

# **SITUATIONAL ANALYSIS STUDY PALAKKAD**

## **REACHING THE UNREACHED**

**(Report of Research Study on Situational Analysis of  
Educational Backwardness of Palakkad District)**



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**&**

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## **PREFACE**

The new millennium has witnessed a major declaration signed by 147 countries of the world popularly known as the Millennium Development Goals (MDG). Some of the parameters of the goals are, eradication of extreme poverty and hunger, achievement of universal primary education, promotion of quality and empowerment of women, reduction of child mortality, improvement of maternal health, combating HIV / AIDS, Malaria and other diseases, ensuring environmental sustainability and ensuring global partnership for development. These goals have been given top priority by all member countries to ensure a human face of development.

Education is the basic human right. It is essential for developing human resources. It is a means of fighting poverty at all stages and in different contexts. Prof. Amartya Sen, the Nobel Laureate says “The economies that have been most successful in recent development of world trade like Japan, Singapore and China, have all been very oriented towards basic education. Unfortunately in India Education is still neglected and under appreciated value”. Primary education develops among individuals necessary knowledge and skills to earn their livelihood and meet their basic needs.

Endeavours to attain education for all gained impetus after international community gathered for the first time in Jomtein in 1990 and adopted a resolution to achieve EFA by 2000. It is to be achieved and sustained by 2015. In Kerala DPEP & SSA was launched with enormous human and material resources to achieve EFA. Even though we are miles ahead in this goal when compared to other states, quality remain as a main challenge. Quality of education is an independent variable which can be controlled by other variables like home factors, school factors, societal factors. Changing the factor affecting the quality of education require specific data base to understand the gravity of situation. UNICEF an international organisation dealing with the rights of students graciously consented to finance the study on the situational analysis in Palakkad district. This provided us a new opportunity to enquire into the problems and issues affecting the quality of education in school sector.

The data collection was a challenge considering the vast area of Palakkad divergent culture and remoteness of places. The investigators drawn from future teachers made the task easy and they consider it as an opportunity to interact with down trodden masses of Palakkad district.

We hope policy makers administrators and academicians find this study useful for formulating programs suitable for deprived sections of society to bring them into main stream.

**Principal**  
DIET, Palakkad

# **Chapter - I**

## **INTRODUCTION**

### **1.1. GEOGRAPHICAL FEATURES OF LOCATION OF STUDY**

Palakkad is one of the fourteen revenue districts of Kerala with distinct geographical position, historical background, educational status and tourist attractions. The developmental activities carried out here are wide and varied.

The district is situated in the centre of state and has no coastal line. The district opens the State to the rest of the country through the Palakkad gap. The 32 to 40 kms. wide natural gap in the 960 kms. long Western Ghats is the most influential factor for the unique characteristics of district. Palakkad witnessed invasions of historical importance that have left indelible impressions on the history of Kerala. Bharathappuzha, the longest river of Kerala, originates from the highlands and flows through the entire district.

The district is one of the main granaries of Kerala and its economy is primarily agricultural. Agriculture engages more than 65 per cent of the workers and 88.9 per cent of the district's population is rural in nature. The proximity to Tamil Nadu has resulted in the admixture of Malayalam and Tamil culture, in the region.

The district is foremost in fostering Carnatic music. Great musicians like Chembai Vaidyanatha Bhagavathar and Palakkad Mani Iyer, who have enriched Carnatic music by their contributions, hailed from this district.

Forests, numerous streams, several dams and the gardens in them have made this district a tourist paradise.

Palakkad is part of the erstwhile Malabar district of Madras Presidency. The district accounts for about 11.5 per cent of the total land area of Kerala, with the share of population is 8.22 per cent. The district has got two types of climates. Ottappalam, Alathur and Mannarkkad Taluks are having a climate similar to that of other districts of Kerala, whereas Palakkad and Chittur are having rather a dry climate similar to Tamilnadu. However the average rainfall is good for cultivation. There are five Taluks, 163 Villages, four Municipal towns and ninety Panchayaths in the district. The district is divided into 13 community Development Blocks for the effective implementation of various developmental activities.

## **HISTORY**

Palakkad is the land of Palmyrahs and Paddy fields. Palakkad is major paddy growing area of the State. It is often called as the “gateway of Kerala”. In the past, this land was known as Palkkattussery. Etymologists trace the word Palakkad from Palanilam meaning the dry area. Palakkad has a long history dating back to the Paleolithic period which was substantiated by a number of megalithic relics discovered from this region. It also housed the Capitals of two kingdoms such as Palakkad and Kollengode, that were in prominence till a century back.

The ancient history of Palakkad is shrouded. According to William Logan, the author of “Malabar Manual” the Pallava Dynasty of Kochi might have invaded Malabar in the second or third century. One of their headquarters was Palakkad, which could be the present Palakkad. For many centuries the Malabar region was ruled by Perumals. Malabar had been invaded by many of the ancient South Indian Rulers. After this the Malabar was divided among their Uthayavars. The famous among them were the “Valluvakonathiri” (Ruler of Valluvanad) Kollengode Raja (Ruler of Vengunad) and Sekhari varma (Raja of Palakkad) of Palkkattussery. The Palakkad Region came under the control of Kollengode Raja and Sekhari Varma Raja of Palakkad.

When the Kozhikode Samoothiri invaded Palakkad in 1757, the Palakkad Raja sought the help of Hyder Ali of Mysore. His help forced the Samoothiri for retreat. Later Hyder Ali subjugated all territories in Palakkad which were under the possession of Kozhikode Samoothiri. Thus whole dominion of Palakkad passed into the control of Mysore Sulthan Hyder Ali Khan and his son Tippu Sulthan. The war between East India Company and Tippu Sulthan ended with the treaty of 1792 and all the possession of Tippu in Malabar area ceded to the East India Company and it formed the Malabar District of the Madras Presidency.

## **PHYSICAL FEATURES**

### **Location**

Palakkad district is situated in the South West Coast of India is bounded on the North by Malappuram, in the East by Coimbatore of Tamilnadu, in the South by Thrissur and in the West by Thrissur and Malappuram districts. It lies between 10°21 and 11°14 North latitude and 76°02 and 76°54 east longitude. The total geographical area of the district is 4480 sq.km representing 11.53 per cent of the State’s geographical area. The forest land per cent covers 136257 hectares.

Topographically the district can be divided into two regions.

