവ്വനായന ജോസഫൈൻ സ്കോർട്ടർസ് അക്കാദമി കിഴക്കേമ്പലം സെന്റ് ജോസഫ്സ് ഹയർ സെക്കണ്ടറി ഡി സ്കൂളിൽ യാഥാർത്ഥ്യമായി. കിഴക്കേമ്പലം സെന്റ് ആന്റണീസ് ഹൊറോനാ പർച്ച് വികാരിയും സ്കൂൾ മാനേജറുമായ ഫാ. ഫ്രാൻസിസ് അരിയോയ്ക്കു ശ്രീശ്രീവാദകർമ്മവും. പി.വി

24. ചടങ്ങിൽ അന്താരാഷ്ട്ര വോളിബോൾ താരം ബി. അനിൽ വിശിഷ്ടതാമിയായി പങ്കെടുത്തു. സുകുൾ പ്രിൻസിപ്പൽ സോയി കളമ്പാട്ട്, ഹെഡ്മാസ്റ്റർ വർഗീസ് മാത്യു, എജുക്കേഷൻ ട്രസ്റ്റി ബനാർ പീറ്റർ ജോസഫ്, ട്രസ്റ്റി ജോയ്

ജോർജ്ജ്, സി.ബി.എസ്.ഇ പ്രിൻസിപ്പൽ അഞ്ചുപ്രതി ബി, സെന്റർ അന്റണീസ് എൽ.പി സ്കൂൾ ഹെഡ്മിസ്ട്രസ് ജിജി അജി, പി.ടി.എ പ്രസിഡന്റ് നാഥൻ ടി.എ എന്നിവർ പങ്കെടുത്തു. തുടർന്ന് മുത്തുവൂർ, എൽ.വി. എച്ച്.എസ്.എസ് പരവൂർ, തമ്മിലുള്ള പ്രദർശന വോളിബോൾ മത്സരവും നടന്നു.



3). The Endowments for different categories established by Many Old Alumni students is remarkable. Gold Coins for Toppers and Every Year Approximately 2 Lakhs of amount is distributed by Our School Community. About 30-40 students get cash prizes and momentos

An Example of Endowment established by and old student

ST. JOSEPH' S H. S. S KIZHAKKAMBALAM
OOROTH O. C. THOMAS MEMORIAL PROFICIENCY AWARDS
INSTITUTED BY MRS. DOLLY VENAD

PLUS TWO COMPUTER SCIENCE

TOPPER- 2nd prize - 2 gram Gold Medal - Rs.12000

TOPPER – 3rd prize - 1 gram Gold Medal - Rs.6000

PLUS TWO COMMERCE

TOPPER – 2nd prize – 2 gram Gold Medal - Rs.12000

TOPPER – 3rd prize - 1 gram Gold Medal - Rs.6000

TOTAL - Rs.36000

(Every year)



OUR School Website

:<https://stjosephshss.co.in>

Theme : Leading Community Partnerships for School Transformation

Name of school Head: Soy K K

Name of School: St.Josephs HSS Kizhakkambalam

Kizhakkambalam P.O.

Pin-683562

Ernakulam (Dt.), Kerala

Email : stjosephhss2014@gmail.com

Whatsapp: 9961449821

KAKNS AUP SCHOOL KUTTIATTOOR

KUTTIATTOOR (PO), MAYYIL(Via), KANNUR (Dist)

KERALA, 9947673305

Email: kupshm@gmail.com

PROJECT THEME :

SELF SUSTAINING SCHOOL ECO-SYSTEM

Theme choosen for case study

Leadership for Skills-Based and Vocational Education

Name of the school head : HABEEB THANGAL.K.C

Name of the school : KAKNS AUP SCHOOL KUTTIATTOOR
with full postal address KUTTIATTOOR(PO), 670602, MAYYIL(Via)
KANNUR(Dist), Kerala

E-mail address : kupshm@gmail.com

Whatsapp Number : 9947673305




Habeeb Thangal KC
Headmaster
KAKNS AUP School Kuttiattoor
P.O.Kuttiattoor- 670602

പ്രധാന പ്രവർത്തനങ്ങൾ

1. സ്കൂൾ പോസ്റ്റോഫീസ്
2. സ്കൂൾ ബാങ്ക് & സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്റർ
3. സ്കൂൾ കോടതി
4. ഹ്യൂമൺ ലൈബ്രറി



സ്കൂൾ പോസ്റ്റോഫീസ്

ആമുഖം

കഴിഞ്ഞ രണ്ട് വർഷക്കാലത്തെ വിദ്യാഭ്യാസ രീതി എങ്ങനെയായിരുന്നു എന്ന് ആരോടും ചോദിച്ച് മനസ്സിലാക്കേണ്ട ഒന്നല്ല. പ്രത്യക്ഷത്തിൽ അതനുഭവിച്ച കുട്ടികൾ ഇന്നും നമ്മോടൊപ്പം ഉണ്ട്. അവരുടെ പഠന പ്രശ്നങ്ങൾ എന്താണ് എന്ന് കൃത്യമായും നമുക്ക് കണ്ടെത്താൻ സാധിക്കും. കുട്ടികളുടെ പഠനപ്രശ്നങ്ങളെ മാത്രം അങ്ങനെ കണ്ടെത്തിയാൽ മതിയോ എന്നതാണ് കോവിഡാനന്തരം ഓരോ വിദ്യാലയവും ചർച്ച ചെയ്യുന്നത്. മാനസികവും ശാരീരികവും സാമൂഹ്യപരമായും അവർ ഒറ്റപ്പെട്ടു എന്നതാണ് വസ്തുത. ഈ ഒറ്റപ്പെടലാണ് അവരുടെ ചിന്താശേഷിയേയും സർഗാത്മകതയേയും ഭാവനയേയും ആശയ രൂപീകരണത്തെയും നഷ്ടപ്പെടുത്തിയത്. സാമൂഹ്യ ജീവിതമായ കുട്ടി സമൂഹത്തെ തൊട്ടുനേരിക്കാതെയും ലക്ഷ്യബോധമില്ലാതെയും മാറ്റിനിർത്തപ്പെട്ടു. അവന്റെ / അവളുടെ ഭാവി രൂപീകരണം, ആശയ വിനിമയം, എഴുത്ത് എന്നിവ കൂടിയ അളവിൽ കുറഞ്ഞുപോയി. കോവിഡാനന്തരം സ്കൂളിലേക്കുവന്ന കുട്ടിയെ സ്വയം നവീകരിക്കാനുതകുന്ന പ്രവർത്തനങ്ങളാൽ വിദ്യാലയങ്ങൾ പൊതിഞ്ഞുവെച്ചു. അവിടെയും കുട്ടി വീണ്ടും ഒറ്റപ്പെട്ടു. നമ്മുടെ വിദ്യാഭ്യാസത്തിന്റെ പരമമായ ലക്ഷ്യങ്ങളിലൊന്ന് സ്വയംപര്യാപ്തതയിലേക്ക് നയിക്കുന്ന ഗാന്ധിയൻ ദർശനങ്ങളാണ്. ഒപ്പം പ്രൈമറി ക്ലാസുകളിലെ അടിസ്ഥാനശേഷികൾ ഉറപ്പിക്കുകയും വേണം. അത്തരം ഒരു മാറ്റം ഉണ്ടാകാൻ കുട്ടി സ്വയം പെരുമാറുന്ന ഇടങ്ങൾ നമ്മുടെ വിദ്യാലയങ്ങളിൽ ഉണ്ടാകണം. അവിടെ അവൻ/അവൾ ഭാഷയെയും എഴുത്തിനെയും വായനയെയും ഒപ്പം നിർമ്മുക്കയും മാറ്റത്തിന് വിധേയനാകുകയും ചെയ്യും. അങ്ങനെ ഒരു മാർഗം നമുക്ക് തെളിച്ച് നൽകാനാകണം.

ലക്ഷ്യങ്ങൾ :

- സ്കൂളിലെ മുഴുവൻ കുട്ടികളെയും ഒരു യൂണിറ്റായി കണ്ട് എഴുത്ത് ,വായന എന്നിവ പരിപോഷിക്കുക. പഠന വിടവ് നികത്തുക.
- സർഗാത്മകശേഷി കൂടി ഉൾപ്പെട്ട ഒരു പ്രവർത്തനമാണ് കത്തെഴുത്ത്. കേവലം വിശേഷങ്ങൾക്കപ്പുറം അതിനൊരു ലക്ഷ്യമുണ്ടെന്ന് ബോധ്യപ്പെടുത്തുന്നു.
- ഒരു ആശയവിനിമയ ഉപാധിയാണ് കത്തെഴുത്ത്.
- ഭാഷാ വികാസം ഉറപ്പുവരുത്തുന്നു.
- കുട്ടിയുടെ ഏത് ചിന്തയേയും എഴുത്തിലൂടെ പ്രതിഫലിപ്പിക്കാൻ സാധിക്കും.
- 'സ്വയം തൊഴിൽ' - എന്ന ലക്ഷ്യത്തിലേക്ക് എത്താൻ പ്രൈമറി ക്ലാസ് മുതൽ പരിശീലനം നൽകുന്നു.
- വരുമാനം :- ജോലിക്കനുസരിച്ചുള്ള വേതനം , മറ്റ് കുട്ടികൾക്ക് 'സ്വയംതൊഴിൽ' നേടണമെന്ന മാതൃക സൃഷ്ടിക്കുന്നു.

- കുട്ടി പരിചപ്പെടേണ്ട ഒരു പൊതുസ്ഥാപനത്തെ സ്കൂളിൽ സ്ഥാപിച്ചുകൊണ്ടും ,അതിന്റെ പ്രവർത്തനങ്ങൾ നേരിട്ട് മനസ്സിലാക്കാനുള്ള അവസരം കുട്ടിക്ക് നൽകുന്നു.
- കേവലം പഠനം എന്നതിനപ്പുറം കുട്ടിയെ പുതിയ ലോകത്തിലേക്കും മാറ്റങ്ങളിലേക്കും മാർഗ നിർദ്ദേശം നൽകുന്നു.
- കേരളത്തിലെ മറ്റു വിദ്യാലയങ്ങൾക്കും മാതൃകയാക്കാവുന്ന ഒരു പ്രവർത്തനമായും പൊതുവിദ്യാഭ്യാസ സംരക്ഷണയജ്ഞത്തിന് ഒരു മുതൽ കൂട്ടായും മാറുന്നു.

വിഷയാവതരണം :

മുൻകാലങ്ങളെ അപേക്ഷിച്ച് ഓരോ ക്ലാസിലും കുട്ടികൾ നേടേണ്ട ഭാഷാശേഷിയിലുണ്ടായ കുറവ് അധ്യാപകർ കണ്ടെത്തി സ്കൂൾ എസ്.ആർ.ജി യിൽ ചർച്ച ചെയ്തു. ശേഷം എസ്.ആർ.ജി യിൽ ഉരുത്തിരിഞ്ഞ ഒരാശയമാണ് 'സ്കൂൾ പോസ്റ്റോഫീസ്' എന്നത്. ഇതിലൂടെ സ്കൂളിലെ എല്ലാ കുട്ടികളെയും ഒരു യൂണിറ്റായി കണ്ട് പ്രവർത്തനങ്ങൾ നടപ്പാക്കാം എന്ന ബോധ്യത്തോടെ ഒരു പൊതുസ്ഥാപനമായ 'സ്കൂൾ പോസ്റ്റോഫീസ്' 'സ്കൂളിൽ സ്ഥാപിച്ചു. 'സ്വയം തൊഴിൽ ' സ്വയം പഠനം , വരുമാനം എന്ന ലക്ഷ്യത്തിലേക്ക് കുട്ടിയെ നവീകരിക്കാൻ ഈ പ്രവർത്തനത്തിന് സാധിച്ചു. നമ്മളിൽ നിന്ന് അന്യം നിന്ന് പോയ് കൊണ്ടിരിക്കുന്ന 'കത്തഴുത്ത് ' എന്ന വ്യവഹാരത്തെ ഈ പദ്ധതിയിലൂടെ തിരിച്ചുകൊണ്ട് വരുന്നത് കുട്ടിയുടെ സമഗ്രമായ മാറ്റത്തിന് ഉതകും എന്ന് ഉറപ്പായിരുന്നു. അവൻ / അവൾ എഴുത്ത് കത്തുകൾ , അവരുടെ സർ ഗാത്മകതയേയും , ആശയ രൂപീകരണത്തെയും , ചിന്തയേയും മാറ്റി മറിക്കുകയും ഭാഷാ ശേഷി വികാസം എന്ന അടിസ്ഥാന ശേഷി ഉറപ്പാക്കുകയും ചെയ്തു. സ്കൂൾ പോസ്റ്റോഫീസിലെ ജീവനക്കാരായി കുട്ടികളിൽ നിന്ന് രണ്ട് പേരെ പി.എസ്.സി പരീക്ഷ മോഡൽ നടത്തി , അഭിമുഖവും നടത്തി തിരഞ്ഞെടുത്തു. അവർക്ക് മാസവേതനവും നൽകി കൊണ്ട് കുട്ടികൾക്ക് സ്വയം തൊഴിൽ എന്ന ലക്ഷ്യത്തിലേക്ക് ഊർജം നൽകി. സ്കൂളിലെ മുഴുവൻ കുട്ടികളും അധ്യാപകരും എഴുതുന്ന കത്തിടപാടുകൾ ഇവർ മുഖേന കൈമാറ്റം ചെയ്യപ്പെട്ടു. കേരളത്തിലെ ആദ്യത്തെ സ്കൂൾ പോസ്റ്റോഫീസ് എന്ന തലക്കെട്ടോടെ അതിന്റെ പ്രവർത്തനം മുന്നോട്ട് പോകുന്നു.

പദ്ധതി വിശദീകരണം

ആസൂത്രണം / നിർവ്വഹണം

ദേശീയ തപാൽ ദിനമായ ഒക്ടോബർ 10 ന് സ്കൂൾ പോസ്റ്റോഫീസ് പ്രവർത്തനം ആരംഭിക്കാൻ എസ്.ആർ.ജി യിൽ തീരുമാനിച്ചു. പോസ്റ്റ്ബോയ് / പോസ്റ്റ്ഗേൾ എന്നീ തസ്തികകളിലേക്ക് 2 നിയമനങ്ങൾ നടത്തി അവർക്ക് പഠന ചെലവ് അനുസരിച്ചുള്ള വേതനം നൽകാനും എസ്.ആർ.ജി യോഗം നിർദ്ദേശിച്ചു. പി.എസ്.സി മോഡൽ ഒ.എം.ആർ പരീക്ഷാ വിജ്ഞാപനം സ്കൂൾ നോട്ടീസ് ബോർഡിൽ പ്രദർശിപ്പിച്ചു. മൂന്നാം ക്ലാസ് മുതൽ

ഏഴാം ക്ലാസ് വരെയുള്ള കുട്ടികളിൽ നിന്ന് അപേക്ഷ സ്വീകരിച്ചു. ആകെ 160 കുട്ടികൾ തസ്തികയിലേക്ക് അപേക്ഷ നൽകി. ഒക്ടോബർ 6 ന് പരീക്ഷ നടത്തുകയും ഒക്ടോബർ 8 ന് ഫലം പ്രഖ്യാപിക്കുകയും ചെയ്തു. ശേഷം തിരഞ്ഞെടുക്കപ്പെടുന്നവരിൽ നിന്നും അഭിമുഖ പരീക്ഷക്കുള്ളവരുടെ ലിസ്റ്റ് പ്രസിദ്ധീകരിച്ചു. 6 അംഗങ്ങൾ ഉൾപ്പെട്ട അഭിമുഖ പാനൽ 20 കുട്ടികളെ അഭിമുഖം നടത്തി യോഗ്യത നേടിയ ഏഴാം ക്ലാസിലെ മാനസ് ,നമ്രത എന്നീ കുട്ടികളെ പോസ്റ്റ്ബോയ് / പോസ്റ്റ്ഗേൾ തസ്തികയിലേക്ക് മാസ ശമ്പളത്തോടെ നിയമിച്ചു.

തൊഴിലധിഷ്ഠിത വിദ്യാഭ്യാസം

'പഠനത്തോടൊപ്പം ഒരു തൊഴിൽ' എന്ന പ്രക്രിയ പൂർത്തിയാക്കാൻ ഒരു കുട്ടി ഏതുവരെ പഠിക്കണം എന്ന ആശങ്കയിലാണ് നമ്മുടെ രക്ഷിതാക്കളിൽ പലരും. അതിന്റെ പ്രധാന കാരണം പ്രൈമറി തലത്തിൽ അത്തരം പഠന പദ്ധതികൾ ഇല്ല എന്നതു തന്നെയാണ്. വരുന്ന പാഠ്യപദ്ധതിയിൽ അതിനൊരു മാറ്റമുണ്ടാകുമെന്ന് പ്രതീക്ഷിക്കുന്നു. എന്നാൽ അതിന് മുമ്പ് തന്നെ കുട്ടികൾക്ക് പഠനത്തോടൊപ്പം ഒരു തൊഴിൽ എന്ന ആശയം സൂളിൽ നടപ്പിലാക്കിക്കൊണ്ടും , മറ്റുള്ള കുട്ടികൾക്ക് ഒരു തൊഴിൽ നേടാൻ പ്രേരണ നൽകിയും ഈ പദ്ധതി മുന്നോട്ട് പോകുന്നു. ഒരു പൊതുസ്ഥാപനത്തെ പരിചയപ്പെടുന്നതിലൂടെ സ്വയം പഠനത്തിനും വഴിയൊരുക്കുന്നു.

കേരളത്തിലെ ആദ്യത്തെ സ്കൂൾ പോസ്റ്റോഫീസ് പൊതുവിദ്യാലയങ്ങൾക്ക് ഒരു മാതൃക

കോവിഡാനന്തരം സ്കൂളുകളിലേക്ക് മടങ്ങിയെത്തിയ കുട്ടികളിൽ കണ്ടെത്തിയ പഠന വിടവ് നികത്താൻ പലമാർഗങ്ങളും വിദ്യാഭ്യാസ വകുപ്പ് സ്വീകരിച്ച് വരുന്നുണ്ട്. കുട്ടിയുടെ ചിന്ത,സർഗാത്മകത,ആശയരൂപീകരണം,ഭാവന എന്നിവ പ്രോത്സാഹിപ്പിക്കുന്ന തരത്തിലുള്ള പ്രവർത്തനങ്ങളാണ് നാം ആസൂത്രണം ചെയ്യേണ്ടത്. അതിലൂടെ സാമൂഹ്യബോധം വളർത്താനും കഴിയണം. എഴുത്ത് , വായന എന്നിവ ത്വരിതപ്പെടുത്തുന്ന ഒരു സമഗ്രപദ്ധതിയാണ് സ്കൂൾ പോസ്റ്റോഫീസ്. തൊഴിലധിഷ്ഠിത വിദ്യാഭ്യാസം എന്തെന്ന് പ്രവർത്തിയിൽ കൊണ്ട് വരാൻ ഇതിന് സാധിച്ചു. പഠനത്തോടൊപ്പം കുട്ടി ഒരു തൊഴിൽ മേഖല പരിചയപ്പെടുക. മാത്രമല്ല മറ്റുള്ളവർക്ക് അതൊരു മാതൃകയും ആകുന്ന തരത്തിലാണ് പദ്ധതിയിലൂടെ ഉദ്ദേശിക്കുന്നത്. സ്കൂൾ പോസ്റ്റോഫീസ് എന്ന ആശയം കുട്ടികളിൽ ഉണ്ടാക്കിയ മാറ്റങ്ങൾ പ്രകടമായും നമുക്ക് കാണാൻ സാധിക്കും. എഴുത്തും വായനയും കുട്ടി സ്വയം ചെയ്യുന്നു. കത്ത് എന്ന വ്യവഹാരത്തിന്റെ വിവിധ ഘട്ടങ്ങൾ കുട്ടി മനസ്സിലാക്കുന്നു. കേരളത്തിലെ ആദ്യത്തെ സ്കൂൾ പോസ്റ്റോഫീസ് സ്ഥാപിച്ചതിലൂടെ മിക്ക വിദ്യാലയങ്ങളും ഇതൊരു മാതൃകാക്കുന്നു. പഠനത്തോടൊപ്പം വരുമാനം എന്നത് പ്രൈമറി തലത്തിൽ പ്രാവർത്തികമാക്കിയാൽ നല്ലൊരു തലമുറയെ നമുക്ക് വാർത്തെടുക്കാം. പൊതു വിദ്യാലയങ്ങൾക്ക് ഇതൊരു മാതൃക കൂടിയാണ്.

ഇന്റർ സ്കൂൾ കത്തെഴുത്ത്

കത്തെഴുത്ത് എന്ന ശീലം മലയാളികൾ മറന്ന് തുടങ്ങിയ ഒന്നാണ്. സാങ്കേതിക വിദ്യയുടെ വികാസം അതിനെ മണ്ണിട്ടു മൂടി എന്ന് തന്നെ പറയാം. സ്കൂൾ പോസ്റ്റോഫീസ് പ്രവർത്തനം ആരംഭിച്ചപ്പോൾ സമീപത്തെ സ്കൂളുകളിൽ ഒന്നായ കോറളായി തുരുത്ത് ഗവ:എൽ.പി സ്കൂളിലെ 2,3 ക്ലാസിലെ കുട്ടികൾ അയച്ച കത്തുകൾ കുട്ടികളിൽ ഉണ്ടാക്കിയ മാറ്റങ്ങൾ വാക്കുകൾക്കും അതീതമാണ്. അവർ കാണാത്ത കൂട്ടുകാർ , അവരുടെ നാടിനെ കുറിച്ചും ,സ്കൂളിനെ കുറിച്ചും വിശേഷങ്ങൾ കത്തിലൂടെ പങ്കുവെച്ചു. കത്തിനുള്ള മറുപടിയും അയക്കുമ്പോൾ രണ്ട് നാടിനെ കുട്ടികൾ പരിചയപ്പെടുന്നു.ഭാഷ, ചിന്ത, ആശയം, സർഗാത്മകത - ഇവ പരിപോഷിപ്പിക്കാൻ അനുയോജ്യമായ ഒരു പ്രവർത്തനമായിരുന്നു ഇന്റർസ്കൂൾ കത്തെഴുത്ത്.



സ്കൂൾ ബാങ്ക് & സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്റർ

ആമുഖം

കുട്ടികളിലെ ഗണിത പഠനം രസകരമാക്കുന്നതിനും, നിത്യജീവിതത്തിലെ പ്രശ്നങ്ങളിലൂടെ ഗണിത പഠനം സ്വാഭാവികമായി മാറ്റുന്നതിനും, കുട്ടിയിലെ സംരംഭക ആശയങ്ങളെ കണ്ടെത്തി ഒരു തൊഴിൽ പഠിപ്പിക്കുന്നതിനും വേണ്ടി പി.ടി.എ.സ്റ്റാഫ് സംയുക്തമായി നടപ്പിലാക്കിയ ഇന്നവേറ്റീവ് പദ്ധതിയാണ് സ്കൂൾ ബാങ്ക് & സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്റർ.

പ്രവർത്തന ഘട്ടം 1

സ്കൂൾ ബാങ്ക് & സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്റർ കുട്ടികൾക്ക് പ്രത്യേകമായിത്തന്നെ സ്കൂൾ ബാങ്ക് & സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്ററിന്റെ കെട്ടിടം 30000 രൂപ ചിലവിൽ നിർമ്മിച്ചു നൽകാൻ തീരുമാനിച്ചു.

പ്രവർത്തന ഘട്ടം 2

കുട്ടി എഞ്ചിനീയർമാർ സ്കൂൾ ബാങ്കിന്റെ ഓഫീസ് രൂപരേഖ തയ്യാറാക്കുന്നതിന് വരയ്ക്കാൻ കഴിവുള്ള കുട്ടികൾ, ഗണിത ശേഷികളിൽ മികച്ച കുട്ടികളെയും ഉൾപ്പെടുത്തി മയ്യിൽ എയ്സ് ബിൽഡേർസിലെ വിദഗ്ധ എഞ്ചിനീയേഴ്സിന്റെ നേതൃത്വത്തിൽ 40 കുട്ടികൾക്ക് പരിശീലനം നൽകി. കുട്ടികൾ തന്നെ രൂപരേഖ തയ്യാറാക്കുന്നു.

പ്രവർത്തന ഘട്ടം 3

കുട്ടികൾ വരച്ച ബാങ്കിന്റെ പ്ലാൻ ഏകീകരിച്ച് ഒന്നാക്കുന്നു. തുടർന്ന് സ്കൂൾ പരിസരത്ത് കുട്ടികൾ തന്നെ ബാങ്ക് & സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്ററിനുള്ള സ്ഥലം കണ്ടെത്തുന്നു. അളവുകൾ പ്രകാരം സ്ഥലം മാർക്ക് ചെയ്യുന്നു. നിർമ്മാണം ആരംഭിക്കുന്നു.

സ്കൂൾ ബാങ്ക് - ഉദ്ദേശ്യ ലക്ഷ്യങ്ങൾ

- എല്ലാ കുട്ടികൾക്കും സേവിംഗ് അക്കൗണ്ട്.
- കുട്ടികളെ തന്നെ ബാങ്ക് ജീവനക്കാരായി നിയമിക്കുന്നു.
- പഠന വായ്പാ സൗകര്യം.
- എ.ടി.എം സൗകര്യം
- കാര്യക്ഷമ വായ്പ.
- സംരംഭകർക്കുള്ള വായ്പകൾ.
- സ്കൂളിലെ എല്ലാ ഫീസിനങ്ങളും സ്കൂൾ ബാങ്ക് മുഖേന.

സ്കൂൾ ബാങ്കിലൂടെ കുട്ടിയിൽ എത്തുന്ന പഠന നേട്ടങ്ങൾ

- പ്രായോഗിക പ്രശ്നനിർദ്ധാരണത്തിലൂടെ ഗണിത പഠനം സ്വാഭാവികമാക്കുന്നു.
- ഒരു പൊതുസ്ഥാപനത്തെയും അവിടുത്തെ ഇടപാടുകളെയും കുട്ടി അടുത്തറിയുന്നു.
- അക്കൗണ്ട്തുടങ്ങൽ, വായ്പകൾക്കുള്ള അപേക്ഷകൾ, പണം നിക്ഷേപിക്കുന്നതിനും പിൻവലിക്കുന്നതിനുമുള്ള അപേക്ഷ എന്നിവ സ്വയം ചെയ്യുന്നതിലൂടെ ഭാഷാ ശേഷി സ്വയം ആർജ്ജിക്കുന്നു.
- സങ്കലനം, വ്യവകലനം, ഗുണനം, ഹരണം എന്നീ ഗണിത ക്രിയകൾ കുട്ടിയിൽ സ്വാഭാവികമായി കടന്ന് പോകുന്നു.
- സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്ററിലൂടെ കുട്ടിയെ പഠിപ്പിക്കുന്ന സംരംഭക ആശയങ്ങൾ - ഒരു തൊഴിൽ പരിശീലനത്തോടൊപ്പം ഉല്പാദനം , കച്ചവടം , ലാഭം എന്നീ പ്രക്രിയയിലൂടെ കുട്ടി കടന്ന് പോകുന്നു.

വരുമാനമില്ലാത്ത കുട്ടിയിൽ എങ്ങനെ സമ്പാദ്യശീലം വളർത്താം?

സ്കൂൾ കട

എല്ലാ കുട്ടികളുടെ വീട്ടിലും ഏതെങ്കിലുമൊരു കൃഷിയോ മറ്റു ഉത്പന്നങ്ങളോ നിർമ്മിക്കുന്നുണ്ടാവാം. ഇവയ്ക്ക് നല്ലൊരു മാർക്കറ്റ് കുട്ടിക്ക് കിട്ടുന്നില്ല. സ്വന്തമായി കൃഷി ചെയ്യുന്ന കുട്ടിപോലും കച്ചവടം എന്ന പൂർണ്ണതയിലേക്ക് എത്തുന്നില്ല. ഇതിനൊരു പരിഹാരമാണ് സ്കൂൾ കട എന്ന ആശയം. കുട്ടി നിർമ്മിച്ച ഉത്പന്നങ്ങളോ കാർഷിക വിളകളോ സ്കൂളിൽ സ്ഥാപിച്ചിട്ടുള്ള സ്കൂൾ കടയിൽ കുട്ടി വിൽക്കുന്നു. മറ്റു കുട്ടികൾ, അധ്യാപകർ, നാട്ടുകാർ എന്നിവർക്ക് ഏത് സമയം വേണമെങ്കിലും ഇത് വാങ്ങാവുന്നതാണ്. അങ്ങനെ വിറ്റു കിട്ടുന്ന ലാഭമാണ് കുട്ടി സ്കൂൾ ബാങ്കിൽ നിക്ഷേപിക്കുന്നത്.

സ്കൂൾ ബാങ്ക് നൽകുന്ന വായ്പകൾ എത്ര തരം?

3 തരം

- പഠന വായ്പ
- കാർഷിക വായ്പ
- സംരംഭക വായ്പ

പഠന വായ്പ

പഠന വായ്പക്കുള്ള അപേക്ഷ പൂരിപ്പിച്ച് രക്ഷിതാവിന്റെ സമ്മതത്തോടെ സ്കൂൾ ബാങ്കിന് നൽകുന്നു. അപേക്ഷ ലഭിച്ച് 3 മണിക്കൂറിനുള്ളിൽ വായ്പ അനുവദിക്കുന്നു.

എൽ.പി വിഭാഗത്തിന് 150 രൂപ

യു.പി വിഭാഗത്തിന് 250 രൂപ

(കൂടുതൽ മാസം കൊണ്ടുള്ള തിരിച്ചടവ് ആണ് ഓരോ വായ്പയും)

കാർഷിക വായ്പ

ശാസ്ത്രാഭിമുഖ്യം വളർത്തി കുട്ടി കർഷകരെ വളർത്തിയെടുക്കുന്നതിനാണ് ഇത്തരം വായ്പകൾ നൽകുന്നത്. കാർഷിക വായ്പക്കുള്ള പ്രത്യേക അപേക്ഷ കുട്ടി ബാങ്കിന് നൽകുന്നു. അപേക്ഷ പരിഗണിച്ച് വിത്ത്/വളം/കാർഷികോപകരണങ്ങൾ/പരിശീലനം എന്നിവക്കാവശ്യമായ വായ്പകളാണ് നൽകുന്നത്. അപേക്ഷ ലഭിച്ച് 1 ദിവസത്തിനുള്ളിൽ ബാങ്ക് ലോൺ അനുവദിക്കുന്നു. ഒരു കുട്ടിക്ക് 500 രൂപ മുതൽ 5000 രൂപ വരെ കാർഷിക വായ്പ നൽകുന്നു. (കുട്ടി കൃഷി ചെയ്ത കാർഷിക ഉത്പന്നം വിളവെടുത്ത് സ്കൂൾ കടയിൽ വിറ്റ് ലാഭം കിട്ടുന്നത് മുതൽ വായ്പ തിരിച്ചടവ് ആരംഭിക്കുന്നു.

സംരംഭക വായ്പ

ഇത് സ്കൂൾ ബാങ്കിനോട് ചേർന്ന് പ്രവർത്തിക്കുന്ന സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്ററാണ് ഇത്തരം വായ്പകൾ ബാങ്കിൽ നിന്ന് അനുവദിപ്പിക്കുന്നത്. കുട്ടി ചെയ്യാൻ ആഗ്രഹിക്കുന്ന സംരംഭക ആശയങ്ങളെ വളർത്തിയെടുക്കുന്നതിനാണ് ഇത്തരം വായ്പകൾ നൽകുന്നത്.

എന്താണ് സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്റർ?

നൂതന ആശയങ്ങളുടെ കലവറകളാണ് കുട്ടികൾ. അത്തരം ആശയങ്ങളെ വളർത്തിയെടുക്കുകയും വേണ്ട പരിശീലനം നൽകുകയും ചെയ്യുമ്പോഴാണ് കുട്ടി ഒരു സംരംഭകനാകുന്നത്. ഒരു സംരംഭകത്തിന് വേണ്ട സാമ്പത്തികം, പരിശീലനം, അതിന്റെ ഉത്പാദനം, കച്ചവടം, ലാഭം എന്നീ ഘട്ടങ്ങളിലൂടെ കുട്ടി കടന്ന് പോകുമ്പോൾ ഒരു സംരംഭകൻ എന്നതിലുപരി ഭാവിയിലേക്കുള്ള ഒരു തൊഴിൽ പഠിപ്പിക്കുക കൂടിയാണ് ചെയ്യുന്നത്. ഇത്തരം പ്രവർത്തനങ്ങളാണ് സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്ററിലൂടെ നടക്കുന്നത്.

നടപ്പിലാക്കിയ സംരംഭക ആശയങ്ങൾ

പേന, സോപ്പ്, ചന്ദനത്തിരി, കട, ചോക്ക് ഒരു വർഷം അഞ്ച് സ്റ്റാർട്ടപ്പുകൾ പ്രവർത്തിക്കുന്നു.

ഒരു സ്റ്റാർട്ടപ്പിന് കീഴിൽ ഇരുപത് കുട്ടികൾ. വർഷം നൂറ് കുട്ടികൾക്ക് പരിശീലനം നൽകുന്നു.

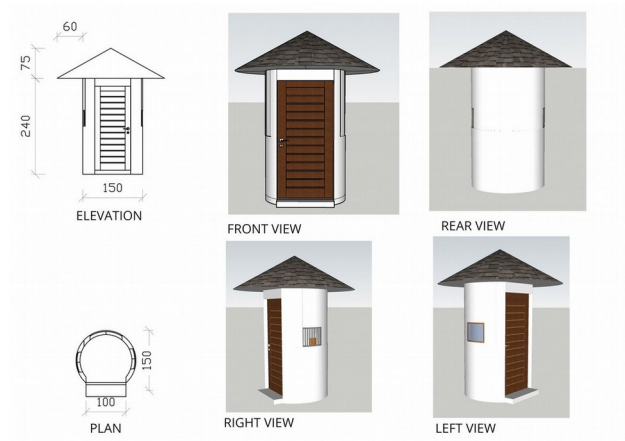
കുട്ടിക്ക് സംരംഭകനാകാൻ

- കുട്ടിയിലെ സംരംഭക ആശയത്തെ ആദ്യം കണ്ടെത്തുന്നു.
- താത്പര്യമുള്ള 20 കുട്ടികളെ ആ സംരംഭകത്തിന് കീഴിൽ ചേർക്കുന്നു.
- സംരംഭകം തുടങ്ങാൻ ആവശ്യമായ ചിലവിനു വേണ്ടി പ്രത്യേകം തയ്യാറാക്കിയ അപേക്ഷ സ്കൂൾ സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്ററിൽ നൽകുന്നു. അപേക്ഷ സ്റ്റാർട്ടപ്പ് സെന്റർ പരിശോധിച്ച് ആവശ്യമായ തുക സ്കൂൾ ബാങ്കിനോട് ആവശ്യപ്പെടുന്നു. സ്കൂൾ ബാങ്ക് കുട്ടിക്ക് ആവശ്യമായ തുക നൽകുന്നു.

- ഒരു സ്റ്റാർട്ടപ്പിന് 10000 രൂപ വായ്പ സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്റർ ബാങ്കിൽ നിന്ന് അനുവദിക്കുന്നു.
- വായ്പക്കൊപ്പം സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്റർ നേരിട്ട് കൊണ്ട് ഓരോ സ്റ്റാർട്ടപ്പിനും ആവശ്യമായ പരിശീലനം നൽകുന്നു.

സ്റ്റാർട്ടപ്പിൽ ഉത്പന്നങ്ങളുടെ കച്ചവട രീതി

- സ്കൂൾ കട വഴി
- സ്കൂൾ ശാസ്ത്ര - കലോത്സവ സ്റ്റാളുകൾ വഴി
- കുടുംബശ്രീകൾ വഴി
- അയൽപക്ക വീടുകൾ വഴി



കുട്ടികൾ വരച്ച സ്കൂൾ ബാങ്ക്



സ്കൂൾ ബാങ്കിനായി വിദ്യാർത്ഥികൾക്ക് പരിശീലനം



കുറ്റാട്ടൂർ കെ.എ.കെ.എൻ.എസ്.എ.യു.പി. സ്കൂളിലെ കുട്ടി ബാങ്ക് നിർമ്മാണത്തിനായി മണ്ണിൽ എയ്സ് ബിൽഡേഴ്സ് നൽകിയ പരിശീലനത്തിൽ പങ്കെടുത്തവർ

മണ്ണിൽ ▶ സംസ്ഥാനത്തെ ആദ്യത്തെ കുട്ടികളുടെ സ്വന്തം ബാങ്കും സ്റ്റാർട്ടപ്പ് ഇൻകുബേഷൻ സെന്ററും കുറ്റാട്ടൂരിൽ വരുന്നു. കുറ്റാട്ടൂർ കെ.എ.കെ.എൻ.എസ്.എ.യു.പി. സ്കൂളിലാണ് കുട്ടികളുടെ നേതൃത്വത്തിലുള്ള സംരംഭത്തിനായി തുടക്കമിട്ടത്. ഇതിനായി 40 വിദ്യാർത്ഥികൾക്ക് പ്ലാൻ തയ്യാറാക്കുന്നതിനുള്ള പ്രാഥമിക പരിശീലനവും മണ്ണിൽ എയ്സ് ബിൽഡേഴ്സിന്റെ നേതൃത്വത്തിൽ തുടങ്ങി. സ്കൂളിലെ അധ്യാപകനായ എം.ആർ. നിയാസാണ് പദ്ധതിയുടെ കോ-ഓർഡിനേറ്റർ. വിദ്യാലയത്തിലെ നിർമ്മാണപ്രവൃത്തികളിൽ അഭിരുചിയുള്ളവരെ കണ്ടെത്തിയാണ് സിവിൽ എൻജിനീയർമാരായ സി.ഒ. അഞ്ജു, ബാബു പണ്ണേരി, പണ്ണേരി നിഖിൽ പി.വി. ഷംന, എ.ആർ. അരുൺ അജയൻ എന്നിവരുടെ സംഘം പരിശീലനം നൽകിയത്. സ്കൂൾ ബാങ്കിന്റെയും സ്റ്റാർട്ടപ്പ് ഇൻകുബേഷന്റെയും ഒരുദേശാധികാരി നിർമ്മാണ പൂർത്തിയാക്കും. പരിശീലന പരിപാടി പി.ടി.എ. പ്രസിഡൻ്റ് കെ. മധു ഉദ്ഘാടനം ചെയ്തു. പ്രമുഖാധ്യാപിക കെ.കെ. അനിത, കെ.സി. ഹബീബ് എന്നിവർ സംസാരിച്ചു.

07/10/2023 KANNUR Pg 04

ഫോം പൂരിപ്പിക്കാനറിയാത്തവർ മാറിനിൽക്കൂ...

