

9. PROGRAM COVERAGE

Type of School	No. of Schools	Total Students
Primary	52	2425
Secondary	27	8668
Secondary Aided	29	15257
Total	108	26350



10. ECE CURRICULUM

Theme 1 : Sanitation, Hygiene & Waste Management

M1. Sanitation & Hygiene

- Personal hygiene
- School, home and community sanitation
- Sanitation and water, food, toilet
- Preventive measures
- Maintenance and improvement
- Conducting sanitation audits
- Sanitation: My responsibility

M2. Waste Management

- Types of wastes - Dry waste, wet waste, e-waste etc.
- Reduce, reuse, recycle and composting

M3. Environmental concerns

- Natural resources management and preservation
- Waste management: My responsibility

Theme 2 : Traffic Awareness & Road safety

M1. Traffic awareness

- Traffic signals and road signs
- Volunteerism for road safety

M2. Road safety and security

- Traffic rules and regulations
- Road safety and causes of accidents
- Road and traffic safety for two-wheelers
- Bicycle safety rules



11. IMPACT OF THE PROGRAM

Changes observed by students in themselves

High number of changes have been observed in the field of personal hygiene or sanitation and maintaining cleanliness in school and at home.

01 Students admitted to generating a lot of waste while doing craft in particular and then, throwing it here and there. Now, they understand that waste is to be thrown in dustbins. Some of them also tried to segregate the waste.

03 Most of the responses suggest that students did not wash hands after going back home from school/ before meals/ after playing outside. After the theme on hygiene was taught, they started washing hands regularly. The students faced some difficulty in remembering to wash hands before it became a habit. They had to be reminded several times.

04 Some students also recall eating a lot of fried food before the module on health.

02 Some students did not know the use of zebra crossing. For them, the module on road safety and signs was very helpful. Apart from awareness on road signs, the students also understood the importance of street discipline.

Some of them have said that they used to play on streets, run at signals and cross without looking on both sides earlier but now they understand the need to be vigilant.

05 Not brushing teeth regularly was also a common practice for children. Now, they brush everyday despite feeling lazy.

Changes observed by students in their family members

High numbers of changes observed in mothers and fathers.

01 For the father, the common theme of change in habits is regarding road safety and rules. A lot of them were used to not wearing helmets, talking on the phone while driving. These habits changed with time.

02 For mother, it is observed that the change in habits is almost always regarding waste disposal methods- indicating that she is responsible for waste management in the house. Not segregating the wet waste from the dry waste is the most commonly observed practice. The provision of separate bins in the house and awareness rallies aided the change in habits.

03 "The brother used to eat a lot of chips and throw the packet anywhere he pleased. His habits changed on a personal health level. He also disposes waste properly."



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MULYA VARDHAN
ENHANCING CIVIC
ENGAGEMENT

School based civic education programme for developing a conducive environment at school and community level for:-

- Hygiene and Sanitation,
- Waste management
- Traffic awareness and road safety



SHANTILAL MUTTHA FOUNDATION

1. ABOUT ENHANCING CIVIC ENGAGEMENT



Enhancing Civic Engagement (ECE) is an educational programme championed by the Government of Goa (GoG) to nurture democratic citizenship among school students. It has been developed by the Shantilal Muttha Foundation (SMF) in coordination with the Directorate of Education, State Council of Educational Research and Training (SCERT); the Goa Education Development Corporation (GEDC), and numerous expert-groups designated by the GoG.

The ECE programme has been meticulously designed to help students become responsible, productive and democratic citizens of their country. Targeted at primary, upper-primary and secondary schools in Goa, it aims to enhance the student's levels of civic engagement in the areas earmarked "high priority" by the state government.

Administered in the form of "action-oriented capsules", the ECE programme speaks directly to the students, making learning fun and relatable. These succinct and engaging capsules have a two-fold application: they ensure a thorough understanding of the content, as well as inculcate in the students the socio-emotional skills to implement the teachings in their true essence.

To ascertain the successful implementation of the programme, the GoG has allocated dedicated time within the school hours for the conduct of ECE activities.

The ECE programme caters specifically to three core themes:

- Hygiene and Sanitation
- Waste Management
- Traffic Awareness and Road Safety

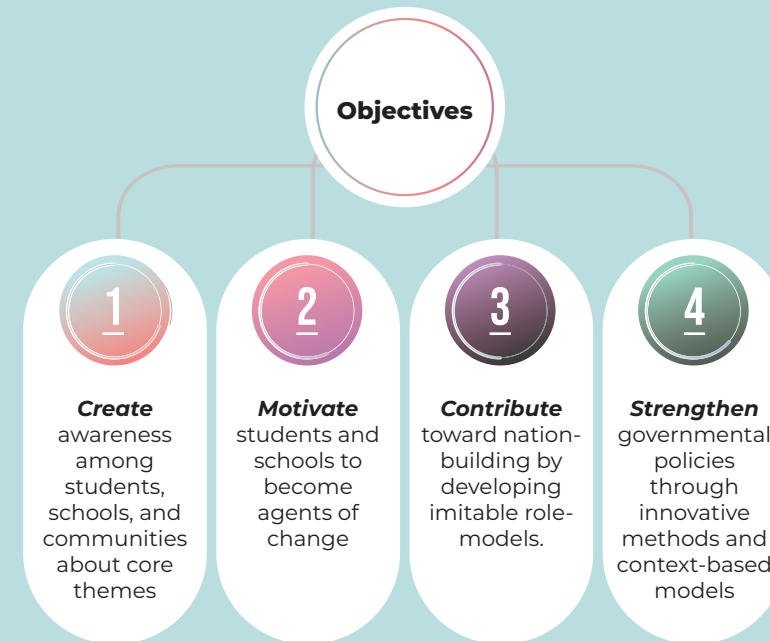
ECE is an extension of Mulyavardhan (MV), SMF's flagship programme on value education that helps children imbibe democratic values, attitudes and skills in an enabling school climate. Initiated in 2016, and approved by GoG, a pilot of MV was implemented in government-owned primary schools across 12 talukas (tehsils) of the state. In April 2017, Shri Manohar Parrikar, the Honourable Chief Minister of Goa, conducted an in-depth review of the programme implementation, following which GoG decided to scale up MV to government primary schools throughout the state.

During the same review, the Honourable Chief Minister recommended an intensive and focused intervention in the areas of sanitation and waste management-a pressing need in contemporary India that also aligns to the objectives of the Swachh Bharat Abhiyan (Swachh Bharat Mission) launched by the Government of India in 2014. He recommended a similar thrust to traffic awareness and road safety. In response to these recommendations, SMF developed the curriculum for ECE, extending civic education to Mulyavardhan. This bolstered, topical curriculum is now being offered to 108 primary and secondary schools in Goa.

2. BACKGROUND



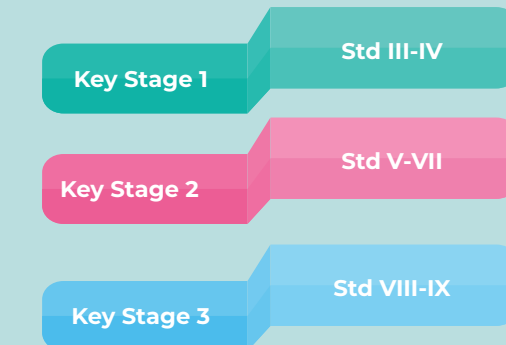
3. OBJECTIVES



5. PEDAGOGY OF PROGRAMME

The theme-based capsules are being offered as an array of age-appropriate activities for Std. III to Std. IX students according to key stages rather than grade-wise.

KEY STAGES



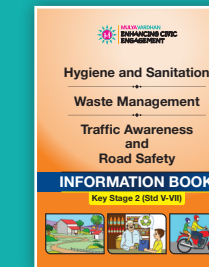
4. PROGRAMATIC SUPPORT BY SMF TO GOVERNMENT & SCHOOLS

- Content development
- Capacity building of teachers
- Support in monitoring and evaluation
- Technological support
- Support in programme management

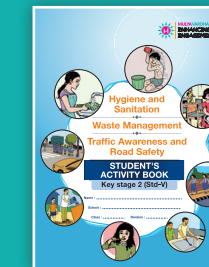


6. LEARNING MATERIAL

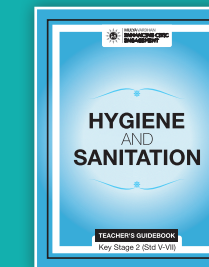
The ECE programme uses varied learning materials to impart knowledge on the subject material and nurture constructive student behaviour.



Information book



Student activity book



Teacher guide book



Informative Videos

7. KEY FEATURES

- Building knowledge, skill and perspective about the core themes through the school system
- Learning through age-appropriate activities
- Integrating programme activities with regular school subjects -science and social science
- Initiating advocacy at the individual, group and social level.
- Promoting convergence among Governmental departments in an attempt to steer effective change.
- Believing in action through participatory tools like awareness rallies, role play, school audits, and participatory rural appraisal (PRA)

ECE Activities

Under the programme, three levels of activities are offered to provide students with a wide learning scope.



Classroom Level



School Level



Community Level

8. PROGRAMATIC OUTCOMES

Schools would be able to:

- Raise awareness among students, teachers and parents on the problems and the potential solutions at the school and community level for sanitation, hygiene, waste management, traffic awareness and road safety.
- Implement and promote safe and clean practices of sanitation and hygiene in the school and their immediate community.
- Implement and promote effective practices of waste disposal and segregation, re-cycle and re-use of various types of waste in the school and their immediate community.
- Develop safe and responsible road habits among students and staff and promote the adoption of safe and responsible road practices among their immediate community.