

ESTEEM



GENERAL EDUCATION DEPARTMENT
GOVERNMENT OF KERALA



Thiruvananthapuram
Date: 17/07/2025

V. Sivankutty
Minister for General Education
and Labour
Government of Kerala

Kerala has always been a role model among all states in the field of education. Performance excellence and quality are the hallmarks of General education in Kerala. The Kerala society's emphasis on education has contributed greatly to this achievement. The General Education Department and Samagra Shiksha Kerala, hand in hand, are implementing numerous quality interventions, paving the way for the empowerment of public education and thereby creating a new Kerala.

Kerala is among the states that have shown the best performance in the National Quality Index. This achievement has earned Kerala a place in the 'STARS' project. The goal of the 'STARS' project is to implement necessary reforms to enhance the quality and credibility of public education, design and implement innovative and flexible activities to improve educational quality, and ensure better outcomes.

This is a brief document about the major activities implemented by Samagra Shiksha Kerala under the STARS project in Kerala. I extend all my best wishes for the continuation and quality implementation of excellent activities.

With affection,

- V. Sivankutty

Dr. K. VASUKI IAS
SECRETARY



General Education Department
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Message from Secretary, General Education

Samagra Shiksha represents an integrated and inclusive approach to school education, and this document reflects the innovative practices, collaborative initiatives, and community engagement that have enriched our educational landscape. I am delighted to note the commendable effort taken to present a document showcasing the academic activities carried out under Samagra Shiksha in Kerala under the STARS Project. This initiative is a significant step forward. Creating a comprehensive record of our academic endeavours is crucial for several reasons: it allows us to effectively showcase the depth and breadth of the programme, serves as an invaluable resource for future planning and implementation, and enables us to identify best practices and areas for further improvement. This document not only reflects the dedication and hard work of our educators, administrators, and stakeholders but also serves as a valuable record of the innovative and inclusive practices being implemented across the state.

The holistic development of learners is always the focus of the Samagra Shiksha, Kerala. This documentation highlights our collective strides towards that goal. From strengthening foundational learning to fostering equity and excellence in education, the initiatives captured in this document reflect the spirit of collaboration and commitment that defines Kerala's education system.

The hard work demonstrated in creating this document is truly appreciated. Such thorough documentation will undoubtedly contribute to the continued success and evolution of educational initiatives across the State, ultimately benefiting our students and the entire academic community.

I congratulate the entire team behind this initiative for their dedication and vision. May this report serve not only as a record of achievements but also as a source of inspiration for future educational endeavours.

Dr. K Vasuki IAS
Secretary
Department of General Education
Government of Kerala



Introduction

STARS (Strengthening Teaching-learning and Results for States) is a sponsored project of the Central government implemented in Kerala through Samagra Shiksha since 2020. Numerous commendable activities have been implemented through the STARS project to improve the educational quality of Kerala. Early childhood education, foundational literacy, evaluation, improving classroom learning, streamlining educational service activities, interventions in vocational education, and physical infrastructure development are among the various programs implemented as part of the project. This booklet introduces some of the most commendable programs among them. We hope that the information in this book will be beneficial for future educational planning and implementation.

Dr. Supriya A.R.
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STARS Project Document 2025
ESTEEM

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VISION

Kerala envisions an inclusive education system that ensures dignity, independence, and equal opportunities for all learners, including Children With Special Needs (CWSN). The State firmly believes that true educational progress is realised when every learner, irrespective of physical, sensory, or cognitive challenges, is empowered to lead a self-reliant and meaningful life.

In this context, ESTEEM emerges as a focused vocational rehabilitation initiative aimed at enabling children with hearing impairment (HI), visual impairment (VI), and intellectual disabilities (ID) to acquire employable skills and integrate into the workforce. The programme reflects Kerala's commitment to inclusive development by extending educational support beyond academics to encompass livelihood and social inclusion.