കുട്ടികൾ ബാങ്ക് നിർമ്മിക്കുകയാണ്

കുറ്റാട്ടൂർ • 'ഒരു വടക്കൻ സെൽഫിയിൽ നിവിൻ പോളി അവാർഡിട്ടുള്ള ഉമ്മംപുറം ക്ലാസ് പാത്രത്തെ ഓർമ്മിപ്പിച്ചു. ബാങ്കിലെ ഒരു ഫോം എങ്ങനെയാണ് പൂരിപ്പിക്കേണ്ടതെന്നു പോലും അറിയാത്ത ഉമ്മംപുറം നോക്കി ചിരിക്കാത്തവരും ചിരിക്കാത്തവരും ചുരുക്കം പക്ഷം ആ ചിരിയും ചിന്തയും ചേർത്ത് ബാങ്ക് നിർമ്മിക്കാനൊരുങ്ങുകയാണ് കെ.എ.കെ.എൻ.എസ്.എ. യു.പി. സ്കൂളിലെ വിദ്യാർത്ഥികൾ. ഇനി ബാങ്കിൽ പോകാത്തതെന്ന ബാങ്കിനെക്കുറിച്ച് അറിയാം. ഫോം പൂരിപ്പിക്കാനും വാർഷികവരും പഠിക്കാം.

നിർമ്മാണവും നടത്തിപ്പും കുട്ടിക്കുട്ടം

കേരളത്തിലെ ആദ്യത്തെ സ്കൂൾ ബാങ്കും സ്റ്റാർട്ടപ്പ് ഇൻകുബേഷൻ സെന്ററുമാണ് കെ.എ.കെ.എൻ.എസ്.എ. യു.പി. സ്കൂളിൽ ഒരുങ്ങുന്നത്. ഓഫീസ് കെട്ടിടത്തിന്റെ നിർമ്മാണത്തിനു നേതൃത്വം നൽകുന്നത് 'കുട്ടി എൻജിനീയർമാരാകൂ.' പരിശീലനത്തിനായി മണ്ണിൽ എയ്സ് ബിൽഡേഴ്സിലെ എൻജിനീയർമാരുടെയും അക്സൈട് ക്ലിബ്ബിന്റെയും സഹായവുമുണ്ടാകും.

ലക്ഷ്യം സമ്പാദ്യശീലം

കുട്ടികളിൽ സമ്പാദ്യശീലം വളർത്തുക, ഗണിതപാഠം പരിപോഷിപ്പിക്കുക, ഒരു പൊതുസ്ഥാപനത്തെ നേരിട്ട് അടുത്തായിരുക തുടങ്ങിയവ കൈപ്പറ്റിയാണ് ബാങ്ക് തുടങ്ങുന്നത്. കുട്ടികൾക്ക് പാഠാവശ്യത്തിനായി വാച്ച്പാ സൗകര്യവും പണമെടുക്കുന്നതിനായി എടിഎം സൗകര്യവും ബാങ്കിൽ ഒരുക്കും. ഇവിടെ അസിസ്റ്റന്റ് മാനേജർ, ക്യാഷ്യർ, ക്ലർക്ക് തസ്തികയിൽ കുട്ടികൾ തന്നെ പഠനത്തോടൊപ്പം ജോലി ചെയ്യും. ഐ.ആർ. യാണ് കുട്ടി ഉദ്യോഗസ്ഥരെ തിരഞ്ഞെടുക്കുന്നത്. ഇവർക്കു പ്രതി മാസ ശമ്പളവും ഉണ്ടാകും.

സംരംഭകരേ, ഇതിലേ... ഇതിലേ...

കുട്ടികളിലെ സഹകരണ ആശയങ്ങൾ കൈപ്പത്തി വളർത്തിയെടുത്ത് സ്കൂൾ ബാങ്കിന്റെ സഹായത്താൽ ഒരു സംഘം തുടങ്ങാൻ കുട്ടികൾക്ക് പ്രാപ്തമാക്കുകയാണ് സ്കൂൾ ബാങ്കിൽ പ്രവർത്തിക്കുന്ന സ്റ്റാർട്ടപ്പ് ഇൻകുബേഷൻ സെന്ററിന്റെ ലക്ഷ്യം. ഇതിലൂടെ ഒരു വർഷം 100 കുട്ടികൾക്കു സഹായം നൽകാൻ പാടില്ല.



സ്കൂൾ പിടിഎയുടെ നേതൃത്വത്തിലാണു പദ്ധതി നടപ്പാക്കുന്നത്. കേരളത്തിൽ ആദ്യമായാണ് സ്കൂളിനകത്ത് കുട്ടികളുടെതായ ഒരു നിർമ്മിതി വരുന്നത്. പൊതുവിദ്യാലയങ്ങൾക്കെല്ലാം ഇതു മാതൃകയാക്കാവുന്നതാണ്.

കെ.മധു പിടിഎ പ്രസിഡന്റ്.

കുട്ടികൾക്കു പഠനത്തോടൊപ്പം നിർമ്മാണ പരിശീലനം കൂടി നൽകുന്നതു തൊഴിലധിഷ്ഠിത വിദ്യാഭ്യാസത്തിന്റെ ഭാഗമാണെന്നും

അതു വിദ്യാർത്ഥികളെ ഓഫീസിൽ സ്ഥായിയ്ക്കുമാക്കും. മണ്ണിൽ എയ്സ് ബിൽഡേഴ്സ് ഡയറക്ടർ ബാബു പണ്ണേരി പറഞ്ഞു.



പണമിടാം, കടമെടുക്കാം

വരുന്നു 'കുടിബാങ്ക്'

കെ പ്രിയേഷ്
ജൂനിയർ

പോക്കറ്റ് മണിയായും മിറാബി വാങ്ങിയതിൽ അർപ്പം മിച്ചമുള്ളതല്ലെന്ന് സമ്പാദ്യമാക്കുന്ന മേന്മ കൊച്ചുകുട്ടികളിൽ ചിലരെക്കൊണ്ടും ആഗ്രഹിക്കുന്നതാണ്. എന്താൽ, ബാങ്കിലോ മറ്റ് സ്ഥാപനങ്ങളിലോ പോകാതെ കുട്ടികളുടെ സമ്പാദ്യം സ്കൂൾ ക്യാമ്പസിൽ തന്നെ നിക്ഷേപിക്കാൻ സ്കൂൾ ബാങ്കിൽ തുടക്കമിടുകയാണ്. കുട്ടികൾക്ക് കൈപ്പറ്റാൻ എളുപ്പമുള്ള സ്കൂൾ നിക്ഷേപം എന്നതിലൂടെ പെരിയ ആവശ്യങ്ങൾക്കായി കടമെടുക്കാമെന്നും സ്കൂൾ ബാങ്ക് എന്ന സ്വയംസഹായസംഘടനയുടെ പദ്ധതികൾക്ക് ചിറകുവിടാൻ അതാണ് സ്റ്റാർട്ടപ്പ് ഇൻഷുറൻസ്.

പോക്കറ്റ് നിർമ്മിക്കാനും ഒരു ബാങ്കാണ് സ്കൂൾ ബാങ്കിന്റെ പരിധി.

കേരളത്തിലാദ്യത്തെ സ്കൂൾ ബാങ്കാണ് സ്കൂൾ ബാങ്കിന്റെ പരിധി. സ്കൂൾ ബാങ്കിന്റെ തുടക്കമിടുന്നത് സ്കൂൾ ബാങ്കിലൂടെയും സ്റ്റാർട്ടപ്പ് ഇൻഷുറൻസ് സെന്ററിലൂടെയുമാണ്.

കണക്കിലെ വരയിലും പ്രവേശനങ്ങളും കുട്ടികളെയും നിർമ്മാണ പ്രവൃത്തിയിൽ താല്പരരുള്ള കുട്ടികളെയും കണ്ടെത്തും. അവരാണ് പദ്ധതിക്ക് ആവശ്യമായ കെട്ടിടം നിർമ്മിക്കുക.

കുട്ടികൾ എയ്സ് ബിൽഡേഴ്സ് സെന്റർ സഹകരണസംഘടനയുടെ പരിധിയിലുള്ള കെട്ടിടത്തിൽ സ്ഥലം കണ്ടെത്തി

പോക്കറ്റ് മണിയായും മിറാബി വാങ്ങിയതിൽ അർപ്പം മിച്ചമുള്ളതല്ലെന്ന് സമ്പാദ്യമാക്കുന്ന മേന്മ കൊച്ചുകുട്ടികളിൽ ചിലരെക്കൊണ്ടും ആഗ്രഹിക്കുന്നതാണ്. എന്താൽ, ബാങ്കിലോ മറ്റ് സ്ഥാപനങ്ങളിലോ പോകാതെ കുട്ടികളുടെ സമ്പാദ്യം സ്കൂൾ ക്യാമ്പസിൽ തന്നെ നിക്ഷേപിക്കാൻ സ്കൂൾ ബാങ്കിൽ തുടക്കമിടുകയാണ്. കുട്ടികൾക്ക് കൈപ്പറ്റാൻ എളുപ്പമുള്ള സ്കൂൾ നിക്ഷേപം എന്നതിലൂടെ പെരിയ ആവശ്യങ്ങൾക്കായി കടമെടുക്കാമെന്നും സ്കൂൾ ബാങ്ക് എന്ന സ്വയംസഹായസംഘടനയുടെ പദ്ധതികൾക്ക് ചിറകുവിടാൻ അതാണ് സ്റ്റാർട്ടപ്പ് ഇൻഷുറൻസ്.

പോക്കറ്റ് മണിയായും മിറാബി വാങ്ങിയതിൽ അർപ്പം മിച്ചമുള്ളതല്ലെന്ന് സമ്പാദ്യമാക്കുന്ന മേന്മ കൊച്ചുകുട്ടികളിൽ ചിലരെക്കൊണ്ടും ആഗ്രഹിക്കുന്നതാണ്. എന്താൽ, ബാങ്കിലോ മറ്റ് സ്ഥാപനങ്ങളിലോ പോകാതെ കുട്ടികളുടെ സമ്പാദ്യം സ്കൂൾ ക്യാമ്പസിൽ തന്നെ നിക്ഷേപിക്കാൻ സ്കൂൾ ബാങ്കിൽ തുടക്കമിടുകയാണ്. കുട്ടികൾക്ക് കൈപ്പറ്റാൻ എളുപ്പമുള്ള സ്കൂൾ നിക്ഷേപം എന്നതിലൂടെ പെരിയ ആവശ്യങ്ങൾക്കായി കടമെടുക്കാമെന്നും സ്കൂൾ ബാങ്ക് എന്ന സ്വയംസഹായസംഘടനയുടെ പദ്ധതികൾക്ക് ചിറകുവിടാൻ അതാണ് സ്റ്റാർട്ടപ്പ് ഇൻഷുറൻസ്.

ഭാഗ്യദീപിനി Thu, 05 October 2023
<https://epaper.deshabhimani.com/c/73600820>



സ്കൂൾ കട

കുട്ടി ബാങ്ക് ജീവനക്കാർ

അസിസ്റ്റന്റ് മാനേജർ, ക്ലാർക്ക്, ക്യാഷിയർ എന്നീ തസ്തികകളിൽ കുട്ടികൾതന്നെ മാസ വരുമാനത്തോടു കൂടി ബാങ്ക് ഇടപാടുകൾ നിയന്ത്രിക്കുന്നു. നാലാം ക്ലാസ് മുതൽ ഏഴാം ക്ലാസ് വരെയുള്ള കുട്ടികളിൽ നിന്ന് ഒ.എം.ആർ പരീക്ഷ നടത്തിയാണ് ബാങ്ക് ജീവനക്കാരെ തെരഞ്ഞെടുക്കുന്നത്.

ശമ്പള സ്കെയിൽ

150 രൂപ - മാസം 10 രൂപ ശമ്പള വർധനവ്

ഈ പദ്ധതിയുടെ പ്രത്യേകതകൾ

- കേരളത്തിലെ ആദ്യത്തെ സ്കൂൾ ബാങ്ക്.
- ഇന്ത്യയിൽ ആദ്യമായി കുട്ടികൾക്ക് വേണ്ടി മാത്രമായി നിർമ്മിച്ചു നൽകുന്ന ബാങ്ക് കെട്ടിടം.
- ഇന്ത്യയിൽ ആദ്യമായി "കുട്ടി സ്റ്റാർട്ടപ്പുകൾ" ആരംഭിക്കുന്നതിന് വേണ്ടി സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്റർ പ്രവർത്തിക്കുന്ന ഏക വിദ്യാലയം.
- പൊതുവിദ്യാലയ ചരിത്രത്തിൽ ആദ്യമായി ഒരു യു.പി സ്കൂളിൽ കുട്ടി എഞ്ചിനീയർമാർ നിർമ്മാണ പങ്കാളിയായ കുട്ടികളുടേതായ ആദ്യത്തെ നിർമ്മിതി.

സൂൾ കോടതി

ഒരു ജുഡീഷ്യൽ സ്ഥാപനമായി പ്രവർത്തിക്കുന്നു. കുട്ടികളുടെ പ്രശ്നങ്ങൾ അവർ തന്നെ സൂൾ കോടതിയിൽ പരിഹരിക്കുന്നു. ശിക്ഷകൾക്ക് പകരം തിരുത്തലുകളും ബോധ്യപ്പെടുത്തലുകളും ഉണ്ടാക്കുന്നു. പൊതുപ്രശ്നങ്ങളിൽ കുട്ടികളുടെ നിലപാടുകൾ വ്യക്തമാക്കുന്ന രീതിയിൽ കോടതി സംവിധാനം പ്രവർത്തിക്കുന്നു.

ലക്ഷ്യം

- വാദ-പ്രതിവാദം ഉയർന്ന ഭാഷാപ്രയോഗ ശേഷിയാണ്.
- തെളിവുകളെ നിരത്തി സർഗാത്മകമായി വാദിക്കുന്നു.
- സംവാദത്തിന്റെ തലത്തിലേക്ക് ഉയരാൻകാരണമാകുന്ന പ്രവർത്തനങ്ങൾ.
- പൊതുപ്രശ്നങ്ങളിൽ കുട്ടി ഇടപെടുന്നു.
- ഒരു ജുഡീഷ്യൽ സംവിധാനത്തെ പരിചയപ്പെടുത്തുന്നു.
- കോടതി വ്യവഹാരങ്ങളിൽ പങ്കുചെയ്ത ഇടപെടൽ ഉറപ്പുവരുത്തുന്നു.
- കോടതി വ്യവഹാരങ്ങളിൽ പങ്കുചെയ്ത ഇടപെടൽ ഉറപ്പുവരുത്തുന്നു.
- നീതിബോധം , ജനാധിപത്യം , ഭരണഘടന, മൂല്യങ്ങൾ ഉറപ്പുവരുത്തുന്നു.
- ഇന്ത്യൻ ജുഡീഷ്യൽ സംവിധാനത്തോടു വിശ്വാസത ഉറപ്പുവരുത്തുന്നു.
- സ്വാഭാപ്രായം സമർപ്പിക്കാൻ പ്രേരണ നൽകുന്നു.
- കുട്ടികളുടെ അവകാശങ്ങൾ , സ്വാതന്ത്ര്യം എന്നിവയെ പറ്റി ബോധം ഉറപ്പാക്കുന്നു.

മറ്റുകാര്യങ്ങൾ

- കോടതിക്ക് പ്രത്യേക സ്ഥലവും,കൂടും ക്രമീകരിക്കുന്നു.
- കുട്ടികൾ തന്നെ ജഡ്ജ്,വക്കീൽ - അവർക്ക് കോടതിയിൽ ഉപയോഗിക്കുന്ന യൂണിഫോം
- കേരളത്തിൽ ആദ്യമായാണ് ഒരു പ്രൈമറി സ്കൂളിൽ കോടതി പ്രവർത്തിക്കുന്നത്.
- വിദഗ്ദ്ധ വക്കീലന്മാരുടെ സേവനം കുട്ടികൾക്ക് ലഭിക്കുന്നു.



സ്കൂൾ ഹ്യൂമൻ ലൈബ്രറി

കേരളത്തിൽ ആദ്യമായാണ് പുസ്തകത്തിന് പകരം ആളുകൾ പുസ്തക ബുക്ക് ആയി എത്തുന്ന പദ്ധതിയാണ് ഹ്യൂമൻ ലൈബ്രറി. വിവിധ മേഖലകളിലെ വിദഗ്ധരും അനുഭവ സമ്പത്ത് ഉള്ളവരും ഹ്യൂമൻ ബുക്ക് ആയി കുട്ടികൾക്ക് മുന്നിൽ എത്തുന്നു. പഠന പ്രവർത്തനവുമായി ബന്ധപ്പെട്ടുള്ള കുട്ടികളുടെ സംശയങ്ങൾ പരിഹരിക്കുന്നതിന് നേരിട്ട് മനസ്സിലാക്കുന്നതിനും വേണ്ടിയാണ് ഇത്തരത്തിലൊരു സംരംഭം.

പ്രവർത്തന രീതി

1. മാസത്തിൽ 2 തവണ
2. പ്രത്യേകം ക്രമാകരിച്ചിരിക്കുന്ന സ്റ്റാൻറുകൾ
3. ഹ്യൂമൻ ബുക്ക് ആയി എത്തേണ്ടവരുടെ പ്രാഥമിക പട്ടിക തയ്യാറാക്കൽ (കുട്ടികളും രക്ഷിതാക്കളും ഉൾപ്പെടുന്നതാണ് ഈ ലിസ്റ്റ്).



സ്വതന്ത്ര ഐ.ടി സോഫ്റ്റ് വെയറായ ജി-കോംപ്രിസിന്റെ ഉപജ്ഞാതാവ് തിമോത്തി ജയറ്റ് സ്കൂൾ ഹ്യൂമൻ ലൈബ്രറിയിൽ കുട്ടികളുമായി സംവദിക്കുന്നു.



ഹസ്സമൻ ലൈബ്രറിയുടെ ഉദ്ഘാടനച്ചടങ്ങ്

കോടതി, പോസ്റ്റ് ഓഫീസ്, ബാങ്കും
സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്ററും...

കുറ്റാട്ടൂർ കെഎകെഎൻഎസ്
യുപി സ്കൂളിൽ

ഇനി ഹസ്സമൻ ലൈബ്രറിയും

സജീവ് അരിയേരി

കുറ്റാട്ടൂർ • ഹസ്സമൻ ലൈബ്രറിയുമായി കുറ്റാട്ടൂർ കെഎകെഎൻഎസ് യുപി സ്കൂൾ, വായനാദിനത്തോടനുബന്ധിച്ചാണ് ഹസ്സമൻ ലൈബ്രറി എന്ന ആശയത്തിന് അധ്യാപകർ തുടക്കമിട്ടത്. പൂസ്തക വായനയിൽ എഴുത്തുകാരനുമായി സംവദിക്കാനാക്കിയില്ലല്ലോ. എഴുതാത്ത ജീവിതങ്ങൾക്കും വലിയ കഥ പറയാനുണ്ടാകില്ലേ? അതാണ് ഹസ്സമൻ ലൈബ്രറി. വ്യത്യസ്ത മേഖലകളിലുള്ള ആളുകൾ വന്ന് കുട്ടികളോട് സംവദിക്കും. ഇതിനായി ലൈബ്രറിയിൽ പ്രത്യേകമായി ഒരു സ്ഥലം കണ്ടെത്തിയിട്ടുണ്ട്. മാസത്തിൽ ഒരു ദിവസമാണ് ഹസ്സമൻ ലൈബ്രറിയുടെ പ്രവർത്തനം. വായനയുമായി ബന്ധപ്പെട്ടു മാത്രമല്ല കാർഷികം, ആരോഗ്യം, ജീവകാരുണ്യം അധ്യാപനം തുടങ്ങി എല്ലാ മേഖലകളിലുള്ളവരും ഹസ്സമൻ ലൈബ്രറിയുടെ ഭാഗമാകും. ആദ്യ ഹസ്സമൻ ലൈബ്രറിയാൽ ഉദ്ഘാടകനായ തളിപ്പറമ്പ് സൗത്ത് ഉപജില്ല ബിആർസിയിലെ ബിപിസി എം.വി.നാരായണനാണ്.

തിരുത്തലിന്റെ ബാലപാഠങ്ങൾ പഠിപ്പിക്കാനാണ് സ്കൂളിൽ കുട്ടികൾക്കു വേണ്ടിയുള്ള കുട്ടികോടതി ആരംഭിച്ചത്. കോടതി മാത്രമല്ല, പോസ്റ്റ് ഓഫീസും ബാങ്കും സ്റ്റാർട്ടപ്പ് ഇൻക്യുബേഷൻ സെന്ററും കടയുമെല്ലാമുണ്ട് ഈ സ്കൂളിൽ. മുൻ അധ്യയന വർഷങ്ങളിൽ ആരംഭിച്ച ഇവയുടെ പ്രവർത്തനവും നല്ല രീതിയിൽ മുന്നോട്ടുപോകുന്നു. ഓരോ സ്ഥാപനത്തിനും പ്രത്യേക കെട്ടിടവും കുട്ടി ഉദ്യോഗസ്ഥർക്ക് യൂണിഫോമും ശമ്പളവുമുണ്ട്. ജില്ലയിലെ ലൈബ്രറികളിൽ ആദ്യത്തെ ഹസ്സമൻ ലൈബ്രറിയാണ് കുറ്റാട്ടൂർ കെഎകെഎൻഎസ് യുപി സ്കൂളിലെ ഹസ്സമൻ ലൈബ്രറി. മുതിർന്നവരെ കൂടാതെ കുട്ടികളും ഹസ്സമൻ ലൈബ്രറിയിൽ ഹസ്സമൻ ആയി വരാറുണ്ട്... ചിത്ര രചന, നിർമ്മാണങ്ങൾ, കുട്ടികളുടെ ഉത്തരവാദിത്വങ്ങൾ എന്നീ വിഷയങ്ങളിൽ അവർ ഒരു ബുക്ക് ആയി മാറുന്നു.

CASE STUDY BY

Government Higher Secondary School Perinthalmanna

Theme : Empowering Communities and Strengthening School Community Relations

Perinthalmanna is a historical place as the capital of Valluvanad, which was a princely state in Kerala. The **Government Higher Secondary School Perinthalmanna** is located in the heart of the city. It offers education from pre-primary to higher secondary level. Today's high school was founded in 1865. In the beginning it was known as a Right school. The school was started under the Taluk Board in the rented building of Alli Pattani, one furlong west of Perinthalmanna Junction. In 1917, it was upgraded to a lower secondary school and in 1918 to a high school. The first batch of SSLC was released in March 1921. After the completion of high school, it came under the district board. After the district board schools were taken over by the government, it became Perinthalmanna Government High School from 1st October 1957.

The school celebrated its golden jubilee in 1915 and diamond jubilee in 1940. This school is as old as the history of this town. The 150th anniversary was celebrated on September 5, 2015. All the achievements of the school were accomplished in each period with the help of the government, the contribution of the parents and the contribution of the various alumni batches. It became a Government Vocational Higher Secondary School in 1991 with the introduction of Vocational Higher Secondary Courses and Higher Secondary Courses in 1997. 1998 A part of the old buildings of the school was separated and came into existence as Government Girls Vocational Higher Secondary School.

With the introduction of the “Janakeeyasootranam “ in 1997, the control of the school was vested in Perinthalmanna Municipality. The High School building constructed with Municipality funds and KIIFB funds was

inaugurated on February 18, 2021. This led to better results in physical conditions from the school during the last 160 years of glorious service. The school has a large number of eminent graduates. EMS Namboodiripad the first Chief Minister of Kerala, V. T. Bhattathiripad, Sankaran Nair, Cherukadu, Mankada Ravi Varma, K. K. Mohammed Shafi, and countless other greats. Better-equipped laboratories, library with a large collection of books, spacious IT labs and smart classrooms are the specialities of this school. All of these play an important role in the success of the school. Over the years, the school has achieved 100% success in the SSLC examination. Similarly, Perinthalmanna Government Higher Secondary School is the best performing school in the district in the Plus Two examinations. There are many clubs like IT Club, Science Club, Social Science Club, Vidyarangam Kala Sahitya Vedi, De-addiction Club, SPC, Little Kite, etc. The spacious playground and stadium add to the sporting achievements of the school.

But in the last two or three years, there has been a lack of space due to the admission of children. In the last three years, there has been an increase of 4 divisions in the HS category, due to which the labs have to be converted into classes. At present, the main problem of the school is lack of facilities. I took up the role of Headmaster of the school in June 2025. In the last year I worked as Headmaster in GHSS koduvayur, one of the famous school in Palakkad Dt.

The situation of GHSS perinthalmanna is similar to that of Koduvayur. Both schools are located in the heart of the city. About 60% of parents are from middle-class families, while 20% each belong to the affluent and economically backward classes.

The school has three sections - UP, HS and HSS. There are 9 divisions in UP section, 30 divisions in HS and 20 batches in HSS. More than 2,700 students are studying in the three schools. There are 66 staff including teachers in the high school section and 34 staff in the higher secondary section. The school has excellent PTA and SMC. The school has a lot of support.

Since the school is located in the center of the city, there are favourable conditions in many respects and unfavourable conditions in some other respects.

Favourable factors - Physical facilities, transport facilities, learning support system for children and proximity to other offices are favourable factors.

Negative factors - The influence of the town has a lot of influence on the life styles and behaviour of children. Majority of parents are interested in their children's education but some of them are not keen interested in day to day activities of their children.. Apart from sending the children to school, there is no other support or assistance for school activities. Student political activities are active in the school. The presence of nearby colleges in the city are influencing student political campaign activities.

The main problem Area

The main problem was the lack of cordial relation between the parents, society and the school. If we can broke the shell it is sure it will to help children's curricular and co curricular level and in the development of material conditions. After proper discussions we set short term and long term goals to solve the problems.

Short-term goals that can be completed in *six months* and *long-term goals* that can be completed in *one year* have been planned. For this A number of activities were planned and executed.

1. In Parent teacher meetings and class PTA attendance of parents are negligible. To tackle this In addition of calling the parents by teachers for meetings peer group students constantly reminded the parents by calling them on the phone . In this way, it has been possible to bring parents to the meetings, connect them with the school activities and discuss with them the learning background

and learning progress of the children. As a result, there was an increase in attendance at subsequent meetings.

2. In sports , especially in handball, baseball and softball competitions, the school have far better place in the state and national competitions, and many local people and alumni regularly come to the school to train these children. After their practice sessions they fed-up with lack of drinking water facilities in the school. More over the school, which has around 2,700 students, had limited drinking water facilities.

This is the area that has received the most attention, so for the first time it was implemented to provide a better **drinking water system** for children and people coming from outside. With the help of former teachers and others, a large drinking water project (filtered drinking water) implemented in the school. With the availability of filtered water to everyone, the relationship with the locals has improved a lot. After that, there was a situation where many help was offered by batches of students and locals. The dilapidated school garden made beautified as before. With the help of alumni batches, grill work has been done at many places inside the school building to ensure the safety of children.

3. Alumni and locals were asked for support systems for conducting NMMS coaching camp, SSLC coaching camp, and they provided assistance. They have also taken care of taking classes and providing other support to the children.
4. The locals, teachers, PTA and alumni have worked together to make the school clean campus by safely removing the waste, including e-waste, that had been in the computer lab and school compound for years.

Long-term plans

We set some long term plan also to strengthen the bond between parents and school.

1. The library is accessible to parents and the public.

Reference facility for students studying higher courses make available.

2. To start coaching classes for PSC and other competitive examinations in the school with the help of teachers and locals.

3. Local children receiving military and police training

Provide sports training before and after school hours with the help of physical education teachers and other persons in similar fields.

4. Develop school lab as **IT hub**

Those who Interested in the fields of programming, robotics and other technology innovations Provide training facilities for school students and local people. Change the school to a media hub that will also help in correcting and sending documents related to office needs.

Community and school development should go hand in hand. It is easy to bring the school to the intended goal when complementing academic, physical and social changes.

ANIL KUMAR P (HEADMASTER)

PEN :282670

GHSS PERINTHALMANNA

MALAPPURAM DIST

MOB:949684361

E Mail:peyeke72@gmail.com

GOVT. H S S PARAVOOR ALAPPUZHA

CASE STUDY- 2024-2025

Paravoor Government Higher Secondary School is located in the Ambalapuzha Taluk of Alappuzha District. This is the only government school located within a radius of 6 km in the said locality. With around 1084 students enrolled from kindergarten to 10th standard, this educational institution instructs students in both English and Malayalam medium.

I have been taking several measures with the intent of bringing a holistic improvement in the quality of education being imparted in my school in particular and the public educational system in general.

It is said that the students from public schools are less proficient in terms of their language skills, especially in English which is a widely prevalent misunderstanding.

And I'm happy to say that the measures I took to improve the fluency and communication skills among the students of my school in English language has resulted wholesome rewards.

To identify the students who did not know how to read and write in English, we asked them to write down the English alphabet with no external help and then conducted a dictation test.

We spotted 26 students who could not even write the alphabet correctly.

This encouraged us to take up our course of action and take immediate steps.

As part of this, I prepared a separate teaching module and began training them 3 days a week in spelling, reading and writing. And at the end of every month, the Headmistress would assess the students' progress.

After four months of training, all the 26 students who couldn't even write any of the alphabet initially are now capable of reading English words clearly and with minimal mistakes. We are proud to say that all of our students who will be entering the next academic year are capable of reading and writing in English which is indeed a new feather on our cap. This has also built a great sense of confidence in us.

Let me also add here that we conduct three dictation tests per week for the students of classes III to X. This has enabled them to easily understand and put their knowledge to practical use.

We have implemented the same methodology for improving their proficiency in mother tongue too.

With the aim of enhancing their mathematical skills before starting high school, we have made it a point to make the students from classes V to VII learn the addition and multiplication tables up to 10 and 15 respectively by heart.

Learning English from a young age is crucial for school students as it lays a solid foundation for their future academic and professional endeavors. English proficiency not only enhances their ability to communicate effectively within their local communities but also opens doors to a vast array of global opportunities.

After a careful and continuous observation it is found that self-confidence was very low among the children of standards 5 to 10 who did not know how to use English language. And on another side there is only few opportunity for the students who pursue syllabus under SCERT to be well -versed in English. This project aims to find out those students who are poor in English language skills and to enable them to master the language (by making them able to read, write and speak without making mistakes) and to bring them to the forefront by presenting an English role-play in the school assembly.

OBJECTIVES

The students must be able to:

- develop an interest in the language
- understand English Alphabet, Form words using alphabet, Form sentences using words.
- practice the right pronunciation of words
- develop confidence to communicate in English by mastering LSRW skills

- perform a role play in school assembly by the students
- write English alphabet
- write dictation
- read textbooks
- check their comprehension ability by reading unfamiliar passages

After doing this it is found that about 25 students in class 5, 6 are very poor in English LSRW skills

STAGES OF THE PROJECT

- Stage 1- learning of alphabet
- Stage 2- Formation of words using alphabet
- Stage 3- Formation of sentences using words
- Stage 4- Role play presentation in school assembly

PROCEDURE

1. Using audio visual aids repeatedly plays an interesting alphabet song with correct pronunciation + visuals of alphabet. Asks students to sing aloud with the video in the second phase. In the third phase without the help of the video teacher asks them to reproduce the alphabet individually and to write them in their note book.
 2. Shows them the phonetic videos of most commonly used words in English and makes them familiar with the spellings and right pronunciation of these words. Asks students to say those words aloud with the video in the second phase. In the third phase without the help of the video teacher asks them to reproduce the words individually and to write the words in their note book.
- #. Organizes different language games which help for word formation (Act and guess the word) and sentence formation (Complete the story)

#. Plays preposition action song. To check their understanding of the concept, different activities like 'fill in the blanks' are to be given. Asks students to construct simple sentences of their own and teacher corrects the sentences.

#. Makes students into pairs and gives them a simple topic to talk with each other after giving some time for preparation.

Topics be like: Rain, School, Food, India

gives them unfamiliar English passages with simple question answers. Without giving any explanation about the passage asks them to read the passage silently and aloud then to find out the answers of the question. After a discussion at last teacher shows them the way to find the answers.

#. Provides individual attention and time for the children to talk with teacher about day today topics like family, dream, expectation about job etc.

METHOD

Divides the students into groups and makes them ready for situational conversation (Buss stop, Hospital). To make the activity more interesting the background should be set using suitable properties (Image of Buss)

1. Audio of interesting stories and poems are to be played and then the children must be encouraged to answer the questions followed.

Teacher prepares a simple script for a role play.

1. Gives them enough practice for enacting the role play. Motivates students to come to the front with self-confidence.

We consider this as a continuous learning process

SUBMITTED BY

MAYA N

HEADMISTRESS

GOVT. H S S PARAVOOR

19/12/2024











CASE STUDY

GHSS PATTUVAM, KANNUR, KERALA

Title: Case Study of “Surakshitham Digital Jeevitham”-School’s initiative to provide cyber safety awareness to Kudumbasree members.

Theme of the Case Study: Leading community partnership for school transformation.

“Surakshitham Digital Jeevitham” is a training programme given to Kudumbasree members of Pattuvam Grama Panchayath by the students of GHSS Pattuvam.

Highlights

- Two hours training programme on Cyber Safety
- Students are the trainers.
- Multimedia assisted training by student trainers.
- Conducted at 10 different parts of the panchayath and more than 500 ordinary kudumbasree members (ladies) attended and got benefit.
- Programme proposal, Course content & module are designed and developed by the students with the help of teachers.
- Need Analysis was done by the students themselves through a survey method.
- It emerged as a highly noted community development among the social and academic circle.

Objectives of this programme

1. Kudumbasree members are the basic group of the society. They are not very much exposed to technology or internet. As they are not all aware of the risks and traps of the internet banking, social

media, mobile use, etc. they are prone to fall into the traps of social media and online money transactions. Providing an awareness about this and giving them training on the correct and proper use of internet services and social media will help them to do their social and financial transactions in a safe and effective way.

2. The community is getting close to the society. The service provided by the school to the society will help them to improve in a better way.
3. Students will learn the functioning of Kudumbasree, its organizational structure, how it helps in the growth of economy, how the family is getting benefitted, etc
4. Students are exposed directly to the world of training. They experience how the process of training works. They go through the different cycles of training like need assessment, design and development, delivery, evaluation, etc.
5. Enable the students to connect the programmes like these with academic activities.
6. Presentation and organizational skills of the students improve.
7. Confidence level of the students improves in a greater way as they take training for adults.
8. It turns out to be a public relations work for the school. The society comes to know the capacity students in conducting such types of training especially, students of an ordinary village government school
9. Community around the school is strengthened.
10. It acts as a great boost to the team work of the school. Students, teaching community, other different school supporting agencies, etc. work towards a common goal.

The Process

- As the students of Little Kites are experts in technology related information technology, they are selected as trainers. 5 students from standard VIII and five students from standard X. Thus formed a team of 10 student trainers. Though all the teachers were interested to give proper backing and practices, two teachers were given the charges.
- A unanimous decision was taken in the staff meeting and school supporting agencies like PTA, SMC, MPTA and School Protection Committee.
- Headmaster communicated with the president of the panchayath and CDS chairperson to get the consent.
- Then the time for need assessment. A survey method was employed to assess the level of understanding of the Kudumbasree members regarding the cyber safety of their online transactions.
- Based on the data a module was prepared by consulting experts. The programme was named as “Surakshitham Digitaljeevitham”. It was a module of 2 hours. Multimedia facilities like laptop, projector, sound system, etc. were used for the transaction. The classes were conducted at 10 centers of the different parts of the panchayath and near about 500 Kudumbasree members attended it. The performance of the students was like that of professional trainers. They got great applause from the participants, panchayath administration and public.

About Kudumbasree

Kudumbashree (Malayalam for "prosperity of the family") is the Kerala government's massive, successful women-centric poverty eradication

and empowerment mission, operating as India's largest women's network with millions of members in a three-tiered structure (NHGs, ADSs, CDSs) to provide microfinance, livelihoods, and community development, making women key agents for family and local development. It functions as the community wing of local governments, implementing various welfare schemes and empowering women to become local leaders and entrepreneurs, creating impact beyond just poverty alleviation.

- Objective: Alleviating absolute poverty and empowering women through community-driven initiatives.
- How it Works:
Kudumbashree empowers women by organizing them into self-help groups (NHGs), fostering collective savings, and linking them to banks for credit, creating entrepreneurial opportunities and local leadership roles, significantly changing socio-political dynamics in Kerala.

Present situation of the school-SWOT

GHSS Pattuvam, which was established in the year 1981, is the only one higher secondary school in Pattuvam Panchayath. Pattuvam gramapanchayath is in Kannur district of Kerala. The school is situated in a picturesque hill top that provides positive and comfortable atmosphere for the students to learn. Almost all the students of this school belong to the economically and socially backward communities. The educational background of the parents is very low.

Strength

The calm and serene village atmosphere of the school provides a congenial atmosphere for the students. Ever supportive agencies like PTA, SMC, MPTA, along with school protection group help the school in its smooth functioning and in maintaining the relation with the community. The highly qualified, sincere, hardworking, teaching

community of the school is really a great strength of the school. Well disciplined, obedient student community also provides a healthy atmosphere for the school. The infrastructure facilities of the school along with others facilities are very good.

Threat

The diminishing number of children in this area affects the number of enrollments

Weakness

The travelling facility of the students create problem for the students to reach the school. The school is situated 2 kms away from the main road. Students have to walk this distance as they are not able afford charges imposed by the private vehicle owners.

Opportunity

As this is the only one high school in this panchayath, there is a great chance or scope for the school to become a center of excellence.

About the community

Pattuvam is one of the backward villages of Kannur district. GHSS Pattuvam is the only one high school of the panchayath. Majority people of the panchayath are from the backward community and socially and economically they are very weak. The parents of this school belong socially backward and minority communities. The educational background of the parents is also very poor.

Impact of the programme-academic and community impact

There occurred a great change in the attitude of the public towards this school. Admission to this school was very low in the previous years. The fact that students of a Malayalam medium school with a weak social economic background are taking 2 hours training to adults is beyond one's imagination. The panchayth authorities provided great support to this venture and appreciated the entire effort – the school's

team work- in a great way. As an immediate result, it is certain that the number admission will more in the next year. Many organisations offered their help in improving the infra structure and other facilities of the school.

Leadership role of HM

The role of the headmaster is very important in bringing community and school together. Only a person who has the knowledge and experience in these types project can only convince others about this programme. Here in this case, the panchayath authorities, Kudumbasree leaders, the school supporting agencies, teachers, etc. are to be convinced for the implementation of this project. My experience as a trainer in JCI and other such organisations and previous experience of conducting such programmes helped me to convince others for the success of the project. As a motivator I could encourage the students and teachers behind them to venture into it. Students went through various stages of practices and rehearsals. I corrected them, gave them proper directions at all the stages of the programme. As a leader I asked them to see the success of it in advance. Once it becomes a success, the credit goes to the entire team. I could transfer the energy and enthusiasm it provides. I taught them to cherish the success and learn from mistakes.

More details are in the following link.