Based on the physical features, the district is divided into two natural divisions - midland and highland. The midland region consists of valleys and plains. It leads up

to the highland which consists of high mountain peaks, long spurs, extensive ravines, dense forests and tangled jungles. Midland is thick with coconut, arecanut, cashew, pepper, rubber and paddy cultivation. The soil is laterite in the hill and mid land regions. Ottappalam taluk lies completely in the midland and highland regions. The road and rail links between Kerala and Tamilnadu pass through the Palakkad gap.

The Western Ghats has an average altitude of 5000 ft. except for two peaks of more than 6000 ft. The important peaks above an altitude of 4000 ft. are Anginda (7628 ft.), Karimala (6556 ft.), Nellikotta or Padagiri (5200 ft.) and Karimala Gopuram (4721 ft.)

### **Population**

According to the 2001 census the population of the district is 2617072. The density of the population is 584 per Sq. km. Decadal growth rate for the period 1991-2001 is 9.86 per cent in comparison with the State figures of +9.42 per cent. The sex ratio of the district is 1068 females for 1000 males. The District has achieved 84.31 per cent literacy in 2001 calculated on the basis of population above the age of 7 years.

### **Climate**

The district has a humid climate with a very hot season extending from March to June in the Western Part of the district whereas it is less humid in the Eastern sector. The most important rainy season is during South West Monsoon which sets the second week of June and extends upto September. About 75 per cent of the annual rain is received during the south west monsoon period. During the period December to May, practically no rain is received. The temperature of the district ranges from 20°C to 45°C. The maximum temperature recorded at Palakkad was 43°C.

## **SOCIO-ECONOMIC CONDITIONS**

The social and economic status of the people in the district is undergoing changes. The breaking up of the joint family system and increasing partition of old tharavads have led to the disappearance of the importance of high-caste Hindus in the society. A survey of the social and economic scene shows that the values based on caste and land have been replaced in recent times by those of education, employment, trade commerce and industry.

### **DISTRICT PANCHAYAT**

Decentralised planning was implemented in the state as per the amendment of Indian Constitution. The headquarters of District Panchayat is at Palakkad Municipal town. The District Panchayat office building was constructed near to Civil Station.

### Basic Statistics

1.	Taluks	5
2.	C.D. Block	13
3.	Municipalities	4
4.	Corporations	--
5.	Panchayats	90
6.	Revenue Villages	163
7.	Parliamentary Constituencies	2
8.	Assembly Constituencies	11
9.	District Panchayats	1
10.	District Panchayat Constituencies	26
11.	Block Panchayats	13
12.	Block Panchayat Constituencies	141
13.	Grama Panchayats	90
14.	Grama Panchayat Constituencies	1178
15.	Municipal Councils	4
16.	Municipal Constituencies	130
17.	Corporations	
18.	Total Population	2617072 (2001 Census)
	Male	1265794
	Female	1351278

### REVENUE DIVISIONS AND DEVELOPMENT BLOCKS

Taluk	Block	Area (in sq. kms.)
Alathur	Alathur	312
	Kuzhalmannam	315
Mannarkkad	Attappady	827
	Mannarkkad	359
Chittoor	Chittoor	290
	Kollengode	328
	Nenmara	640
Ottappalam	Ottappalam	220
	Pattambi	224
	Srikrishnapuram	219
	Trithala	172
Palakkad	Palakkad	723
	Malampuzha	-



## 1.2. MAP OF PALAKKAD DISTRICT



### Need and significance of the study

Ways and means for improving quality of education is being discussed all over the world for the past few decades. Our aim is to formulate a comprehensive, conducive and desirable social and cultural environment globally. Millennium development goals put forward by UNICEF, redefines these goals. Eradication of poverty, successful

completion of primary education, gender equality, empowerment of girl children through quality education, reduction of child mortality, mental health and global participation are these goals. In order to achieve these goals, the main focus should be given to universal education and study its results.

The attainment of the above goals is possible only if the children reach mastery level in their education. Our country has many constraints and shortfalls in the above mentioned components. Kerala stands in front of other Indian states in respect of total literacy, health and hygiene. But still there are certain typical issues existing in the state.

The Palakkad district has some distinct features which no other districts can claim. It has a rich cultural heritage. From 'Porattunatakam' to 'Kathakali', from folklores to classical music, there are rich art lovers in Palakkad. Chembai Vydyanatha Bhagavathar, the world renowned Karnatic Musician, 'Ezhuthachan' the author of Adhyatma Ramayana, M.T. Vasudevan Nair, the Jnanapith award winner are from Palakkad District.

The main occupation of the people is agriculture. But economically, Palakkad is not sound. The generations had to undergo suppressions from various sources for centuries. Hence, people could not concentrate in importing formal education to their wards. Even now adequate attention in imparting elementary education universally is lacking in many parts of the district.

Eventhough we can boast of our heritage, we should not forget the fact that our district is in the last place in the results of the SSLC examination in Kerala. It has been observed that the performance percentage in urban areas is better than that in rural area. But it is necessary to study about the disparities prevail in two schools situated in the same urban area. (i.e., govt. Moyan High School and Big Bazaar H.S.).

Again it is astonishing that the achievement level in Attappady tribal block is greater than in some other urban areas. Achievement level is observed to be low in areas of linguistic minorities.

#### **Academic study report ACER - 2009**

	<b>% of children in grade 3 to 5 who read at level 1</b>	<b>% of children grade 3 to 5 set of school who can do subject</b>	<b>% 3 - 5 who can read English</b>	<b>% of school 6 - 14 age</b>
Palakkad	76	70	35.1	0.3
Wynad	82.6	62.6	28.6	0.5
Kerala	82.9	74.9	40.6	0.1

The above table indicates the need for a study to determine the factors that contribute to the learning levels of children. It is important to assess the learning situations, family background and socio-economic status of the child.

### 1.3. OBJECTIVES OF THE STUDY

The objectives of the studies are :-

1. To analyse the situation of students in transitional grades (IV and VII) in selected schools of tribal dominated areas, linguistic minority areas and agricultural dominated areas with regard to home, school and socio cultural factors.
2. To find out the level of scholastic achievement of the selected sample in selected subjects.
3. From analysing the situation
  - (a) To find out the factors influencing the achievement of students at the mastery level.
  - (b) To find out the factors affecting the achievement of students not at the mastery level.
4. To identify interventions areas for bringing the unreached children in tribal and remote places to the mastery level.