Through structured vocational training and placement support, the initiative equips learners with practical skills aligned to their abilities and market requirements. By facilitating partnerships with reputed firms and organisations, the programme ensures that trained candidates are provided with meaningful employment opportunities. The successful placement of CWSN learners not only enhances their financial independence but also significantly boosts their self-confidence and social participation. It reinforces the State's vision of transforming beneficiaries into contributors, thereby promoting dignity of labour and inclusive growth.

Through initiatives such as ESTEEM, Kerala reaffirms its commitment to building a compassionate, equitable, and empowering education system where every individual is given the opportunity to realise their potential and lead a life of dignity.



OBJECTIVE



The programme aims to provide vocational rehabilitation and facilitate placement opportunities for Children with Special Needs (CWSN), ensuring that they are equipped with specialised, ability-oriented skills for meaningful and sustainable employment. Recognising the diverse needs of learners with hearing impairment (HI), visual impairment (VI), and intellectual disabilities (ID), the initiative adopts a tailored approach to skill development that aligns with individual capabilities and interests.

Through structured vocational training, learners are exposed to practical, job-oriented skills that enhance their functional independence and employability. The programme also focuses on preparing them for workplace environments by developing essential life skills such as communication, adaptability, and confidence.

In addition, the initiative establishes linkages with industries and organisations to facilitate appropriate placement opportunities, thereby enabling a smooth transition from training to employment. This support system ensures that learners are not only trained but also gain access to real and dignified work opportunities.

By promoting skill development, placement, and rehabilitation in an integrated manner, the programme seeks to empower CWSN learners to lead self-reliant lives, enhance their self-esteem, and actively participate in the socio-economic fabric of society.

ESTEEM IS AN INNOVATIVE PROGRAMME

ESTEEM is an innovative programme implemented by Samagra Siksha Kerala as part of the STARS project to make children who have been deprived of their education due to mental and physical challenges and who deserve special consideration, self sufficient along with vocational skills.

This vocational training is very important for those who have completed their schooling. Their rehabilitation has been planned considering their physical, mental and intellectual characteristics. Its specialty is that it has also provided opportunities in employment sectors. Theoretical and practical training was provided in the course of Data Entry Operator and Food & Beverage Service Associate. The children who completed the training were also given an approved certificate. Samagra Shiksha Kerala is proud that they are working in leading institutions including foreign countries and make a living.



The training was prepared by suitable job fields for each group. A course 'Domestic Data Entry Operator' was organized call for hearing impaired and visually impaired children and a vocational training course 'Food & Beverage Service Associate' was organized for intellectually challenged children.

In collaboration with the skill council for person wit disability (SCPWD), residential training of 440 hours duration was organized Domestic Data Entry Operator Course and 690 hours duration for Food & Beverages Service Associate course as per the syllabus prepared by SCPWD and adapted by the state the NCVET certificate was given to the trained students.



Dedicated to work or Diligence

- Children from various districts who are unable to continue their studies due to hearing impairment, intellectual disability and visual impairment were identified.
- Calicut Higher Secondary School for Handicapped in Kozhikode and Kerala School for Blind in Malappuram District have been selected as training Centres to organize residential training.
- Parent meetings and counselling classes were also part of the course.
- Special educators from various BRCs in the districts have been appointed as caretakers to ensure systematic training.
- Made their service available at the training centre.
- Trained physical education and Yoga.
- Provided an opportunity to communicate with experts.
- On the job training was organized at various work places in the districts.



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Activities are underway in collaboration with the Kerala Knowledge Economy Mission to ensure that all children who have successfully completed their training are provided with suitable employment.