<https://drive.google.com/drive/folders/1dNzKttZlrc4goL3h0gw3PKldO6rB4w0n?usp=sharing>

Jiji Kuriakose

**Headmaster, GHSS Pattuvam
Kannur. Kerala**

ghsspattuvam@gmail.com

jkcjiji@gmail.com

Mob: 9495803132

CASE STUDY
BY
Government High School Beenachi, Wayanad,
Kerala

**Theme : School Leadership: Multiple Roles
and Responsibilities**

School Leadership: Multiple Roles and Responsibilities

Presented by: *Saji T G, Headmaster, Government High School Beenachi, Wayanad, Kerala*

Myself, **Saji T G**, presently serving as the **Headmaster of Government High School, Beenachi**, in Wayanad district, Kerala. I have been a teacher in various government schools for the past **25 years**, and during this long journey, I have had the privilege of undertaking multiple roles and responsibilities in the field of education. I would like to share some of my experiences with you today.

My Journey as a Teacher

I began my teaching career in the year **2000** at GHS Vellarmala — a school you may remember, as it was tragically destroyed in the **Mundakkai–Chooralmala landslide of July 2024**. Until 2006, I worked in various schools across Wayanad district. Later, I was promoted as **HSST (Junior)** and posted to my own school, **GHSS Meenangadi**, where I served for **15 years**.

Being a local person, I actively participated in the **PTA Committee** and took major initiatives to raise the school to **international standards**. For the first time in Wayanad district, we started **entrance coaching** for students with PTA support, helping many to secure admissions in prestigious institutions like **AIIMS, IISER, IIT, and NIT**. With great pride, I can say that **none of my students have failed a public exam** in the past 20 years.

As a science teacher, I had the opportunity to make several contributions to the field. My students were selected **five times** to represent at the **National Children's Science Congress**, total **25 students** participated at the national level.

From 2014 to 2021, I also served as **Secretary of the Wayanad District Science Club Association**, promoting scientific curiosity and innovation among students.

Transition to School Leadership

On my promotion as **Headmaster**, my responsibilities grew broader and more challenging. Maintaining a **harmonious relationship** with colleagues, PTA, SMC, and local self government bodies was not easy, but with their support, we achieved remarkable results over the past four years.

Our school, **GHS Beenachi**, was established in **1952** as a primary school and upgraded to a high school in **2013**. In its early years, it struggled due to a lack of infrastructure and teachers. In **2018**, before the COVID pandemic, our enrollment stood at **600 students**. When I assumed charge in **2022**, the number had risen to **940**, and today, it has reached **1,112**.

While many government schools in Wayanad are facing a decline in enrollment, we are proud to be growing — purely due to our school’s **academic excellence and community trust**. In recognition of our achievements, the **Government of Kerala** selected **GHS Beenachi** as the **only Model School from Wayanad district in 2023**.

Major Initiatives and Activities

1. Comprehensive Quality Education

When the Kerala Government launched the **Comprehensive Quality Education** project in 2024–25 (pilot for Class 8), our school extended this support from **Classes 4 to 9** during the **mid-summer vacation of 2025**, under the name “**Samgra 2K25**.” This initiative was highly appreciated by the Education Department as a model of proactive leadership.

2. Humanitarian Initiatives

We conducted a “**Selfie Challenge**” to raise funds for the **Mundakkai landslide victims**. The beautiful garden, *Pooppadam*, filled with sunflowers and marigolds, was opened to the public for a nominal entry fee, and the collected amount was donated to the **Chief Minister’s Disaster Relief Fund**. This activity helped nurture a spirit of **empathy and social responsibility** among our students.

3. Kathiranipaadam-paddy cultivation

To reintroduce students to the importance of food and farming, we launched a **paddy cultivation project** in a nearby field. Students participated in every step — from planting to harvesting — and even prepared *payasam* and *thamuk* using the rice they harvested. This hands-on activity instilled a deep appreciation for agriculture.

This year, we also combined **art with agriculture** through an innovative “**Paddy Art**” program carrying the message “*Save Earth*.” The project received wide media attention and public appreciation.

4. School Vegetable Garden and Greenhouse

We cultivate **fresh vegetables** within the school campus, providing students first-hand experience in organic farming. The **sweet corn** grown in our greenhouse during the **Millet Year** celebration was shared among all students — a small but meaningful step toward sustainability.

5. Banana Biodiversity Park – “Poonkadali”

We developed a **banana diversity garden** featuring **50 different varieties** of banana plants. The names and details of each variety are displayed, helping students learn about **biodiversity and conservation** in a practical way.

6. Anti-Drug Campaigns

In today’s challenging social environment, we conducted various **anti-drug awareness programs**, including **human chains, cycle rallies, street plays, oath-taking ceremonies, and awareness classes**, which made a strong impact on our community.

7. Tribal Student Support

One of our most heart warming initiatives was a **special study tour for ST students**, especially from the **Kattunayka** community for the last 2 years. Many of these students had never travelled outside Wayanad. We organized a **free tour** that allowed them to experience a train journey, see the sea, visit a planetarium, and travel by boat. Their joy and excitement were beyond words — it was truly a transformative experience.

Infrastructure Development

In the past **five years**, our school has mobilized nearly **₹ 7 crore** from various government and non-government agencies for infrastructure development.

With support from **voluntary organizations**, we constructed **two houses** for students in need and have started work on a third.

We also had the honor of felicitating **Army personnel** who built the **Bailey Bridge** at Chooralmala during the disaster relief operations — a moment of great pride for our school.

Awards and Recognitions

Over the last few years, our school has received several prestigious recognitions:

- **Second Best PTA in Kerala** – with a cash award of ₹ 4 lakhs
 - **Mathrubhumi Seed Sreshtha Haritha Vidyalaya Puraskar (2025)**
 - **Best School in Kerala** – awarded by **APJ Abdul Kalam Study Centre**
 - Personally, I was honored with the **Gurujyothi Best Teacher Award** by **Sugathavanam Charitable Trust**, in memory of the great poet and social worker **Sugathakumari Teacher**.
-

Conclusion

In my 25 years as a teacher and school leader, I have tried to perform every role — teacher, mentor, innovator, administrator, and community builder — with sincerity and dedication.

I take this opportunity to express my heartfelt gratitude to **SIEMAT officials** for giving me this wonderful opportunity to share my experiences with the distinguished audience gathered here.

Thank you all.

Jai Hind!

നന്നത് പ്രവർത്തനങ്ങൾ

ഗവ. യു പി സ്കൂൾ കടക്കരപ്പള്ളി

തുറവൂർ ഉപജില്ല

പൈതൃകം

കടക്കരപ്പള്ളി ഗവ യു പി സ്കൂളിലെ തന്നെ പ്രവർത്തനം

പൈതൃകം 1 സംരക്ഷിക്കാം ജൈവസമ്പത്ത്

പൈതൃകം 2 ഓടുന്ന കുളങ്ങൾ

പൈതൃകം 3 അമൃതദാനം അമൃതസമ്പത്ത്

1. ജൈവസമ്പത്തു തേടി

- ഇട്ടി അച്ചുതൻ എന്ന മഹാവൈദ്യനേക്കുറിച്ച് പുതുതലമുറയ്ക്ക് അറിവ് പകർന്ന് കൊടുക്കുക
- കടക്കരപ്പള്ളിയിലെ ജൈവവൈവിധ്യങ്ങളെക്കുറിച്ചുള്ള പഠനം
 - അന്യം നിന്നുപോയ സസ്യസമ്പത്ത് കണ്ടെത്തി വനം വകുപ്പിന്റെ സഹായത്തോടെ പുന:സൃഷ്ടിക്കുക
 - ജൈവവൈവിധ്യരജിസ്റ്റർ നിർമ്മിക്കുക
- ആരോഗ്യസംരക്ഷണത്തിൽ പച്ചമരുന്നുകളുടെ സ്വാധീനം മനസ്സിലാക്കുക
- ജീവന്റെ നിലനിൽപ്പിന് പ്രകൃതിവിഭവങ്ങളുടെ ആവശ്യകത പുതുതലമുറ ഉൾക്കൊള്ളുക





ചക്കി കാവ് സന്ദർശനം



അഭിമുഖം





2. മായുന്ന കുളങ്ങൾ

- കുളങ്ങളും തോടുകളും പ്രകൃതിയുടെ വരദാനങ്ങളാണ്.
- ജീവന്റെ ഉത്ഭവം ജലത്തിൽ നിന്നും
- അനേകം സൂക്ഷ്മജീവികളുടെ സാന്നിധ്യം
- ജീവന്റെ നിലനില്പിന് ജലത്തിന്റെ ആവശ്യം
 - കുലജലസംരക്ഷണം
 - പ്രധാന ജലസംഭരണികളാണ്

2. മായുന്ന കുളങ്ങൾ

- സസ്യജാലങ്ങളുടെ നിലനിൽപ്പിനടിസ്ഥാനമാണ്
- ഇവയുടെ സംരക്ഷണം പ്രധാനമാണ്
- ഇന്നത്തെ സാഹചര്യങ്ങൾ
- കുളങ്ങളും തോടുകളും ജലസംഭരണികളും നില നിർത്തേണ്ടതിന്റെ ആവശ്യകത
- തുടർപ്രവർത്തനങ്ങൾ അനിവാര്യമാണ്
- ജൈവവൈവിധ്യം നിലനിർത്തേണ്ടതിന്റെ ആവശ്യം
- അവയുടെ സംരക്ഷണം
- നിലനിൽപ്പ്





മായുന്ന കുളങ്ങൾ-റിപ്പോർട്ട്



കുളങ്ങൾ തേടി







3. അമൃതഭോജനം ആരോഗ്യരക്ഷയ്ക്ക്

- ❑ പുതിയ തലമുറയുടെ ഭക്ഷ്യവിഭവങ്ങൾ.
- ❑ ഭക്ഷ്യവിഭവങ്ങളിൽ വന്ന മാറ്റം
 - ❑ ജംഗ്ഷൻ സംസ്കാരം
 - ❑ ഇൻസ്റ്റന്റ് വിഭവങ്ങൾ
- ❑ മായം ചേർത്ത ഭക്ഷണപദാർത്ഥങ്ങൾ
- ❑ ഫ്രൈയിംഗ് വിഭവങ്ങൾ
- ❑ ഭക്ഷണം സ്വാദിഷ്ടമാക്കുന്നതിന് ചേർക്കുന്ന വസ്തുക്കൾ
- ❑ അവ മൂലമുള്ള ആരോഗ്യപ്രശ്നങ്ങൾ
- ❑ ഭക്ഷണ കേടാക്കെതെ സൂക്ഷിക്കുന്നതിന് ചേർക്കുന്ന രാസവസ്തുക്കൾ

3. അമൃതഭോജനം ആരോഗ്യരക്ഷയ്ക്ക്

□ അവ ആരോഗ്യസംരക്ഷണത്തിൽ വരുത്തിയ സ്വാധീനം

□ ചെറിയ കുട്ടികളിൽ പോലും കാണുന്ന അമിതവണ്ണം

□ പുതിയ രോഗങ്ങൾ

□ ഭക്ഷണശീലങ്ങളിൽ മാറ്റം വരുത്തേണ്ടതിന്റെ ആവശ്യകത

□ ആവിയിൽ വേവിച്ച ഭക്ഷണപദാർത്ഥങ്ങൾ

□ പച്ചക്കറികൾ

□ പ്രകൃതിവിഭവങ്ങൾ

□ മായം ചേർക്കാത്ത ഭക്ഷണപദാർത്ഥങ്ങൾ

□ ഭാവിയിൽ കുറിച്ചുള്ള ആശങ്ക





റിപ്പോർട്ട്



മില്ലറ്റ് മേള



പത്രവട നിർമ്മാണം

ലക്ഷ്യങ്ങൾ

- അന്വേഷണാത്മക പഠനത്തിലൂടെ അറിവ് നേടുക
 - സ്വയംപഠനസാധ്യതകൾ കണ്ടെത്തുക
 - പഠനം രസകരവും അനുഭവവേദ്യവുമാക്കുക
 - കൂട്ടായ പഠനരീതി പ്രോത്സാഹിപ്പിക്കുക
- കണ്ടെത്തുന്ന വിവരങ്ങൾ വിശകലനം ചെയ്ത് നിഗമനങ്ങളിൽ എത്തിച്ചേരുന്നതിനുള്ള കഴിവ് നേടുക
 - അവ സമൂഹത്തിന് പ്രയോജനകരമാക്കുക (പഠന ലക്ഷ്യങ്ങൾ റിപ്പോർട്ടുകളിൽ രേഖപ്പെടുത്തിയിട്ടുണ്ട്)











പഠനരീതി

- ☐ അന്വേഷണാത്മക പഠനം
 - ☐ ചോദ്യാവലി
 - ☐ സർവ്വേ
 - ☐ അഭിമുഖം
 - ☐ ഫീൽഡ് ട്രിപ്പ്
- ☐ ദത്തവിശകലനം
 - ☐ കണ്ടെത്തൽ
 - ☐ ക്രോഡീകരണം
 - ☐ നിഗമനങ്ങൾ
- ☐ തുടർപ്രവർത്തനങ്ങൾ



വ്യക്തിഗത സർവ്വ ചോദ്യാവലി

- ❖ കാര്യമാത്രപ്രസക്തമായ ചോദ്യങ്ങൾ
- ❖ കൃത്യമായ ഉത്തരം ലഭിക്കുന്നവ
- ❖ പരമാവധി ഒബ്ജക്ടീവ് രീതിയിലുള്ളവ
- ❖ വിവരവിശകലനത്തിന് പര്യാപ്തമായവ
- ❖ ക്രോഡീകരണത്തിന് കഴിയുന്നവ

അപഗ്രഥനം

- ചോദ്യാവലി ടേബിൾ ചെയ്തു
- ഉത്തരങ്ങൾ അപഗ്രഥിച്ചു
- പ്രധാന പ്രതികരണങ്ങൾ കണ്ടെത്തി
- നിഗമനങ്ങളിൽ എത്തിച്ചേർന്നു
- അവയുടെ അടിസ്ഥാനത്തിൽ റിപ്പോർട്ട് തയ്യാറാക്കി

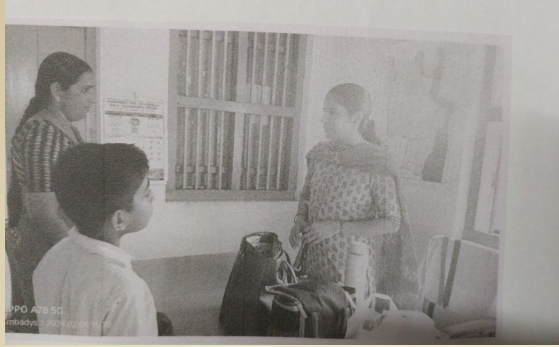
നിഗമനങ്ങൾ

➤ അന്ന്

➤ ഇന്ന്

1

- ജൈവസമ്പത്തിൽ കാര്യമായ ശോഷണം
- പുതിയ വിദേശസസ്യങ്ങൾ വന്നുചേർന്നു
- വനം വകുപ്പിന്റെയും കുടുംബശ്രീയുടെയും സഹായത്തോടെ കുട്ടികളുടെ ഇടപെടലുകൾ
- ഗൃഹസന്ദർശനം
- വിവരങ്ങൾ സാധാരണക്കാരിലേയ്ക്ക്



നിഗമനങ്ങൾ

2

- ജലശ്രോതസ്സുകൾ മലിനമാകുന്നു
- ആവാസവ്യവസ്ഥയ്ക്ക് ദോഷം
- മത്സ്യസമ്പത്തിൽ ഇടിവ്
- ജലസംരക്ഷണപ്രവർത്തനങ്ങൾ ജൽ ജീവൻ മിഷൻ

3

- നാടൻ ഭക്ഷണങ്ങൾ
- ജംഗ്‌ഫുഡ് സംസ്കാരം
- സമയലാഭം
- പോഷകമൂല്യം
- മായം ചേർക്കൽ
- പരമ്പരാഗത ഭക്ഷണരീതികൾ

തുടർപ്രവർത്തനങ്ങൾ

- റിപ്പോർട്ട് അവതരണം
- സെമിനാർ
- ഗൃഹസന്ദർശനം
- ബോധവൽക്കരണ ക്ലാസ്സുകൾ
- പോസ്റ്റർ പ്രചരണം
- സാംസ്കാരിക ജാഥ
- കലാപ്രകടനങ്ങൾ
- വനവൽക്കരണം
- ജലശ്രോതസ്സ് ശുദ്ധീകരിക്കൽ
- നാടൻ ഭക്ഷണ തയ്യാറാക്കൽ, പ്രദർശനം



**ACADEMIC LEADERSHIP FOR
LEARNINGCOMPETENCIES**

“ENGLISH THE VERBAL WIZARD”

TITLE

**INNOVATIVE TECHNIQUES USED IN
THE ENGLISH CLASS ROOM**

24-12-2025

SHAHANAS.S

GOVT GIRLS H.S.S ALAPPUZHA

ENGLISH THE VERBAL WIZARD

TITLE

INNOVATIVE TECHNIQUES USED IN THE ENGLISH CLASSROOM

INTRODUCTION

English is the most widely spoken language. Learning English opens doors to opportunities, both academically and professionally..With the intention of fostering English Language proficiency of students, invested much time for students and implemented innovative techniques in classrooms.One year implemended the strategy and at present witnessed the result.

PURPOSE

This study aims to deepen our understanding of the effectiveness of the methods In enhancing student learning outcomes, engagement and language proficiency. This seminar aims to provide teachers with practical insights and resources to adapt and implement innovative approaches tailored to the evolving needs and preferences of today's learners.

What do you mean by innovative techniques used in English classroom ?

Innovative techniques in the English classroom refer to creative and modern approaches to teaching English language skills, such as reading, writing, listening, and speaking. These techniques often incorporate technology, interactive activities, real-world applications, based on Blended learning, Flipped Classroom,Gamification, Multimedia, Augmented Reality,Artificial Intelligence etc.

BLENDED LEARNING

Traditional classroom method combined with online learning.

FLIPPED CLASSROOM

Reversed model of traditional classroom. Here teacher executes students to undertake home assignment on certain topic by referring books or watching videos, or through digital aids then class time utilizes for doing activities.

GAMIFICATION

Learning through various applications and games

AUGMENTED REALITY

It is an interactive experience that combines the computer generated content to real world

NEED AND SIGNIFICANCE OF STUDY

Checked current ability of students through oral and written test .It was discovered that many students were not meeting the required standard. Hence it was the need of the hour to improve their language ability.

OBJECTIVE

To enhance Listening, Speaking ,Reading, Writing skill of students by adopting innovative techniques of teaching.

HYPOTHESIS

By investing much time for students and implementing blended learning and other innovative techniques children can master the English language

METHODOLOGY

(a) SAMPLE

Seventeen students of 6A were taken as sample.

(b) TOOLSAND TECHNIQUES

Assessment through listening task

Assessment through conversational task

Assessment through reading task

Assessment through creative writing task

Pre- test and Post test evaluation tool.

PROCEDURE

Realized the current ability of students and designed package for students.

Started blended learning technique. Created Whatsapp group of English online club and offline English Club in the month of June for different classes.

ACTION PLAN

SL NO	MONTHS	ACTIVITIES
1	JUNE	S R G MEETING
2	JUNE	PRE TEST ANALYSIS
3	JUNE	ONLINE ACTIVITIES LETTER CARDS, READING CARDS, NEWS HEADLINES OFFLINE ACTIVITIES ENVIRONMENT DAY PROGRAMME(POSTER MAKING),,READING WEEK OBSERVATION(PLA CARD WITH QUOTES , READING COMPETITION) ONLINE COMPETITIONS ON MAKE WORDS, TITLE MAKING,DESCRIPTION WRITING
4	JULY	READING CARDS,NEWS HEADLINES, READ THE TEXT, LISTEN TO AUDIO CLIPS,PICTURE CARDS,WORD CARDS, GAMIFICATION (HELLO ENGLISH) COMPETITIONS ON SETENCE MAKING,MAKE WORDS,DESCRIPTION WRITING
5	AUGUST	STORY CARDS,NEWS HEADLINES,LISTEN TO AUDIO CLIPS,READ THE TEXT,GAMIFICATION (HELLO ENGLISH) EDITING ACTIVITIES, IMAGE OF WRITERS WITH QUOTATIONS INDEPENDENCE DAY PROGRAMME COMPETITIONS ON LISTENING TASK,MAKE WORD,DESCRIPTION WRITING
6	SEPTEMBER	STORY CARDS, NEWS HEADLINES,LISTEN TO AUDIO, READ THE TEXT,EDITING ACTIVITY, SILENT LETTERS,PRONUNCIATION LEARNING,PHRASES,TEACHERS' DAY,(GREETING CARD PREPARATION, SONGS) INTERIM TEST ANALYSIS
7	OCTOBER	STORY CARDS, NEWS HEADLINES,LISTEN TO AUDIO, EDITING ACTIVITY, PHRASES,IDIOMS, OFFLINE ACTIVITIES WORLD FOOD DAY, HINDU NEWSPAPER QUIZ, GANDHI JAYANTHI MAGAZINE MAKING ,ONLINE COMPETITIONS
8	NOVEMBER	STORY CARDS, NEWS HEADLINES,LISTEN TO AUDIO, EDITING ACTIVITY, PHRASES,, HINDU NEWSPAPER QUIZ ,IDIOMS,PROVERB CARDS , OFFLINE ACTIVITY COOKERY SHOW , YOUTH FESTIVAL (SPEECH, EXTEMPORE, STORY WRITING, SKIT, ETC) ONLINE COMPETITIONS
9	DECEMBER	STORY CARDS, NEWS HEADLINES,LISTEN TO AUDIO, EDITING ACTIVITY, PHRASES ,HINDU NEWSPAPER QUIZ, IDIOMS,PROVERB CARDS , CHRISTMAS DAY CELEBRATION (SKIT,SONG). ONLINE COMPETITIONS

10	JANUARY	STORY CARDS, NEWS HEADLINES,LISTEN TO AUDIO, EDITING ACTIVITY, PHRASES, HINDU NEWSPAPER QUIZ,IDIOMS,PROVERB CARDS ,EXHIBITION (ASSESSMENT BY S M C),ENGLISH FEST (SONGS, SKIT,CHARACTER COME ALIVE) ONLINE COMPETITIONS
11	FEBRUARY	STORY CARDS, NEWS HEADLINES,LISTEN TO AUDIO, EDITING ACTIVITY, PHRASES,HINDU NEWSPAPER QUIZ,IDIOMS,PROVERB CARDS ,ONLINE COMPETITIONS , ONLINE COMPETITIONS

IMPLEMENTATION OF ACTIVITIES

PRE -TEST

Initially pre-test conducted on Listening, Speaking, Reading, Writing with assessment tool in the month of June.

A large number of learners found struggling to use English for real-life purposes. Pre-test helped to perceive understand and assess the situation.

SL NO	NAMES OF STUDENT	LISTENING	SPEAKING	READING	WRITING	%
1	AYISHA NAZAR	14/25-C	13/25-C	14/25-C	13/25-C	0.54
2	AMEENA MUHAMMED ANAS	12/25-C	11/25-C	12/25-C	11/25-C	0.46
3	ANUPAMA SUNIL KUMAR	10/25-D	9/25-D	10/25-D	9/25-D	0.38
4	DEVIKA RAJESH	10/25-D	9/25-D	10/25-D	9/25-D	0.38
5	DIYA FATHIMA	12/25-C	11/25-C	12/25-C	11/25-C	0.46
6	FATHIMA M B	12/25-C	11/25-C	12/25-C	11/25-C	0.46
7	FIDH AFATHIMA	9/25-D	8/25-D	9/25-D	8/25-D	0.34
8	HAJIRA.G	18/25-B	17/25-B	18/25-B	17/25-B	0.70
9	NANMA JOSEPH	15/25-B	14/25-B	15/25-B	14/25-B	0.58
10	NAFEESATHUL MIZRIYA	9/25-D	8/25-D	9/25-D	8/25-D	0.34
11	NOORJAHAN	10/25-D	9/25-D	10/25-D	9/25-D	0.38
12	RIYA NOURIN	14/25-C	13/25-C	14/25-C	13/25-C	0.54
13	SANA FATHIMA	12/25-C	11/25-C	12/25-C	11/25-C	0.46
14	SEETHALEKSHMI	17/25-B	16/25-B	17/25-B	16/25-B	0.66
15	SUBHANI SHAYER	9/25-D	8/25-D	9/25-D	8/25-D	0.34
16	SUNAINA	10/25-D	9/25-D	11/25-C	9/25-D	0.39
17	SURYA.S.NAIR	10/25-D	9/25-D	10/25-D	9/25-D	0.38

PRE-TEST ANALYSIS

Based on the analysis of data ,following number of students scored grades for each skills

SKILLS	GRADE A	GRADE B	GRADE C	GRADE D
LISTENING	NIL	3	6	7
SPEAKING	NIL	3	6	8
READING	NIL	3	7	7
WRITING	NIL	3	6	8

Only five students got above 50% mark and nobody got grade A.

To enhance listening, reading and vocabulary each morning news headlines with vocabulary (difficult words from news headlines) along with audio clip shared in group. Students have been told to listen the audio then read simple sentences at first and post audio gradually improve reading full headlines.

To enhance reading reading cards,story cards,were shared in group and instructed to read and post audio

Everyday one page from the lesson learned has been allowed to read and post audio

Picture cards such as“different ways to say a word”,quotation with image of writers ,synonyms, Antonyms, pronunciation mastering cards,editing related activity cards, grammar activities, conversation cards etc

Gamification task such as English learning application (Hello English, Duolingo etc)Multimedia(Mguru,E3English)practiced.

Students were asked to keep a note book for online club and every month on 5th submission of book.

Reading cards models shared in group for the creation of it and to write stories , and instructed to create Hello English corner and Library at home.

Flipped classroom technique implemented while teaching grammar.

Augmented Reality activities carried out.

Every weekend evaluated the progress of language acquisition with various online competitions and watched the progress.

OFFLINE ENGLISH CLUB ACTIVITIES

ENVIRONMENT DAY

Offline club activities started in the month of June and Environment Day poster-making Competitions held and the winner were awarded.

READING WEEK

Students prepared placards with letters, famous quotations,.

Reading competition were held and selected winners and awarded prizes

INDEPENDENCE DAY

Speech, Extempore competition, Character come alive, (dressed in the costume of freedom fighters) and spoke about them.

Speech, Extempore winners received prizes.

TEACHERS' DAY

Students sang songs in gratitude of teachers and created greeting cards for teachers.

GANDHI JAYANTHI

Created magazines honouring Gandhiji

WORLD FOOD DAY

Poster making competition held on the theme of the year "water is an elixir"

Students were invited to participate in ST Joseph's College for Women for poster making competition.

COOKERY SHOW

Students participated in cookery show

YOUTH FESTIVAL

Students participated in skit, recitation, story writing etc

CHRISTMAS CELEBRATION

Students participated in skit, songs, tableau

ENGLISH FEST

Students took part in Anchoring, Skit, Songs, Chreography, Dance, Character come alive.

HINDU NEWSPAPER QUIZ

Middle of every month conducted newspaper ,magazine quiz,

Students created wall magazines with cut outs.

SHINING STARS

It was found one fourth of classroom were still passive, hence to bring them to actively participate in both online and offline activities “shining stars”programme was launched.

The one who follow online and offline activities in a better way and also with continuous evaluation (following discipline, hygiene, speaking English, dutiful, responsible to school and school property) were selected from each class and every month on 5th given away awards.

Hence assured students are applying the language they capture from online in the offline platform too

The innovative technique of blended learning was successful.

Augmented Reality activities have been done, Pocket dictionary was being used by all students in every class for reference.

Following pre-test interim test conducted and finally post test conducted

NAMES OF STUDENT	LISTENING	SPEAKING	READING	WRITING	PERCENTAGE
AYISHA NAZAR	15	12	13	12	52%
AMEENA MUHAMMED	13	10	12	10	45%
ANUPAMA SUNIL	12	11	11	10	44%
DEVIKA RAJESH	12	13	14	13	52%
DIYA FATHIMA	14	13	14	12	53%
FATHIMA.MB	14	10	12	11	47%
FIDHA FATHIMA	11	10	12	10	43%
HAJIRA.G	20	18	21	20	79%
NANMA JOSEPH	17	15	18	17	67%
NAFEESATHUL MIZRIYA	10	9	11	10	40%
NOORJAHAN	12	10	12	11	45%
RIYA NOURIN	15	14	16	14	59%
SANA FATHIMA	13	12	14	12	51%
SEETH ALEKSHMI	19	18	20	19	76%
SUBHANI SHAYER	10	11	9	9	39%
SUNAINA	12	11	12	9	44%
SURYA.S.NAIR	11	10	9	8	38%

TABLE:IN TERIM-TEST ANALYSIS

Conducted in the month of September. Based on the analysis of data following number of students scored grades for each skills

SKILLS	GRADE A	GRADE B	GRADE C	GRADE D
LISTENING	2	3	10	2
SPEAKING	NIL	4	7	6
READING	1	2	10	2
WRITING	2	1	7	7

Eight students got above 50%

In the month of January an English Exhibition was conducted in the presence of S M C and competitions were held such as story writing ,News reading, Magazine making , Tongue twisters, Riddles, puzzles etc carried out and P T A selected the winners and assessed the progress of students. Parents were elated in the outstanding Performance of students and they shared positive comments regarding the progress of their ward.

POST-TESTANALYSIS

Conducted in the month of February

NAMESOFSTUDENT	LISTENING	SPEAKING	READING	WRITING	PERCENTAGE
AYISHANAZAR	22-A	20-A	22-A	20-A	84%
AMEENAMUHAMMED	18-B	16-B	18-B	16-B	68%
ANUPAMASUNIL	16-B	14-C	16-B	13-C	59%
DEVIKARAJESH	18-B	17-B	18-B	17-B	70%
DIYAFATHIMA	19-A	18-B	19-A	18-B	74%
FATHIMA.MB	21-A	20-A	21-A	20-A	82%
FIDHAFATHIMA	17-B	15-B	17-B	15-B	64%
HAJIRA.G	24-A	24-A	24-A	24-A	96%
NANMA JOSEPH	23-A	22-A	23-A	22-A	90%
NAFEESATHULMIZRIYA	16-B	13-C	16-B	13-C	58%
NOORJAHAN	17-B	16-B	17-B	16-B	66%
RIYANOURIN	20-A	18-B	20-A	18-B	76%
SANAFATHIMA	19-A	18-B	19-A	18-B	74%
SEETHALEKSHMI	24-A	22-A	24-A	22-A	92%
SUBHANISHAYER	15-B	16-B	15-B	16-B	62%
SUNAINA	16-B	13-C	16-B	13-C	58%
SURYA.S.NAIR	15-B	13-C	15-B	13-C	56%

Based on the analysis of data following number of students scored grades for each skills

SKILLS	GRADEA	GRADEB	GRADEC	GRADED
LISTENING	8	9	NIL	NIL
SPEAKING	5	8	4	NIL
READING	8	9	NIL	NIL
WRITING	5	8	4	NIL

All the students of the class (17students)scored above50%

Above 90 – 100 three students

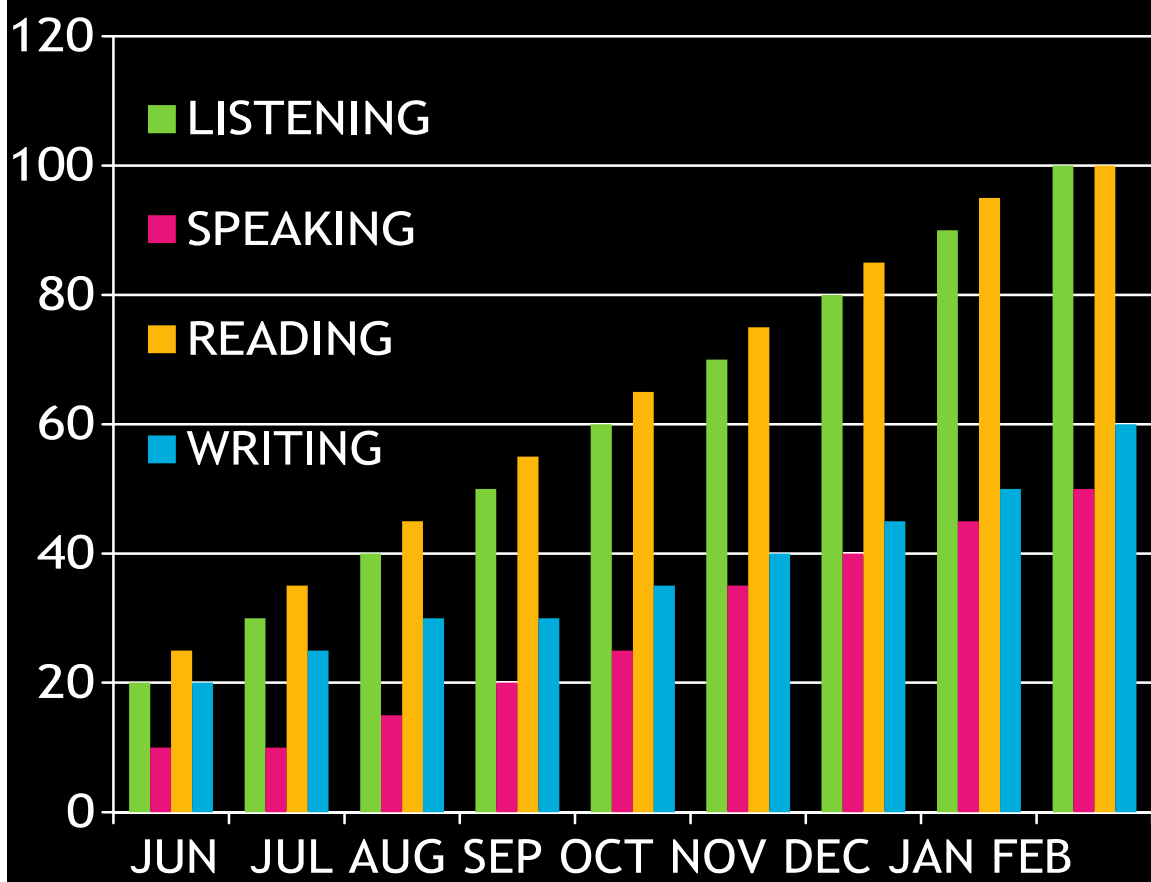
Above 80 -90 two students

Above 70-80 four students

Above 60—70 four students

Above 50–60 four students

No students were below 50%



FINDINGS

There had been great changes in the English language acquisition of students since the introduction of blended learning. There was a rapid change in the increase in the percentage value obtained by the students in pre-test and post-test. Innovative technique of blended learning became effective. Students Listening, Speaking, Reading, Writing improved to the required standard.

A number of students started producing their own writing in English in the form of short stories, poems, description.

IMPLICATIONS

Implementation of Innovative methods such as blended learning, flipped classroom, Gamification, Multimedia, Augmented Reality etc made learning English more engaging for students. The confidence level of students raised. Incorporating online and offline activities empowered students for the digital communication the demands of the modern world.

SUGGESTION

Due to the constrained time schedule of teachers in school hours they cant give enough input, Hence it is requested to invest more time for students and create English ambience and adopt innovative methods ,It has the potential to transform the learning experience. I believe if educate today's students as if they were living yesterday , we would steal their tomorrow. Hence change our attitude towards past and run with the time .

CONCLUSION

Language is a means of communication .Ultimate goal of teaching English is not just scoring mark.Students must be able to speak.Hence its our responsibilty to empower them to master the required learning outcomes and improve in communication.

REFERENCE

ArtificialIntelligence

ChatGPT

www.google.com

Teaching English Creatively"byTeresa Cremin"Innovative Approaches toTeachingEnglishLanguageArtsintheDigitalAge"editedbyRachel Karchmer-Klein and David M. Moss

"Creativity in English Language Teaching" by AlanMaley

"Bringing Literature to Life:Engaging Students in Classic and Contemporary Texts" by Robyn Cox

"Teaching Grammar Creatively "by Gerngross, Puchta, and Thornbury

"Multimodal Pedagogies in Diverse Classrooms:Representation,Rights and Resources" edited by Pippa Stein and Andrew Hollingworth

THANK YOU

Leading Community Partnerships for School Transformation

A Case Study of Government Model Girls Higher Secondary School, Thrissur

Introduction

Government Model Girls Higher Secondary School, Thrissur, stands as a shining example of how public education can be revitalized through visionary leadership, strong community engagement, and purposeful collaboration with diverse stakeholders. This case study documents the collective journey of transformation undertaken by the school with the active support of government departments, local self-governments, banks, corporate social responsibility (CSR) partners, voluntary organizations, and the wider community.

As the Headmistress of this institution, I firmly believe that a school becomes truly effective not merely through academic instruction, but through a holistic ecosystem that nurtures dignity, equity, creativity, and opportunity. Our school's transformation is a living testimony to how leadership can mobilize community resources in alignment with student-centred goals to strengthen public education and ensure inclusive growth.

Vision of School Transformation through Community Partnership

Education in the 21st century extends far beyond classrooms and textbooks. It demands safe, engaging, technology-enabled, inclusive, and inspiring learning spaces that address the academic, emotional, physical, cultural, and social needs of learners. With this vision, Government Model Girls Higher Secondary School embarked on a mission to transform every dimension of the student experience.

Community partnership, in our context, is not confined to financial assistance alone. It represents shared ownership of public education, mutual trust, transparency, accountability, and a deep

belief that every child—irrespective of socio-economic background—deserves quality education and equal opportunities to succeed. This philosophy became the foundation of all transformational initiatives undertaken by the school.

Classroom Modification: Redefining Learning Spaces

One of the primary focus areas of transformation was classroom modification. Traditional classrooms were reimagined into student-friendly, vibrant, and inclusive learning environments that promote participation, curiosity, creativity, and collaboration.

With the support of CSR initiatives and local self-government departments, classrooms were enhanced with improved seating arrangements, better ventilation, adequate lighting, and aesthetically appealing interiors. These modifications significantly improved student engagement, reduced fatigue, and created a welcoming atmosphere where learners felt respected, motivated, and confident.

Digital Empowerment through LCD Projectors

(CSR Support from Manappuram Finance)

Recognizing the pivotal role of technology in modern education, the school prioritized digital integration in teaching-learning processes. Through the generous CSR support of **Manappuram Finance**, LCD projectors were installed in classrooms.

The introduction of digital tools transformed pedagogy by:

- Enabling visual and audio-based instruction
- Supporting experiential and concept-based learning
- Enhancing comprehension among slow learners
- Making lessons more interactive and engaging

This initiative empowered teachers to adopt innovative instructional strategies aligned with contemporary educational standards, resulting in improved learning outcomes and increased student participation.

Enhancement of Noon Meal Hall with Steel Utensils

The noon meal programme plays a crucial role in ensuring nutrition, attendance, and equity among students. Understanding its significance, the school upgraded the noon meal hall by replacing old and unsafe utensils with high-quality steel utensils.

This initiative ensured:

- Improved hygiene and food safety
- A dignified dining experience for students
- Sustainable and durable infrastructure
- Promotion of healthy eating habits

In addition, a **refrigerator** was provided for the noon meal programme to safely store milk and eggs, further strengthening nutritional support for students.

Academic Support Infrastructure

High-Definition Printer

A high-definition printer was installed to strengthen academic delivery. This facility enabled teachers to:

- Prepare quality study materials
- Print worksheets, question banks, and remedial resources
- Support differentiated instruction
- Reduce dependency on external printing services

UPS Facilities

UPS systems were installed in computer labs and the school office to ensure uninterrupted digital access, supporting ICT-enabled learning, protecting digital equipment, and facilitating smooth administrative operations.