### 1.4. Definition of the key terms

1. **Situation** means the social economic and cultural background which directly affect the achievement of students.
  2. **Transitional grades** since standard 4 and 7 is the terminal stage for LP and UP respectively, they are considered as transitional grade. Which is representative and responsible to reflect trends and characteristics of the appropriate stage.
  3. **Tribal dominated school** are the schools where majority of the students are tribes.
  4. **Linguistic minority school** are the schools where majority of the students speak Tamil for day to day life.
  5. **Agriculture dominated school** are the schools where majority of the parents take agriculture as their occupation.
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## **Chapter - II**

### **REVIEW OF EARLY STUDIES**

An enormous body of researches as well as various projects has dominated the study of educational backwardness of learners all over the globe.

#### **2.1. RURAL SCHOOLS CONSTRUCTION PROJECT IN AFGHANISTAN**

Afghanistan has one of the highest illiteracy rates in the world. In rural areas, where three-fourths of all Afghans live, 90% of the women and 63% of the men are illiterate. Many rural communities lack any structural school facility, and hold classes under tents, makeshift structures, or out in the open. Most school buildings are in poor condition and schools lack furniture and equipment.

Omar Ghaznawi, a student at Carnegie Mellon University, initiated the Rural Schools Construction Project in partnership with ARO (Afghanistan Relief Organization) in 2006. He planned to raise funds through special events, donation appeals, and private donations to fund the construction of a rural school. By the end of 2001, 80 percent of existing schools were either severely damaged or destroyed as a result of foreign occupation, civil war, and political efforts to limit education to the general population.

The Rural Schools Construction Project proposes to raise funds to help rural partners with their construction of a community school. ARO provides basic supplies to Afghanistan's girls and boys, starting with their return to school in March 2002. Some students were attending school for the first time. ARO held successful collections for school supplies starting in early 2002 to assist with the return of students to remaining schools, tent schools and village centers. This remains an ongoing project for ARO, as we further "peace through education" efforts.

#### **2.2. RURAL EDUCATIONAL PROJECT IN COLOMBIA**

The World Bank's loan to the Republic of Colombia for a 'Rural Educational Project' aims to improve access to quality basic education in rural areas. The 'Implementation and Completion Report' (2007) shows the four major project components. The first enhances educational access and quality by 1) financing research and evaluation of innovative educational models, strategies, and curriculum for grades K-12; and disseminates the results of this work; 2) pilot testing and evaluation 3) designing reforms of pre-service teacher training programs and providing equipment and training materials.

At the local level, this component funds sub-projects which may support reforming in-service teacher education programs, creating/strengthening education demand through targeted information campaigns, creating incentive schemes to increase school coverage, and implementing projects linking school learning with productivity. The second component

provides technical assistance to strengthen the education ministry's capacity for project implementation, monitoring, evaluation, and knowledge management; supports the formation of strategic partnerships; and builds the capacity of municipalities to create education plans and improve school governance. The third component supports the ministry's role in reinforcing participatory and democratic forms of school governance and developing social capital and civic values. The fourth component strengthens information systems and designs, implements, and evaluates pilot projects.

### **2.3. RURAL EDUCATION ACTION PROJECT IN CHINA**

Rural poor students in China face many obstacles. The ultimate goal of REAP is to help students from poor rural households in China overcome these obstacles and harvest their educational dreams. To accomplish this goal the Rural Education Action Project (REAP) is conducting real world, experiment-based research in order to provide policy makers with clear scientific results that can help shape successful policies to improve the effectiveness of K-12+ rural education programs and improve the educational experience of young Chinese rural students. The REAP award scholarships, grant loans, provide information and aid in the design of evaluation efforts of new K-12 initiatives - dorm management programs; early childhood education; school-based nutrition programs; and more.

### **2.3. INDIA LITERACY PROJECT (ILP)**

ILP (India Literacy Project) supports education and literacy projects predominantly in the rural, tribal and educationally backward regions across India. Currently ILP has projects in Karnataka, Tamil Nadu, Madhya Pradesh, Orissa, and Andhra Pradesh, which include activities like

- Enrollment of out-of-school children.
- Retention of children in school.
- Non-formal education / bridge school programs for children and youth who cannot go to school.
- Supplemental methods to improve quality of learning.
- Life coping skills and livelihood training for young adults.
- Functional literacy and livelihood training for adults.
- Advocacy on Child Rights and Education.
- Setting up and sustaining community libraries

They adopt a strategy that is scalable, sustainable and efficient.

- **Partner with local experts/NGOs for project implementation**

**They** involved Local NGOs gives us the advantage of understanding local dynamics, culture, language and region specific issues better to strategize and tackle them effectively to achieve our goals.

- **Mobilize the Community (Sustainability)**

Community ownership and parents' involvement towards education of their children from socially and economically weaker sections is the key to success.

- **Leverage the Government (Efficiency)**

ILP believes that Government is the biggest development worker and has the duty to deliver and those in need have a right to demand. The convergence or mainstreaming is adopted in projects to use Anganwadis, primary schools and child welfare departments to get their due share from the system.

- **Use diverse implementation methods (Intervention Toolkit)**

The readiness to open, flexible and welcome any methodology that is child friendly and empowering. Joyful learning, innovative approaches and involvement of stakeholders are the primary focus

## **2.4. CENTRE FOR SOCIO-ECONOMIC AND ENVIRONMENTAL STUDIES (CSES) RESEARCH**

The Centre for Socio-economic and Environmental Studies (CSES) conducted a research on the **Education of a Deprived Group in a Totally Literate Region: The Case of Tribal Children in Kerala**. The report of the study was prepared on the basis of extensive field investigations in Wayand, Palakkad and Idukki districts.

The study points out that the enrolment of tribal children is seen to be falling sharply at the secondary and the higher secondary stage of school education. The success rate of ST students is low in the SSLC examination. The pass percentage of ST students in the SSLC examination was 46 per cent as against the overall pass percentage of 70. Of the 1,76,200 school teachers, only 374 were ST teachers. There is no doubt that the number is totally inadequate. The study observes that other communities and groups in Kerala amply demonstrate the viability of a strategy based on education for social and economic advancement. It is that kind of a strategy that is not available to the ST's due to historical reasons. The study points out that the most crucial problem faced by ST students is the lack of parental support and non-conducive home environment. These are problems which can be straightaway attributed to poverty and deprivation from which their communities suffer. Their difficulty to mingle with others, their health problems such as scabies, their lack of confidence, the peculiar problem of unwed mothers in their families or settlements are all problems which can be linked to their state of deprivation and the power and authority that others can exercise over them. In other words, if ST children are to be educated as other children, the deprivation and poverty of their communities face has to be eliminated.