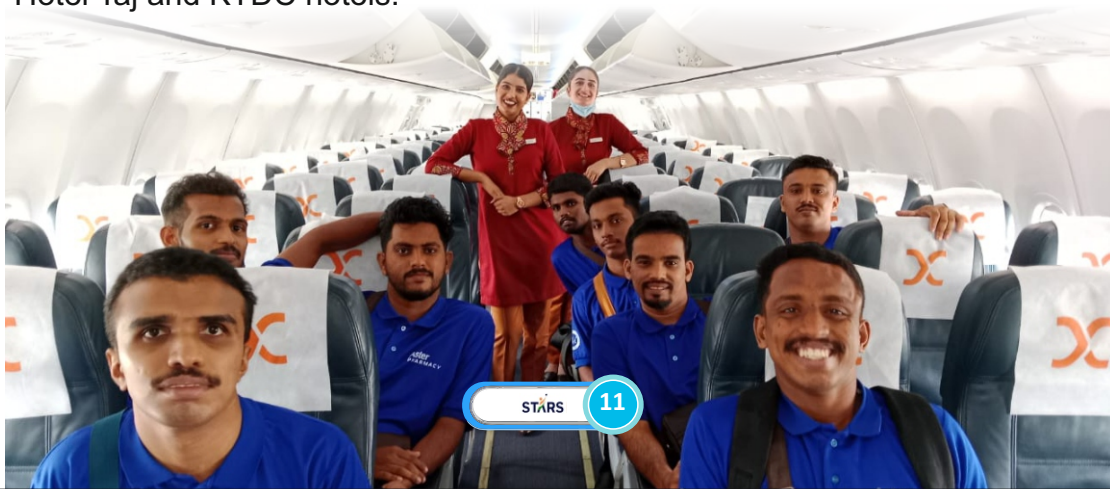
ADVANTAGES

- All hearing impaired students who participate in the vocational training became capable of performing data entry work properly.
- Students who received training for Food & Beverages (F&B) Services performed well in their on-the-job training.
- During the training period, period, students gained Confidence and self sufficiency, and their Social interaction Increased.
- Many students have found jobs through placements in prominent institutions.



TO THE WORK PLACES

- Two of the children facing hearing challenges who received training have joined Aster MIMS in Kozhikode and three have joined Aster MIMS in Dubai. Six of them have joined temporary jobs as skill assistants in Skill Development Centres.
- 4 children with intellectual challenges are working at Hotel Tripanta and Tiles Valley in Knowledge City in Kozhikode District.
- The details of the trained children have been registered on the Knowledge Economy Mission's DWMS Portal.
- Activities are being devised and implemented in connection with the mission to provide employment to more than 150 children who have obtained certificates in various batches.
- Placements for children are being ensured in institutions like Keltron Centre, Hotel Taj and KTDC hotels.





The children, their parents and the trainers attest (certify) the drastic changes that have taken place in the children after the 690 hours training. The children were given on-the-job training at famous star hotels like Apollo Di Moro and Tripanta in Kozhikode District. Experts from the Food Craft Institute and KTDC interacted with the children.



FIRST HAND TESTIMONIES



EXPERIENCES

I am a mother who has suffered so much. The truth is that when we first came, when we spoke to the children, they didn't listen to anything. Teachers have suffered a lot for their children. When you call someone here, they will run somewhere else. But if they have been waiting patiently for so long, it is only because of your efforts.