Safe Drinking Water Facility

(CSR Support from Kalyan Silks)

With CSR support from **Kalyan silks**, a **Cool Pure Triple Ionised Drinking Water Facility** was installed in the school. This system provides purified and ionised water, protects against water-borne diseases, improves student health and hydration, and ensures environment-friendly water usage. This initiative greatly reassured parents about student safety and well-being.

Student-Friendly Classrooms: Fans and Lighting

(CSR Support from Kalyan silks)

To enhance comfort and concentration, additional fans and improved lighting systems were installed in classrooms. This resulted in better air circulation, reduced fatigue, improved visibility, and a conducive learning environment even during summer months.

Support for Arts, Culture, and Physical Well-being

Renovation of School Stage (LSGD Support)

With support from the Local Self-Government Department, the school stage was renovated to serve as a platform for cultural programmes, competitions, and talent development in music, dance, drama, and public speaking.

Speaker and Amplifier System

The **Rotary Club of Thrissur** provided a speaker and amplifier system, enabling effective conduct of assemblies, cultural events, and training programmes.

Trolley Speaker for Zumba and Physical Activities (POWERGRID CORPORATION)

A trolley speaker was provided to support Zumba practice and physical fitness activities, promoting health and active lifestyles among students.

Infrastructure Development and Sanitation

- **Stone-paved school premises** using LSGD funds ensured safety during monsoons, improved cleanliness, enhanced accessibility, and created a visually appealing campus.
- **Best toilet facilities** were developed with support from **Thrissur Corporation**, ensuring hygiene, dignity, and safety for students.
- An **incinerator** was installed by Thrissur Corporation to promote safe and scientific waste management.
- A **triple-layer water tank** was provided by the Rotary Club to ensure adequate and safe water storage.

Student Welfare and Inclusivity

Free Educational Materials (PKS Support)

Free school bags, notebooks, and study kits were distributed, reducing financial burden on parents, promoting equity, and preventing dropouts.

****Support for Differently Abled and Girl Students**

(CSR Support from SBI)** Wheelchairs were provided to differently abled students, and bicycles were distributed to girl students to ensure safe and regular attendance. With the

assistance of the **Urban Resource Centre**, a therapy clinic was also arranged to support students with special needs.

Merit Scholarships and Recognition of Excellence

The school actively facilitated merit-based and need-based scholarships, including:

- **Vidya Jyothi Scholarship** (Canara Bank)
- **Eco Sense Scholarship** (LSGD support)
- **Hope Scholarship of retired engineering college staff** for economically backward meritorious students.
- **SBI SPONSORED MERIT DAY**

Merit Day, sponsored by **SBI**, is organized regularly to honour academic and co-curricular excellence, reinforcing a culture of aspiration, discipline, and perseverance.

Academic Enrichment and Community Engagement

- **Library books** were provided through MLA support, strengthening reading culture.
- Various **student competitions** were sponsored by **BSNL** and **Power Grid**.
- **Hosting cultural programmes and training sessions** enhanced student exposure and confidence.
- A **“Talk with a Scholar” series** was organized, featuring eminent personalities such as *Arjun Pandian IAS, through MEET YOUR COLLECTOR , Adal Arasan IFS, Ilango Rajaram IPS, and Hardhik Meena IPS ,Aiswarya Dongre IPS,* various social and educational experts to instill hope and excellence in the students and to bring out the best in them.via CATCH THEM YOUNG initiative.

Environmental Consciousness and Social Responsibility

- Active participation in **National Green Corps Eco Club** activities nurtured conservation and environmental responsibility.

- The campus was declared **Plastic-Free** with the support of *Mathrubhumi Newspaper*.
- **Anti-drug awareness activities** were conducted through the *Vimukthi Club*.
- The school won the **Best of India Records** during *Azadi Ka Amrit Mahotsav* for the **Gandhi Tree Plantation Programme**, reflecting its commitment to sustainability and national values.

A Model of Transformational Leadership

Respected Sir,

The transformational journey of Government Model Girls Higher Secondary School, Thrissur, stands as a powerful testament to the impact of visionary leadership and community partnership. Each initiative reflects a shared commitment to student welfare, quality education, inclusivity, and social responsibility.

Through collaborative efforts, challenges were transformed into opportunities, creating an ecosystem where students are empowered to dream, achieve, and contribute meaningfully to society. I humbly submit this case study to **SIEMAT** as a model of best practices in school leadership and community engagement, with the hope that it will inspire similar initiatives across the state.

Thank you for providing this opportunity to share our transformative journey.

With respectful regards,

Headmistress

Government Model Girls Higher Secondary School, Thrissur, Kerala

- Theme choosen for case study : The best practices in school leadership and community engagement**
- Name of the school head/case study writer: BINDU.K.P**
- Name of the school with full postal address .GOVT MODEL GIRLS HIGHER SECONDARY SCHOOL THRISSUR ,PALACE ROAD THRISSUR-20**
- E-mail address & Whatsapp Number :thrissur.gmghs46@gmail.com, MOB.NO.9400654417**

CASE STUDY

**TOPIC: Leading Community Partnership
for School Transformation**

**Prepared by: Lincy.L.Skariya
Principal, Govt.VHSS
Chathannoor**

**Mail id: lincyboby2@gmail.com
Phone No: 9447346785**

Executive summary

Topic- Leading community partnership for school transformation .

School- community partnership, refers to the development of a mutual relationship between a school and its surrounding community. These partnerships are important for creating a supportive and nurturing environment for school and thus the students to learn and grow. They also allow schools to access resources and expertise from the surrounding community to improve the quality of education, fund raising, and student well-being. It is important for school communities to be serious about building relationships with their local community, including local industries, community organizations, clubs, pension associations and other community members.

Community partnership is crucial for making our school ,more comfortable for academic activities. It empowers students by providing supportive ecosystem like resources, innovative teaching facilities, good atmosphere etc. which helps to prepare students for achieving responsible citizenship and finally the school transformation in all means.

Studies and researches are needed to identify the importance of community partnership in school transformation. Community partnership in schools or educational institutions link students with community and they can realize the new real -world needs.

Introduction

Nowadays, beyond the traditional models in education system, many changes have to be made in our school not only to achieve the academic peak but to make good morale, patriotism, self confidence in student community and thus we can mould our students in such a way that they can easily overcome the crisis that they are going to face in future. It's too difficult to achieve these goals only from the Government support and the school governing system . So we have to introduce new methods to integrate community organizations like residence association, clubs, NGOs families ,business organizations local organizations, old student's association etc.

These organizations can pool the resources, experts, Idea etc for making the school a community supporting centre with tremendous opportunities to students. With the help of variety of community integrated programs, events, open discussions, we can make our student's school life fruitful and to enhance patriotism, problem solving capacity, good morale, socio-emotional skill ,life skill etc

Problem

Lack of sufficient community partnership in schools

Consequences

Pure resources and support

Lack of partnership results in pure external resources like tutoring, mental health, nutritious meals etc
Limited access to real world, expertise, digital content, mentoring etc

Limited real world contacts

Students fail to connect classroom learning to real world situations

Low motivation

Worse academic outcomes produced .Support and engagement directly influence the academic performance

Low attendance: if community issues are not properly addressed students attendance often become less

Slow development

Slow growth in infrastructure level of schools and thus the diminished students profile

Community gap

Results in failure of students in realizing and solving community problems and the real world need

Benefits

Academic improvement by infrastructure development

With the help of other Non-Governmental organizations, share of expertise mentoring financial support for higher studies etc are easily achievable. Infra structure development in schools can be achieved easily by the support of NGOs. They can boost school infra structure by funding /building class rooms, labs libraries, water management system, toilets, furnitures,meal programmes, play grounds etc ,ranging from small repair works to fully funished learning centre.

Social emotional skill

Students acquire social emotional skill life skill by interacting with society with different types of community institutions etc .They develop skills such as communication, leadership quality,problem solving capacity etc. Community interaction fosters mutual respect. life skills and capacity to accept diverse groupsin community.Also they get the opportunity to identify and solve the problems, the societies is facing, to an extent, in the New Era.

Motivation

Community participation and partnership fostering social responsibility, personal growth. real world impact among students. Students got motivated by the community activities and they get opportunity to solve different issues faced by the people and at the same time they can realize different opportunities in various industries.

Methodology -online survey

Data from 50 schools under Chathannoor BRC are collected. After studying the data, it is seen that out of 50 schools, only one school under this BRC reported the partnership of community in school transformation.

Model: At Govt. V&HSS Chathannoor,” smrithymandapam” is under construction

Purpose:To commemorate freedom fighters, soldiers,seving as a focal point of tribue.In the sense smrithimandapam transforms a school into a place of collective memory, fostering patriotism, cultural education, respect for freedom fighters.

Donated by: Kerala State Ex-services League, Chathannoor unit



Conclusions and Recommendations

By analyzing the data and information, I realize, there is a huge gap between schools and community. So this results in a condition where no organizations in the community can positively involving in school upliftment activities .

Key issues:

Poor communication, Lack of trust, inability to co ordinate different idea, time, fund etc

How better relationship is possible and results in transformation of schools.

In decision making

Positive environmental different organizations in public in decision making process of our institutions may lead to implementation of different new and innovative idea in school activities and governance.

Financial support

Utilizing that financial support from other community organization we can achieve goals we are trying to.

Eg; CSR projects, partnership with school for their projects implementation.

Mutual benefit

Alignment of different activities of schools with community groups and vice versa can strengthen the school students and thus they get opportunity to interact with society,

In conclusion, developing community in schools partnerships offer significant benefits to a school community. By building relationships with community partners such as local industries, community organizations, welfare associations pensioner's organization, alumni associations etc, They can provide more opportunities for students to learn, access valuable resources, increase guardian involvement, build valuable relationships, better academic outcome etc . These benefits help to ensure that students receive a fruitful education preparing them for success in the future and support teachers and entire education system..

Case Study Submitted by :

BIJU K. THOMAS Headmaster

V.O.U.P.S Punalur, Plachery P.O., Punalur – 691331, Kollam, Kerala.

Ph : **9447359197**

Email : **voupspunalur@gmail.com**

Theme :

ACADEMIC LEADERSHIP/PEDAGOGICAL LEADERSHIP

FOR ENHANCING STUDENT LEARNING COMPETENCIES

PREFACE

Today, the majority of children studying in the public education system were born after 2010. The special characteristics of these children, born GEN ALPHA period , and their emerging learning issues are being studied at VOUP school Punalur."In earlier times, after school, children used to return home and spend their evenings playing various games with friends of the same age. These activities helped to improve the children's physical and mental strength, social awareness, team spirit, cooperation, leadership skills, and mutual respect. Since such an environment is not available for children of the GEN ALPHA generation, more time needs to be given for such activities during school hours.

PROBLEM

- The students who were studying in the fifth standard in the academic year 2023-24 entered the sixth standard in 2024-25, and after the first term examination, their interest in studies decreased.
- This is the main reason for conducting this study.

HYPOTHESIS

The SRG analyzed the problem and, through this analysis, recognized the need to modify the school environment according to the characteristics of children of the Gen Alpha generation.

Two important characteristics of this generation of children were selected for the study, and various activities were designed based on them:

- Increased learning speed - reduced attention span
- Emotional challenges arising from reduced social interactions

MILESTONE ACHIEVED

- A total of 32 students from one division of the sixth standard were included in the study.
- The study was conducted for one year, from October 2024 to November 2025.

CHARACTERISTICS OF GEN ALPHA CHILDREN

1. They have a strong interest in technology
2. They learn quickly, but can concentrate only for a short period of time.
3. They are interested in creating new ideas.
4. They value freedom of opinion and are confident.
5. They face emotional challenges due to limited social interactions.

AREA : 1

Increase in learning speed and decrease in attention span.

Activities Conducted

1. The lesson presentation was made brief and attractive.
2. An activity-based learning method was followed in the classroom.
3. A daily self-assessment process was introduced.
4. A monthly learning festival was conducted, giving children freedom to express their ideas.

AREA : 2

Emotional challenges arising from reduced social interactions.

Children of this generation do not have a group of same-age friends to play with or interact with after returning home from school. As a result, they develop stress and sadness, and they are unable to control their emotions. These emotional difficulties can lead to various mental issues. Such mental problems may cause lack of attention, reduced memory power, poor problem-solving ability, and a loss of interest in academic activities, ultimately leading to learning difficulties.

ACTIVITIES CONDUCTED

- Every day, at least 30 minutes of physical fitness activities were included.
- A monthly live learning festival was organized.
- Follow-up activities were diversified according to the different levels of multiple intelligences.
- A programme named "Sora Parayam" was arranged, where parents were required to spend half an hour daily listening to their child and talking with them.

FINDINGS

- When children engage in physical fitness activities, happiness hormones such as endorphin, dopamine, serotonin, and adrenaline become active in the body. This increases enthusiasm, self-confidence, and happiness in children. It also enhances peace of mind and self-control, which in turn improves their interest and focus in learning.
- The monthly live learning festival guides children towards knowledge construction and provides opportunities for them to showcase their abilities.
- The awareness that parents are available to listen to them increases children's self-confidence.
- A single uniform pattern of follow-up activities may not be suitable for all children.

ACHIEVEMENTS

- Interest in learning increased
- Children show continuous active participation both at school and at home
- Self-confidence among children improved
- Social awareness and cooperative attitude developed
- Screen time reduced
- Children developed self-control

CONCLUSION

Although a 45-minute classroom period has now been reduced to 35 minutes, it is important to prioritize how this time is used. The lesson presentation and explanation should be completed within 15 minutes, and the remaining time should be used to provide children with opportunities for diverse, activity-based learning that incorporates the principles of multiple intelligence theory.



Biju K. Thomas (Headmaster)

Govt LPS THOTTAKKADU, KARAVARAM PO ,TRIVANDRUM

ഗവൺമെന്റ് എൽപിഎസ് തോട്ടക്കാട്, കിളിമാനൂർ ബി ആർ സി
കരവാരം പി ഓ
തിരുവനന്തപുരം ജില്ല
ഫോൺ 7025817153
Mail id : glpstkd@gmail.com

പുസ്തക കുട്ടക്കയിൽ നിന്ന് പുസ്തക ഉടമയിലേക്ക് ഞങ്ങളുടെ ഗ്രാമം വായന ഗ്രാമം

ലക്ഷ്യം

- വിദ്യാലയത്തിലെ എല്ലാ കുട്ടികളെയും വായനയുടെ അത്ഭുതം ലോകത്തേക്ക് നയിക്കുക
- അധ്യാപകരിൽ രക്ഷിതാക്കളെ നാട്ടുകാരിൽ നല്ല വായനാശീലം വളർത്തുക
- രക്ഷകർത്വ വായനയിലൂടെ കുട്ടികൾക്ക് വായനയ്ക്കുള്ള പിന്തുണ ഉറപ്പാക്കുക
- കുട്ടികളിലെ സർഗാത്മക രചനക്ക് ഉള്ള സാധ്യതകൾ കണ്ടെത്തി പരിപോഷിപ്പിക്കുക
- സ്വതന്ത്ര രചന കളിലേക്ക് കുട്ടികളെ നയിക്കുക
- പ്രാദേശിക വായനശാലകളുമായി കുട്ടികളെ അടുപ്പിക്കുക
- ക്ലാസ് ലൈബ്രറി സ്കൂൾ ലൈബ്രറി എന്നിവ നന്നായി ഉപയോഗപ്പെടുത്തുക
- സ്വന്തമായി സ്വരൂപിക്കുന്ന സമ്പാദ്യം കൊണ്ട് വീടുകളിൽ ലൈബ്രറികൾ ഒരുക്കുക
- ഹോം ലൈബ്രറികളിലൂടെ സ്വതന്ത്ര വായനയ്ക്ക് കൂടുതൽ സാധ്യതകൾ സൃഷ്ടിക്കുക
- നാട്ടുകൂട്ടങ്ങൾ ചേർന്ന് പുസ്തക ചർച്ചകൾ സംഘടിപ്പിക്കുക

- കുട്ടികളുടെ ഹോം ലൈബ്രറികൾ നാട്ടു വായനശാലകൾ ആക്കി നാട്ടുകാർക്ക് കൂടി പ്രയോജനപ്പെടുത്തുക
- ഈ വായന പരിപോഷിപ്പിച്ച് പ്രായോഗികമാക്കുക
- സമ്പൂർണ്ണ ഹോം ലൈബ്രറി പ്രഖ്യാപനം
- ഒരു നാടിനെ ആകെ വായനയിലേക്ക് നയിക്കുക
- വായന ഗ്രാമം പ്രഖ്യാപനം നടത്തുക

ടാർഗറ്റ് ഗ്രൂപ്പ്

- ഓരോ വർഷവും വിദ്യാലയത്തിൽ എത്തുന്ന പ്രീപ്രൈമറി മുതൽ നാലുവരെ ക്ലാസിലെ കുട്ടികൾ
- അവരുടെ രക്ഷിതാക്കൾ
- ഓരോ വാർഡിലും ഉള്ള നാട്ടുകൂട്ടങ്ങൾ
- വായന കൂട്ടങ്ങൾ

പ്രവർത്തനങ്ങളും പ്രക്രിയയും

☐ കഥയരങ്ങ്

കുട്ടികൾക്ക് കഥകളോട് ഇഷ്ടം കൂടിക്കുക എന്നതാണ് ആദ്യമായി ചെയ്യുന്നത്. കുട്ടികൾക്ക് അധ്യാപിക രസകരമായി കഥകൾ പറഞ്ഞു കൊടുക്കുന്നു. കഥയുടെ ഭാവം ഒട്ടും ചോരാതെ ആവശ്യമായ ശബ്ദ വ്യതിയാനങ്ങളോടെ ആകർഷകമായ രീതിയിലാണ് അവതരണം. അങ്ങനെ കുട്ടികൾ കഥകൾ കേൾക്കാൻ ഇഷ്ടമുള്ളവർ ആയി മാറുന്നു. എല്ലാദിവസവും ഇടവേളകളിൽ കഥകൾ പറഞ്ഞു കൊടുക്കുവാൻ നിശ്ചിത സമയം കണ്ടെത്തിയിരുന്നു. സ്കൂളിൽനിന്ന് കേൾക്കുന്ന കഥ വീട്ടിൽ പോയി വീട്ടുകാരുമായി പങ്കുവെക്കുന്നു. കഥ കേൾക്കുന്ന വീട്ടുകാർ പ കരമായി കുട്ടിക്കും ഒരു കഥ പറഞ്ഞു കൊടുക്കണം. അങ്ങനെ കിട്ടുന്ന കഥയുമായാണ് കുട്ടി പിറ്റേദിവസം സ്കൂളിൽ എത്തുന്നത്. ആ കഥ കഥാ വേളയിൽ അവതരിപ്പിക്കും. ഓരോ ദിവസവും നിശ്ചിത കുട്ടികൾക്ക് അവതരണത്തിന് സമയം നൽകും. ആവേശകരമായ ഒരു പരിപാടിയായി കഥയരങ്ങ് മാറി. ഒരു ദിവസം സ്കൂളിൽ നിന്ന് കഥ കിട്ടിയില്ലെങ്കിലും ചോദിച്ച് അത് കേൾക്കുന്ന അവസ്ഥയിലേക്ക് കുട്ടികൾ മാറി.

☐ അമ്മക്കഥയരങ്ങ്

ഇടർന്ന് വിദ്യാലയത്തിൽ അമ്മമാരുടെ കഥയരങ്ങ് സംഘടിപ്പിച്ചു. കഥാ വേളയിൽ കുട്ടികൾ ചേർന്നിരുന്ന് അമ്മമാർ പറഞ്ഞുകൊടുക്കുന്ന കഥകൾ ആസ്വദിച്ചു. ആഴ്ചയിൽ ഒരു ദിവസമാണ് അമ്മ കഥയരങ്ങ്ങ് സംഘടിപ്പിക്കുക. ദിവസവും കുട്ടികൾക്ക് കഥ പറഞ്ഞു കൊടുക്കുന്ന അമ്മമാർക്ക് അവർക്കറിയാവുന്ന കഥകൾ പറഞ്ഞു കഴിഞ്ഞപ്പോൾ കൂടുതൽ കഥകൾ കണ്ടെത്തി വായിക്കേണ്ടതും മക്കൾക്ക് പറഞ്ഞു കൊടുക്കേണ്ടതും ആവശ്യമായി തീർന്നു. അങ്ങനെയാണ് രക്ഷിതാക്കൾ കൂടി സ്കൂൾ ലൈബ്രറിയെ

ഉപയോഗപ്പെടുത്തി തുടങ്ങിയത്. രക്ഷിതാക്കൾ സ്കൂൾ ലൈബ്രറിയിൽ എത്തി അവിടെ നിന്നും അനുയോജ്യമായ പുസ്തകങ്ങൾ കണ്ടെത്തി മക്കൾക്കായി കഥകൾ പറഞ്ഞു കൊടുക്കുവാൻ വീട്ടിലേക്ക് കൊണ്ടുപോകുന്നത് പതിവായി. കുട്ടികളും രക്ഷിതാക്കളും നിരന്തര വായനക്കാരായപ്പോൾ സ്കൂൾ ലൈബ്രറിയിലെ അനുയോജ്യമായ പുസ്തകങ്ങളുടെ എണ്ണ കുറവ് വെല്ലുവിളിയായി. അങ്ങനെയാണ് പ്രാദേശിക ലൈബ്രറികളുടെ സഹായം തേടിയത്.

□ പ്രാദേശിക ലൈബ്രറികളിലേക്ക്

വിദ്യാലയത്തിലെ പുസ്തകങ്ങൾ ഏകദേശം വായിച്ചു കഴിഞ്ഞ കുട്ടികളും രക്ഷിതാക്കളും അധ്യാപകരുടെ സഹായത്തോടെ കൂടുതൽ പുസ്തകങ്ങൾക്കായി പ്രാദേശിക ലൈബ്രറികളെ സമീപിച്ചു. അവർ പ്രാദേശിക ലൈബ്രറികളുടെ പ്രവർത്തനങ്ങൾ കണ്ടും കേട്ടും ചോദിച്ചും മനസ്സിലാക്കി. പ്രാദേശിക ലൈബ്രറികളിലെ ജീവനക്കാരും അപ്പോഴാണ് ലൈബ്രറികളിൽ പ്രൈമറി കുട്ടികൾക്ക് അനുയോജ്യമായ പുസ്തകങ്ങളുടെ പരിമിതി മനസ്സിലാക്കിയത്. വിദ്യാലയത്തിന്റെ വായനാ പ്രവർത്തനങ്ങൾക്ക് ശക്തി പകരുവാൻ നാട്ടുകാരിൽ നിന്ന് കുട്ടികൾക്ക് അനുയോജ്യമായ പുസ്തകങ്ങളുടെ സമാഹരണം നടത്തിക്കൊണ്ട് ഈ പദ്ധതിയോട് ചേർന്നുനിന്നു. അപ്പോഴാണ് സ്വതന്ത്രമായി വായിക്കുവാൻ കുട്ടികൾക്ക് അനുയോജ്യമായ പുസ്തകങ്ങൾ വീടുകളിൽ കൂടി ഒരുക്കിയാലോ എന്നൊരു ചിന്ത ഉണ്ടാകുന്നത്. അങ്ങനെയാണ് കുട്ടികൾക്ക് കുടുംബകൾ നൽകുന്നതും അതിന് 'പുസ്തകകുടുംബം' എന്ന പേര് നൽകുന്നതും.

□ പുസ്തക കുടുംബം

ജൂൺ 19 ലെ വായനാദിനത്തിലാണ് പുസ്തകകുടുംബ പദ്ധതി ആരംഭിച്ചത്. സ്കൂൾ ലൈബ്രറിയിലെയും ക്ലാസ് ലൈബ്രറിയിലെയും പ്രാദേശിക ലൈബ്രറിയിലെയും പുസ്തകങ്ങൾ പരിചയപ്പെട്ടു കഴിഞ്ഞ കുട്ടികൾക്ക് സ്വതന്ത്ര വായനയ്ക്ക് കൂടുതൽ അവസരങ്ങൾ ഒരുക്കുക എന്നതാണ് പദ്ധതിയുടെ അടിസ്ഥാന ലക്ഷ്യം. അധ്യാപകർ സമ്മാനമായാണ് കുട്ടികൾക്ക് കുടുംബകൾ നൽകിയത്. ആ കുടുംബകൾ കുട്ടികൾ വീടുകളിൽ ആണ് സൂക്ഷിക്കുന്നത്. അവർക്ക് ലഭിക്കുന്ന നാണയത്തുകയോ നോട്ടുകളോ കുടുംബകളിൽ നിക്ഷേപിക്കണം. നിശ്ചിത മാസങ്ങൾക്ക് ശേഷം വിദ്യാലയത്തിൽ നിന്ന് അറിയിപ്പ് ലഭിക്കുമ്പോൾ കുട്ടികളും രക്ഷിതാക്കളും നിറഞ്ഞ കുടുംബയുമായി വിദ്യാലയത്തിൽ എത്തി അധ്യാപകരുടെ സാന്നിധ്യത്തിൽ കുടുംബകൾ പൊട്ടിച്ച് നാണയത്തുകൾ എണ്ണിത്തീട്ടുപെടുത്തണം. തുടർന്ന് വിദ്യാലയത്തിൽ പുസ്തക വണ്ടി വരുകയും ഈ നാണയങ്ങൾ പുസ്തക വണ്ടിക്ക് കൈമാറിക്കൊണ്ട് അനുയോജ്യമായ പുസ്തകങ്ങൾ കുട്ടികളും രക്ഷിതാക്കളും അധ്യാപകരും ചേർന്ന് വാങ്ങുകയും ചെയ്യുന്നു. കുട്ടികൾക്കൊപ്പം തന്നെ നാട്ടിലെ സർക്കാർ ഓഫീസുകൾ കടകൾ വീടുകൾ എന്നിവിടങ്ങളിലും പുസ്തകകുടുംബകൾ നൽകിയിരുന്നു. നിർദ്ദേശമനുസരിച്ച് അവരും പുസ്തക കുടുംബകൾ നിറച്ചിരുന്നു. പുസ്തക വണ്ടി വരുന്ന ദിവസം നാടാകെ വിദ്യാലയത്തിലെത്തി പുസ്തകങ്ങൾ സ്വന്തമാക്കുന്ന കാഴ്ച കൗതുകകരവും രസകരവും ആയിരുന്നു.

□ പുസ്തക കുടുംബം പൊട്ടിക്കൽ

ഡിസംബർ മാസത്തോടുകൂടി നിറഞ്ഞ കുടുംബകളുമായി കുട്ടികളും രക്ഷിതാക്കളും വിദ്യാലയത്തിൽ എത്തുകയും അധ്യാപകരുടെയും പൊതുസമൂഹത്തിന്റെയും ജനപ്രതിനിധികളുടെയും നേതൃത്വത്തിൽ പുസ്തക കുടുംബകൾ പൊട്ടിച്ച് നാണയങ്ങൾ എണ്ണിത്തീട്ടുപെടുത്തുകയും ചെയ്തു. രക്ഷിതാവും കുട്ടിയും ചേർന്ന് പുസ്തകങ്ങൾ സ്വന്തമാക്കുവാൻ വേണ്ടി ആവേശത്തോടെ തനിക്ക് മിഠായിയും മറ്റുമൊക്കെ വാങ്ങാൻ കിട്ടിയ നാണയങ്ങൾ എണ്ണുന്നത് കണ്ടത് ആഹ്ലാദകരമായ കാഴ്ച തന്നെയായിരുന്നു. ഒപ്പം തന്നെ സമ്പാദ്യ ശീലം വളർത്തിയെടുക്കുവാനും കഴിഞ്ഞു. താൻ ശേഖരിച്ച് നാണയത്തുകകളിൽ നിന്നും കുട്ടികൾ ഒരു രൂപ രണ്ട്

രൂപ 5 രൂപ 10 രൂപ തുടങ്ങിയനാണയങ്ങൾ തരംതിരിക്കുകയും എണ്ണിത്തിട്ടപ്പെടുത്തുകയും ചെയ്യുന്നതിലൂടെ നിരവധി ഗണിത സാധ്യതകൾ ഒരുക്കുകയും ചെയ്തു.

☐ പുസ്തക വണ്ടി

നാണയങ്ങൾ എണ്ണിത്തിട്ടപ്പെടുത്തി കഴിഞ്ഞാൽ അടുത്ത ഘട്ടം കുട്ടികൾക്ക് അനുയോജ്യമായ പുസ്തകങ്ങൾ വാങ്ങുകയാണ്. അതിനായി അധ്യാപകരും രക്ഷിതാക്കൾ ചേർന്നിരുന്നു. കുട്ടികൾക്ക് ആവശ്യമായ പുസ്തകങ്ങൾ മുൻകൂട്ടി ലിസ്റ്റ് ചെയ്യുന്നു. പുസ്തക വണ്ടിയെ വിദ്യാലയത്തിൽ എത്തിക്കുകയും അതിൽ നിന്ന് പുസ്തകങ്ങൾ വാങ്ങുകയും ചെയ്യുന്നു.

☐ ഹോം ലൈബ്രറി ഒരുക്കൽ

കുട്ടികൾ വാങ്ങിയ പുസ്തകങ്ങൾ വച്ച് വീടുകളിൽ ലൈബ്രറി ഒരുക്കുകയാണ് അടുത്തഘട്ടം. ഒരു ദിവസവും വൈകുന്നേരങ്ങളിൽ അധ്യാപകരും നാട്ടുകാരും ജനപ്രതിനിധികളും വിശിഷ്ട വ്യക്തിയും ചേർന്ന് ഓരോ കുട്ടിയുടെയും ഹോം ലൈബ്രറി ഉദ്ഘാടനം ചെയ്യുന്നു.

☐ ആദ്യ ഹോം ലൈബ്രറി ഉദ്ഘാടനം

ആദ്യ ഹോം ലൈബ്രറി ഉദ്ഘാടനം ചെയ്തത് മലയാളത്തിന്റെ പ്രിയ എഴുത്തുകാരൻ ഗിരീഷ് പൂലിയൂർ ആണ്. ഓരോ കുട്ടികളുടെയും വീടുകളുടെ ലൈബ്രറി ഉദ്ഘാടനം ചെയ്തു. ഒരു നാടിന്റെ ഉത്സവമാക്കി ഈ പരിപാടിയെ മാറ്റുവാൻ കഴിഞ്ഞു.

☐ കുട്ടി ലൈബ്രറികളിലെ സ്റ്റോക്ക് ഇഷ്യൂ രജിസ്റ്ററുകൾ

ഓരോ കുട്ടിയുടെയും വീടുകളിൽ പുസ്തകങ്ങളുടെ സ്റ്റോക്ക് ഇഷ്യൂ രജിസ്റ്ററുകൾ സൂക്ഷിക്കുന്നു

☐ ഹോം ലൈബ്രറികൾ ആകെ നാട്ടു വായനശാലകൾ

വിദ്യാലയത്തിലെ ഒന്നു മുതൽ നാലു വരെ ക്ലാസുകളിലെ എല്ലാ കുട്ടികളുടെയും വീടുകളിൽ ലൈബ്രറികൾ ഒരുങ്ങി. അവരുടെ ലൈബ്രറിയിലെ പുസ്തകങ്ങൾ കുട്ടികൾ സ്വതന്ത്ര വായനയ്ക്കായി ധാരാളം ഉപയോഗപ്പെടുത്തി. ഒപ്പം തന്നെ കൂട്ടുകാർ അവരുടെ ഹോം ലൈബ്രറിയിൽ ഇല്ലാത്ത പുസ്തകങ്ങൾ കൂട്ടുകാരുടെ ഹോം ലൈബ്രറിയിൽ പോയി എടുത്തു വാങ്ങി വായിക്കുകയും തിരിച്ചു കൊടുക്കുകയും ചെയ്യുന്നത് ശീലമായി. ഓരോ കുട്ടിയുടെയും ഹോം ലൈബ്രറികളിൽ സ്റ്റോക്ക് രജിസ്റ്ററും ഇഷ്യൂ രജിസ്റ്റർറും സൂക്ഷിച്ചിട്ടുണ്ട്. ക്രമേണ

സമീപപ്രദേശങ്ങളിലെ നാട്ടുകാരും അയൽപക്ക വിദ്യാലയങ്ങളിലെ കൂട്ടുകാരും ഒക്കെ തങ്ങളുടെ കുട്ടികളുടെ വിദ്യാലയത്തിലെ ഹോം ലൈബ്രറിയിൽ നിന്നും പുസ്തകങ്ങൾ എടുത്തു വായന തുടങ്ങി. അപ്പോഴാണ് ഈ കുട്ടികളുടെ ലൈബ്രറികൾ നാട്ടുവായനശാലകൾ കൂടി ആക്കുന്നതിനെ കുറിച്ച് ആലോചിച്ചത്. കുട്ടികൾക്കും രക്ഷിതാക്കൾക്കും ഇതിൽ താല്പര്യമായിരുന്നു. തന്റെ പുസ്തകങ്ങൾ മറ്റുള്ളവർക്ക് കൂടി വായിക്കാൻ നൽകുന്നതിലൂടെ പങ്കുവെക്കലിന്റെയും ചില മാനുഷികമൂല്യങ്ങൾ കൂടി അവരിൽ ഉണ്ടാക്കാൻ കഴിഞ്ഞു. അതിൽ എന്ന നാലാം ക്ലാസുകാരന്റെ ഹോം ലൈബ്രറി ആണ് ആദ്യമായി നാട്ടുവായനശാലയായി പ്രഖ്യാപിച്ചത്. ആറ്റിങ്ങലിന്റെ ബഹുമാനപ്പെട്ട എംപി അടൂർ പ്രകാശ് സാരാണ് ഉദ്ഘാടനം ചെയ്തത്. തുടർന്ന് മറ്റു കുട്ടികളുടെ ഹോം ലൈബ്രറികളും നാട്ടുവായനശാലകൾ ആയി. ഇന്ന് ഈ വിദ്യാലയത്തിലെ മുഴുവൻ കുട്ടികളുടെയും ഹോം ലൈബ്രറികൾ നാട്ടു വായനശാലകൾ ആണ്.

□ നല്ല വായന രക്ഷിതാക്കളുടെയും നാട്ടുകാരുടെയും സ്വഭാവരൂപീകരണത്തിലേക്ക് വരെ എത്തിച്ചേർന്നു

നാട്ടിൽ പടർന്ന വായന സംസ്കാരം അവിടെയുള്ള ആളുകളുടെ സ്വഭാവരൂപീകരണത്തിലേക്ക് പോലും എത്തിച്ചേർന്നു എന്നത് പദ്ധതിയുടെ വിജയമായി കാണുന്നു. മദ്യപാനികളായ പിതാക്കന്മാർ മദ്യപാനം നിർത്തിയതും ആ തുക കൂടി പുസ്തക കൂടുകയിൽ നിക്ഷേപിച്ച് പുസ്തകങ്ങൾ വാങ്ങുവാൻ വ്യഗ്രത കാണിച്ചതും സന്തോഷകരമാണ്. അങ്ങനെ അങ്ങനെ ഒരുപാട് ഒത്തിരി അനുഭവങ്ങൾ.

കണ്ടെത്തലുകളും തിരിച്ചറിവുകളും

1. വിദ്യാലയത്തിൽലൈബ്രറി പുസ്തകങ്ങളുടെ കുറവ്.
2. ലിപി പരിഷ്കരണം ഇടയ്ക്കിടെ ഉണ്ടാകുന്ന ലിപി പരിഷ്കരണങ്ങൾ പ്രതികൂലമായി ബാധിച്ചു. പഴയ ലിപിയിലുള്ള പുസ്തകങ്ങൾ പലതും വായിച്ചെടുക്കുന്നത് അവർക്ക് ബുദ്ധിമുട്ട് അനുഭവപ്പെട്ടു.
3. രക്ഷിതാക്കൾക്ക് വായിക്കുവാൻ താല്പര്യമുണ്ട് പക്ഷേ അവസരങ്ങൾ ഇല്ലായിരുന്നു.
4. കുടുംബത്തെയും നേരിട്ടറിയൽ .

ഹോം ലൈബ്രറികൾ കാണുവാൻ കുട്ടികളുടെ വീടുകളിൽ പോയതിലൂടെ അവരുടെ വീട് അറിയുവാനും സാഹചര്യങ്ങൾ മനസ്സിലാക്കുവാനും പരിഹാരമാർഗ്ഗങ്ങൾ ഒരു പരിധിവരെ കണ്ടെത്തുവാനും സാധിച്ചു.

തിരിച്ചറിവുകൾ

അവസരങ്ങൾ നൽകിയാൽ കുട്ടികളും സമൂഹവും ഉപയോഗപ്രദമായ ഏത് പ്രവർത്തനവും ഏറ്റെടുക്കും എന്ന് മനസ്സിലായി. രക്ഷിതാക്കൾ പുസ്തകങ്ങൾ വാങ്ങുവാൻ പണം സുരഭി ആവശ്യത്തോടെ വിദ്യാലയത്തിൽ എത്തിയതും കുട്ടികളുമായി ചേർന്ന് പുസ്തകങ്ങൾ വാങ്ങിയതും ഒക്കെ അവർ ഇത് ഏറ്റെടുത്തു എന്നതിന് ഏറ്റവും വലിയ തെളിവാണ്. അമ്മ വായന പരിപോഷിപ്പിച്ചതിലൂടെ കുഞ്ഞുങ്ങളുടെ വായനയും വളരെ രീതിയിൽ വളർന്നു. കഥയറിഞ്ഞിലൂടെ കുട്ടികൾക്ക് കഥകൾ കേൾക്കുവാനുള്ള ഇഷ്ടം വർദ്ധിപ്പിക്കുകയും തുടർന്ന്

സ്വന്തമായി പുസ്തകങ്ങൾ എടുത്ത് കഥകൾ വായിച്ച് ആസ്വദിക്കുവാനുള്ള അവസരങ്ങൾ ധാരാളം
ഒരുക്കണമെന്നുള്ള തിരിച്ചറിവും ലഭിച്ചു.

തടർ പ്രവർത്തന സാധ്യത

- സൂൾ ലൈബ്രറി വിപുലീകരണം

സൂൾ ലൈബ്രറികളുടെ വിപുലീകരണം രക്ഷിതാക്കളുടെയും നാട്ടുകാരുടെയും സഹകരണത്തോടെ തുടരുന്നു. പ്രാദേശിക ലൈബ്രറികളുടെ ഉപയോഗം വർദ്ധിപ്പിക്കുകയും അവിടെ കുട്ടികൾക്ക് അനുയോജ്യമായ പുസ്തകം ഉൾപ്പെടുത്തുന്നതിനുള്ള ഇടപെടലുകൾ നടത്തുകയും ചെയ്യും. കുട്ടികളുടെ വീടു വായനാടുകൾ സജീവമാക്കുന്നതിലൂടെ നാട്ടുവായന കൂട്ടം പരിപാടികൾ കൂടുതൽ ഫലപ്രാപ്തിയിൽ എത്തിക്കുന്നു. വിവിധ കോർണറുകളിൽ വാർഡ് സ്ഥാനത്തിൽ ആ പ്രദേശത്തെ നാട്ടുകാരെ ഒരുമിപ്പിച്ചുകൊണ്ട് വായിച്ച പുസ്തകങ്ങളുടെ അവതരണവും ചർച്ചയും സംഘടിപ്പിക്കുന്നു. ആസ്വാദനക്കുറിപ്പുകളുടെ പതിപ്പുകൾ തയ്യാറാക്കുന്നു. ഈ വായനയും പ്രോത്സാഹിപ്പിക്കുന്നു.