Some ST students are irregular in attendance and some of them are reluctant to return to school after holidays. Liquor consumption among a section of the parents is also



affecting the education. Lack of home environment conducive to education is yet another problem. Lack of awareness among parents and the community at large about the importance of education, difficulty in mingling with others, difference in their dialects and the one required in the schools, widespread feeling of being second grade persons, migration of a section of parents, diseases like scabies/itching, lack of permanent teachers and teacher absenteeism etc. leads to low educational achievements of the ST children. It was also pointed out that since they live together in a settlement, disturbance in one family can disturb other families. Lack of “freedom” and “severe” punishment are resented by ST students.

The study suggests that a new institution called the PADITHA VEEDU (Study House) should be established in every Ooru/Settlement/Colony to improve the quality education of the Scheduled Tribe Children. These institutions should provide the ST students, during holidays and in the mornings and evenings, a “second home” or “home like” environment where they can concentrate on their activities under proper guidance; and away from the disturbances usually emanating from their home environment. The study points out that such an institution can help in solving many of the problems relating to the education

## **2.5. ASHA PROJECT IN WAYANAD**

Asha is supporting the children and youths in the rural and tribal settings to involve them to maintain biodiversity conservation traditions, increasing the quality of learning in environmental education, learn modern science and technologies

### **The objectives of the project are to**

- Orient the children and youths to nourish the habit of conserving biodiversity and to nurture a sense of relationship with nature and to develop an eco-sensitive generation for conserving the biodiversity for the posterity
- Revitalize fading conservation traditions by making them understand the local biodiversity, ecosystems and traditional knowledge associated with it
- Adopt suitable pedagogical methodologies to make learning a joyful experience and thereby attract the dropouts to go back to school and resume their formal education
- Develop a resource centre for children for imparting knowledge about biodiversity and climate change

Wayanad, a district of Kerala, is considered the most backward district of Kerala. It is the district where backward tribes namely Paniya, Nayikar, Adiyar, Kuruma and Kurrichias are living. They are living with the means which they get from the forest. Some of them are employed in the nearby tea estates. Due to deforestation and settlement of non tribal people here, the tribes are in a critical position. In 2001, Asha Silicon Valley and Asha Stanford joined together to fund the construction of a concrete building for the school. Construction

began in the summer of 2001 and was completed in November 2001. Classes are now being conducted in the new building. The curriculum followed in the school is the one prescribed by the Kerala state board of education.

The project resulted in the significant change in the community's attitude towards education and health care. The tribal children in the school are treated very well and they are healthy. Children talented in music and folk arts are encouraged to develop their talents by the school.

## **2.6. JOSHUA PROJECT IN KERALA**

It began as a research initiative to highlight the ethnic people groups of the world conducted a study about the Kerala Muthali (Mudali) belong to various Mudaliar communities found elsewhere in South India. Unlike the Tamil Brahmins settled in various places of Kerala, Muthalis/Mudalis engage with marital relationships with Nairs, Chakravar, Sakravar (Kavathi) and those who are converted to Christianity but retaining Mudaliar identity. Kerala Muthalis still keep their separate identity even though they are a micro-minority caste in Kerala. Due to their social, linguistic and educational backwardness Kerala, Tamilnadu and Pondicherry states have categorized them as BCs. They are socially and educationally in a backward stage in India. The social backwardness can be addressed through education. The educational institutions in India are accessible to the elite class, hence more and more educational institutions are required for the Kerala Muthali on an urgent basis.

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## Chapter - III

### METHODOLOGY

Methodology followed for the present study is described as follows:

#### 3.1. SAMPLE SELECTED

##### Students and classes

Area	No. of classes		No. of Students	
	LP	UP	LP	UP
Tribal belt	7	7	105	105
Linguistic minority	5	5	75	75
Agricultural dominant	3	3	45	45
<b>Total</b>	<b>30</b>		<b>225</b>	<b>225</b>

##### Teachers

<b>LP</b>	<b>15</b>
<b>UP</b>	<b>60</b>

##### Parents / Home

<b>LP</b>	<b>225</b>
<b>UP</b>	<b>225</b>

**Community** : 3 focus group workshop 3 x 40 = 120 Nos.

#### 3.2. TOOLS SELECTED

1. Tool for Achievement Study.
2. Tool for Analysing Classroom Strategy
  - \* Observation Schedule for Teacher
  - \* Questionnaire for Teachers
  - \* Interview with Teachers / Students / Parents (Interview Schedule)
  - \* Digital Documentation
3. Tool for Analysing Family Background
  - \* Survey Form
  - \* House visit and interview with parents using interview schedule
  - \* Interview with Students
4. Tool for Analysing Social & Cultural Background
  - \* Discussion with Social Leaders
5. Tool for analysing school activities and infrastructure
  - \* Survey Form
  - \* Interview with HM / Students / PTA members
  - \* Interview with Local Body Representatives

#### 3.3. STRATEGIES USED

Survey method of study was used for data collection. Stratified random sampling was taken for study.

## **Chapter - IV**

### **PROCESS OF STUDY**

#### **4.1. SITUATION ANALYSIS AND MASTERY LEVEL**

There are several factors that determine the learning level of a child. All elements that influence the personality development of a child have its relevance in their learning capability also. The academic pace of the child is directly proportional to the family and environment in which he lives. The attitude of the parents towards education has its impact upon child's learning. Those children who get good support from their parents perform better than those who lack parental support.

The area from which a child hails has also got its own influence on him. A child coming from a tribal belt will have an entirely different experience while a child coming from a coastal area. It is important to consider this while planning a learning activity. The teacher's proficiency in making opportunities for construction of knowledge is equally important in child's learning. Situational analysis means analysing all factors influencing achievement as far as education is concerned.

#### **4.2. MASTERY LEVEL**

The teacher has to give confidence to the child and to analyse the factors that leads the child for attainment of skills. Each child has to attain mastery level in respective areas. For example, in Mathematics there may be some students who attain mastery level in the exercises of addition whereas some may be trailing behind. Teacher has to analyse both these situations and has to find out the reason for the backwardness of some children.