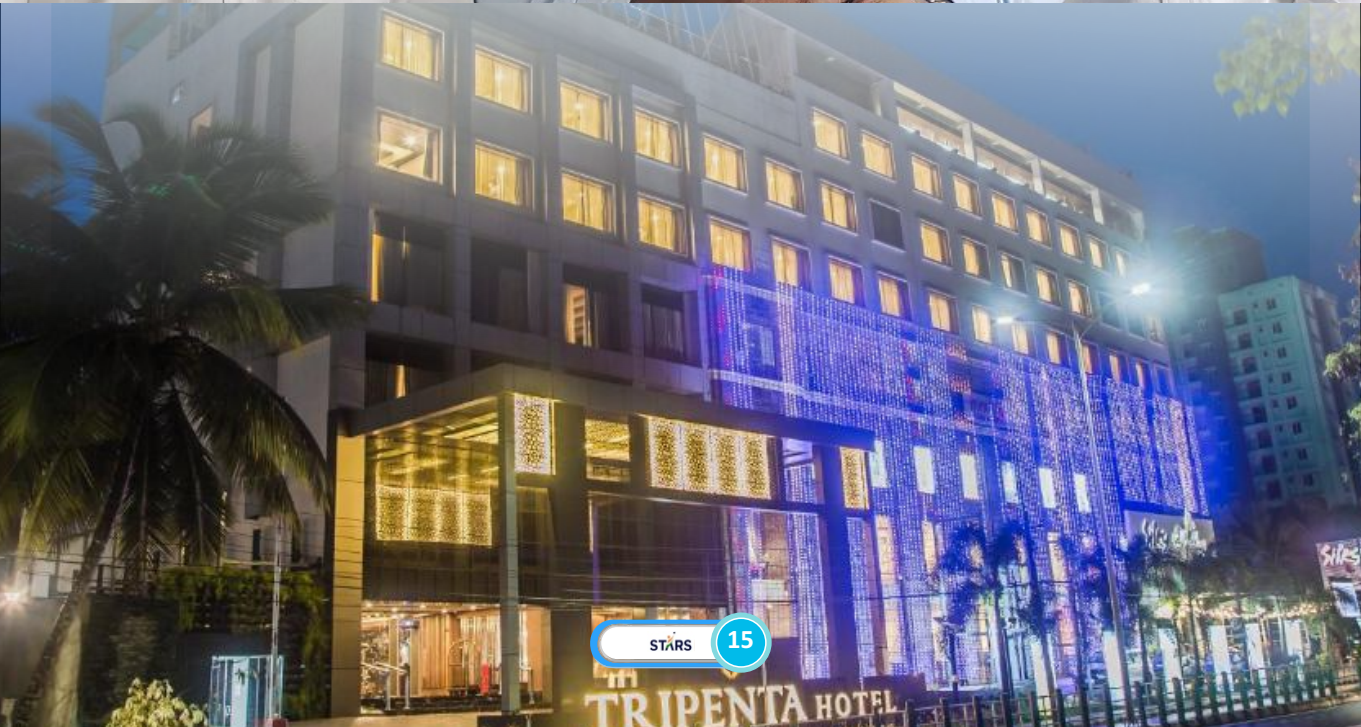


Mother of a student named K.Yuvaraj who completed the ID Food and Beverage Service Associate Course.

My daughter didn't even know what a computer was. Now she is doing great with it. I have no words to say.



Aadi and Adarsh are good kids. They are doing everything well. They are learning. They have improved a lot. I am confident that these kids can continue in this.



My son's name is Ameer Ali and I belong to Beypur. My son is a depressed child during the Covid period. This training changed him for the better.

Words of Amir Ali's mother.



I have learned what a computer is after coming here. The Trainers treated us like their own children. We still have to study and get a good job.



My daughter Fasna was informed about this training by Swathi teacher at BRC. During the training, a sir from MIMS Hospital came. She told him that she wanted a job. So they gave her more training. Now Fasna is working as an Attendant in MIMS Hospital.

Studying a course like this completely changed my life. I heard about this course from one of my friends. I stayed at the centre for 3 months and received training and I learned a lot from the teachers.



Fasna and Mother



Adi Krishna

I learned many things including how to welcome guests to a hotel, how to treat them, how to prepare a menu card and more.

We are treated with love by everyone at Hotel Tripanta. I am also able to help my family as I get paid every month. Adi Krishna, who is intellectually challenged, trained as a Food & Beverage Service Associate.