കുട്ടികളുടെ സ്വതന്ത്ര രചന ആവിഷ്കാരം

നല്ല വായനയിലൂടെ സ്വതന്ത്ര രചനയിലേക്ക് കടന്ന സൂളിലെ മുഴുവൻ കുട്ടികളുടെയും ആസ്വാദകരമായ ഡയറിക്കുറിപ്പുകൾ ചേർത്ത് 'ഡയറിയിലെ വരികൾ വരകളും' എന്ന പുസ്തകം പ്രസിദ്ധീകരിച്ചു. കുട്ടികൾ യുനീക്ക പോലുള്ള മാഗസിനുകളിൽ എഴുതിത്തുടങ്ങി.

സമ്പൂർണ്ണ ഹോം ലൈബ്രറി പ്രഖ്യാപനം

സമ്പൂർണ്ണ ഹോം ലൈബ്രറി പ്രഖ്യാപനം മലയാളത്തിന്റെ പ്രിയ കവി ഏഴാച്ചേരി രാമചന്ദ്രൻ സാർ ആണ് നിർവഹിച്ചത്.

വായന ഗ്രാമം

വിദ്യാലയം ഏറ്റെടുത്ത് നൂതന പദ്ധതിയിലൂടെ ഒരു ഗ്രാമത്തിനെ ആകെ വായനയിലേക്ക് കൈപിടിച്ചുയർത്തുവാനും മികച്ച ഒരു വായന സംസ്കാരം സൃഷ്ടിക്കുവാനും കഴിഞ്ഞു. കുട്ടികളിൽ രക്ഷിതാക്കളിൽ നാട്ടുകാരിൽ സമൂഹത്തിൽ ആകെ നല്ല ഒരു മാറ്റം അതിലൂടെ സൃഷ്ടിച്ചു.

പ്രാദേശിക ലൈബ്രറികൾ



പുസ്തക കൂട്ടൽ



പുസ്തക കുടുംബ പൊട്ടിക്കൽ





പുസ്തക വണ്ടിയിൽ നിന്നും പുസ്തകങ്ങൾ വാങ്ങൽ



ഹോം ലൈബ്രറികൾ ഒരുക്കൽ



ഹോം ലൈബ്രറികൾ

നാട്ടുവായനശാലകൾ ആയപ്പോൾ

നാട്ടിൽ വായന പടർത്താൻ തോട്ടയ്ക്കാട് ഗവ. എൽ.പി.എസ്.

കുടുംബം - ലോക മാതൃഭാഷാ ദിനത്തിൽ നാട്ടിൽ വായന പടർത്താൻ തോട്ടയ്ക്കാട് ഗവ. എൽ.പി.എസ്. എസ്.ലിലെ കുടുംബശ്രീയും സമീപത്തുള്ള സർക്കാർ ഓഫീസുകളിലെ ഉദ്യോഗസ്ഥരിലും നാട്ടുകാരിലും വായിക്കാനായി കൂട്ടിക്കൂടെ സാഹിത്യ കൂട്ടിക്കൂടെ നൽകി.

സ്കൂൾ ലൈബ്രറി, ക്ലാസ് ലൈബ്രറി, ഹോം ലൈബ്രറികളിലൂടെ നാട്ടുവായനശാലകൾ എന്നിങ്ങനെ വ്യത്യസ്തതരത്തിൽ തോട്ടയ്ക്കാട് ഗവ. എൽ.പി.എസ്., വായനാ പ്രവർത്തനങ്ങൾ നടത്തുന്നുണ്ട്. പുസ്തകങ്ങളെക്കൂടെ എന്ന പദ്ധതിയിലൂടെ വിദ്യാലയത്തിൽ തുടങ്ങി ഒരു ഗ്രാമത്തിനെയൊക്കെ വായനഗ്രാമം ആക്കി മാറ്റുകയാണ് ഇത്തരം പ്രവർത്തനങ്ങളിലൂടെ ലക്ഷ്യമിടുന്നതെന്ന് വായനാ പ്രവർത്തനങ്ങൾക്കു നേതൃത്വം നൽകുന്ന അധ്യാപിക ഷമീന പറഞ്ഞു.

15 ദിവസത്തേക്ക് ഒരാൾക്ക് നൽകുന്ന പുസ്തകം തിരികെ നൽകുമ്പോൾ ഒരു വായനക്കുറിപ്പ് കൂടി ഉണ്ടാകണമെന്ന് കൂട്ടിക്കൂടെ ആശയമുള്ള വായന ഇതിലൂടെ ഉണ്ടാകും.



മാതൃഭാഷാ ദിനത്തിൽ തോട്ടയ്ക്കാട് ഗവ. എൽ.പി.എസ്.ലിലെ കുട്ടികൾ കൈവരും പഞ്ചായത്തംഗം ബിജുവിന് പുസ്തകം നൽകുന്നു.

വിദ്യാലയത്തിലെത്തന്നെ മൂന്നാം ക്ലാസ് വിദ്യാർത്ഥിയായ അനൂഗ്രഹയുടെ ഹോം ലൈബ്രറിയിലെ പുസ്തകങ്ങളാണ് മാതൃഭാഷാദിനത്തിൽ വായനയ്ക്ക് നാടിനായി നൽകിയത്.

നൂറു അംഗം. ട്രസ്റ്റ് ചെയർപേഴ്സൺ ജസ്റ്റിൻ ലക്ഷ്മിക്കുട്ടി അ
മുസ്താവുർ ജി. ഫൈസാബ്, കുറി ചിത്താനം ജയകുമാർ, ഡോ.ഗാ
യനാർ വിജയകുമാർ, ശ്രീകാന്ത പ. കുഷ്ണൻ, ഇളമ്പ ഉണ്ണികൃഷ്ണൻ തുടങ്ങിയവർ സംബന്ധിച്ചു.



ഹോം ലൈബ്രറി അടൂർ പ്രകാശ് എം.പി ഉദ്ഘാടനം ചെയ്യുന്നു

അമിലിന്റെ ഹോം ലൈബ്രറി ഇനി നാട്ടുവായനക്ക്

● മാതൃകയായി മൂന്നാംക്ലാസുകാരൻ

കിളിനാട്ടൂർ: മൂന്നാംക്ലാസ് വിദ്യാർത്ഥി വായിച്ചു തീർത്ത അഞ്ഞൂറിലധികം പുസ്തകങ്ങളും വായനക്കുറിപ്പുകളും അടങ്ങിയ ഹോം ലൈബ്രറി നാട്ടുവായനക്കായി തുറന്നുകൊടുത്തു. തോട്ടയ്ക്കാട് ഗവ. എൽ.പി.എസ്.ലിലെ അമിലിന്റെ വായന ലൈബ്രറിയുടെ ഉദ്ഘാടനം അടൂർ പ്രകാശ് എം.പി നിർവഹിച്ചു.

‘പുസ്തകങ്ങളുടെ’ എന്ന ആശയത്തിലൂടെ വിദ്യാർത്ഥികൾക്ക് അധ്യാപകർ കുടുംബങ്ങൾ സമ്മാനമായി നൽകുകയും നാണയത്തുടുകൾ കൂട്ടിവെച്ച് പുസ്തകങ്ങൾ വാങ്ങി വീടുകളിൽ ലൈബ്രറികൾ സജ്ജമാക്കാനുള്ള പ്രവർത്തനങ്ങൾ ആരംഭിക്കുകയും ചെയ്തിരുന്നു.

ഫെബ്രുവരിയിൽ വിദ്യാലയത്തിലെ മുഴുവൻ വിദ്യാർത്ഥികളുടെ വീടുകളിലും ഹോംലൈബ്രറികൾ ഒരുങ്ങുകയും സമ്പൂർണ്ണ ഹോംലൈബ്രറി പ്രഖ്യാപനം കവി ഏഴാച്ചേരി രാമചന്ദ്രൻ നിർവഹിക്കുകയും ചെയ്തു.

‘കൂട്ടി വായന, അമ്മ വായന, നാട്ടു വായന’ തുടങ്ങിയ പദ്ധതികളിലൂടെ തോട്ടയ്ക്കാട് ഗ്രാമത്തിനെ ആകെ വായനക്കാർ ആക്കുക എന്നതാണ് പദ്ധതിയുടെ ലക്ഷ്യം. വിദ്യാലയത്തിലെ മുഴുവൻ കുട്ടികാര്യം തങ്ങളുടെ ഹോം ലൈബ്രറികൾ നാടിനായി തുറന്നുകൊടുക്കുന്നതിന്റെ ആദ്യ ഉദ്ഘാടനമാണ് മൂന്നാംക്ലാസ് കാരനായ അമിലിന്റെ വീട്ടിലെത്തി എം.പി നിർവഹിച്ചത്.

മത്സ്യത്തൊഴിലാളിയായ രഞ്ജിത്തിന്റെയും കശുവണ്ടി തൊഴിലാളിയായ സിനയുടെയും മകനാണ് അമിൽ.

പ്രഥമാധ്യാപിക ജയശ്രീ, വായന പ്രവർത്തനങ്ങൾക്ക് നേതൃത്വം നൽകുന്ന ഷമീന, അരുൺ ദാസ്, പി.ടി.എ പ്രസിഡൻ്റ് റിജു, പി.ടി.എ വൈസ് പ്രസിഡൻ്റ് ഗോപിനാഥൻ ആശാരി, പൂർവവിദ്യാർത്ഥിസംഘടന പ്രസിഡൻ്റ് ദിലീപ് തോട്ടയ്ക്കാട്, നിസാം ജയേഷ് തുടങ്ങിയവർ പങ്കെടുത്തു.

വായനയിൽ താരങ്ങളായി ജിതിനും അഭിമന്യുവും

കല്പമ്പലം • തോട്ടയ്ക്കാട് ഗവ. എൽപിഎസിലെ മൂന്നാം ക്ലാസ്സ് വിദ്യാർത്ഥികളായ എസ്.ജിതിനും എസ്.അഭിമന്യുവും കോവിഡ് കാലത്ത് വായിച്ചു കഴിഞ്ഞത് മുന്നിരയിലധികം പുസ്തകങ്ങൾ വായിക്കുക മാത്രമല്ല, വായിച്ച കഥ,കവിത എന്നിവയുടെ കുറിപ്പുകൾ തയ്യാറാക്കി അതിമനോഹരമായ ചിത്രങ്ങൾ കൂടി വരച്ചു ചേർക്കുക ഇവർ ശീലമാക്കി. ഏതു സമയത്തും കഥാ സന്ദർഭങ്ങൾ ഇവർക്ക് ഓർത്ത് പറയാനും കഴിയും. ഇതോടെ ഇവർ സ്കൂളിലെ താരങ്ങളായി.



ജിതിനും അഭിമന്യുവും.

സ്കൂളിലെ വായന പ്രവർത്തനങ്ങളുടെ ഭാഗമായി വീടുകളിൽ സജ്ജമായ ഫോം ലൈബ്രറികളിലെ പുസ്തകങ്ങളാണ് കുട്ടികൾ വായനയ്ക്കായി ഉപയോഗിക്കുന്നത്. ആഴത്തിലുള്ള വായന ലക്ഷ്യമിട്ടാണ് അധ്യാപകർ വായനയ്ക്ക് ഒപ്പം കുറിപ്പ് തയ്യാറാക്കാൻ ആവശ്യപ്പെട്ടത്. ഇതിലൂടെ മച്ചുവൻ

വിദ്യാർത്ഥികളെയും നല്ല വായനക്കാർ ആക്കി മാറ്റാൻ കഴിഞ്ഞതായി അധ്യാപകർ പറയുന്നു.

ബാലസാഹിത്യ ഇൻസ്പിറേഷൻ, പരിഷത്ത് എന്നിവയുടെ കൂത്തു പുസ്തകങ്ങളാണ് കുട്ടികൾ വായനയ്ക്കായി അധികവും തിരഞ്ഞെടുത്തത്.

കുട്ടികളുടെ വായന കുറിപ്പുകൾ പുസ്തക രൂപത്തിൽ അക്കോണുള്ള തയ്യാറാക്കിയാണ് അധ്യാപകർ.

SHOT ON REDMI Y3
AI DUAL CAMERA

സംസ്ഥാന പുരസ്കാരം



കല്പമ്പലം: തോട്ടയ്ക്കാട് ഗവ. എൽ. പി. എസിന് സംസ്ഥാന പുരസ്കാരം. സംസ്ഥാന ഗവേഷണ പരിശീലന സമിതി (എസ്.സി.ഇ.ആർ.ടി) പ്രഖ്യാപിച്ച മികവ് സീസൺ ഫൈൻ പുരസ്കാരമാണ് തോട്ടയ്ക്കാട് ഗവ. എൽ. പി. എസ് കരസ്ഥമാക്കിയത്. പുരസ്കാരവും പ്രശസ്തി പത്രവും എസ്.സി.ഇ.ആർ.ടി ഡയറക്ടർ ഡോ. ആർ.കെ.ജയപ്രകാശിന് നിന്ന് വിദ്യാലയപ്രതിനിധികൾ ഏറ്റുവാങ്ങി. മികച്ച ഗവേഷണാത്മക പ്രവർത്തനത്തിന് നേതൃത്വം നൽകിയ അധ്യാപികയ്ക്കുള്ള സർട്ടിഫിക്കറ്റ് അധ്യാപിക ഷൈമീന ഏറ്റുവാങ്ങി.

ആദ്യം നവംബർ 2021-ൽ മികച്ച അഭിനയിച്ചതിനുള്ള പുരസ്കാരം നൽകിയിട്ടുണ്ട്. അതിനുശേഷം ഏപ്രിൽ 2022-ൽ മികച്ച അഭിനയിച്ചതിനുള്ള പുരസ്കാരം നൽകിയിട്ടുണ്ട്.

പുസ്തകകുടുംകയിലെ തുകൾ ദുരിതാശ്വാസ നിധിയിലേക്ക്

കല്പമ്പലം • തോട്ടയ്ക്കാട് ഗവ. എൽപിഎസിലെ കുട്ടികൾ പുസ്തകങ്ങൾ വായനയ്ക്കായി കൂടുതൽ താല്പര്യം കാണിക്കുന്നു. ഇതിന്റെ ഭാഗമായി തോട്ടയ്ക്കാട് ഗവ. എൽപിഎസിലെ കുട്ടികൾ പുസ്തകങ്ങൾ വായനയ്ക്കായി കൂടുതൽ താല്പര്യം കാണിക്കുന്നു. ഇതിന്റെ ഭാഗമായി തോട്ടയ്ക്കാട് ഗവ. എൽപിഎസിലെ കുട്ടികൾ പുസ്തകങ്ങൾ വായനയ്ക്കായി കൂടുതൽ താല്പര്യം കാണിക്കുന്നു.

തോട്ടയ്ക്കാട് ഗവ. എൽപിഎസിലെ കുട്ടികൾ പുസ്തകങ്ങൾ വായനയ്ക്കായി കൂടുതൽ താല്പര്യം കാണിക്കുന്നു. ഇതിന്റെ ഭാഗമായി തോട്ടയ്ക്കാട് ഗവ. എൽപിഎസിലെ കുട്ടികൾ പുസ്തകങ്ങൾ വായനയ്ക്കായി കൂടുതൽ താല്പര്യം കാണിക്കുന്നു.

ജോഹി സഫലം; ഹാപ്പിയാണി കുട്ടി ലൈബ്രറിയൻ

വികേ അമ്പലമുക്ക്

തോട്ടയ്ക്കാട് ഗവ. എൽപിഎസിലെ കുട്ടികൾ പുസ്തകങ്ങൾ വായനയ്ക്കായി കൂടുതൽ താല്പര്യം കാണിക്കുന്നു. ഇതിന്റെ ഭാഗമായി തോട്ടയ്ക്കാട് ഗവ. എൽപിഎസിലെ കുട്ടികൾ പുസ്തകങ്ങൾ വായനയ്ക്കായി കൂടുതൽ താല്പര്യം കാണിക്കുന്നു.

തോട്ടയ്ക്കാട് ഗവ. എൽ പി എസിന് സംസ്ഥാന പുരസ്കാരം

കുലമ്പലം | തോട്ടയ്ക്കാട് ഗവ. എൽ പി എസിന് സംസ്ഥാന പുരസ്കാരം. സംസ്ഥാന ഗവേഷണ പരിശീലന സമിതി (എസ് സി ഇ ആർ കി) പ്രഖ്യാപിച്ച മികവ് സീസൺ ഫൈവ് പുരസ്കാരമാണ് തോട്ടയ്ക്കാട് ഗവ. എൽ പി എസ് കരസ്ഥമാക്കിയത്. മികച്ച വായന പരിപോഷണ പരിപാടികളിലൂടെ കുട്ടികളെയും രക്ഷിതാക്കളെയും മികച്ച വായനക്കാരാക്കുകയും കുട്ടികളെ സ്വതന്ത്ര എഴുത്തുകാരും രചയിതാക്കളുമാക്കുകയും ചെയ്തുകൊണ്ടിരിക്കുന്ന മികവാർന്ന പദ്ധതിക്കാണ് മികവ് സീസൺ ഫൈവ് പുരസ്കാരം.

നല്ല വായനയിലൂടെ സർഗാത്മക രചനകളിലൂടെ കടന്ന വിദ്യാലയത്തിലെ മുഴുവൻ കുട്ടികളുടെയും രചനകൾ ഉൾപ്പെടുത്തി സ്കൂളിലെ തന്നെ അധ്യാപികയായ ഷമീന ടീച്ചറുടെ നേതൃത്വത്തിൽ പ്രസിദ്ധീകരിച്ച് പുറത്തിറക്കിയ ഡയറി കുറിപ്പുകളുടെ സമാഹാരമായ 'വരികൾ വരേകളും' സംസ്ഥാനതലത്തിൽ ഏറെ ശ്രദ്ധിക്കപ്പെട്ടിരുന്നു. സമ്പൂർണ്ണ ഹോം ലൈബ്രറി വിദ്യാലയമാണ് തോട്ടയ്ക്കാട് ഗവ. എൽ പി



മികവ് സീസൺ ഫൈവ് പുരസ്കാരം തോട്ടയ്ക്കാട് ഗവ. എൽ പി എസ് പ്രതിനിധികൾ ഏറ്റെടുക്കുന്നു

എസ്. വിദ്യാലയത്തിലെ ഇടവേളകളിൽ നടക്കുന്ന കഥാവേളയും അമ്മയും കുഞ്ഞും ഒരേ സമയം വായനയിൽ ഏർപ്പെടുന്ന രസകരമായ പരിപാടിയും രക്ഷിതാക്കളെ പുസ്തകത്തോട് കൂട്ടുകയാൻ പ്രേരിപ്പിച്ചു നൂതന പദ്ധതികളാണ്. മികച്ച തുടർ പ്രവർത്തന സാധ്യതകളോടെ മുന്നോട്ടുപോകുന്ന ഈ മികവാർന്ന പ്രവർത്തനത്തിനുള്ള വിദ്യാലയ പുരസ്കാരവും പ്രശസ്തിപത്രവും എസ് സി ഇ ആർ കി ഡയറക്ടർ ഡോ. ആർ കെ ജയപ്രകാശിന് നിന്ന് വിദ്യാലയ പ്രതിനിധികൾ ഏറ്റെടുത്തി.

മികച്ച ഗവേഷണാത്മക പ്രവർത്തനത്തിന് നേതൃത്വം നൽകിയ അധ്യാപികക്കുള്ള സർട്ടിഫിക്കറ്റ് അധ്യാപിക തായ ഷമീന ഏറ്റെടുത്തി. ഇത്തരത്തിൽ കേരളത്തിൽ നിന്ന് തിരഞ്ഞെടുത്ത 12 വിദ്യാലയങ്ങളിൽ ഒന്നും തിരുവനന്തപുരം ജില്ലയിലെ ഏക വിദ്യാലയവുമാണ് തോട്ടയ്ക്കാട് ഗവ. എൽ പി എസ്.

പരിപാടിയിൽ വിവിധ ജില്ലകളിലെ അധ്യാപക പ്രതിനിധികൾ, പി കി എ അംഗങ്ങൾ, വിദ്യാഭ്യാസ വിദഗ്ധർ, എസ് സി ഇ ആർ കി പ്രതിനിധികൾ പങ്കെടുത്തു.

ഷമീന ബിവി എം എൽ (സീനിയർ അധ്യാപിക)

ഗവൺമെന്റ് എൽ പി എസ് തോട്ടയ്ക്കാട്

(കിളിമാനൂർ സബ്ജില്ല)

തോട്ടയ്ക്കാട്

കരവാരം പി ഒ

തിരുവനന്തപുരം ജില്ല

ഫിൻ 695605

ഫോൺ 7025817153



THEME : DIGITAL LEADERSHIP TECHNOLOGY INTEGRATED SCHOOL PROCESS

A brief history of the school

The history of a country is linked to its schools. When writing the history of the land of Thiroor, the name of St. Thomas Higher Secondary School cannot be avoided. When examining the history of the school, the name of St. Thomas Church cannot be avoided. The history of the church and the school are so intertwined. A church was established in Tirur in the name of St. Thomas the Apostle in 1878. However, a church building was built here after a wait of 27 years.

The hard work of the far-sighted parishioners of that time led to the establishment of St. Thomas LP School in 1915.

The school started in a flowerbed next to the main road in Thiroor Pallinada. In 1916, as per the wishes of the parishioners, the parish priest Palayur Mathachan moved the school from the flowerbed to the shed that was used as a church. The church building became the foundation of the church. This became a milestone in the progress of Thiroor itself. The people of Thiroor and its surroundings lived by farming, herding cattle and sheep, and cutting firewood from the forest and taking it to Thrissur to sell. They did not give much importance to education. In this situation, the arrival of a school in the village helped people get primary education and through it, they rose culturally. At that time, there were only classes one and a half, one and two. After the second class, you had to go to Thrissur for further studies. Within a few years, classes three and four were started. The school received government recognition in 1919. At that time, after the fourth class, there were four and a half classes known as the preparatory class. That is where English education began. The preparatory class started in our church building in 1925. The ancient single-storey building that existed in the block, 'E' Block, was built. At that time, the government's public examinations for classes 7 and 10 were being held in the country.

In 1943, the high school was started on the church premises under the leadership of the locals with the support of the church. That was the most crucial year in the educational and cultural history of Thiroor. Aloor Kuriyappan Francis became the first manager and K. Rankapanikkar the first headmaster. The church was directly under the administration of the school till the seventh grade. From 1925 to 1945, the manager and headmaster of the lower and upper primary sections were the church vicar Fr Paul Ambookana. In 1945, at the request of the locals and parishioners, the church took over the management of the high school. The parish priest, Fr Chirayath John, was appointed as the manager of the high school and the lower and upper primary schools. N. S. Parameswarayyar was appointed as the headmaster of the entire school.

It was during this period that the school grounds were expanded for the training of athletes. It was on this occasion that Fr John moved away. Then Fr Aloor Peter was appointed as the vicar of Thiroor Church. Thus, in 1947, Fr Peter became the manager and headmaster of the school.

The Problem situation

Mathematics is an indispensable part of daily life. It is important to note how mathematical applications are experienced in daily life from the time a person gets out of bed until he goes to sleep at night. Whether a cook, farmer, carpenter, mechanic, doctor, engineer, scientist, musician, magician, artist, tailor, or anyone, everyone needs mathematics in their daily life. Many people frown at the mere mention of mathematics. However, if you approach mathematics in a different way, it becomes the most interesting subject. Although there are many students who love mathematics, most of them seem to hate mathematics and say that they are afraid of it. If you start liking mathematics, mathematics itself will be more interesting than any other subject. Let's approach mathematics through daily life. This INTO THE REALITY (Reference Guide) helps us to learn mathematics in a very simple and practical way. The idea behind this guide is that mathematics is related to our daily lives. This reference guide has been developed as a part of the Helping Hand learning program to guide students in the 7th grade.

Plan and action

Step 1

A meeting of mathematics teachers led by the headmaster discussed concerns about children not understanding the concepts in the revised textbook for class 7.

Step 2

Pretest is conducted based on the unit of Maths Lesson 1 Parallel Lines for Class 7.

Step 3

Survey from parents to understand the approach of Maths to Class 7 students

Step 4

An online survey is being conducted among maths teachers in other schools under B RC to understand the children's approach to the subject of maths

Step 5

An awareness class is conducted for children on the topic of Mathematics in Daily Life.

Step 6

Videos are recorded with the children participating, relating the lessons from Part 1 of the 7th grade maths textbook to everyday life situations.

Step 7

Recorded maths videos are uploaded to the school YouTube channel and QR codes are generated.

Step 8

A reference guide is prepared, including the key concepts in each lesson and their associated QR codes.

Step 9

Publishing the prepared reference guide. Giving it to children.

Step 10

Post test is conducted for evaluation.

Timeline

The project phases were completed on time , with the dates set accurately. The project was completed in 6 months. The headmaster monitored the accuracy of the project completion.

Activity Calendar

Phase 1 - 21 - 6 -2024

Phase 2 - 02-07 2024

Phase 3 - 09-08-2024

Phase 4 - 13-08 -2024

Phase 5 - 02-09-2024

Phase 6 - 24-09-2024

Phase 7 - 21-10 - 2024

Phase 8 - 23 - 10 -2024

Phase 9 - 25-10- 2024

Phase 10 - 11 - 11 -2024

Role of Headmaster

The leader should always lead from the front .The head teacher should be attentive to the academic and administrative affairs of the school .The head teacher is responsible for continuously monitoring the learning process conducted by the class teacher.

As a head teacher , I have observed the completion of this project, which was designed to make mathematics fun and facilitate the process to forming basic concepts. As a head teacher , I have made accurate assessments while preparing videos that make the basic concepts easy to

understand and when they are presented in class. Based on this program , all the maths teachers at the school have made a passionate effort to convey maths concepts to the children in a very easy way.

Reference

https://youtu.be/PESFaN3VTRM?si=dP6cl4SGzaI5KO_t

https://youtu.be/gy3ap5RNw1M?si=7_VHNvKQqFZxO0LY

https://youtu.be/gy3ap5RNw1M?si=7_VHNvKQqFZxO0LY

https://youtu.be/O9U1XbRuE78?si=yYaPEpAEHM_XE260

https://youtu.be/wij_6NweiPU?si=HwfVmdaeJ4aYAhJY

<https://youtu.be/Duf8ntHEKns?si=XfGKPWPUaFnW-0Ts>

<https://youtu.be/8IjNThT21Ig?si=VZAFaBZ8Gb2BkQO8>

https://youtu.be/-q9OrG_x52k?si=iVvCLyCgMrn1Outi

<https://youtu.be/vv5rXqrRWbk?si=vLN4RF8rtyf1mPKW>

https://youtu.be/_jT3S9zzWaM?si=WHS2Yd4AFHUuFu21

https://youtu.be/-01NIhePg3I?si=QMG4ModIC_tHnHRT

<https://youtu.be/Dr3ygi9NNmM?si=LozfUAJfBnK4qCUS>

<https://youtu.be/zcpCcaSGQFw?si=hzdXWpMrUdwxSdqU>

https://youtube.com/shorts/_RTBWDAIO5s?si=pkE3EH9F4FB_M6hZ

https://youtube.com/shorts/zl3ifxPGn-E?si=mE3ZnHL_sM9Ki4xw

<https://youtube.com/shorts/lyndxRcckmg?si=Cm8QVG6lsdg3w9Xc>



Title : INTO THE REALITY

Theam: DIGITAL LEADERSHIP TECHNOLOGY INTEGRATED SCHOOL PROCESS

Name & School :

JOSHY VD ,

HEAD MASTER ,

ST THOMAS HSS THIROOR ,

THRISSUR

Phone: 9847981666

Mail ID: joshymaash1@gmail.com



CASE STUDY BY SAVIO HSS DEVAGIRI, KOZHIKKODE

Inspiring Initiatives

Introduction

Savio Higher Secondary School Devagiri, a co-educational, aided institution in Kozhikode, Kerala, was founded by CMI fathers, followers of Saint Kuriakose Elias Chavara. Guided by the motto 'Pro Deo Et Patria'—"For God and for the Nation," it welcomes students from all backgrounds. The school emphasizes pedagogical leadership, fostering a student-centered environment to enhance learning, ensure academic success, and promote holistic development. Savio nurtures students into responsible, compassionate individuals, embodying excellence in education and character.

Learning in the Digital Age

We think 'out of the box'- face to face interaction along with technology make our classrooms innovative. That's the reality at our chalk-free campus with interactive boards in every classroom. This year also our Little Kites team conducted a seamless digital school election. They showcased their coding expertise by designing innovative computer games, proudly displayed at the Game Mela event, which also raised funds for charity.

Digital Literacy and Cyber Security

On August 21, 2025, Kerala became the first state in India to achieve 100% digital literacy. We're proud to say that Savio NSS volunteers played a vital role in this achievement. Through surveys conducted across 1,241 households and digital literacy classes for 750 people, our students accelerated this historic milestone, holding camps

at various Anganwadis. The Little Kites students visited a local old-age home, patiently teaching the inmates to use smartphones and introduce them to modern technology. The Savio Little Kites team has also organized cyber safety classes for parents and digital literacy sessions for grandparents, enhancing community engagement and online security awareness. In recognition of our efforts, Honourable Municipal Corporation Mayor Dr. Beena Philip visited our school January 27, 2025, to acknowledge us with the award for 'Best Social Commitment'

Door to Opportunity and Legacy Link

Savio connects students with diverse professions and prime institutions in Calicut city, like IIM Kozhikode, the Planetarium, MVR Cancer Centre, Kozhikode Cyber Park, and St Joseph's College Digital Library Devagiri . These experiences provide hands-on insights into various fields.

To help our students plan their future, under the guidance of Career Guidance Cell, Savio alumni shared their personal experience, provided information and career insights in interactive sessions. These discussions explored various career paths, providing valuable guidance for informed decision-making.

Career guidance Cell always update our students to our students by via School Career Group and a comprehensive idea about Higher study opportunities are introduced to our students by State Vocational Career Goal setting Guidance Officer

Empowered Faculty ;Empowered Students

Learning at Savio becomes an experience with our teachers' creative approach. Learning is a continuous life long process. Knowing this fact, more and more teachers enrolled for higher studies and were selected as SRGs to train the trainers.

Our faculty member, Mr. Jaisun Mathew an international JCI Trainer supports our students in Life Skill development and mindfulness.

Mr. Justin Simon, our faculty member who had won a bronze medal at NCC OTA Kamptee, initiated the NCC Naval Unit. The NCC Naval unit conducted a Basic Life Support (BLS) Training Program, equipping young cadets with essential life-saving skills to handle critical emergencies. Moreover, the unit commemorated National Unity Day with a pledge-taking ceremony and a Unity Run, fostering the spirit of togetherness and honoring the legacy of Sardar Vallabhbhai Patel, India's Iron man.

Faculty achievements inspire our students as well. Our NSS Leader, Caroline Varghese, was selected as one of the five NSS volunteers to represent Kerala at the 'National Youth Integration Campaign: held in Mysore. Adding to our pride, our student Abin Babu turned his lifelong dream into a powerful statement by reaching the basecamp of Mt. Everest on August 15, 2025. A formidable altitude of 5364 mtrs.

Pillars of Support

Our PTA serves as one of the strong pillars of the school. Through regular home visits, our faculty ensures zero dropouts, fostering academic continuity. Individual Counselling sessions and follow ups by our school councillors address adolescent concerns and promote emotional well-being. The PTA also plays an active role in school initiatives, from organizing food distribution during praveshanotsavam to hosting various celebrations.

Our management's efforts have significantly enhanced our school's infrastructure and facilities, establishing us as one of Calicut's leading schools. Rev. Fr. Martin Mallathu, Education Secretary of the CMI Congregation, visited our school to share the vision for the Year of Education, as part of the Congregation's 200th Jubilee celebrations.

Diverse Learners : Equal opportunities

Our inclusive education program ensures the participation of our differently-abled students in all curricular and co-curricular activities with the support of our specially appointed teachers. Through 'Upajeevanam project' of our school, we support differently-abled individuals. This year, we built a shop for a former student, Anoop Sunny,

empowering him to lead an independent life. The students took the initiative to provide IT training to their differently-abled peers and bring joy to their bedridden siblings through interactive games. Members of "Little Kites" have visited Karunabhavan, a school for differently abled students and took them to the world of digital painting with their active participation.

Healthy mind : Healthy Lives

On International Yoga Day, June 21, 2025, we organized an 'inclusive yoga' program with 500 participants, including differently-abled students. Inaugurated by Northern Region IG Shri. Rajpal Meena IPS at the Devagiri Indoor Stadium, this event celebrated the spirit of unity through yoga.

Our students also took a leading role representing Higher Secondary Schools in the 2 Million Pledge campaign against drug abuse, held at Kozhikode Town Hall, their active participation showcased their dedication in the making of a healthier society

Our school's Scout and Guide units organized a drug awareness campaign to educate students about the importance of a healthy lifestyle.

One Nation; One Language - Hindi

The Sureeli Hindi program enhances Hindi language proficiency among students. This initiative has yielded excellent results, with our SSLC students consistently achieving top grades in Hindi language. As part of Premchand Day on July 31, students showcased their talents through various literary programs in Hindi programs thus fostering a deeper connection with our national language

Brains Trust

Brains Trust initiative focuses on bridging academic gaps for 5th-grade students. During recess and after school, our volunteers dedicate their time to help young learners sharpen their academic skills. Building on this initiative, selected 7th graders now dedicate their free time to assist 5th graders with one-on-one mentoring.

Savio Jagratha Samithi and Souhrida Club conducted sessions for our students in general and for class representatives addressing topics like the adolescent brain, life skills, relationship challenges, screen time, drug abuse, and the POCSO Act. These sessions were led by students and guided by teachers who could foster awareness, develop leadership qualities, and open space for discussions. Souhrida club has also conducted a session for parents to give insights on handling the digital native teenagers

Empathy is our way of Life

In tune with our motto 'Pro Deo Et Patria', community welfare is at the heart of everything we do. This year Our NSS volunteers organized "Jiva Dyuti," Kerala's largest blood donation camp, with 331 donors—a remarkable effort recognized even by the International Blood Donors Forum. We secured first position in the category of school that organized the best Blood Donation Camp with highest number of Blood donors as part of the Jeevadyuthi- Pol Blood Project 2024-2025. Our NSS Co-ordinator Mr. Sajan CV received the award from the Honourable DGP of Kerala Sri. Ravada A Chandrasekhar IPS in a ceremonious function held at Trivandrum.

To promote a plastic-free environment, our volunteers distributed cloth bags to over 1,000 households, encouraging sustainable practices.

Our students frequently visit Aashakiran School for differently-abled children offering care and companionship. Our NSS volunteers visited elderly and bedridden individuals in our community, spending quality time with them spreading love and compassion.

As part of our Children's Day celebration, we organized "Funtopia," a charity fundraiser, to support families in need within our community.

'Annam Avakaasam', (Food is our right) is a unique initiative by which we provide homemade lunches to over 100 patients and their bystanders at Calicut Medical College for 25 consecutive days. Furthermore, Our Student Police Cadets, our Scouts, Guides,

and NSS volunteers distributed noon meals to cancer patients at Calicut Medical College, embodying compassion and kindness.

Sports & Arts

Our school nurtures artistic and creative talents through "Splash," a cultural event in which every student gets a chance to perform on stage. This year we have already started with splash 5th standard in which 246 students i.e all students performed. We also prioritize students' physical well-being by giving professional coaching in diverse sports events. We foster sportsmanship through summer camps like Volleyball, Basketball, Karate, Skating etc. Last year the overall champions at the sub-district level in games. Many of our students proudly represented Kerala in the national school games for athletics, Rugby cycling and gymnastics. In addition, some of our students have developed self-defense skills through training in martial arts like Wushu and Taekwondo. To promote and motivate the volleyball players from our villages, our school has taken initiative in conducting volleyball tournaments in rural areas like Koorachundu in Kozhikode District and Kadanadu in Kottayam district.

Words weave wonder

'Kalam' our school magazine 2025 is a testimony that unveils our creative writings, new ventures, achievements which include 'Ottavakkil oral' an interview with the renowned Malayalam Writer UK Kumaran.

Our school's literary endeavors include interactions with renowned writers frequently. Recently, students interacted with celebrated writers P.K. Parakkadavu, U.K. Kumaran, and the famous Malayalam poet-lyricist P.K. Gopi. As part of the renovated library's book challenge initiative, each student contributed books, enriching the library catering to the needs of different readers. Little Kites students publish a weekly digital newspaper, 'E-ink', using Scribus software, sharing school news and positive stories. The Digital School Magazine prepared by the Little Kites students was a huge success.

Little Kites students led a Digital Painting and Animation Exhibition at school, showcasing innovative artwork.

Self reliance is the best Reliance

Vocational training in diverse skills such as wiring, plumbing, umbrella making, paper bag making, and manufacturing of home made detergent powder, handwash, dishwash, and phenol.

During summer vacation, our students who are interested in dancing stepped into a world of rhythmic movements in the Dance Camp

Green Future Fair

Our commitment to Nature does not stop with a day. World Environment Day was observed by making sustainable products like biodegradable paper pens and ornaments. Green Expo was organized, with a diverse display of herbal plants and fruit yielding plants. From germination of seeds, growing saplings and their distribution, all were done by our students.

Conclusion

In conclusion, we take immense pride in our commitment to excellence, and we are honored to be part of the Savio legacy, where every student's journey is one of growth, leadership, and success. "Learning today, leading tomorrow, Touching lives forever" embodies our mission to nurture not just outstanding students but exceptional individuals who leave a lasting impact on the world.

At Savio, education transcends academics—we shape character, foster compassion, and equip our students with the skills they need to become the leaders of tomorrow.

Thank you.

S I HIGHER SECONDARY SCHOOL UMMATHUR

Po Parakkadavu, Pin 673 509

Email Vadakara16042@gmail.com

'Celebrating School Leadership 2025-2026'

CASE STUDY REPORT

By

Khalid Taikkandiyil(Writer)

Headmaster

Theme

Civic Leadership: Empowering Change Agents for a Democratic Future

1. ആമുഖം (Introduction)

ജനാധിപത്യം ഒരു ഭരണരീതിയിലൊതുങ്ങുന്ന ആശയമല്ല; അത് ഒരു സാമൂഹിക ജീവിത മൂല്യവും സംസ്കാരവുമാണ്. ജനാധിപത്യത്തിന്റെ ആത്മാവ് നിലനിൽക്കുന്നത് നിയമങ്ങളിലും ഭരണഘടനയിലും മാത്രമല്ല, പൗരന്മാരുടെ ചിന്തയിലും പ്രവർത്തനങ്ങളിലും മൂല്യബോധത്തിലും ആകുന്നു. അതുകൊണ്ടുതന്നെ, ഒരു രാജ്യത്തിന്റെ ജനാധിപത്യ ഭാവി നിർണ്ണയിക്കുന്നത് അതിന്റെ വിദ്യാഭ്യാസ സംവിധാനമാണ്. വിദ്യാലയങ്ങൾ വെറും അക്കാദമിക് അറിവ് പകർന്നു നൽകുന്ന സ്ഥാപനങ്ങൾ മാത്രമായി ചുരുങ്ങുമ്പോൾ, ജനാധിപത്യത്തിന്റെ അടിസ്ഥാനശില ദുർബലമാകുന്നു.