#### **4.3. VISIONING WORKSHOP**

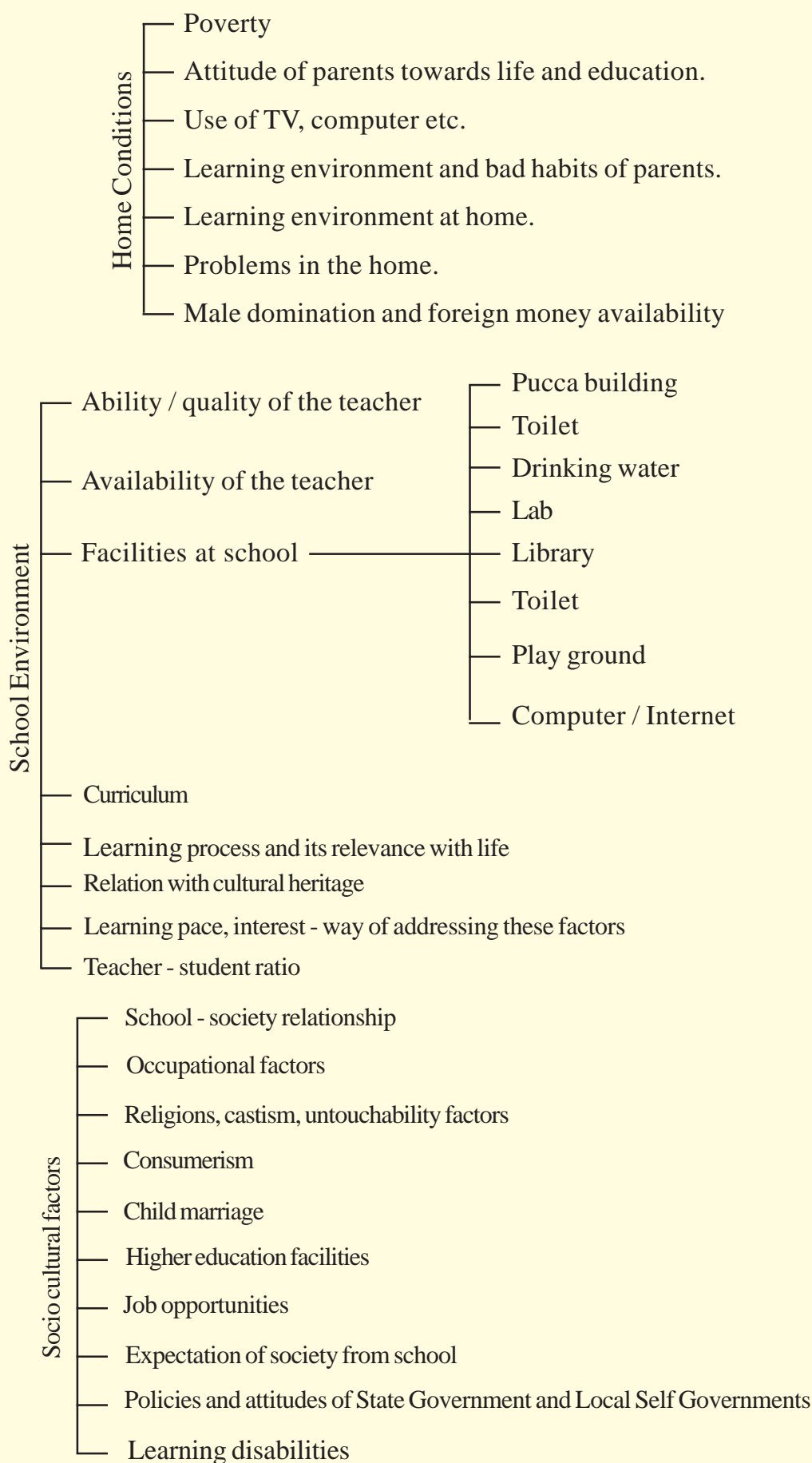
A visioning workshop was conducted with 20 members and prepared an outline of the study. The workshop defined specifically the following areas.

1. Mastery level
2. Situational analysis
3. Objectives of study
4. Sample of study
5. Tool preparation
6. Action plan for the study

*The visioning workshop identified 3 situations which influence achievement.*

1. The family background of the child.
2. Child - Teacher - school.
3. Socio - cultural and economic premises of the child.

## Causes for learning backwardness



#### **4.4. HOME RELATED FACTORS**

##### **1. Concept about Education**

- Conviction of the necessity of formal education
- Identify the advantages of education
- Awareness to the need of a job
- First generation learner or not
- Social relations of parents
- Stress imparted due to learning / results
- Love and affection towards children
- Unity of parents
- Children with special needs
- Customs and manners prevailing in home and society.
- Attitude of parent towards education

##### **2. Economical Factors**

- Poverty
- Priority given to the day-to-day affairs
- Nutritious food
- Physical and mental health
- Situation of undertaking household duties
- Child labour
- Basic facilities (Clothes, reading room, .....)
- Situation of child from point of view of the guardian
- Food habits

##### **3. Technological Facilities**

- Availability of visual media (Newspaper, computer, TV, mobile etc.)
- Awareness about the use of media

##### **4. Craze for and Addiction to Intoxicants**

- Quarrel at home
- Financial weakness / crisis
- Stress
- Diseases
- Poverty

##### **5. Customs and Practices**

- Permitting leave in connection with rituals.
- Permitting leave in connection with the physiological changes among girls.
- Beliefs and thoughts within the family.

## **6. Withered Family Relations**

- Broken families.
- Parents residing at distant places.
- Disturbed emotional relationships.

## **7. Domestic Atmosphere**

- Atmosphere which motivates and initiates learning.
- Friendly and emotionally rich atmosphere.
- Atmosphere which permits free interaction.

## **4.5. PUPIL - TEACHER - SCHOOL**

### **1. The Pupil**

- Attendance and the seating.
- Distance from home to school.
- Consideration received in the class.
- The state of living distant from home.
- Participation in group and opportunity for presentation.
- Inferiority complex and withdrawal evolved due to social backwardness.
- The consideration given to students having learning disabilities.
- The situation that creates linguistic discrimination.
- Affection and emotional support received.
- Recognition received at school and home.
- Consideration to unique physical and personal features (frequent urination, epilepsy.....)
- Consideration to the special needs of girlhood.
- The companionship / union evolved in the classroom in the basis of socio-economic status.
- The difficult tasks as observed by the pupil.
- The learning materials that are incapable to converse individually or naturally.
- The learning materials that do not represent the language and culture of the pupil.
- Shortage of learning materials for individual manipulation.