Muhammed Faiz with his colleague



**Muhammed Faiz
in Tigris Valley**

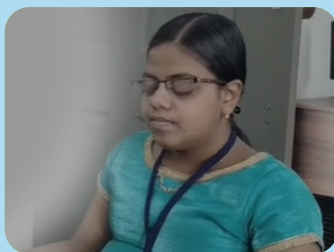
My family consists of my mother, my brother and I. My brother is also disabled. After the training in Kolathara sub district, I got a job at the Tigris Valley Hotel in Kuwait. Now I am working in a hotel in Kuwait. I get a salary of Rs.20,000/-. Since food and accommodation are free, I am able to help my brother and mother.



**Vishakh and friend
muhammad Rafeek**

I, from Kollam and Mohammed Rafiq from Malappuram met at Esteem's Kozhikkode Centre. We learned a lot through the residential training that lasted more than two and a half months. I have 55% hearing impairment Rafiq has 100% speech loss. We both attended the interview held at JDT School for a job at Aster MIMS in Dubai. We are now working at the Pharmacy of Aster MIMS in Dubai.

CONFIDENCE OF ARJUNA



Arjuna. P.P. is a student who has undergone a positive change due to the ESTEEM Project started by SSK for the differently abled students. Arjuna lives in a place called Paravattom in Kumbalachola, a hilly area of Naripatta Grama Panchayat in Kozhikkode District. Arjuna, who is facing financial constraints, has only her mother to take care of her. She has not been able to attend school regularly, as she was suffering from some ailments. The only support the child received in terms of studies was the home-based education provided by the Resource Teachers of SSK. Arjunia was brought to the ESTEEM Project due to her mother's desire to provide vocational training for her daughter after 18 years.

Arjuna joined the first batch of 'ESTEEM' for the Domestic Data Entry Course for visually impaired children. The transformation that this training brought to Arjuna was amazing. It was the first time that she got the opportunity to learn while playing and laughing with a group of her peers. The residential training that lasted for three months nurtured her personality. In the initial days at the training centre, she used to hold on to her chair with hands, refusing to talk to anyone, but slowly learn to make friends with everyone and even make video calls.

Due to severe vision challenges and ailments, she was unable to go to school and her life was confined to the four walls of her home. She was given a new lease by this training. The three-month training nurtured her personality. The training prepared her to approach life with a new hope. The positive change in her personality and character was a great comfort and hope for her mother and family members. Arjuna and her family are hoping to start a new job in 2026.



Akshay is a student facing hearing challenges and cerebral palsy. Akshay participated in the vocational rehabilitation training for differently abled students organised under the SSK STARS Project. The training was held at the Kerala School for the Blind, Vallikkampatta, under the Mankada BRC in Malappuram District. Akshay is 23 years old and has completed his Plus One studies at GHSS Thavannur. He was admitted to the Domestic Data Entry Operator Course. Akshay, who is interested and passionate about computers, is also a student who has the skills of making models of vehicles and drawing pictures while studying. In Plus Two he completed in the general category in clay modelling and won first place in the sub-district. Akshay's confidence is worth mentioning, as he participated in the residential training which lasted for 440 hours.

The Trainers say that Akshay is a student who practices what he learned in a batch of 15 hearing impaired students every day. After completing his Plus Two Course Akshay also completed a Fashion Technology Course. Akshay is happy and proud to have acquired a certificate course offered by NCVET. His mother cum Special Educator, Sini Teacher says that she has been taking special care to ensure that Akshay does not miss out any training he can get since childhood. Akshay's parents said that they are indebted to two months of residential training with free food and assessment. It is a great gift that SSK gives to the society. Akshay has prepared to enter the job with the help of the Kerala Knowledge Economy Mission.





About STARS

STARS (Strengthening Teaching-learning and Results for States) is an education project designed and implemented by the Central Government with World Bank assistance to improve education standards. Among the states of Himachal Pradesh, Odisha, Rajasthan, Madhya Pradesh, and Kerala implementing this project, Kerala was included considering its excellent education quality index. Kerala has been receiving the benefits of the STARS project since 2021. Numerous suitable and commendable education programmes for Kerala have been implemented as part of the STARS project.

This booklet presents one of the most important activities among them.