ഇന്നത്തെ കാലഘട്ടത്തിൽ ജനാധിപത്യം നിരവധി വെല്ലുവിളികളാണ് നേരിടുന്നത്. രാഷ്ട്രീയ അനാസക്തി, തെറ്റായ വിവരങ്ങളുടെ വ്യാപനം, സാമൂഹിക വിഭജനങ്ങൾ, മൂല്യബോധത്തിന്റെ ക്ഷയം എന്നിവ സമൂഹത്തിൽ വ്യാപകമാണ്. ഈ സാഹചര്യത്തിൽ, വിദ്യാർത്ഥികളെ ഉത്തരവാദിത്വമുള്ള പൗരന്മാരായി വളർത്തുക എന്നത് വിദ്യാഭ്യാസത്തിന്റെ പ്രധാന ദൗത്യമായി മാറുന്നു. ഇതിന് നേതൃത്വം നൽകേണ്ടത് സ്കൂൾ മേധാവികളാണ്.

NIEPA യുടെ കീഴിൽ പ്രവർത്തിക്കുന്ന National Centre for School Leadership സംഘടിപ്പിക്കുന്ന “Celebrating School Leadership 2025-2026” എന്ന ദേശീയ കോൺഫറൻസിന്റെ ഒൻപതാമത്തെ തീം ആയ “Civic Leadership: Empowering Change Agents for a Democratic Future” എന്ന ആശയം, സ്കൂൾ ലീഡർഷിപ്പിന്റെ ഈ പുതിയ ഉത്തരവാദിത്വത്തെ വ്യക്തമായി അടയാളപ്പെടുത്തുന്നു. ഈ പശ്ചാത്തലത്തിലാണ് SIHSS Ummathur എന്ന ഗ്രാമീണ ഹയർ സെക്കന്ററി സ്കൂളിൽ civic leadership എങ്ങനെ പ്രായോഗികമായി നടപ്പിലാക്കി എന്നതിനെ ആസ്പദമാക്കി ഈ കേസ് സ്റ്റഡി തയ്യാറാക്കിയിരിക്കുന്നത്.

ഈ റിപ്പോർട്ട്, സ്കൂൾ മേധാവിയുടെ ദർശനം, സ്വീകരിച്ച ഇടപെടലുകൾ, വിദ്യാർത്ഥികളിലും സമൂഹത്തിലും ഉണ്ടായ മാറ്റങ്ങൾ, നേരിട്ട വെല്ലുവിളികൾ, ഭാവി സാധ്യതകൾ എന്നിവ സമഗ്രമായി രേഖപ്പെടുത്തുന്നു.

2. സ്കൂളിന്റെ പശ്ചാത്തലം (School Context)

SIHSS Ummathur കോഴിക്കോട് ജില്ലയിലെ ഉമ്മത്തൂർ എന്ന ഗ്രാമീണ പ്രദേശത്ത് പ്രവർത്തിക്കുന്ന ഒരു എയ്ഡഡ് ഹയർ സെക്കന്ററി സ്കൂളാണ്. സാമൂഹ്യ-സാമ്പത്തികമായി വ്യത്യസ്ത പശ്ചാത്തലങ്ങളിൽ നിന്നുള്ള വിദ്യാർത്ഥികളാണ് ഇവിടെ പഠിക്കുന്നത്. കർഷക കുടുംബങ്ങൾ, ദിവസവേതന തൊഴിലാളികൾ, ചെറുകിട വ്യാപാരികൾ, സർക്കാർ-സ്വകാര്യ മേഖലകളിലെ ജീവനക്കാർ എന്നിവരുടെ മക്കളാണ് ഭൂരിഭാഗവും.

ഈ പ്രദേശത്തിന്റെ പ്രത്യേകത:

- ശക്തമായ പ്രാദേശിക ഭരണ സംവിധാനം
- സാമൂഹ്യ-മത സൗഹാർദ്ദം
- പൊതുപ്രശ്നങ്ങളിൽ കൂട്ടായ ഇടപെടൽ പാരമ്പര്യം

എന്നാൽ, ഈ സാമൂഹിക സജീവതയുടെ പശ്ചാത്തലത്തിലും, വിദ്യാർത്ഥികളിൽ ജനാധിപത്യ പങ്കാളിത്തം പലപ്പോഴും അധ്വാനപരിധിയിൽ മാത്രം ഒതുങ്ങിയിരുന്നു. സ്കൂൾ നേതൃത്വം, ഈ വിടവ് തിരിച്ചറിഞ്ഞു; വിദ്യാഭ്യാസം സമൂഹവുമായി കൂടുതൽ ആഴത്തിൽ ബന്ധിപ്പിക്കേണ്ടതുണ്ടെന്ന് ബോധ്യപ്പെട്ടു.

3. Civic Leadership ന്റെ ആവശ്യകത

(Need for Civic Leadership)

സ്കൂളിലെ അനുഭവങ്ങളും നിരീക്ഷണങ്ങളും ചില പ്രധാന പ്രശ്നങ്ങൾ വെളിപ്പെടുത്തി:

1. പരീക്ഷാ കേന്ദ്രീകൃത പൗരബോധം
ഭരണഘടനയും ജനാധിപത്യവും പഠന വിഷയങ്ങളായി മാത്രം കാണുന്ന സമീപനം.
2. സാമൂഹ്യ പ്രശ്നങ്ങളോടുള്ള അനാസക്തി
പൊതുപ്രശ്നങ്ങളിൽ അഭിപ്രായം പറയാനും ഇടപെടാനും മടിക്കുന്ന പ്രവണത.
3. തെറ്റായ വിവരങ്ങളുടെ സ്വാധീനം
സാമൂഹ്യമാധ്യമങ്ങളിലൂടെ ലഭിക്കുന്ന അസത്യ വിവരങ്ങൾ വിദ്യാർത്ഥികളുടെ രാഷ്ട്രീയ ധാരണയെ ബാധിക്കുന്നത്.
4. പങ്കാളിത്ത വേദികളുടെ അഭാവം
സ്കൂൾ തീരുമാനങ്ങളിൽ വിദ്യാർത്ഥികൾക്ക് പരിമിത പങ്ക് മാത്രമുണ്ടായിരുന്നത്.

ഈ വെല്ലുവിളികൾ മറികടക്കാൻ civic leadership നെ സ്കൂൾ സംസ്കാരത്തിന്റെ ഭാഗമാക്കേണ്ടതിന്റെ ആവശ്യകത ശക്തമായി.

4. School Head as Civic Leader - ദർശനവും സമീപനവും

SIHSS Ummathur-ലെ സ്കൂൾ മേധാവി civic leadership നെ ഒരു അധിക ചുമതലയായി കണ്ടില്ല; മറിച്ച്, അത് വിദ്യാഭ്യാസ നേതൃത്വത്തിന്റെ ഹൃദയമായി കണ്ടു.
അവരുടെ ദർശനം:

“ജനാധിപത്യം പഠിപ്പിക്കുന്നത് പാഠ്യപുസ്തകങ്ങളിലൂടെ അല്ല;
അത് വിദ്യാർത്ഥികൾക്ക് അനുഭവിപ്പിക്കണം.”

ഈ ദർശനത്തിന്റെ അടിസ്ഥാനത്തിൽ, സ്കൂൾ നേതൃത്വം മൂന്ന് പ്രധാന ലക്ഷ്യങ്ങൾ മുന്നോട്ടുവച്ചു:
വിദ്യാർത്ഥികളെ Active Citizens ആക്കി വളർത്തുക

ജനാധിപത്യ മൂല്യങ്ങൾ സ്കൂൾ ജീവിതത്തിന്റെ ഭാഗമാക്കുക
സ്കൂൾ-സമൂഹ ബന്ധം ശക്തിപ്പെടുത്തുക

5. പ്രധാന Civic Leadership ഇടപെടലുകൾ (Key Interventions)

5.1 Student Parliament - ജനാധിപത്യ പരിശീലന വേദി

സ്കൂളിൽ Student Parliament രൂപീകരിച്ചത് civic leadership വികസനത്തിലെ ഏറ്റവും പ്രധാനപ്പെട്ട ഇടപെടലായിരുന്നു. ഇത് യഥാർത്ഥ ജനാധിപത്യ തിരഞ്ഞെടുപ്പ് മാതൃകയിലാണ് നടപ്പിലാക്കിയത്.

പ്രക്രിയ:

- നാമനിർദ്ദേശം
- തെരഞ്ഞെടുപ്പ് പ്രചരണം
- രഹസ്യ വോട്ടെടുപ്പ്
- ഫലപ്രഖ്യാപനം

വിദ്യാർത്ഥികൾക്ക്:

- ജനാധിപത്യത്തിന്റെ പ്രവർത്തനരീതി നേരിട്ട് അനുഭവിക്കാൻ അവസരം
- ഉത്തരവാദിത്വമുള്ള തീരുമാനമെടുക്കൽ പരിശീലനം
- അഭിപ്രായ ഭിന്നതകളെ ആദരിക്കാൻ ശീലം

5.2 Mock Election & ഭരണഘടനാ ബോധവൽക്കരണം

ഭരണഘടനാ മൂല്യങ്ങൾ സജീവമായി പഠിപ്പിക്കുന്നതിനായി:

- Mock Election
- ഭരണഘടനാ ദിനാചരണം
- Fundamental Rights & Duties ചർച്ചകൾ
- Debate, Quiz, Poster Presentation

ഇതിലൂടെ constitutional morality വിദ്യാർത്ഥികളിൽ വളർന്നു.

5.3 Social Responsibility Projects

Civic leadership സമൂഹവുമായി ബന്ധപ്പെടുമ്പോഴാണ് അർത്ഥവത്താകുന്നത്.

പ്രവർത്തനങ്ങൾ:

- ശുചിത്വ ബോധവൽക്കരണം
- പരിസ്ഥിതി സംരക്ഷണ ക്യാമ്പയിനുകൾ
- പൊതുസ്ഥല ശുചീകരണം
- ആരോഗ്യ ബോധവൽക്കരണ പരിപാടികൾ

വിദ്യാർത്ഥികൾ സമൂഹത്തിലെ പ്രശ്നങ്ങളെ സ്വന്തം ഉത്തരവാദിത്വമായി കാണാൻ തുടങ്ങി.

5.4 Inclusive Civic Practices

- SPC, NCC, Scouts & Guides
- Girls leadership programmes
- സാമൂഹ്യ നീതി ബോധവൽക്കരണ ക്ലാസുകൾ
- Inclusive decision making

ഇത് സമത്വവും ഉൾക്കൊള്ളലും ശക്തിപ്പെടുത്തി.

6. Community Engagement - School as Civic Hub

SIHSS Ummathur സ്കൂളിനെ ഒരു civic hub ആയി മാറ്റാൻ ശ്രമിച്ചു.

- പഞ്ചായത്ത് പ്രതിനിധികളുമായി സംവാദങ്ങൾ
- പൊതുപ്രശ്നങ്ങളിൽ student-led campaigns
- സാമൂഹ്യ പരിപാടികളിൽ വിദ്യാർത്ഥി പങ്കാളിത്തം

സ്കൂൾ സമൂഹത്തിന്റെ അവിഭാജ്യ ഘടകമായി മാറി.

7. Impact & Outcomes

വിദ്യാർത്ഥികളിൽ:

- ആത്മവിശ്വാസ വർദ്ധന
- നേതൃത്വ കഴിവുകൾ

- വിമർശനാത്മക ചിന്ത
- ജനാധിപത്യ മൂല്യങ്ങളോടുള്ള ബഹുമാനം

സ്കൂളിൽ:

- Participatory culture
- ഉത്തരവാദിത്വമുള്ള വിദ്യാർത്ഥി സമൂഹം

സമൂഹത്തിൽ:

- സ്കൂളിനെ civic learning centre ആയി അംഗീകരിക്കൽ

8. വെല്ലുവിളികളും പരിഹാരങ്ങളും

വെല്ലുവിളികൾ:

- സമയപരിമിതി
- അക്കാദമിക് സമ്മർദ്ദങ്ങൾ
- ചില രക്ഷിതാക്കളുടെ സംശയം

പരിഹാരങ്ങൾ:

- അക്കാദമിക് വിഷയങ്ങളുമായി civic activities ബന്ധിപ്പിക്കൽ
- രക്ഷിതാക്കളുമായി സംവാദം
- പങ്കാളിത്ത അധിഷ്ഠിത സമീപനം

9. Sustainability & Future Roadmap

- Annual school plan-ൽ civic leadership
- Local governance exposure visits
- Alumni civic mentorship
- Digital citizenship awareness

10. ഉപസംഹാരം (Conclusion)

SIHSS Ummathur-ൽ civic leadership

ഒരു പരിപാടിയല്ല, മറിച്ച് ഒരു വിദ്യാലയ സംസ്കാരമാണ്.

ജനാധിപത്യം അനുഭവിപ്പിക്കുന്ന വിദ്യാലയം

ജനാധിപത്യം സംരക്ഷിക്കുന്ന പൗരന്മാരെ നിർമ്മിക്കും.

(a) Theme choosen for case study : Civic Leadership: Empowering Change Agents for
a Democratic Future

(b) Name of the school head/case study writer : Khalid Taikkandiyil

(c) Name of the school with full postal address : SIHSS Ummathur, Parakkadavu Post,
Pin 673 509, kozhikkode Dt., Kerala

(d) E-mail address & Whatsapp Number : Vadakara16042@gmail.com

Whatsapp : 9447639254

(e) Signature of the school head/case study writer & office seal



Social Responsibility Tarining for Parents at SIHSS Auditorium



രക്ഷ ദൗത്യം നിർവ്വഹിച്ച കുട്ടികൾക്കും രക്ഷിതാവിനുമുള്ള ആദരം ഗ്രാമ പഞ്ചായത്ത് പ്രസിസ്റ്റ് നിർവ്വഹിക്കുന്നു.



ക്ലാസ്സ് സഭ ലിഡേഴ്സ് പരിശീലനം



ഭിന്ന ശേഷി കുട്ടികൾക്ക് സൈക്കിൾ വിതരണം



ചാണ്ടിദലിൽ വെച്ച് നടന്ന India International Science Fest ൽ ടീം ലീഡറായി പങ്കെടുത്ത പൂർവ്വ വിദ്യാർത്ഥിനീ നജ്ല സ്കൂൾ ശാസ്ത്ര അധ്യാപകൻ പ്രശാന്ത് മാസ്റ്ററുടെ കൂടെ

വിദ്യാർത്ഥികളുടെ കരുതലിൽ പക്ഷിക്ക് പുനർജന്മം

അമിത് വളയം പാക്കടവ്

► വിദ്യാർത്ഥികളുടെ കരുതലിൽ പക്ഷിക്ക് പുനർജന്മം. ഉമ്മത്തൂർ എസ്.ഐ. ഹയർസെക്കൻഡറി സ്കൂളിലെ വിദ്യാർത്ഥികളായ തേരുകുണ്ടി മുഹമ്മദ് (14), തേർകുണ്ടി നാഫിയ (15) എന്നിവരാണ് വഴിയിൽ പരിക്കേറ്റുകിടന്ന പക്ഷിയെ ആശുപത്രിയിലെത്തിച്ച് ചികിത്സലഭ്യമാക്കിയത്. കഴിഞ്ഞ ഒക്ടോബർ 16-നായിരുന്നു സംഭവം.

തേർകുണ്ടി നൗഷാദിന്റെ മകൻ മുഹമ്മദ്യും നൗഷാദിന്റെ സഹോദരൻ തേർകുണ്ടി നൗഫലിന്റെ മകൾ നാഫിയയും സ്കൂളിലേക്ക് പുറപ്പെട്ടതായിരുന്നു. വഴിയിൽവെച്ച് ഒരു പക്ഷിയുടെ ശബ്ദം കേട്ട് നോക്കിയപ്പോൾ കണ്ടത് ചോരയിൽക്കുളിച്ചുനിൽക്കുന്ന ഒരു തത്തയെയാണ്.

ദിവസവും നൂറുകണക്കിന് പ്രാവുകൾക്ക് അന്നമുട്ടുന്ന തേർകുണ്ടി കുഞ്ഞുങ്ങളുള്ള ഹാജി



► വിദഗ്ദ്ധചികിത്സയ്ക്കായി പാക്കടവ് മൃഗാശുപത്രിയിൽ നിന്ന് പക്ഷിയെ വടകരയ്ക്ക് കൊണ്ടുപോകുന്ന മുഹമ്മദ് നാഫിയയും

യുടെ പേരക്കുട്ടികൾക്ക് ഈ കഴു ഏറെ വേദനാജനകമായിരുന്നു.

ഉടനെ ഇരുവരും പക്ഷിയെ മുഹമ്മദിന്റെ പിതാവ് നൗഷാ

ദിന്റെ വാഹനത്തിൽ പാക്കടവ് മൃഗാശുപത്രിയിൽ എത്തിക്കുകയായിരുന്നു. പക്ഷിയുടെ ചിറകിലെ മുറിവിൽ മരുന്നുവെച്ചശേഷം ഡോക്ടർ എല്ലി

ന് പൊട്ടലുണ്ടെന്ന സംശയം പങ്കുവെച്ചതോടെ വിദഗ്ദ്ധചികിത്സയ്ക്കായി വടകരയിലെ സ്വകാര്യ വെറ്ററിനറി ക്ലിനിക്ക് പ്രവേശിപ്പിക്കുകയായിരുന്നു. ഇവിടത്തെ ചികിത്സയ്ക്കുശേഷം കുറ്റാടി വനംവകുപ്പ് ഓഫീസിൽ പക്ഷിയെ കൈമാറുകയായിരുന്നു. കുട്ടികൾ പക്ഷിയെ പരിചരിക്കുന്ന വീഡിയോ സാമൂഹിക മാധ്യമങ്ങളിൽ വൈറലായതോടെ മുഹമ്മദിനും നാഫിയക്കും നാട്ടുകാരുടെ അഭിനന്ദന പ്രവാഹമാണ്.

ഇവരുടെ ഉപ്പാപ്പ (മുത്തശ്ശൻ) തേർകുണ്ടികുഞ്ഞുങ്ങളുള്ള ഹാജി ഒരു പക്ഷിസ്നേഹിയാണ്. ദിനം പ്രതി നൂറുകണക്കിന് പ്രാവുകൾക്ക് ഭക്ഷണം നൽകുന്ന ഇദ്ദേഹത്തെക്കുറിച്ച് 'മാതൃഭൂമി' നേരത്തേ വാർത്തനൽകിയിരുന്നു.



SEMINAR REPORT

Theme: School Leadership: Multiple Roles and Responsibilities – A Case Study of KHSS Kannadi

Title:

School Leadership: Multiple Roles and Responsibilities – A Kerala Perspective

Presented by: LISSY U

Designation: Headmistress, Kannadi Higher Secondary School-21056

1. Brief Profile of the School

Kannadi Higher Secondary School (KHSS), established in **1982**, is one of the leading educational institutions in **Palakkad district, Kerala**.

- **Student Strength:** Approximately **2300 students** from Classes 8 to 12.
- **Teacher Strength:** **87 teaching staff**, including subject specialists and vocational instructors, co-curricular activity trainers
- **Administrative Staff:** 7 non-teaching staff managing office, lab, and campus facilities.
- **Classrooms:** 55 smart classrooms, 3 computer labs, 2 library, and 2 reading room.
- **Infrastructure:**
 - o Rifle Shooting Range, Gymnasium, and Archery Zone, karate, Taekwondo, basket ball, net ball, athletics, sports hub
 - o Well-equipped Science Labs for Physics, Chemistry, and Biology.
 - o Library with 6000+ books and digital resources.
 - o Vocational training labs for **Fashion Designing, Electronics, and Hotel Management, and 20 other fields includes metal embossing carry bag preparation etc, vegetable printing.** etc
 - o Large playground and courts for handball, football, and shuttle badminton.
 - o Good kitchen for nooneal for 8 th standard
 - o Best toilet facilities

The school acts as a hub for around **60 feeder UP schools**, serving as a center of academic and co-curricular excellence for the surrounding rural region.

2. Present Scenario – Key Strengths and Weaknesses

Strengths

- Strong community support through an active PTA.
- Wide variety of **sports programs** with state-level achievements.
- Integrated activities in digital platforms like robotics, programming, with social interaction
- Government-recognized **vocational education streams**, making students employable.
- Committed leadership team including the Headmistress, Principal, and dedicated staff.
- Exposure to modern technology like language labs and digital learning platforms.

Weaknesses

- Increasing **mobile phone addiction** among students, affecting concentration and discipline.
- Need for **upgraded digital infrastructure** to meet modern learning needs.
- Balancing **academic rigor** with heavy involvement in sports and arts activities.
- Limited career guidance and soft-skill development programs.
- Teachers struggling to integrate **English as a medium of instruction** consistently.

3. Description of the Community

Kannadi village is a semi-urban area with a population that values **education and cultural heritage**.

- **Chief Occupations:** Agriculture, small-scale businesses, and employment in Gulf countries.
- **Values and Attitudes:**
 - Strong emphasis on moral values and cultural festivals like *Onam* and *Kerala Piravi*.
 - High respect for teachers and community elders.
 - Growing aspirations for **global career opportunities** for children.
- **Community Needs and Expectations:**
 - Quality English-medium education.
 - Holistic development of students in academics, arts, and sports.
 - Career-focused programs for higher employability.

4. The Problem Situation – Challenges and Issues

Over the past two years, KHSS faced multiple **pressing challenges**:

1. Present Situation

- Many students, especially in **high school and higher secondary sections**, are **spending excessive time on mobile phones** for gaming, social media, and video streaming.
- Some students are found **using phones late at night**, leading to:
 - o Lack of sleep
 - o Poor concentration in class
 - o Decline in academic performance
- Increased **exposure to inappropriate content** and **cyber risks**.
- During lunch breaks or free periods, some students **secretly use phones** even though phones are officially **prohibited on campus**.

2. Identified Causes

- **Online games and reels** (e.g., PUBG, Free Fire, Instagram, YouTube shorts) are a major attraction.
- Lack of **parental supervision** as both parents are often working.
- Peer pressure to stay connected on **social media platforms** like WhatsApp, Instagram, and Snapchat.
- Lack of **alternative recreational activities** during free time at home.
- Sudden **increase in online learning** during COVID-19 pandemic made phone use a habit.

3. Effects on Students

- **Academic Issues:**
 - o Poor concentration and declining grades.
 - o Incomplete homework and assignments.
- **Behavioral Changes:**
 - o Aggressive reactions when phones are taken away.
 - o Isolation from family and friends.
 - o Lying about usage time or hiding devices.

- **Health Problems:**
 - o Eye strain and headaches.
 - o Sleep disorders due to late-night screen use.
 - o Obesity and physical inactivity.

4. Data Collection Plan

KHSS Kannadi is planning a **survey** to assess the actual mobile phone usage among students.

Survey Components:

- Average hours spent on phones daily.
- Most common activities (Gaming / Social Media / Learning).
- Impact on sleep and academic work.
- Students' own perception of addiction.

This data will help create a **Mobile Addiction Awareness Program**.

5. Proposed Interventions

A. Awareness Campaign

- **Special assemblies** with presentations about mobile addiction dangers.
- Involvement of **motivational trainers** like **Vipinchandra**, who has worked with KHSS earlier.
- Sharing **real-life case studies** of mobile addiction consequences.

B. Parental Engagement

- Conduct **parent workshops** on:
 - o Setting screen time limits.
 - o Installing parental control apps.
 - o Encouraging alternative hobbies like sports, reading, arts.

C. School-Level Actions

- Strengthening the **no-phone policy** inside the campus.

- Increasing **after-school activities** like sports, arts, rifle shooting, archery, etc., to divert student interest.
- Forming a **peer support group** to help students with self-control.

D. Counseling & Guidance

- **One-on-one counseling** for severely affected students.
- Introducing **life skill sessions** on time management and digital discipline.

6. Long-Term Plan

- Integrate **Digital Wellness Education** into the curriculum.
- Launch a "**Mobile-Free Evening**" **Challenge** for students and families.
- Set up a **Digital Detox Club** under Little KITES or IT Club.
- Annual **survey and report** to track improvements.

7. Possible Slogan Ideas

- *"Connect with life, not just Wi-Fi!"*
- *"Scroll less, live more."*
- *"Your future is brighter than your screen."*

1. Academic Decline – Definition

Academic decline refers to a **consistent drop in students' performance** in terms of grades, understanding, participation, and overall learning outcomes over time.

2. Major Contributing Factors

A. Personal Factors

1.

Health Issues

2.

1. Sleep deprivation due to late-night phone use or other distractions.

2. Eye strain, headaches, or other chronic illnesses.
3. Poor nutrition leading to reduced concentration.
- 3.

Psychological Factors

- 4.
1. Stress, anxiety, or depression affecting focus.
2. Low self-esteem or lack of motivation.
3. Fear of failure or exam anxiety.
- 5.

Time Management Issues

- 6.
1. Overuse of mobile phones or gadgets.
2. Excessive gaming or social media.
3. Poor balance between study, co-curricular activities, and rest.

B. Home & Family Factors

- 1.

Parental Support

- 2.
1. Lack of supervision or guidance at home.
2. High parental pressure causing stress.
3. Unavailability of learning resources (books, internet access for academics).
- 3.

Home Environment

- 4.

1. Noise, distractions, or unsafe surroundings.
2. Overcrowding affecting study time.
3. Family conflicts influencing emotional well-being.

C. School & Academic Environment

1.

Teaching-Learning Issues

2.

1. Large class sizes leading to reduced individual attention.
2. Mismatch between teaching methods and student learning styles.
3. Lack of remedial support for weaker students.

3.

Curriculum Pressure

4.

1. Overloaded syllabus and tight schedules.
2. Difficulty in understanding concepts due to fast-paced teaching.

5.

Assessment & Evaluation Stress

6.

1. Frequent tests and competitive environment creating anxiety.
2. Overemphasis on grades rather than conceptual understanding.

D. Social & Peer Influence

1.

Peer Pressure

2.

1. Influence to engage in non-academic activities.
2. Comparison with high-performing peers leading to stress.

3.

Social Distractions

4.

1. Spending excessive time on social media.
2. Addiction to mobile games or videos, reducing study time.

E. Co-Curricular & Lifestyle Factors

1.

Overcommitment to Activities

2.

1. Excessive participation in sports, arts, or clubs without proper time management.
2. Fatigue and reduced time for academics.

3.

Lack of Balance

4.

1. Ignoring academics while focusing on hobbies or technology.
2. Poor organization of daily routines.

3. Signs of Academic Decline

- Drop in grades or test scores.
- Frequent incomplete homework.

- Lack of participation in class.
- Increased absenteeism.
- Decreased attention span and focus.
- Behavioral issues like irritability, isolation, or disinterest in studies.

4. Strategies to Address Academic Decline

1.

Student-Centered Approaches

2.

- o Personalized learning and remedial classes.
- o Counseling sessions for motivation and stress management.

3.

Parental Involvement

4.

- o Regular monitoring of study habits.
- o Encouragement rather than pressure.

5.

School-Level Interventions

6.

- o Balanced timetable integrating academics and co-curricular activities.
- o Digital wellness programs to reduce distractions.
- o Teacher mentoring and regular feedback sessions.

7.

Skill Development

8.

- o Time management, study skills, and goal setting workshops.
- o Encouraging self-directed learning habits.

Teacher Role Overload:

Teacher Role Overload – KHSS Kannadi

1. Definition

Teacher role overload occurs when a teacher has **more responsibilities than can be reasonably handled**, causing **stress, reduced effectiveness, and burnout**. At KHSS Kannadi, this is especially relevant because teachers are engaged in **academic, co-curricular, administrative, and student welfare roles simultaneously**.

2. Causes of Role Overload

A. Academic Responsibilities

- Teaching multiple subjects or sections.
- Preparing lesson plans, assignments, and evaluations.
- Conducting remedial and extra coaching classes.
- Continuous assessment, grading, and record maintenance.

B. Co-Curricular Responsibilities

- Supervising clubs (IT, Arts, Sports, Science, Social Science, Work Experience, etc.).
- Organizing school events, competitions, and exhibitions.
- Training students for inter-school competitions.

C. Administrative Tasks

- Maintaining attendance and academic records.
- Preparing reports for management, inspections, and government bodies.
- Supervising exams, assemblies, and school infrastructure.

D. Student Welfare and Counseling

- Addressing behavioral and emotional needs of students.
- Communicating with parents about progress and issues.
- Supporting students in academics and personal challenges.

E. Scholarship & Special Programs

- Identifying eligible students for **state, central, and private scholarships**.

- Assisting students with **scholarship applications and documentation**.
- Coordinating with management and authorities for verification and submission.
- Following up on **renewals and fund disbursement**.

F. Community Engagement

- Participating in parent-teacher meetings and community programs.
- Representing the school in local initiatives.
- Implementing NGO/government programs like **Red Cross, Little KITES, and vocational projects**.

G. Policy & Compliance Work

- Implementing SCERT and Kerala State Education policies.
- Reporting for co-curricular, vocational, and scholarship programs.
- Ensuring compliance with school safety and health standards.

3. Effects of Role Overload

- **Physical:** Fatigue, sleep deprivation, headaches, health issues.
- **Psychological:** Stress, anxiety, burnout, reduced job satisfaction.
- **Professional:** Decline in teaching quality, incomplete tasks, reduced attention to student needs.
- **Behavioral:** Irritability, reduced patience, withdrawal from extra responsibilities.

4. Signs of Role Overload

- Inability to complete tasks on time.
- Frequent absenteeism or late arrivals.
- Feeling constantly “behind schedule.”
- Reduced enthusiasm or creativity in teaching.
- Difficulty managing student guidance and scholarship work simultaneously.

5. Strategies to Reduce Teacher Role Overload

A. School-Level Solutions

- Clearly define roles for teaching, co-curricular, administrative, and scholarship duties.
- Share responsibilities across staff and rotate event/scholarship duties.
- Employ clerical staff for records, scholarship follow-ups, and exam supervision.

B. Time Management

- Structured timetable for teaching, co-curricular activities, administrative tasks, and scholarship work.
- Allocate **dedicated periods for planning and scholarship processing**.
- Use digital tools for attendance, grading, and scholarship documentation.

C. Professional Development

- Workshops on **stress management, efficient teaching methods, and scholarship processing**.
- Training for time prioritization and workload management.

D. Mental Health Support

- Access to counseling for stressed teachers.
- Peer support groups to share workload strategies.

E. Policy & Management Support

- Avoid assigning multiple high-stress responsibilities simultaneously.
- Delegation of tasks, especially scholarship work, during peak periods.
- Recognition and appreciation for teachers managing multiple roles successfully.

Community Pressure – KHSS Kannadi

1. Definition

Community pressure refers to **expectations, demands, or influence from parents, local residents, and society** that affect the functioning of the school, teachers, and students. In Kerala schools like KHSS Kannadi, this can have both positive and negative impacts on education and school culture.

2. Sources of Community Pressure

A. Parents and Guardians

- **Academic Performance:** Pressure on students to excel in board exams (SSLC, Higher Secondary).
- **Extra Coaching:** Requests for extra classes, tutorials, or remedial support.
- **Behavioral Expectations:** Complaints regarding discipline, student conduct, or favoritism.
- **Scholarships & Achievements:** Expectation that children will secure awards, scholarships, or top grades.

B. Local Community and Leaders

- **Event Participation:** Expectations for school involvement in local festivals, competitions, or cultural programs.
- **Social Reputation:** Pressure on teachers and school management to maintain the school's image.
- **Resource Support:** Requests for donations, volunteering, or using school facilities for community purposes.

C. Peer and Neighbor Influence

- Comparisons with other schools or families.
- Encouragement for children to follow trends or extracurricular paths deemed “prestigious” by the community.

D. Policy & Government Mandates

- Pressure to implement **government programs, schemes, and educational initiatives** effectively.
- Expectations for compliance with education department standards and inspections.

3. Impacts of Community Pressure

A. On Students

- Anxiety and stress due to high expectations.
- Overcommitment in academics and extracurriculars.
- Fear of failure or comparison with peers.

B. On Teachers

- Overload from parental requests, extra coaching, and reporting.
- Pressure to ensure all students achieve high results or awards.
- Stress from mediating disputes between parents and students.

C. On School Administration

- Difficulty balancing **community demands** with academic priorities.
- Managing expectations for events, awards, and social responsibilities.
- Risk of compromising educational standards to satisfy short-term community pressures.

4. Strategies to Manage Community Pressure

A. Communication & Awareness

- **Regular parent-teacher meetings** to clarify expectations.
- Educating parents about **realistic academic goals** and student well-being.
- Community awareness programs on the school's mission and curriculum priorities.

B. Policy & Guidelines

- Clear **school rules and regulations** regarding student workload, mobile usage, and co-curricular participation.
- Transparent **scholarship and award selection criteria** to reduce disputes.

C. Teacher & Staff Support

- Training for teachers in **handling parental pressure** professionally.
- Distributing responsibilities so no single teacher bears the brunt of all community demands.

D. Student Empowerment

- Encouraging students to **express concerns** about excessive pressure.
- Promoting **time management, stress management, and self-motivation skills**.

E. Community Engagement

- Involving community members in **positive school programs** like cultural events, sports, or library initiatives.
- Using feedback to **improve school policies** rather than creating unrealistic expectations.

5. Key Takeaway

Community pressure is inevitable, but when **managed proactively**, it can become a **supportive force**. At KHSS Kannadi, balancing expectations from parents, local leaders, and government authorities is critical for **sustainable academic and co-curricular growth**.

5. The Change Initiated – Plan of Action, Strategy, Outcome

Goal:

To transform KHSS into a **future-ready school** by addressing mobile addiction, academic balance, and community engagement.

Plan of Action:

Step	Strategy	Responsible Team
Awareness	Workshops for parents & students on digital discipline	SPC Unit, LITTLE KITE, GUIDES, JRC & PTA
Academic Boost	Subject-wise mentoring & remedial classes for core subjects	Academic Committee
Technology Upgrade	Smart classroom expansion, QR attendance, and digital library	IT Coordinator
Teacher Support	Peer mentoring and time-management training	Headmistress & Principal
Community Bonding	Monthly PTA dialogues and skill showcase events	PTA & Teachers

Outcome expecting After 8 Months:

- **Reduction in phone addiction** by 30% (based on surveys).
 - SSLC students showed a 50 percent% **improvement** in core subject scores.
 - Teachers will report **better morale** with reduced workload through proper delegation.
 - Increased parental involvement and trust in school initiatives.
-

7. Abstract

This case study explores the evolving roles and responsibilities of school leaders in Kerala, with a focus on Kannadi Higher Secondary School (KHSS). School leadership today extends beyond administration to encompass instructional leadership, community engagement, technology integration, and inclusive

education. The case study outlines the challenges faced, strategies adopted, and outcomes achieved, offering a practical framework for leadership excellence in Kerala schools.

8. Introduction

School leaders are the driving force behind the quality of education. In Kerala, where public education plays a critical role, leaders are expected to balance multiple domains—academic progress, teacher development, student welfare, infrastructure management, and collaboration with local communities.

This report presents the experience of KHSS Kannadi, a model institution with 2300 students and 67 arts and 20 sports programs, demonstrating how visionary leadership transforms a school ecosystem.

9. Objectives of the Study

- To analyze the **multiple roles** of school leaders in Kerala.
 - To identify **key responsibilities** required for sustainable school growth.
 - To evaluate the **challenges** faced by heads of institutions in the current educational landscape.
 - To share **strategies and best practices** that can be adopted by other schools.
 - To develop a **leadership framework** based on Kerala-specific policies and community needs.
-

10. Methodology

- **Approach:** Qualitative case study.
- **Data Sources:**
 - School records (KHSS Kannadi).
 - Interviews with teachers, PTA members, and students.
 - Observation of academic and co-curricular activities.
 - Reference to SCERT guidelines and SITC Forum directives.
- **Tools Used:** SWOT analysis---a strategic planning tool used to identify the intrnal and external factors that can impact the success of an organization ,roject,or initiatives

SWOT means

S-strength(internal,positive)

W-weaknesses(internal,negative)

O-oppurtunities(external,positive)

T-treats(external,negative)

- , stakeholder mapping, community surveys.
-

- **Special Programs:**

- o 67 arts training programs in kala munnettam like in kathakali, nadanpattu, chendamelam, 3 tribal dances, skits in malayalam, sanskrit, band melam, poorakal, daffmuttu etc
- o Sports excellence: Rifle shooting, archery, karate, handball, athletics, kalari, net ball, twekwondo etc
- o Clubs: Little KITES, SPC, Red Cross, etc.
- o Different fairs like science, social, IT, mathematics, work experience

- **Infrastructure:** Smart rooms, library, gymnasium, rifle shooting range, and reading rooms.
-
-

- **Expectations:**

- o Holistic development of children beyond academics.
 - o Career-focused education and exposure to technology.
-

11. Problem Situation

Challenges Identified

1. Rising smartphone addiction among students affecting academics.
 2. Bridging the gap between curricular and co-curricular activities.
 3. Teachers struggling with new digital tools and NEP 2020 changes.
 4. Limited funds for advanced infrastructure projects.
 5. Parental expectations versus student mental health needs.
-

12. Change Initiated

Strategies Adopted

- **Academic Leadership:**

- o Teacher training sessions aligned with SCERT and NEP guidelines.
- o Regular review of lesson plans and performance metrics.

- **Community Engagement:**

- o Strengthened PTA involvement through structured general body meetings.
- o Counseling sessions for parents and students.

-
-

- **Student Development:**

- o Sports promotion programs and career guidance initiatives.
- o Anti-phone addiction campaign with workshops and monitoring.

- **Work Education & Vocational Training:**

- o Fashion Designing, Electronics, and Hotel Management skill courses introduced. 20 other items included coconut shell products, clay modelling, wood work, product using waste materials, metal embossing, coir door mats, different types of bags, pottery painting, bamboo products, fabric painting using vegetables, fabric painting, metal engraving, paper craft, stuffed toys, wood carving, electric wiring, thread art etc
- o

13. Outcomes

- Improved student attendance and punctuality.
- Higher participation in arts and sports competitions at district and state levels.
- Notable reduction in behavioral issues related to smartphone usage.
- Enhanced teacher collaboration and morale.
- Recognition at state-level educational forums for innovative practices.
- Students with at least one life skills

14. SWOT Analysis

Strengths	Weaknesses
Strong community support	Limited tech adoption in certain areas
High student enrollment	Dependence on few key resources
Variety of sports and arts programs	Teacher workload imbalance
Opportunities	Threats
NEP 2020 skill-based initiatives	Rapid technological changes
Government grants for infrastructure	Increased competition from private schools
Digital literacy projects	Rising social media influence

D. Technological Leadership

- Driving digital transformation in teaching and management.
-

16. Recommendations

- Develop district-level leadership training programs.
- Establish dedicated digital literacy centers in schools.
- Increase government funding for rural schools.
- Promote peer-to-peer teacher mentoring networks.