### **2. The Teacher**

- Creation of knowledge through microlevel planning.
- Teaching profession accepted without the aptitude.
- Teacher with social commitment.
- Teacher who is aware of the family background of the pupil.
- Teacher utilising the unique talents and capabilities of the pupil (that are not visible in the classroom)

- Sensible use of language and communication between the teacher and the pupil.
- The influence and status of the teacher among the pupils.
- Thought provoking questions asked by the teacher.
- Respect maintained by the teacher towards the pupil as an individual.
- The skill of the teacher to convert the lessons locally specific.
- The span of attendance of the teacher at school.

### **3. The School**

- The participation of the students in the club activities.
- Participation of pupil in the day celebrations.
- The role and participation of the pupil in school assembly.
- The effective use of school level learning facilities (Library, Lab, Notice Board, Information board etc.)
- Academic leadership of the Headmaster.
- Suitability and appropriacy of the classrooms and school buildings.

## **4.6. SOCIO CULTURAL ENVIRONMENT**

### **1. Social Relations and Situation**

- Society with mutual co-operation.
- Mutual belief.
- Mutual recognition.
- Relationship between school and society.
- Participation in the school development councils.
- Participation in the PTA and CPTA.
- Participation and involvement in the common programmes at school.
- Social participation in the day celebrations.
- Special health problems in the society.

### **2. Intervention by the Local Self Governments**

- Activities of Panchayat Education Committee
- Formulation and implementation of educational plans.
- Production and use of supplementary materials.
- Assessment, recognition and motivation.

### **3. Customs and Celebrations**

- Number of school days available.
- Participation and involvement of pupils in various rituals and practices. (Poothan, Thira, Andi, Kummatti, Vedan etc.)
- Participation and involvement of pupils in oaths and fasting.
- Involvement of other celebrations in the curriculum, discarding the experience of ones own customs and celebrations.

#### **4. Vocational Zone**

- Specific vocational culture of certain localities affect the mental state of the pupil (Trade of intoxicants)
- The workers do not get opportunity to incorporate with the school activities.
- There exist some wrong notion about the dignity of certain occupation. Those who come from such families show the tendency for withdrawal due to inferiority complex. (Cobblers, Dobbies, Toddy workers).
- Occupation of the parents.

#### **5. Cultural Activities**

- Activities in reading rooms.
- Club activities.
- Participation in the conventional art forms.
- Religious classes.
- Social awareness programmes.
- Interest for certain special recreations (cards, gambling).

#### **6. Literacy**

Female literacy rate - percentage.

#### **7. Social Laws and Conventions.**

#### **8. Economic Status**

#### **9. Bilingual Influence**

Disparities existing in the languages used at school, home and society.

#### **10. Social Issues**

- Imperialistic movement - establishing companies.
- Labelling as colonies.

### **4.7. PROCESS OF TOOL DEVELOPMENT**

The causes of backwardness in achievement were identified and categorised under the heads such as home related factors, school environment, socio cultural factors. Each head were minutely examined and subfactors were identified. Based on these factors, it was decided to prepare the following tools for administration.

- Tool 1. Home Observation Schedule
- Tool 2. Interview Schedule for Parents
- Tool 3. Observation Schedule for School
- Tool 4. Questionnaires for Teachers
- Tool 5. Learning Environment Inventory
- Tool 6. Focus Group Discussion

All the factors identified in the workshop is included for enquiry.

## **4.8. FIELD TESTING OF TOOLS**

The tools were tried out in a small sample and the tools were refined based on the feedback.

### **4.8.1. Identification of Investigators**

Apart from the study team members 30 investigators were selected through press notification and interview from qualified teachers (TTC or B.Ed.). They were grouped into 15 teams, who were assigned two schools for study.

### **4.8.2. Training for Investigators**

The investigators were provided training on study tools, implementation, consolidation and qualitative research methodology. How to approach the sample, collect information qualitatively and quantitatively, how to conduct focus group discussion and how to record it etc. were discussed extensively. The trained investigators were assigned the duty for 15 days. A mid-term review was arranged in two centres which gave them a specific direction to conduct the study.

## **4.9. ANALYSIS AND CONSOLIDATION**

At the end of the data collection one day workshop was organised for investigators and recorded the cases and consolidated the data. An analysis workshop was conducted by study team and interpreted the data in different angles.

### **4.9.1. Report Writing**

Based on qualitative and quantitative analysis of data, detailed findings were enumerated and suggestions were formulated.

### **4.9.2. Seminar**

After the study a number of suggestions were emerged relating to various aspect of the issue. The findings and suggestions are to be disseminated to the stakeholders of education in the district apart from departments associated with these regions. District panchayath functionaries, grama panchayath functionaries of study area, UNICEF ITDP officials, NGO's, AHARDS, SSA, cross section of parents, teachers organisation are to be invited to attend the seminar.

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## Chapter - V

# ANALYSIS OF DATA

As it is a qualitative study, higher grade statistical techniques are not suitable for analysing the data. Hence the investigators depends upon percentage value of the information gathered from the field. Further, certain unique cases are identified and subjected to deep discussion in order to reach into proper conclusions.

There areas from which, the data was collected was subjected to deep discussion. They are tribal area, linguistic minority area and agricultural dominated area. Data collected from each of the area are further divided into nine categories. They are building infrastructure, educational status of parents, employment and income of parents, access to school, addiction, emotional factors, family and society, vision and ambition and home and school.

The graphical representation of the percentage values, followed by the interpretations and description are presented in this section.

### 5.1. TRIBAL AREA

Data collected from areas such as Agali and Attappadi belong to this tribal category . Analysis and discussion are catagorised in different titles.

#### 5.1.1. Building and infrastructure

Under this title three factors are subjected to discussion namely building, water sanitation and facilities for study. Three conditions of these factors such as good, average and poor are presented in figure 1.

46 % of the houses are below average as far as the building and infrastructure are concerned.

- ❑ 19% of the families live in temporary habitats, leaving their relatives at the tribal settlements ('Ooru').

#### *The after effects :*

- **Isolation :** Children could not mingle with others.
  - Lack of electricity, water, sanitation facilities, road and other physical facilities.
  - It reduces the accessibility to the school.
- ❑ **Water :** Availability of water is very poor and instable. The quality and quantity of water are low and insufficient. 20% families experience hardships due to non availability of water.

*Soman lives in a rented house with his parents. interior condition of the building was very pathetic. It leaks in the rainy season and hence not suitable to live. But the poor family have no other choice.*

- ❑ **Toilet & Sanitation :** 8% of the houses lack toilets. About 60% of the families are not maintaining or using toilets, properly. Children are not aware of proper toileting. This affects the cleanliness of the school toilets too. Rearing cattle is one of the major sources of income in the area. The cattle are usually kept very near to the houses, so that the surroundings get untidy.

- ❑ **Provision for study / Reading materials :**

Houses having only a single room are very common. 50% are having one or two rooms. In such houses children do not get a comfortable space for study. Only 8% provide enough furniture for the children.

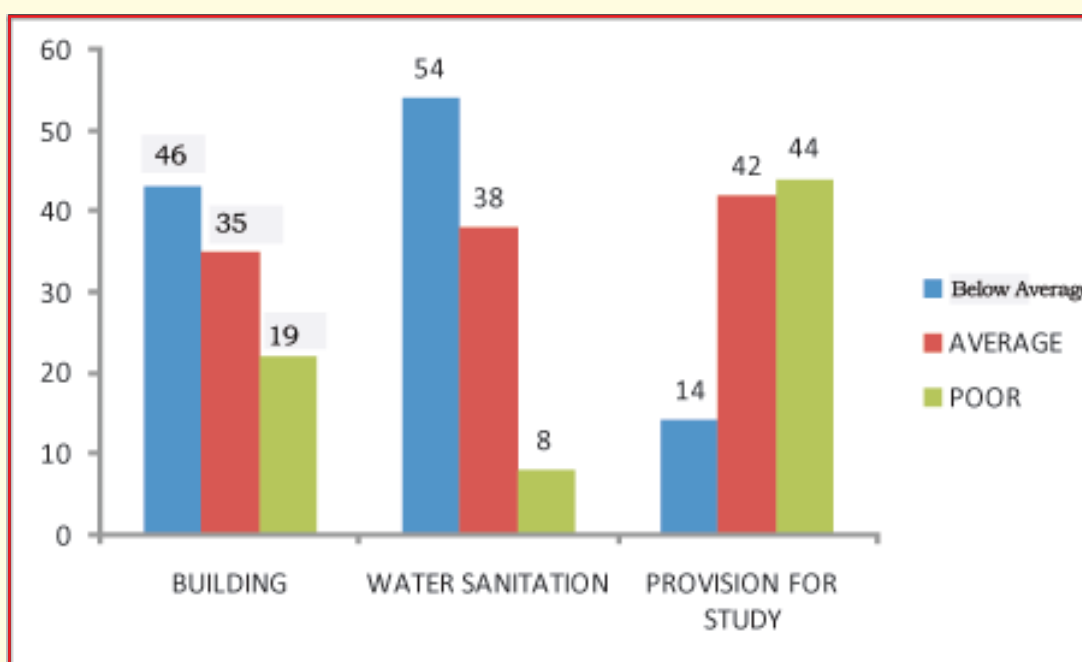


Fig. 1

### 5.1.2. Educational Status of Parents

- 4% of the parents are illiterate.
- Those having lower primary education are 38%.
- Those educated upto std. 10 are 58%.
- The parents with an education upto +2 level or degree level are only 4%.
- The educational status of parents influence the learning of children. Children of Attappadi area lack support for learning at home due to the backwardness of parents' education.

*Mother of Chinchumol is very confident in her future. Because she studies well. Her mother is SSLC qualified. Her ambition was to become a nurse. Unfortunately she couldn't attain her aim (due to circumstances). So she wants to fulfil her ambition through her daughter.*

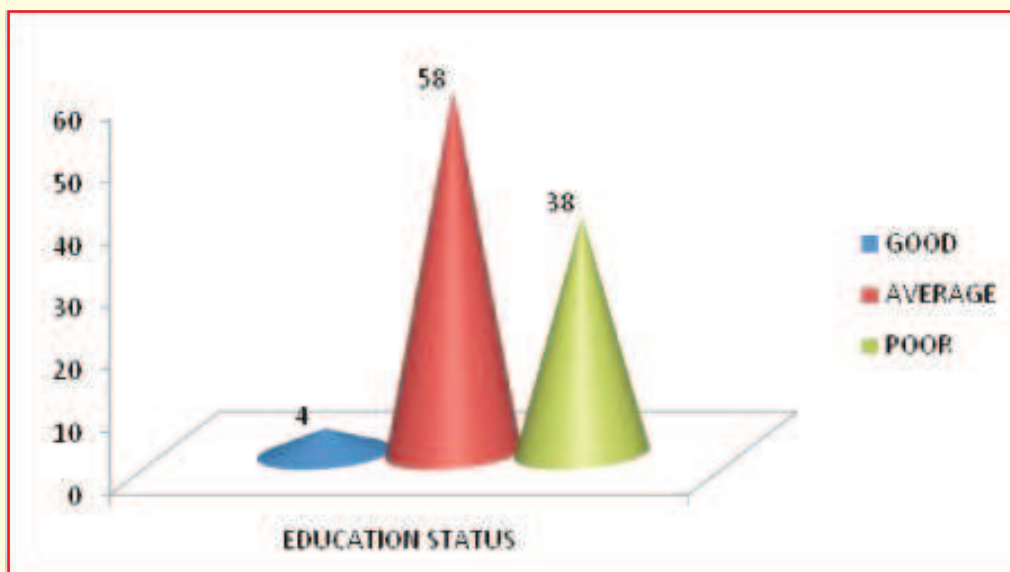


Fig. 2

### 5.1.3. Employment and income of parents

- 52% of the families earn their living from temporary jobs like coolie.
- 25% depend upon cattle rearing or agriculture.
- Only 1% of the parents have permanent employment.