Notes on School Leadership – KHSS

Kannadi

1. Multiple Roles of the Headmistress

The Headmistress of KHSS Kannadi plays diverse and interconnected roles to ensure the holistic growth of the school:

Role of Headmistress as an Academic Leader – KHSS

Kannadi

As an **Academic Leader**, the Headmistress is the **visionary driver** of all academic activities in the school. Her role is to **set the direction, inspire innovation, and maintain quality standards** in teaching and learning.

She ensures that every student receives **holistic education**, preparing them for both higher studies and life challenges.

“The Headmistress is not only an administrator but also the academic heartbeat of the school.”

1. Setting a Clear Academic Vision

The foundation of academic leadership is a **strong vision** for education.

- Creates a **shared vision and mission** aligned with **SCERT and NEP 2020 goals**.
- Develops an **Academic Master Plan** based on state directives and SITC Forum guidelines.
- Sets **realistic targets** for academic excellence, like SSLC pass percentages or A+ results.
- Inspires teachers and students to strive for **continuous improvement and innovation**.

Example:

Preparing a **2025–26 Academic Master Plan** that integrates library programs, vocational subjects, SPC, Red Cross, and various sports initiatives.

2. Curriculum Planning and Execution

The Headmistress ensures that the **curriculum is effectively planned, delivered, and evaluated**.

- Guides teachers in **lesson planning**, unit tests, and project-based learning.
- Ensures the curriculum meets **SCERT standards** and state syllabus requirements.
- Balances **core subjects with co-curricular and vocational programs**.
- Incorporates **life skills, environmental awareness, and value education** into lessons.
- Promotes **interdisciplinary learning**, linking subjects like IT, science, and social studies.

Example:

Integrating *Shuchitwam 2040* (Cleanliness 2040) into science and social science lessons to promote sustainability and innovation.

3. Teacher Development and Support

Teachers are the **pillars of academic growth**, and the Headmistress acts as their mentor and coach.

- Conducts **orientation programs** for new teachers.
- Provides **regular training workshops** on ICT integration, pedagogy, and assessment methods.
- Encourages **peer mentoring and collaborative lesson planning**.
- Recognizes teacher achievements through **public acknowledgment and awards**.
- Builds a **teamwork culture** where teachers feel motivated to innovate.

Example:

Organizing **Little KITES ICT training** to help teachers adopt digital tools for smarter teaching.

4. Promoting Innovation in Teaching

As an academic leader, the Headmistress fosters a **culture of creativity and innovation**.

- Introduces **smart classrooms, AI tools, and digital resources**.
- Encourages teachers to experiment with **activity-based learning and flipped classrooms**.
- Supports **student-led innovation projects** like the QR code-based attendance system under Inspire Awards.
- Integrates **technology with traditional teaching methods** to enhance engagement.

Example:

Creating a **smart room** inaugurated by district panchayat president to showcase modern teaching practices.

5. Student Performance Management

The Headmistress closely monitors and **improves student outcomes**.

- Identifies **slow learners and gifted students** through data analysis.
- Implements **remedial classes** for academically backward students.
- Motivates high achievers to excel in **state and national-level competitions**.
- Organizes **mock exams and motivational sessions** before board exams.
- Guides teachers in **personalized learning strategies**.

Example:

Inviting **life coach Vipinchandra** to conduct sessions for SSLC students to reduce exam anxiety and boost performance.

6. Assessment and Evaluation Systems

Assessment is a critical tool for academic leadership.

- Designs a **comprehensive evaluation system** that includes academics, skills, and values.
- Ensures proper implementation of **formative and summative assessments**.
- Uses **Sampoorna software** for digital record keeping and transparency.
- Analyzes performance data to **identify gaps and plan interventions**.
- Aligns internal assessments with **state-level examination policies**.

Example:

Conducting digital evaluations for IT practical exams with full compliance.

Role of Headmistress as an Administrator and Policy Implementor – KHSS Kannadi

The Headmistress serves as the **chief administrator** of the school, ensuring the smooth functioning of all academic, co-curricular, and operational areas.

As a **policy implementor**, she translates **government policies, SCERT directives, and SITC Forum guidelines** into effective practices that meet the needs of the school community.

“Efficient administration and proper policy implementation create a foundation for quality education and sustainable school growth.”

1. Academic Administration

The Headmistress ensures **high academic standards** and effective teaching-learning practices.

- **Curriculum Planning:**
Aligns lesson plans and assessments with **SCERT guidelines** and the **Academic Master Plan**.
- **Time Table Management:**
Organizes a balanced timetable for classes 8A-8F, ensuring 8 periods daily with proper distribution of subjects.
- **Teacher Supervision:**
Conducts **classroom observations**, lesson plan reviews, and provides feedback to improve instructional quality.
- **Assessment Oversight:**
Ensures smooth conduct of **IT practicals, model exams, and SSLC board exams**.
- **Innovative Learning:**
Encourages **ICT-enabled teaching**, smart classrooms, and project-based learning.
- **Academic Clubs Coordination:**
Supervises club activities like Maths, Science, IT, Arts, and Sports to promote holistic development.

Example:

Monitoring the execution of *Ignite 2025*, which unified various subject clubs into a single impactful inauguration program.

2. Administrative Leadership

The Headmistress manages **day-to-day operations** while fostering a structured and disciplined school environment.

- **Staff Management:**
 - o Assigns roles to **67 teachers** and non-teaching staff.
 - o Conducts **staff meetings** to ensure clear communication.
 - o Delegates responsibilities like SPC coordination, Little KITES, and Noon Meal management.
- **Financial Management:**
 - o Oversees school funds, PTA contributions, and grants.
 - o Ensures **transparent budget allocation** for infrastructure, sports, and cultural events.
- **Facility Management:**
 - o Maintains classrooms, labs, library, and sports grounds.
 - o Oversees projects like gymnasium, rifle shooting range, and smart room.

- **Safety and Security:**

- o Implements safety measures for students and staff.
- o Coordinates with local authorities during emergencies like natural disasters.

Example:

Shifting old electric connections from the school ground to ensure **safety compliance** with KSEB.

3. Policy Implementation

The Headmistress acts as the **link between government directives and classroom practices**, ensuring compliance with educational policies.

a) Government & SCERT Policies

- Implements **SCERT directives** (e.g., S.O. No. 182/2025/Po.Vi.V) on curriculum changes.
- Aligns school programs with **NEP 2020 goals** and state-specific reforms.
- Introduces **vocational subjects** like Fashion Designing, Electronics, and Hotel Management.

b) Examination and Evaluation Policies

- Manages **IT exam control** and state-level SSLC exam regulations.
- Trains teachers to follow proper evaluation and reporting systems using **Sampoorna software**.

c) Inclusive Education Policies

- Enforces policies for **students with special needs**, ensuring access to resources and support.
- Implements **remedial teaching strategies** for academically backward students.

d) Digital and ICT Policies

- Promotes **Little KITES ICT programs** for digital literacy.
- Encourages teachers to use AI and smart tools in classrooms.

Example:

Launching the **QR code-based attendance system project** under the INSPIRE Awards scheme, aligning with digital innovation policies.

4. Student Management and Welfare Administration

The Headmistress ensures that student welfare is at the **center of school administration**.

- **Discipline:**
Maintains a **positive behavior management system** to prevent issues like bullying or substance abuse.
- **Guidance and Counseling:**
Organizes motivational classes (e.g., by life coach **Vipinchandra**) to reduce exam stress.
- **Health and Safety:**
Implements **school health programs**, first-aid facilities, and hygiene campaigns.
- **Nutrition:**
Supervises the **Noon Meal Program** for Class 8 students.
- **Co-curricular Activities:**
Ensures equal participation in arts, sports, and vocational programs.

Example:

Supporting campaigns like *Shuchitwam 2040* to promote cleanliness and student innovation.

5. Community Administration

As the head administrator, she acts as a **bridge between school and society**.

- Builds partnerships with **local government, NGOs, and alumni networks**.
- Conducts community-based events like Kerala Piravi celebrations and anti-drug campaigns.
- Seeks community support for **resource mobilization and fundraising**.

Example:

Collaborating with local leaders for the successful inauguration of new facilities during *Vijayotsavam

Role of Headmistress as a Community Bridge Builder – KHSS Kannadi

The Headmistress acts as a **link between the school and the wider community**, ensuring **mutual growth, cooperation, and trust**.

By fostering strong relationships with **parents, local leaders, government agencies, and NGOs**, she creates a **supportive network** that enhances student learning and school development.

1. Connecting School with Parents

Parents are the **first stakeholders** in a child’s education.

The Headmistress ensures active involvement of parents in the school’s activities and decision-making.

- Conducts **regular PTA meetings** to discuss academic progress, student discipline, and school policies.
- Encourages parents to **participate in school development projects** like library expansion, smart classrooms, or playground upgrades.
- Provides **parental awareness sessions** on issues like mobile addiction, exam stress, and career guidance.
- Builds **trust and transparency** through open communication.
- Addresses concerns of parents with **empathy and respect**.

Example:

During PTA meetings, separate sessions for Classes 8, 9, and 10 are held to address age-specific challenges such as phone addiction or academic performance.

2. Collaborating with Local Government and Panchayat

Strong ties with **local authorities** ensure better resource mobilization and community support.

- Works closely with **ward members, panchayat, and district officials** to implement school development schemes.
- Coordinates with local self-government for **infrastructure projects** like gymnasiums, rifle shooting ranges, and libraries.
- Engages panchayat health and sanitation departments for **cleanliness drives and public health campaigns**.
- Seeks **funding and grants** for innovative programs like Inspire Awards or vocational courses.

Example:

The new smart room at KHSS Kannadi was inaugurated by the **district panchayat president**, reflecting strong school-community partnership.

3. Strengthening Feeder School Relationships

KHSS Kannadi receives students from **around 60 UP schools**, making collaboration essential.

- Regular **orientation sessions** for students transitioning from UP schools.
- Networking with feeder school teachers for **smooth academic continuity**.
- Sharing resources like **training workshops and sports facilities**.
- Creating a **district-level forum** for joint initiatives in academics and co-curricular areas.

Example:

Organizing a district-level **sports meet** where UP schools participate, promoting a sense of unity.

4. Partnering with Social and Cultural Organizations

The Headmistress leverages local organizations to **enrich student experiences** and spread positive social values.

- Collaborates with **SPC, Red Cross, Guides, and Little KITES** for community service activities.
- Encourages **cultural organizations** to conduct programs that promote local art, music, and heritage.
- Involves **NGOs** in areas like health awareness, gender equality, and anti-drug campaigns.
- Mobilizes volunteers for **special coaching classes or mentoring sessions**.

Example:

The anti-drug campaign led by SPC students at KHSS Kannadi was done with the support of local police and NGOs.

5. Promoting Social Responsibility Among Students

As a bridge builder, the Headmistress encourages students to **contribute back to society**.

- Organizes **community service programs** like cleaning drives, blood donation camps, and awareness rallies.
- Promotes projects like **Shuchitwam 2040**, where students innovate for cleanliness and sustainability.
- Encourages **student leadership** through school parliament and clubs to take active community roles.
- Instills **values of empathy, kindness, and citizenship**.

Example:

Students participate in **World Environment Day** activities by planting trees in nearby villages.

6. Conflict Resolution Between School and Community

Conflicts may arise due to misunderstandings or differing expectations.

The Headmistress plays a **mediator role** to maintain harmony.

- Listens to **community concerns** with openness and patience.
- Explains school policies clearly to avoid miscommunication.
- Uses **negotiation and problem-solving techniques** to find win-win solutions.
- Ensures **disciplinary actions are fair and transparent**, preventing resentment.

Example:

Resolving issues related to **early morning extra classes** by balancing department directives with community needs.

7. Resource Mobilization and Fundraising

A strong school-community partnership helps in **raising resources for growth**.

- Encourages **community donations** for libraries, laboratories, and sports facilities.
- Organizes **fundraising events** like art exhibitions or cultural fests.
- Builds **alumni networks** to support scholarships or school projects.
- Engages local businesses for **CSR contributions**.

Example:

Community leaders funded the establishment of a **rifle shooting range and gymnasium** at KHSS Kannadi.

8. Bridging Traditional Values and Modern Education

Many rural communities value **traditional culture**, which can sometimes clash with modern educational practices.

The Headmistress acts as a **harmonizer** between both worlds.

- Incorporates **local traditions and folk arts** into the curriculum through school clubs.

- Educates the community about the **importance of technology and innovation**.
- Promotes **balanced development**, respecting heritage while preparing students for global opportunities.
- Organizes **festivals like Kerala Piravi** to celebrate cultural unity.

Example:

During *Ignite 2025*, clubs like arts, IT, and sports worked together to showcase both **traditional and futuristic learning**.

Summary Table: Community Bridge Builder Roles

Area	Headmistress' s Role
Parents	Build trust, address concerns, involve them in decision-making
Local Government	Collaborate for infrastructure, funding, and policies
Feeder Schools	Ensure smooth student transition and resource sharing
Social Organizations	Partner for health, safety, and cultural programs
Students	Instill responsibility through community service
Conflict Resolution	Mediate disputes between school and stakeholders
Resource Mobilization	Raise funds and gather resources for development
Tradition vs. Modernity	Balance cultural values with modern education

Conclusion

As a **community bridge builder**, the Headmistress of KHSS Kannadi creates a **strong network of support and collaboration**.

By connecting the school with parents, local authorities, feeder schools, and social organizations, she ensures that education is **holistic, culturally rooted, and future-ready**.

This role strengthens not only the school but also the **entire community**, fostering shared growth and success.

Role of Headmistress as a Motivator and Guide – KHSS Kannadi

The Headmistress is the **heart of the school's inspiration**, guiding teachers, students, and the community with a clear vision and compassionate leadership.

As a **motivator**, she instills enthusiasm, hope, and confidence.

As a **guide**, she provides direction, support, and mentoring to ensure everyone works toward shared goals.

1. Motivating Teachers and Staff

Teachers are the driving force of the school, and keeping them inspired is key to success.

- Recognizes and **celebrates teacher achievements** during assemblies and meetings.
- Provides **emotional support** during stressful times like exam seasons.
- Encourages teachers to **adopt innovative teaching methods** like ICT and activity-based learning.
- Conducts **professional development workshops** to boost confidence and skills.
- Creates a culture of **mutual respect and collaboration** among staff.
- Resolves conflicts between staff members through **transparent communication**.

Example at KHSS Kannadi:

Acknowledging the efforts of teachers who train students for events like *Vijayotsavam*, Inspire Awards, or state-level sports competitions.

2. Inspiring Students to Reach Their Potential

A Headmistress acts as a **role model and mentor** for students, inspiring them to achieve their dreams.

- Shares **success stories of alumni and achievers** to motivate students.
- Provides **personal guidance to academically backward students**, encouraging them to believe in themselves.
- Celebrates small wins like **Sampoorna A+ awards**, sports medals, and arts achievements.
- Motivates students to participate in **competitions, innovation projects, and social programs**.
- Helps students overcome **fear of failure and exam anxiety** through motivational talks.
- Promotes a **growth mindset**, encouraging them to see challenges as opportunities.

Example:

Inviting **life coach Vipinchandra** to conduct motivation sessions for SSLC students and their parents before board exams.

3. Guiding Teachers as a Mentor

As a guide, the Headmistress **mentors teachers** to ensure quality education.

- Provides **direction on curriculum planning** and innovative pedagogy.
- Offers **feedback through classroom observations** to improve teaching quality.
- Guides teachers in using **digital tools, AI, and smart classroom technologies**.
- Helps new teachers integrate smoothly into the school culture.
- Encourages **collaborative lesson planning and peer mentoring**.

Example:

Helping teachers integrate technology in lessons through **Little KITES ICT training**.

4. Career and Life Guidance for Students

Beyond academics, the Headmistress ensures students are **prepared for life and careers**.

- Organizes **career guidance programs** for Classes 8–10 in collaboration with experts.
- Guides students to select **vocational courses** like Fashion Designing, Electronics, and Hotel Management.
- Encourages **skill development programs** to make students future-ready.
- Mentors student leaders in school parliament, clubs, and SPC to **develop leadership skills**.
- Provides **counseling for personal challenges**, including emotional or social issues.

Example:

Arranging a **career fair** with local colleges and vocational training institutes.

5. Building Confidence Through Encouragement

Motivation grows when students and teachers **feel valued and confident**.

- Uses positive reinforcement through **praise, certificates, and awards**.
- Creates opportunities for **public speaking and leadership** in assemblies and events.
- Recognizes effort, not just results, to boost self-esteem.
- Provides **constructive feedback** to help individuals improve.
- Encourages **peer-to-peer appreciation** among students and teachers.

Example:

Rewarding class teams for consistent cleanliness and discipline during *Shuchitwam 2040* campaigns.

6. Guiding in Ethical and Value-Based Education

A guide leads by example, ensuring education is rooted in **values and ethics**.

- Promotes honesty, discipline, and respect in daily school activities.
- Addresses challenges like **mobile addiction, bullying, and substance abuse** with awareness programs.
- Guides students in **developing social responsibility** through SPC, Red Cross, and community service.
- Encourages students to balance **modern technology with traditional values**.

Example:

Conducting anti-drug campaigns with SPC and local police to protect students from negative influences.

7. Motivating Through Vision and Goal Setting

Motivation grows when there is a **clear purpose and direction**.

- Sets **school-wide goals** and inspires everyone to work toward them.
- Encourages teachers and students to create **personal growth plans**.
- Communicates the **long-term vision of KHSS Kannadi** as a center of innovation and excellence.
- Involves all stakeholders in achieving targets through **collaborative planning**.

Example:

Announcing specific targets for Inspire Award projects and celebrating milestone achievements publicly.

8. Support During Crises and Challenges

A motivator and guide provides **strength during difficult times**.

- Offers **emotional support and guidance** during personal or community crises.
- Acts as a **problem solver**, leading the school calmly during conflicts or emergencies.
- Ensures **psychological support services** are available for affected students or families.
- Uses difficult situations as **learning experiences** for growth.

Example:

Leading relief activities and providing school facilities as a **community center** during monsoon floods.

Summary Table: Motivator & Guide Roles

Area	Motivational Role	Guidance Role
Teachers	Recognizing achievements, boosting morale	Curriculum direction, technology integration
Students	Inspiring participation, encouraging effort	Career and personal guidance
Academic Growth	Encouraging excellence	Coaching for innovation and remedial programs
Life Skills	Building confidence, leadership opportunities	Mentoring SPC, clubs, and school parliament
Ethics & Values	Promoting positive behavior	Guiding on social responsibility and discipline
Crisis Response	Providing emotional support	Leading problem-solving efforts

Conclusion

As a **motivator**, the Headmistress of KHSS Kannadi brings **energy, hope, and inspiration** to the entire school community.

As a **guide**, she offers **direction, mentorship, and wisdom**, ensuring that both students and teachers are equipped to face academic and life challenges.

By combining these roles, she transforms the school into a **thriving, supportive, and goal-oriented environment**.

Role of Headmistress as a Visionary Leader – KHSS Kannadi

A **visionary leader** inspires and guides the school toward a **shared future**, focusing on long-term goals rather than short-term fixes.

The Headmistress of KHSS Kannadi acts as a **catalyst for change**, blending tradition and innovation to make the school a **model institution** in Kerala.

1. Crafting and Communicating a Clear Vision

The foundation of visionary leadership lies in **defining a strong, inspiring vision** for the school.

- Develops a **clear mission and vision statement** aligned with NEP 2020, SCERT, and SITC directives.
- Ensures all stakeholders – teachers, students, parents, and the community – **understand and commit** to the school’s vision.
- Communicates the vision regularly through **assemblies, meetings, and school publications**.
- Builds a **culture of pride and belonging** among students and staff.

Example:

Creating a vision for KHSS Kannadi to become a **center of academic excellence and innovation**, with a focus on arts, sports, and technology.

2. Strategic Planning for School Growth

A visionary leader transforms ideas into **practical strategies**.

- Creates a **five-year development plan** for infrastructure, academics, and co-curricular growth.
- Sets **SMART goals** (Specific, Measurable, Achievable, Relevant, Time-bound) for every department.
- Integrates **vocational education** programs like fashion designing, hotel management, and electronics.
- Plans for **digital transformation**, including smart classrooms and AI-based tools.
- Aligns all school projects with **state educational policies** and community needs.

Example:

Developing the Academic Master Plan 2025–26 with a focus on STEM, work education, and technology-driven teaching.

3. Inspiring and Motivating Stakeholders

The Headmistress acts as a **role model**, inspiring others to work toward the shared vision.

- Motivates teachers through **recognition, trust, and empowerment**.
- Encourages students to **pursue excellence in academics, sports, and arts**.
- Inspires parents and community members to **actively participate** in school development.
- Fosters **team spirit** by celebrating collective achievements like *Vijayotsavam* or Inspire Awards.

Example:

Honoring Sampoorana A+ achievers and teachers during assemblies to foster a culture of appreciation.

4. Driving Innovation and Change

Visionary leadership requires embracing **innovation and transformation**.

- Encourages **creative teaching methodologies** like gamification, flipped classrooms, and experiential learning.
- Promotes **STEM clubs, Little KITES, and innovation hubs** to prepare students for the future.
- Supports **research and project-based learning**, including investigatory projects.
- Introduces **eco-friendly initiatives** like *Shuchitwam 2040* for sustainable campus development.
- Implements **digital tools for management**, like QR code-based attendance systems.

Example:

Leading the **Ignite 2025** program to bring all subject clubs under one creative platform.

5. Building Future-Ready Students

A visionary leader prepares students for **life beyond school**, not just exams.

- Promotes **21st-century skills** – critical thinking, collaboration, communication, and creativity.
- Strengthens **vocational and skill-based education** to improve employability.
- Ensures **holistic development** through sports, arts, and leadership programs.
- Introduces **career guidance** and mentorship programs for higher education pathways.
- Encourages participation in **global competitions and technology fairs**.

Example:

Training students for Inspire Award innovation competitions and national-level sports events.

6. Cultivating a Culture of Continuous Learning

A visionary leader believes in **lifelong learning** for everyone in the school ecosystem.

- Provides **professional development opportunities** for teachers through SCERT and SITC workshops.
- Encourages staff to adopt **new technologies and modern pedagogical methods**.
- Creates a **learning organization** where mistakes are seen as opportunities for growth.
- Promotes a **research mindset**, motivating teachers and students to explore new ideas.

Example:

Hosting teacher-led digital training programs for ICT integration.

7. Community Integration and Partnership

A visionary school leader ensures that the school becomes a **pillar of the community**.

- Builds partnerships with **local government, NGOs, alumni, and businesses**.
- Uses the school as a hub for **community education and awareness campaigns**.
- Promotes **inclusive education**, ensuring access for marginalized groups.
- Aligns school initiatives with **local culture, heritage, and values**.

Example:

Collaborating with local panchayat leaders to secure resources for digital classrooms and sports facilities.

8. Ensuring Equity and Inclusion

A visionary leader works to **remove barriers to learning** for every child.

- Focuses on **gender equality** and girl empowerment programs.
- Implements **remedial teaching and mentoring** for academically backward students.
- Supports children with special needs through **inclusive education practices**.
- Establishes policies to **eliminate discrimination and bullying**.

Example:

Launching special morning classes to support 45 academically struggling students.

9. Data-Driven Decision Making

Using data to **monitor progress and refine strategies**.

- Tracks **student performance, attendance, and well-being** through digital systems.
- Uses analytics to identify gaps in teaching and learning.
- Reviews progress regularly with teachers and management committees.
- Adjusts policies based on **evidence rather than assumptions**.

Example:

Analyzing digital attendance data to reduce absenteeism and improve student engagement.

Summary Table: Visionary Leadership Roles

Role Area	Key Contributions at KHSS Kannadi
Vision Creation	Setting mission and vision aligned with NEP & SCERT
Strategic Planning	Five-year development plan with SMART goals
Inspiration & Motivation	Empowering teachers, students, and parents
Innovation	STEM clubs, eco-initiatives, digital transformation
Future-Readiness	Vocational education, 21st-century skills
Continuous Learning	Professional development and research culture
Community Partnership	Government and NGO collaboration
Equity & Inclusion	Remedial classes, girl empowerment, inclusive education
Data-Driven Decisions	Using analytics for progress tracking

Conclusion

The Headmistress of KHSS Kannadi, as a **visionary leader**, **inspires transformation**, turning the school into a beacon of excellence.

Through clear vision, innovation, and collaboration, she creates a future where every student is **prepared for global challenges while rooted in local values**.

Role of Headmistress in Community Leadership – KHSS Kannadi

The **Headmistress** is not only an educational leader but also a **community leader**, fostering partnerships between the school, families, local organizations, and government agencies.

This role ensures that the school becomes a **hub of social, cultural, and developmental progress** for the entire community.

1. Building Strong School-Community Relationships

The Headmistress acts as a **bridge between the school and community**.

- Strengthens ties with **parents, local self-government bodies, and stakeholders**.
- Builds trust through **transparent communication and collaboration**.
- Encourages community involvement in **school development projects**.
- Creates a welcoming environment for parents and local leaders to **participate in school decisions**.
- Uses the school as a **center for community learning and awareness programs**.

Example:

During *Vijayotsavam*, engaging the community in inaugurating facilities like the rifle shooting range,

gymnasium, and smart rooms.

2. Mobilizing Resources for School Growth

The Headmistress coordinates with the community to **generate resources and support** for school programs.

- Approaches **alumni associations, local business leaders, and NGOs** for sponsorships.
- Utilizes **CSR funds** for infrastructure development like digital classrooms or sports facilities.
- Initiates **fundraising campaigns** for special projects like libraries and innovation labs.
- Encourages community volunteers to **offer expertise in vocational training**.

Example:

Mobilizing community contributions to support training programs in fashion designing, electronics, and hotel management.

3. Promoting Social Awareness & Responsibility

The Headmistress uses the school as a platform to **raise awareness on social issues**.

- Organizes campaigns on **drug abuse prevention, health awareness, and environmental conservation**.
- Coordinates with the **Student Police Cadet (SPC)** unit to promote social responsibility.
- Conducts awareness sessions on **digital safety and cyberbullying**.
- Collaborates with **health workers** to conduct vaccination drives and wellness camps.
- Encourages students to take part in **community service programs**.

Example:

Anti-drug awareness programs conducted with local police and community leaders.

4. Integrating Local Culture & Values

The school becomes a **center of cultural preservation and celebration** under the Headmistress's leadership.

- Organizes events like **Kerala Piravi Day**, Onam celebrations, and arts festivals to connect students with their roots.

- Encourages **folk arts and traditional sports** like *Kalari* as part of co-curricular activities.
- Incorporates **local history and heritage** into the curriculum through projects and exhibitions.
- Supports intergenerational learning by involving **elders of the community** in storytelling and skill-sharing sessions.

Example:

Celebrating *Kerala Piravi* with a mix of cultural programs and awareness messages for students and the public.

5. Collaboration with Government & Local Agencies

The Headmistress plays a key role in **linking the school with government programs** for mutual benefit.

- Works with **panchayat authorities, district education offices, and health departments** for schemes like noon meal and scholarships.
- Coordinates with **police and SPC** to ensure school and community safety.
- Utilizes **government-sponsored digital literacy and vocational training programs**.
- Engages with **block and district panchayat leaders** for infrastructure funding.

Example:

Involving district panchayat president and ward members in inaugurations and policy discussions for school improvement.

6. Conflict Resolution and Mediation

The Headmistress serves as a **neutral mediator** in resolving school-community conflicts.

- Addresses grievances between **parents, teachers, and students**.
- Builds consensus on **policy changes, discipline issues, or resource allocation**.
- Promotes **peace and harmony** by encouraging dialogue and empathy.
- Works with community leaders to **resolve external challenges** affecting students.

Example:

Handling disputes regarding early morning classes through transparent discussions with staff and parents.

7. Community Development Initiatives

The Headmistress extends leadership **beyond the school walls** to help uplift the community.

- Offers school facilities for **adult education and literacy classes**.
- Promotes **skill development workshops** for unemployed youth.
- Supports initiatives for **clean water, sanitation, and public health**.
- Encourages students to engage in **community surveys and social action projects**.
- Creates a **hub for disaster relief activities** during floods or natural calamities.

Example:

Launching environmental clean-up drives and tree planting campaigns involving students and local residents.

8. Enhancing Parental Engagement

Parental participation is vital for the success of community leadership.

- Organizes **regular PTA meetings** to discuss student progress and welfare.
- Uses **digital communication platforms** like WhatsApp for updates and reminders.
- Involves parents in **decision-making committees** for academic and extracurricular programs.
- Provides **parental education workshops** on child psychology, mobile phone addiction, and digital safety.

Example:

Creating parent task forces for addressing issues like mobile addiction and student discipline.

9. Crisis Management & Community Support

In times of crisis, the Headmistress serves as a **pillar of strength** for the community.

- Leads **emergency response plans** for natural disasters or accidents.
- Coordinates relief efforts with government and NGOs.
- Provides psychological and logistical support to affected families.
- Uses technology for **quick communication and resource mobilization**.

Example:

Using school premises as a relief center during heavy monsoon floods.

Summary Table: Roles in Community Leadership

Area	Key Actions
School-Community Bond	Build trust, involve stakeholders in decisions
Resource Mobilization	Alumni networks, CSR funds, sponsorships
Social Awareness	Anti-drug campaigns, environmental drives
Cultural Integration	Arts, festivals, heritage preservation
Government Collaboration	Panchayat projects, SPC coordination
Conflict Resolution	Mediate grievances and promote harmony
Community Development	Adult education, skill training, sanitation
Parental Engagement	Digital communication, training workshops
Crisis Leadership	Relief operations and disaster management

Conclusion

The Headmistress of KHSS Kannadi serves as a **community leader**, ensuring that the school is not just a place for education but a **center of social transformation**.

By bridging the gap between education and community needs, she **empowers students, families, and local residents**, fostering a shared vision of progress and well-being

•.

Role of Headmistress in Student Welfare – KHSS

Kannadi

The **Headmistress** plays a crucial role in creating a **safe, supportive, and nurturing environment** where every student can grow academically, socially, emotionally, and physically.

1. Ensuring Physical Safety and Well-being

The headmistress ensures that the school environment is **safe, secure, and conducive** for learning.

- Regularly inspects **classrooms, playgrounds, labs**, and school premises for safety.
- Implements **disaster management and safety drills** (fire, earthquake, flood preparedness).
- Monitors **health and hygiene practices**, especially noon meal program for Class 8 students.
- Ensures **first aid facilities and tie-ups with nearby hospitals** for emergencies.
- Supervises **sports and physical education programs** like karate, handball, archery, rifle shooting, and athletics.
- Promotes **cleanliness drives** and eco-friendly practices like *Shuchitwam 2040* initiatives.

Example:

Introducing a regular health check-up program in partnership with local health centers.

2. Promoting Mental Health & Emotional Support

A student's mental health is vital for academic success and personal growth.

- Establishes a **student counseling cell** with trained counselors.
- Organizes **awareness classes on stress management, exam fear, and peer pressure**.
- Provides **one-on-one emotional support** to students facing challenges.
- Implements **anti-bullying and anti-drug campaigns** in collaboration with SPC and Red Cross.
- Encourages teachers to **observe signs of anxiety or depression** and report promptly.
- Introduces **emotional expression activities** like Magic Mirror and Identity Shield worksheets.

Example:

Inviting **life coach Vipinchandra** to conduct motivational sessions for SSLC batch and their parents.

3. Academic Welfare & Learning Support

Ensuring that every child receives quality education and achieves their potential.

- Creates **remedial teaching programs** for academically backward students.
- Organizes **special coaching classes** before exams, following department guidelines.
- Implements **inclusive education** practices for children with special needs.
- Promotes **STEM education, Little KITES, and vocational training** programs.
- Monitors **teacher lesson plans and student assessment data** to identify learning gaps.
- Encourages innovative projects like **QR code-based attendance system** for Inspire Awards.

Example:

Arranging extra morning classes for 45 backward students with teacher collaboration.

4. Personal Development & Life Skills

Students need **holistic growth**, beyond academics.

- Encourages participation in **arts, sports, and cultural events** like *Vijayotsavam* and *Kala Munnettam*.
- Provides platforms for **leadership development** through school parliament, clubs, and SPC.
- Introduces **life skill training**, including communication, problem-solving, and decision-making.
- Conducts **career guidance sessions** and motivational seminars for higher studies.
- Supports **student-led innovation clubs** to promote creativity.

Example:

Hosting **Ignite 2025** to bring together all subject clubs for student creativity and skill growth.

5. Building a Supportive School Culture

Creating a **positive and inclusive environment** that nurtures respect and belonging.

- Establishes a **code of conduct** for discipline and respect.
- Promotes **gender equality** and sensitization programs.
- Encourages **peer mentoring programs** where senior students guide juniors.
- Maintains **strong teacher-student relationships** through open-door policies.
- Celebrates **student achievements** to boost confidence and morale.

Example:

Awarding *Sampoorna A+ students* during assemblies to inspire others.

6. Community and Parent Engagement

Involving parents and the community in student welfare initiatives.

- Conducts **regular PTA meetings** to discuss student progress and challenges.
- Uses **digital platforms and WhatsApp groups** for effective communication with parents.
- Collaborates with **local agencies, NGOs, and government programs** for welfare schemes.

- Launches **community outreach programs**, like anti-drug awareness campaigns.
- Ensures **parental involvement in decision-making** for better student outcomes.

Example:

Virtual PTA meetings to involve parents who cannot attend in person.

7. Protection and Rights of Students

Safeguarding students' **rights, dignity, and interests**.

- Implements **POSH (Prevention of Sexual Harassment)** guidelines in school.
- Ensures **Child Rights Protection policies** are followed.
- Addresses **grievances** through a proper redressal mechanism.
- Protects students from **discrimination or unfair treatment**.

Example:

Creating a *Child Safety Committee* with teachers, parents, and community representatives.

8. Monitoring & Evaluation

Constantly assessing and improving welfare programs.

- Conducts **regular surveys and feedback sessions** with students.
- Analyzes attendance, health reports, and academic performance.
- Reviews welfare policies during staff meetings.
- Adjusts strategies based on **data-driven decisions**.

Example:

Analyzing trends of absenteeism and taking corrective steps through mentoring.

Summary Table: Roles of Headmistress in Student Welfare

Area	Key Responsibilities
Physical Safety	Safe campus, health programs, hygiene, sports safety

Area	Key Responsibilities
Mental Health	Counseling, anti-drug campaigns, stress management
Academic	Remedial teaching, inclusive education, exam preparation
Welfare	
Life Skills	Leadership training, vocational education, creativity
School Culture	Discipline, gender equality, celebrating achievements

Technological Leadership Roles of Headmistress – KHSS Kannadi

1. Visionary Leadership

The Headmistress acts as a **change agent**, driving the school toward digital transformation.

- Develops a **vision for digital education** aligned with SCERT, SITC, and NEP 2020 policies.
- Encourages **digital literacy among teachers and students**.
- Plans and implements **long-term ICT strategies** to improve teaching and school management.
- Promotes a **future-ready learning environment** with AI, coding, robotics, and smart classrooms.

Example at KHSS Kannadi:

Introducing advanced ICT-based teaching through smart rooms and subject club activities like *Little KITES*.

2. Digital Infrastructure Development

Ensuring that the school has a **strong technological backbone**.

- Supervises **computer labs**, smart classrooms, and digital libraries.
- Ensures reliable **internet connectivity and network security**.
- Allocates budget for **upgrading ICT equipment**.
- Introduces **QR code-based attendance systems** and **digital ID cards**.
- Oversees digital safety measures like **firewalls, CCTV monitoring**, and data privacy.

Example:

Supporting the INSPIRE Award project on QR code-based attendance designed by the school.

3. Teacher Empowerment & Capacity Building

Building **teacher competency** to integrate technology in teaching.

- Organizes **training workshops** on digital tools, AI, coding, and online assessments.
- Encourages teachers to use **interactive apps** like Google Classroom, Kahoot, or GeoGebra.
- Promotes **continuous professional development (CPD)** with SCERT/SITC programs.
- Motivates teachers to develop **digital learning resources** and e-content.

Example:

Implementing **Little KITES** to train students and teachers together in coding and digital skills.

4. Student-Centered Technological Learning

Using technology to **enhance student engagement and performance**.

- Introduces **digital literacy programs** from Class 8 onwards.
- Supports **AI-based personalized learning platforms**.
- Promotes **gamified learning** for subjects like maths, science, and languages.
- Encourages participation in **technology competitions** like Inspire Awards, hackathons, and robotics fairs.
- Establishes **e-safety guidelines** for responsible technology use.

Example:

Using mobile apps and digital storytelling for motivating reluctant learners like *Advaith's group*.

5. Data-Driven Decision Making

Using **data analytics** for better administration and academic planning.

- Implements **digital attendance and grading systems**.
- Uses data to track **student progress, absenteeism, and performance gaps**.
- Supports **real-time communication with parents** via school management apps.
- Develops **action plans** based on data trends for academic improvement.

Example:

Using analytics from the school's digital attendance system to identify frequently absent students.

6. Innovation & Digital Transformation

Creating a culture of **innovation in the school ecosystem**.

- Encourages **STEM projects** and innovation clubs.
- Facilitates **virtual classrooms** and hybrid learning.
- Leads **digital exhibitions** like *Ignite 2025*.
- Collaborates with **government and private ed-tech initiatives**.
- Introduces **eco-friendly technology practices** such as e-waste management.

Example:

Promoting the *Kala Munnettam* and tech exhibitions by integrating digital art and AI-powered design.

7. Community Engagement Through Technology

Leveraging technology to **connect school, parents, and the community**.

- Conducts **virtual PTA meetings** and webinars.
- Uses **WhatsApp and school apps** for regular communication.
- Promotes **online campaigns for anti-drug awareness**, environmental protection, etc.
- Builds a **digital portfolio of school achievements** to showcase to stakeholders.

Example:

Streaming school events like *Vijayotsavam* on social media for community participation.

8. Digital Ethics & Cyber Safety Leadership

Protecting students and staff from **digital threats**.

- Sets **policies for mobile phone usage** among students.
- Educates the school community on **cyberbullying prevention and digital citizenship**.
- Implements **GDPR-compliant data protection** policies.
- Trains students to **use technology responsibly**.

Example:

Launching awareness drives about mobile addiction and safe internet practices in collaboration with SPC (Student Police Cadet) unit.

9. Administrative Technology Integration

Streamlining administrative processes using ICT.

- Introduces **digital fee collection and record-keeping systems**.
- Uses **school ERP solutions** for time-table management and scheduling.
- Monitors **teacher workload and resource allocation** digitally.
- Supports **online inventory management** for sports and lab equipment.

Example:

Using digital platforms for managing work education programs like fashion designing, electronics, and hotel management.

Summary Table

Role Area	Key Actions at KHSS Kannadi
Visionary Leadership	Establish a roadmap for digital transformation
Infrastructure	Upgrade computer labs, smart rooms, and network
Teacher Empowerment	Training workshops on ICT & digital pedagogy
Student Learning	AI-based personalized education, coding clubs
Data-Driven Decisions	Digital attendance, academic analytics
Innovation	STEM projects, hybrid classrooms
Community Engagement	Virtual PTA, social media presence
Cyber Safety	Mobile phone policy, e-safety campaigns
Administration	ERP systems for fees, scheduling, records

•

2. Key Responsibilities for Sustainable School Growth

To ensure consistent and sustainable growth, the Headmistress must focus on:

1. **Quality Education** – maintaining high academic standards and equity.
 2. **Student-Centric Approach** – supporting individual needs, remedial coaching, and talent development.
 3. **Technology Integration** – smart classrooms, ICT-enabled teaching, digital attendance systems.
 4. **Inclusive Participation** – promoting co-curricular and vocational education (Fashion Designing, Hotel Management, Electronics).
 5. **Resource Management** – efficient use of funds, infrastructure, and human resources.
 6. **Stakeholder Engagement** – active PTA, alumni network, and community partnerships.
 7. **Environmental Responsibility** – eco-friendly practices and sustainability projects.
 8. **Strong Monitoring Systems** – regular evaluation of programs, teachers, and student progress.
-

3. Challenges Faced by Heads of Institutions

School heads in Kerala face unique challenges such as:

- **Academic Pressure:** Balancing syllabus completion with skill-based learning.
 - **Teacher Coordination:** Managing large teams and ensuring accountability.
 - **Disciplinary Issues:** Addressing student behavior, phone addiction, and absenteeism.
 - **Community Expectations:** Handling parental demands and societal pressures.
 - **Policy Changes:** Adapting to frequent updates in SCERT and government directives.
 - **Resource Limitations:** Funding constraints for infrastructure and programs.
 - **Technological Gaps:** Training staff to use digital tools effectively.
 - **Balancing Roles:** Managing multiple responsibilities without burnout.
-

4. Strategies and Best Practices

To overcome challenges and lead effectively:

- **Collaborative Leadership:** Form teacher committees for subject clubs, sports, and cultural events.
- **Continuous Training:** Regular workshops for teachers (e.g., ICT skills, assessment reforms).
- **Data-Driven Decisions:** Use digital tools to track attendance, performance, and resources.
- **Inclusive School Culture:** Encourage students to participate in arts, sports, and leadership roles.
- **Community Linkages:** Partner with NGOs, local businesses, and government schemes for support.
- **Motivational Programs:** Regular sessions for students, parents, and staff to boost morale.
- **Transparent Communication:** Maintain clear, timely communication with all stakeholders.
- **Sustainability Projects:** Implement eco-initiatives like rainwater harvesting, recycling, and green energy use.

5. Leadership Framework for Kerala Context

Based on state policies and local community needs:

Domain	Focus Area	Key Action
Academic Excellence	Quality teaching, SCERT curriculum implementation	Peer mentoring, innovative pedagogy
Inclusive Growth	Support for backward/slow learners	Morning coaching, evening classes, night classes, remedial classes
Technology Leadership	ICT integration, Little KITES	Smart room upgrades, QR attendance
Community Partnership	Active PTA & local involvement	Regular meetings, shared decision-making
Cultural Preservation	Promote local arts & values	Support 67 arts programs, Kerala for youth festival.
Sustainability	Green initiatives	Waste management, eco clubs
Accountability	Performance tracking	Data dashboards, periodic reviews

Conclusion

The Headmistress of KHSS Kannadi plays a **transformational role** in balancing academic rigor, cultural enrichment, technological advancement, and community harmony.

By embracing collaborative strategies, addressing challenges proactively, and aligning with Kerala's educational policies, sustainable growth can be achieved, making KHSS Kannadi a **model school for holistic development**.

. Theory of Change – Turning Points & Reflection

The true **turning point** came when a **student survey on mobile addiction** revealed shocking statistics, prompting urgent action.

Mantra for Change:

"Listen, Lead, and Learn – Transformation is a journey, not a race."

Reflections by the Headmistress:

- "Change happens when we lead by **example**, not by command."
- "Our students need not just classrooms, but **life-skills and values** to thrive in the world."
- "Partnership with parents and the community is the backbone of sustainable growth."
-

16. References

- SCERT Kerala Guidelines, 2025
- NEP 2020 Framework
- SITC Forum Directives
- School Management Committee Records, KHSS Kannadi

<https://whatsapp.com/channel/0029VbB7kUCHAdNXIbHvyf04>

<https://youtube.com/@kannadihighschoolkannadi7038?si=V1XyS20X5k9Ilg0e>



Signature
Headmistress
Kannadi High School
Kannadi

Case Study: Digital Leadership in a Technology-Integrated School Process

1. Introduction

In the 21st century, digital transformation has become an essential component of effective school leadership. Digital leadership in education refers to the strategic use of technology by school leaders to improve teaching, learning, administration, and community engagement. This case study examines how a school leader successfully implemented a technology-integrated school process through strong digital leadership.

2. Background of the School

Name of the School: Govt. Vocational Higher Secondary School, Pallarimangalam

School Address : Govt. Vocational Higher Secondary School, Pallarimangalam

Pallarimangalam P O

Kothamangalam

Ernakulam District.

PIN 66671

E-mail Id: pallarimangalam27037@gmail.com

Whatsapp No. 9447820747

Name of Head Master : SAJIMON P N

Contact Numbers: 0485 2275843, 9447820747, 7012911795

Location: Pallarimangalam, Near Kothamangalam, Ernakulam District. Kerala,

Type: Government School

Strength: 600 students

Staff: 32 teachers, 8 non-teaching staff

Grades: Classes LKG to X

Before digital integration, the school relied mainly on traditional teaching methods, manual records, and face-to-face communication. Limited use of ICT resulted in low student engagement and inefficient administrative processes.

3. Role of Digital Leadership

The Headmaster played a key role as a Digital Leader by:

- Creating a vision for digital transformation
- Motivating teachers to adopt ICT tools
- Ensuring access to digital infrastructure
- Promoting continuous professional development

- Encouraging innovation and collaboration

4. Objectives of Technology Integration

- To enhance teaching and learning outcomes
- To improve digital literacy among teachers and students
- To streamline school administration
- To promote student-centred and blended learning
- To strengthen communication with parents and the community

5. Technology-Integrated School Processes

5.1 Teaching and Learning

- Smart classrooms with interactive boards, Laptops and Projectors, Internet provided through Network both wired and Wireless connectivity.
- Use of digital platforms such as Samagra and Google.
- Online self study rooms ,assessments and quizzes
- Multimedia lessons, simulations, and educational videos
- Flipped classroom and blended learning models

5.2 Teacher Professional Development

- Online training programs and webinars
- Peer mentoring and ICT workshops
- Use of digital tools for lesson planning and assessment
- Encouragement to earn ICT certifications for teachers

5.3 Student Engagement

- Project-based learning using digital tools
- Coding, robotics, and digital clubs
- Online competitions, quizzes, and virtual exhibitions
- Digital portfolios for students

5.4 Administrative Processes

- Digital attendance system
- Online student records and report cards - Sampoorna
- E-office systems for communication and documentation

5.5 Parent and Community Involvement

- Sahitham mentoring portal, WhatsApp groups and school mobile apps
- Online parent-teacher meetings
- School website in schoolwiki portal and social media updates

6. Challenges Faced

Inadequate devices for all students

7. Strategies Adopted by the Digital Leader

- Conducting orientation and confidence-building sessions
- Providing hands-on training and peer support
- Phased implementation of digital tools
- Collaboration with government and NGOs for resources

8. Outcomes and Impact

- Improved student engagement and academic performance
- Increased teacher confidence in using technology
- Faster and more transparent administrative processes
- Enhanced communication with parents
- Recognition as a Best Hi Tech School at the district level

9. Lessons Learned

- Strong leadership is crucial for successful digital transformation
- Continuous training ensures sustainability
- Technology should support pedagogy, not replace teachers
- Inclusive planning helps overcome resistance
- Digital ethics and safety must be prioritized

10. Conclusion

This case study highlights that effective digital leadership plays a vital role in transforming schools into technology-integrated learning environments. By combining vision, collaboration, and innovation, school leaders can successfully implement digital processes that enhance educational quality and prepare students for a digital future.

11. References

- National Education Policy (NEP) 2020
- UNESCO (2019). ICT in Education
- Samagra portal – Government of Kerala




SAJIMON.P.N
(PEN NO: 287804)
HEAD MASTER
Govt. VHSS Palarimangalam

ചേലന്നൂർ എ.യു.പി. സ്കൂൾ

പെരുമ്പൊയിൽ

പി.ഒ.കാക്കൂർ, കോഴിക്കോട് - 673613

ചേവായൂർ സബ് ജില്ല

സ്കൂൾ കോഡ്: 17470.

യൂണൈസ് കോഡ്: 32040200611

പ്രധാനാധ്യാപിക
സുനന്ദ. ഒ

തീയതി 2019.09.25

Submitting the case study of Chelannur AUP School for consideration at the
South Zone Seminar of SIEMAT-Kerala's School Leadership Academies.

Sincerely

SUNANDA O



A SCHOOL IN TUNE WITH THE FUTURE

Theme for Case Study:

School Leadership – Multiple Roles and Responsibilities

Our Vision:

Ensure school activities by protecting the rights of students.

Our Mission:

Fulfilment of 3Ps (Provision, Protection and Participation) in education based on rights of child.

Chevayoor sub-district of Kozhikode district in Kerala houses the Chelannur A.U.P. School, a small school with a history of seventy-eight years. This Upper Primary School has classes from five to seven, with one hundred and eleven students, nine teachers, and one non-teaching staff. Serving as the cultural foundation of Chelannur, the school continues its journey in a way that remembers its glorious past, draws inspiration from it, and instills hope for a better tomorrow in the younger generation.

This school, excelling in both curricular and co-curricular activities, shines as a beacon of guidance for the local community. It mainly caters to the children of parents from ordinary backgrounds and functions under the supervision of an education society. Despite the grandeur of well-facilitated private and government schools, this school has always managed to stand tall with pride. The hard work and dedication of students and teachers, along with the strong support of the PTA, school supporting groups, local people, and alumni, have always been its strength.

It is a matter of great pride that when Amrita TV conducted a survey to select the best schools in Kerala based on excellence in activities, Chelannur A.U.P. School was chosen as one among them.

P – Provision

The Education Act stipulates that schools must ensure children's rights to quality education, opportunities to acquire positive values, attitudes, knowledge, and skills, avenues for personality development, chances to nurture physical and mental abilities, scope to promote creativity, and facilities to enjoy leisure and participate in recreational activities.

Different activities are being implemented in the school across many fields. However, the primary and most important responsibility of any school is, of course, to impart education to children. As evidence of excellence in academics, students of this school have achieved distinctions in U.S.S., scholarships in

language subjects, various other scholarships, Inspire Awards, New Maths competitions, quiz contests, and more. In addition, the school has consistently performed remarkably in work experience, Information Technology (IT), social science and mathematics fairs, Vidyarangam arts and literature competitions, and cultural and sports festivals at the district level.

It is essential to nurture the talents of children of all kinds and to provide facilities in line with the changing times. Alongside implementing the academic activities directed by the Education Department, the school has been conducting a variety of programs for students who lag behind in different subjects, thereby enabling them to attain reading and writing proficiency. These efforts continue even today. Special training is given in language subjects for activities like "Appreciation Notes." An action research topic of one teacher was precisely about improving the writing of appreciation notes among students.

By giving importance to reading, the school succeeded in establishing a well-organized library and book collection with the cooperation of an alumnus. For the last fifteen years, four newspapers with five copies each have been delivered to the school daily. Alumni, teachers, and generous local residents continue to support this initiative.

Every year, more than thirty students who excel in various fields are awarded endowments and cash prizes. In each class, one boy and one girl are chosen for these cash prizes. Students who excel in different subjects, best readers (male and female), best dancer, achievers in arts and sports, best organizers, best farmers, etc., are among those who receive the awards. This has been institutionalized in such a way that it can continue throughout the school's history. A large sum donated by former teachers, their families, and local residents has been deposited in the bank, and the interest from this deposit is used to provide these awards every year. Both the number of recipients and the total amount distributed have increased over the years.

Various programs have been organized to discover and develop students' artistic skills. Workshops, drama camps, and similar initiatives are examples of such efforts. A short film named "*Anchurupa*" (Five Rupees), acted in and produced entirely by the students themselves, was one such product. This film won the award for Best Camera Work that year, marking a milestone in the history of Chelannur A.U.P. School. The school continues to give importance to providing opportunities to identify, nurture, and encourage artistic talents. Students were also thrilled to present programs on *Kochu TV*. Twice a year, the voices of our children are heard in the "Pookkuda" program aired by All India Radio Kozhikode station.

In sports too, the school has succeeded in raising a capable generation. Volleyball and football teams have achieved victories up to the Panchayat level and beyond, with students gaining places in Railway, Police, and other departments, thereby honoring the school's name. Girls from this school who made it to the Indian Football Team have become a matter of great pride. Despite all this, the school always dreamt of having a good ground for sports training. As part of the Platinum Jubilee celebrations, with the support of alumni, teachers, the management, and local people, land was purchased and a semi-turf system was set up on the school campus. It was inaugurated by the Minister of Forests and Wildlife, A.K. Saseendran.

Half of the classrooms were Pre-K.E.R. buildings. Yet, efforts were made to tile the floors, add ceiling, tile the courtyard, and beautify the space with plants. Alumni, the management committee, and the education society together arranged modern seating and writing desks for classrooms. Construction of a new building is also underway.

Fourteen years ago, providing a permanent house for differently-abled student Arathi marked another milestone in the school's history.

Different activities are organized under the leadership of various clubs. Environmental camps and study tours have always helped children connect with nature. Through the production of compost manure, eco-friendly soaps, and soap products, the school has even generated income. Efforts to transform the school into a plastic-free campus are ongoing. Along with the students, teachers who have excelled in arts, literature, and games like chess are also a great asset to the institution.

Students are provided with midday meals in the best possible manner, along with nutritious items like eggs/fruit, and milk. Through sponsorships, children are also treated to feasts like *sadya*, payasam, and chicken curry on birthdays and other occasions. Bananas, yams, and cucumbers grown by students on the school campus are also used for meals.

P-Protection

Anti-drug awareness programs are regularly organized. Street plays related to this issue have been effective in spreading awareness among not only children but also the general public.

Teachers, the management, parents, the three-tier Panchayat, police, and the transport department have been actively providing leadership and support to ensure school safety measures.

The Vigilance Committee has been functioning actively for many years. It has helped find lasting solutions to many problems faced by children and to safeguard many of their physical and mental rights. A complaint box has been placed in the school for years. Awareness classes under the leadership of Kakkoor Police Station are also being conducted.

P-Participation

Children are given opportunities to express their opinions on issues affecting them and to participate in problem-solving activities. Through the school parliament, children's views are sought in both academic and administrative matters. During study tours and other co-curricular activities, students' opinions and participation are ensured. In the school's midday meal committee, the opinions of student representatives are considered for improving food distribution and deciding the menu.

School education today is facing many challenges. The old behaviorist methods—where the teacher, considered a vessel of knowledge, filled the empty minds of students—have reached their end. In this era when Artificial Intelligence controls the direction of the world, the responsibility of modern schools is to

prepare students to adapt and live in this fast-changing global scenario. With this realization, we are organizing our school activities by integrating the three domains of academics, administration, and community involvement, thus striving with all our might to face the challenges of the twenty-first century.

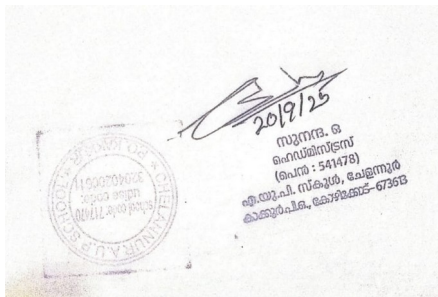
Name of the case study writer: SUNANDA O

Name and Address of school : AUPSCHOOL CHELANNUR, KAKKUR PO, NANMINDA, KOZHIKODE, 673619

Telephone: 9496727981

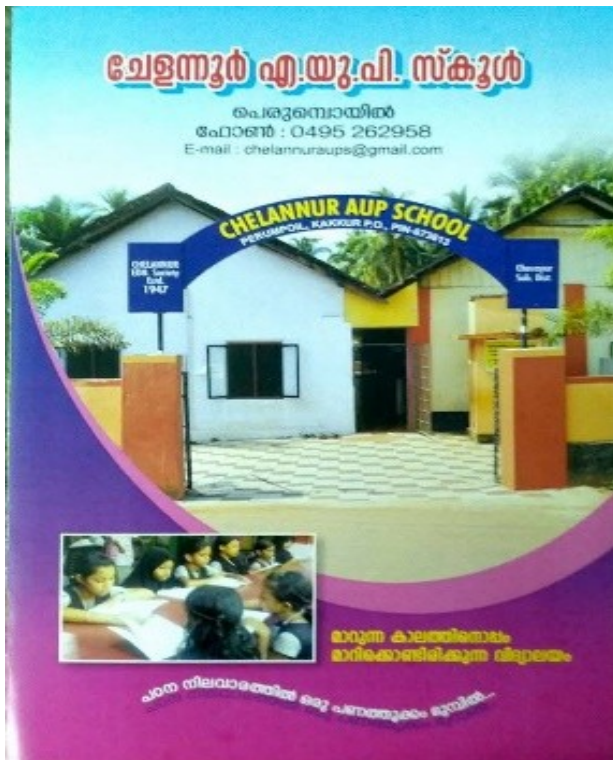
Email:chelannuraups@gmail.com

Signature of case study writer and seal of office:



Handwritten signature and official stamp of the school. The stamp is circular and contains the text 'AUPSCHOOL CHELANNUR' and 'KAKKUR PO, NANMINDA, KOZHIKODE, 673619'. The handwritten text next to the stamp reads: '2019/125', 'സൂനന്ദ. ഓ', 'പ്രധാനപരിപാടി' (പ്രധാന : 541479), 'എ.യു.പി. സ്കൂൾ, ചെല്ലന്നൂർ', 'കാക്കൂർ.പി.ഒ., കോഴിക്കോട്-673619'.

IMAGES:



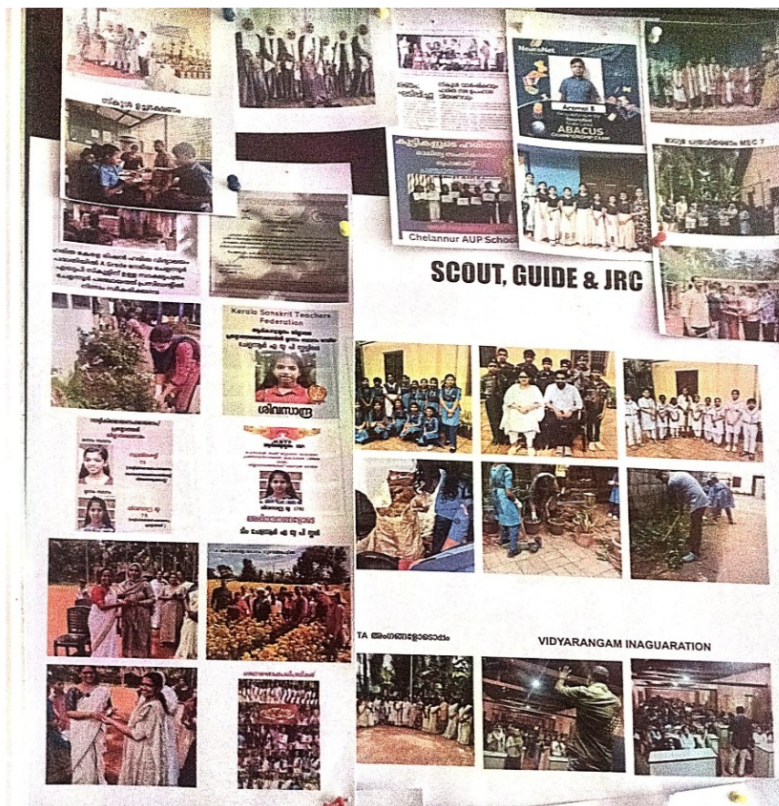


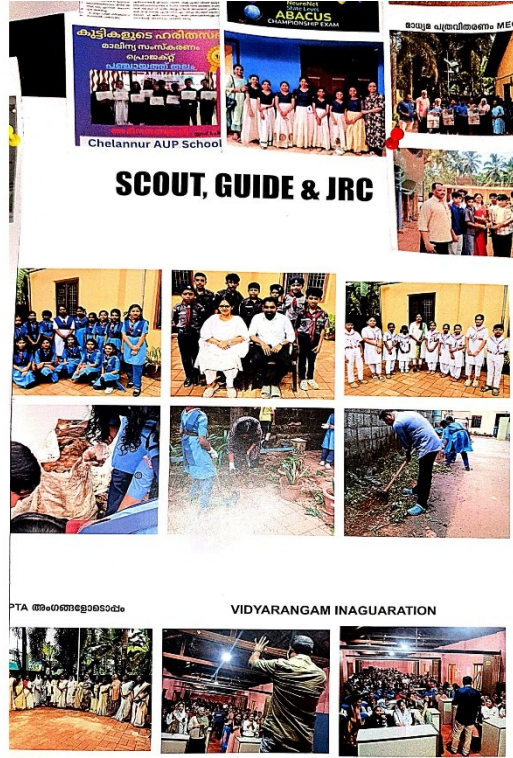
ചേളന്നൂർ എ യു പി സ്കൂൾ
"രൂപിക്കുട്ടിലേയ്ക്ക്"

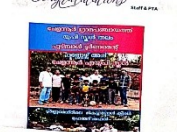
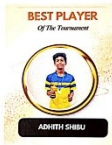
ഇന്നത്തെ പിറന്നാളുകാരി സാൻമിയ(68)യുടെ വക പായസം രൂപിക്കുട്ടിലേക്ക് നൽകുന്നു

ചേളന്നൂർ എ.യു.പി. സ്കൂളിൽ (പെരുമ്പള്ളി) മാതൃമുനി 'വയോജനയോഗം' പദ്ധതി പരിപാടിയിൽ എ. ശ്രീദാസിന്റെ സഭാസമിതി അദ്ധ്യക്ഷതയിൽ നടന്നു. ചേളന്നൂർ ഓഫീസ് ഫലം (എൻജിനീയർ, റിട്ട. സെവി ഉദ്യോഗസ്ഥൻ) വിദ്യാർത്ഥിപ്രതിനിധികൾ പത്രം കൈമാറി ഉദ്ഘാടനം ചെയ്തു. പ്രധാനാധ്യക്ഷിക ടി. സുനന്ദ, ബി. വിനോദ്, എം. അഷ്വിനി (ഉപജില്ല വിദ്യാഭ്യാസ ഓഫീസർ), ടി. പ്രദീപ്, സുജാത, പി. രാജൻ, മാതൃമുനി സെമിനാൽ ഓർഗനൈസർ കെ.എം. രാജ് എന്നിവർ സംബന്ധിച്ചു.













Other links:

<https://www.facebook.com/share/v/1FL0NgEhRq/>

<https://www.facebook.com/share/v/1AQxF1rEya/>

<https://www.facebook.com/share/v/16Gj3wCs6E/>

<https://www.facebook.com/share/v/16PQ6E6Xw9/>

<https://www.facebook.com/share/v/1BjWpeE9VK/>

Case Study

Digital Leadership and Technology-Integrated School Processes

Theme Chosen for the Case Study

Digital Leadership: Technology-Integrated School Processes for Inclusive and Quality Learning

Name of the School Head

Praveen Kumar V

School Postal Address

CBHSS Vallikunnu

Vallikunnu P.O.

Malappuram District

Kerala – 673314

www.cbhss.com

cbhsvallikunnu@gmail.com

India

Mail Id: praveensitc@gmail.com

WhatsApp No: 9605009977

1. Introduction

Digital transformation in education has moved beyond the mere use of devices and software; it now encompasses leadership practices that strategically integrate technology into teaching, learning, administration, and community engagement. School heads play a decisive role in envisioning, planning, and sustaining this transformation. This case study documents the journey of a rural high school in Kerala—CBHSS Vallikunnu—under the digital leadership of its Headmaster, Praveen Kumar V, highlighting how technology-integrated school processes improved academic quality, administrative efficiency, teacher professionalism, and student engagement.

Situated in a village setting in Malappuram district, CBHSS Vallikunnu caters to students from diverse socio-economic backgrounds. Despite constraints typical of rural schools—limited resources, varying digital exposure among teachers and students, and infrastructural challenges—the school embarked on a structured digital transformation aligned with national and state educational initiatives. The experience demonstrates how purposeful digital leadership can convert challenges into opportunities.

2. School Context and Need for Digital Leadership

CBHSS Vallikunnu is a government higher secondary school offering classes from VIII to X. The majority of students come from middle- and lower-income families, with many being first-generation

learners. Prior to the digital initiative, the school faced several challenges:

- Predominantly traditional, textbook-centered classroom practices
- Manual and time-consuming administrative processes
- Limited use of ICT beyond occasional smart classroom sessions
- Inconsistent documentation and data management
- Need for enhanced student engagement and differentiated learning

3. Vision of Digital Leadership

As the school head, Praveen Kumar V articulated a clear vision:

“To create a digitally empowered school ecosystem where technology enhances learning, streamlines administration, supports teachers, and prepares students for the future.”

This vision was grounded in three core principles:

1. Equity and Inclusion – Ensuring digital initiatives benefit all students
2. Capacity Building – Empowering teachers through continuous professional development
3. Sustainability – Integrating technology into regular school processes rather than treating it as an add-on

4. Planning and Strategy

4.1 Formation of Digital Leadership Team

A school-level Digital Leadership Team was constituted, including:

- ICT-trained teachers
- Subject representatives
- Student digital volunteers

This team supported planning, implementation, and monitoring of digital initiatives.

4.2 Alignment with Policy Frameworks

The school's digital initiatives were aligned with:

- National Education Policy (NEP) 2020
- Kerala Infrastructure and Technology for Education (KITE)
- Samagra Shiksha ICT components

5. Technology-Integrated School Processes

5.1 Teaching–Learning Process

Smart Classrooms and Digital Content

All classrooms were enabled with smart boards and internet access through KITE support. Teachers used:

- DIKSHA and Samagra portals
- KITE VICTERS educational channels
- Teacher-created digital presentations and videos

Blended Learning Approach

Classroom teaching was supplemented with:

- Google Classroom for assignments and resources
- WhatsApp groups for academic communication
- Online quizzes and formative assessments

Student-Centered Digital Practices

Students engaged in:

- Project-based learning using digital tools
- Presentation of assignments using slides and videos
- Basic coding and digital creativity activities

5.2 Teacher Professional Development

Digital leadership focused strongly on teacher empowerment:

- Regular in-house ICT training sessions
- Peer mentoring by digitally skilled teachers
- Encouragement to attend online MOOCs, webinars, and KITE

trainings

Teachers gradually shifted from apprehension to confidence, becoming content creators and facilitators of learning.

5.3 Digital Administration

Administrative processes were streamlined through technology:

- Digital attendance and student records
- Online data management for academic monitoring
- Use of email and official portals for communication
- Digital documentation of school activities

This reduced paperwork, saved time, and improved transparency.

5.4 Student Support and Assessment

- Continuous and comprehensive evaluation supported by digital tools

- Online remedial classes and recorded lessons for slow learners
- Digital tracking of academic progress

Students became more self-directed and reflective learners.

5.5 Parent and Community Engagement

Digital platforms strengthened school–community relationships:

- Online parent meetings
- WhatsApp groups for regular updates
- Digital sharing of student achievements and school activities

This enhanced trust and active parental involvement.

6. Challenges Faced

Despite progress, the journey was not without challenges:

- Limited access to devices for some students
- Initial resistance and anxiety among a few teachers
- Connectivity issues in rural settings

These were addressed through:

- Sharing of school resources
- Continuous motivation and support
- Flexible and blended implementation strategies

7. Impact and Outcomes (Measurable Indicators)

The impact of digital leadership and technology-integrated school processes at CBHSS Vallikunnu can be substantiated using quantitative student data and qualitative institutional changes.

7.1 Student Strength and Scale of Impact

The school caters to a large and diverse student population, indicating the scale at which digital initiatives were implemented:

- VIII Standard: 537 students
- IX Standard: 648 students
- X Standard: 620 students

Total students (VIII–X): 1,805

This data demonstrates that digital leadership interventions impacted learning, assessment, and administration for over 1,800 adolescents in a rural context, making the transformation both significant and scalable.

7.2 Teaching–Learning Effectiveness

- 100% of classrooms utilized smart classroom facilities for core subjects
- Digital content accessed regularly by all students through KITE, DIKSHA, and teacher-created resources
- Improved student participation observed across all three grades, especially in IX and X standards where digital assessments and presentations were frequent

7.3 Administrative Efficiency

- Digital records maintained for 100% of students (1,805)
- Reduction in manual documentation and processing time
- Faster academic monitoring and reporting enabled through digital tools

7.4 Teacher Capacity Building

- Majority of teachers trained in ICT integration through in-house and KITE-supported programs
- Shift from teacher-centered instruction to blended and student-centered practices

7.5 Equity and Inclusion

- Shared digital resources ensured access for students without personal devices
- Recorded lessons and digital notes supported slow learners and absentees

Overall, measurable indicators clearly show that digital leadership resulted in systemic improvement rather than isolated innovation, impacting learning outcomes, efficiency, and stakeholder engagement.

8. Story of Change and Transformation

The transformation of CBHSS Vallikunnu is a story of leadership, collaboration, and resilience. From a traditionally run rural school, it evolved into a technology-integrated learning community. The school head's role as a digital leader—motivator, facilitator, and learner—was central to this change.

9. Lessons Learned

- Digital leadership is about people, not just technology
- Continuous capacity building is essential
- Small, consistent steps lead to sustainable transformation
- Inclusivity ensures long-term success

10. Conclusion

This case study demonstrates that effective digital leadership can successfully integrate technology into school processes, even in rural contexts. Under the leadership of Praveen Kumar V, CBHSS Vallikunnu emerged as a model of technology-enabled schooling rooted in inclusivity and quality education. The experience offers valuable insights for school heads across India striving to lead digital transformation in their institutions.



Praveen
PRAVEEN
KUMAR V.
(PEN: 345309)
HEADMASTER
CBHSS VALLIKUNNU
Pin: 673 314

CASE STUDY BY

AMLPS KORMANTHALA, MALAPPURAM

Systematic Leadership in Addressing the Academic Challenges of Slow-Paced Learners

1. Introduction

Primary education plays a decisive role in shaping the cognitive, emotional and social foundations of learners. For children from socio-economically disadvantaged backgrounds, schools often serve as the most crucial site for academic support, emotional security and exposure to enriching experiences. However, when classroom practices remain rigid, text-centric and examination-oriented, they often fail to address the diverse learning needs of students—particularly slow-pace learners.

This case study explores how AMLPS Kormanthala addressed the academic challenges of slow-pace learners by integrating arts, games, work experience, music and creative drama into everyday learning processes. The initiative emerged not as a pre-planned innovation but as a reflective response to evidence gathered through systematic analysis of student performance. Anchored in constructivist principles, the intervention sought to transform classrooms into vibrant learning spaces where children could construct knowledge through experience, interaction and expression.

2. Institutional Context

AMLPS Kormanthala is a government-undertaken primary school situated in a coastal area of Malappuram District, Kerala. The school serves children from fisherman families who face multiple disadvantages such as unstable income, limited parental literacy and minimal exposure to academic support at home. Many parents spend long hours at sea or in related occupations, leaving children with limited guidance and supervision during after-school hours.

The socio-cultural environment of the community is rich in lived experiences but remains largely untapped within formal education. The school functions with limited physical resources but possesses a committed teaching faculty and strong community ties. This context necessitated innovative pedagogical approaches that could bridge academic gaps while respecting the lived realities of learners.

3. Identification of the Problem

The need for intervention emerged following the first terminal examination. Instead of viewing examination results merely as indicators of pass or fail, the school leadership initiated a detailed analysis of students' answer sheets. Each question was examined, and individual student performance was mapped to specific learning outcomes.

A School Resource Group (SRG) meeting was convened, where teachers presented class-wise analytical reports. Based on this systematic review, students who consistently scored D and E grades were identified as slow-pace learners.

4. Key Findings from Answer Sheet Analysis

The analysis revealed several critical insights:

4.1 Slow-pace learners constituted approximately 20–25% of students in each class.

4.2 The primary difficulty was reading, both in English and the mother tongue.

4.3 Poor reading skills directly affected students' ability to comprehend mathematical problems.

4.4 Reading difficulties further led to weaknesses in writing, including sentence construction and expression.

4.5 These foundational gaps adversely impacted learning across all subjects, including Environmental Studies and Mathematics.

4.6 The findings clearly indicated that the issue was not subject-specific but systemic, rooted in inadequate foundational literacy.

5. Hypothesis and Underlying Causes

Based on collective reflection, the following hypotheses were formulated:

5.1 Students had not attained the learning objectives of earlier classes, leading to cumulative gaps.

5.2 Parental support was minimal, largely due to occupational and literacy constraints.

5.3 Classroom processes lacked engaging and joyful elements, reducing student motivation.

5.4 Learning remained textbook-centric, with limited experiential or creative opportunities.

5.5 Integration of arts, games, music, theatre and work experience was largely absent.

5.6 Teachers lacked structured planning and exposure to integrated pedagogical practices.

Opportunities for external learning experiences were minimal.

5.7 These hypotheses highlighted the need for a holistic, learner-centred intervention rather than remedial instruction alone.

6. Theoretical Framework: Constructivist Paradigm

The intervention was grounded in a constructivist paradigm, which views learning as an active process where learners construct knowledge through experience, interaction and reflection. Constructivism emphasizes:

6.1 Learning through doing and experiencing

6.2 Social interaction and collaboration

6.3 Integration of prior knowledge with new experiences

6.4 Emotional engagement and relevance

6.5 By integrating arts, drama, games and real-life experiences, the initiative aimed to create meaningful learning contexts that would naturally support reading, writing, speaking and thinking skills.

7. Objectives of the Intervention

The intervention aimed to:

7.1 Support slow-pace learners through joyful and meaningful learning experiences.

7.2 Improve foundational skills in reading, writing and comprehension.

7.3 Increase learner engagement and classroom participation.

7.4 Build teacher capacity for integrated and experiential pedagogy.

7.5 Encourage parental involvement in children's learning.

7.6 Create a positive and inclusive school culture.

8. Planning and Decision-Making

Based on the findings, the following decisions were collectively taken:

8.1 Classroom processes would be redesigned to integrate arts, games, work experience, music and theatre.

8.2 Reading cards and diversified reading strategies would be introduced.

External activities would be systematically planned and executed.

8.3 Guest resource persons would be invited to enrich learning experiences.

8.4 Continuous assessment would be emphasized over summative judgment.

8.5 Progress would be reviewed through second-term answer sheet analysis.

8.6 Planning was done collaboratively through School Resource Group meetings, ensuring teacher ownership and shared responsibility.

9. Implementation Strategy

9.1 Development of Teaching Manual

A teaching manual incorporating arts, music, theatre and work experience was prepared and presented in the SRG meeting. Teachers discussed the manual, offered feedback and refined activities to suit classroom realities.

9.2 Classroom Implementation

Teachers implemented the redesigned classroom processes, while the Headmaster regularly observed classes and provided qualitative feedback. Continuous assessment was embedded into daily activities to track progress.

10. External and Enrichment Activities

A wide range of external activities were conducted to provide authentic and engaging learning experiences:

10.1 Storytelling Sessions: Guest storytellers used narration, Total Physical Response (TPR), story cards and Reader's Theatre techniques.

10.2 Reader's Theatre: Students read scripts collaboratively, focusing on expression and fluency.

10.3 Narrative Drama: Stories were enacted and narrated, enhancing comprehension and imagination.

10.4 Kutty's Radio: A child-led platform for reading, performances and creative expression.

10.5 Film Screenings and Open Forums: Films were screened followed by guided discussions.

10.6 Community Interviews: Students prepared questions, interviewed fishermen and presented observation notes.

10.7 Cooking Show: Students prepared and presented recipes, integrating language and life skills.

10.8 Creative Drama Camp: Focused on imagination, enactment, and reflection.

10.9 Student Election: Students engaged in nomination writing, poster making, speeches, slogans and notices.

10.10 Parental Reading Support Groups: Parents were guided to support reading at home.

10.11 Digital Engagement: WhatsApp was used for reading, storytelling, and performance sharing.

11. Role of Continuous Assessment

Continuous assessment played a critical role in monitoring progress. Teachers observed student participation, reading attempts, collaboration and confidence. These formative indicators provided early signs of improvement, even before summative evaluation.

12. Observed Benefits and Emerging Outcomes

Although the second-term examination results are yet to be analysed, continuous assessment revealed significant positive changes:

12.1 Increased happiness inside and outside the classroom.

12.2 Classrooms became lively, interactive and learner-centred.

12.3 Students began owning activities and taking initiative.

12.4 Enhanced collaboration, interaction, reading, writing and performance skills.

12.5 Group competitions motivated students to improve reading fluency.

12.6 Parents increasingly supported children's learning at home.

12.7 Creative drama enhanced imagination, empathy and reflection.

12.3 Students actively read textbooks, narrated stories and performed through digital platforms.

13. Role of the Headmaster

The Headmaster played a pivotal leadership role throughout the process:

13.1 Initiated reflective thinking through answer sheet analysis.

13.2 Convened meetings to discuss academic concerns collaboratively.

13.3 Facilitated module development through negotiation with teachers.

13.4 Conducted regular reviews and planning sessions.

13.5 Observed classrooms and provided constructive, qualitative feedback.

13.6 This leadership approach emphasized academic monitoring, teacher empowerment and shared vision.

14. Challenges Faced

14.1 Initial hesitation among teachers to adopt non-traditional methods

14.2 Time constraints in integrating activities with syllabus coverage

14.3 Limited parental literacy

14.4 Resource limitations

These challenges were addressed through dialogue, peer support, gradual implementation and community involvement.

15. Scalability and Replicability

The model is cost-effective, context-responsive and adaptable. Schools with similar socio-economic contexts can replicate the approach by:

Using answer sheet analysis as a reflective tool

Integrating arts and experiential learning into daily teaching

Encouraging collaborative planning

Leveraging community resources

16. Policy Linkages

The initiative aligns strongly with NEP 2020, emphasizing experiential learning, foundational literacy, holistic development and joyful education. It also resonates with NIEPA's focus on school leadership and academic transformation.

17. Conclusion

This case study demonstrates that slow-pace learning is not a deficit but a call for responsive pedagogy. By integrating arts, games, work experience, music and creative drama, AMLPS Kormanthala transformed academic support into a joyful, inclusive and meaningful process. The initiative highlights how reflective leadership, collaborative planning and constructivist practices can bring hope and transformation even in resource-constrained contexts.