*Mukesh a student of Chindaki School is quite unfortunate to face his future. His father is in prison and mother is a drunkard. His elder brother, who studied upto 10<sup>th</sup> standard, is a coolie. He trying to meet the treatment expenses of Mukesh with the temporary jobs he gets. However Mukesh is very ambitious to get higher grade job.*

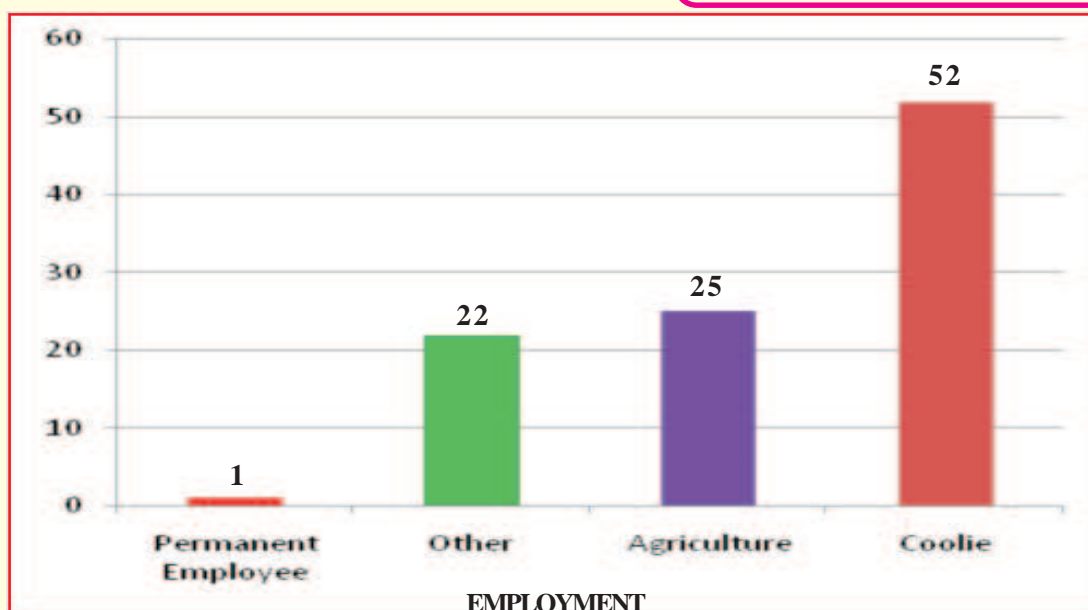


Fig. 3

#### 5.1.4. Access to school

- 64% of the sample population experience difficulty in this area. They have to walk more than 1 km to reach school.
- 24% of the sample have to walk 5 to 10 kms to reach school.
- 132 children out of 206, have to travel 1 to 10 kms to reach school of these, only 26 children avail vehicle facility. (12%)
- The travelling difficulties make the children weary and tired, hence they can not attend classes properly.
- Children have to walk through dangerous areas like forests and hills dwelling with wild animals like tuskers and bears. Mothers of such children expressed their fear and anxiety when the investigators visited them. They demand for hostel accommodation for their wards.

*Anju (Karmel HS, Jellyppara) walks 8 km every day to reach her school. The rout to school is very dangerous to her. Because it is surrounded with thick forest with wild animals such as bear, pig etc. Even though her parents keep good relationship with the teachers and the school.*

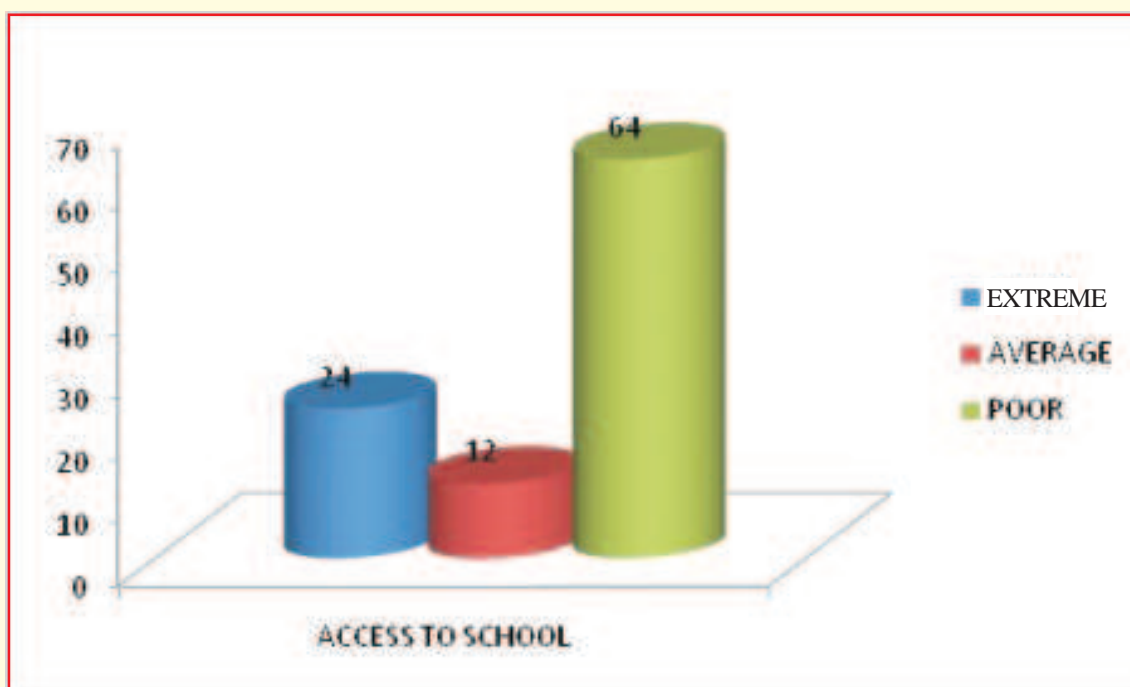


Fig. 4

### 5.1.5. Addiction

Though Attappadi is a liquor prohibited area people get liquor products like pan masala and other drugs from various sources. The high rate of consumption adversely affects the social, economic, educational backgrounds and mental and physical health of the society.

Liquor	: Users	- 84%
	Addicts	- 54%
	Women using liquor	- 18%
Smoking	: Male	- 64%
	Female	- 8%
Tobacco	: Male	- 85% of the total male population
	Female	- 85% of the total female population
Pan Products	: Male	- 70%
	Female	- 20%
Children using pan products		- 12%

*Rajesh loves his mother well, but afraid of his father. He is a daily consumer of liquor. He used to torture his son every day. Rajesh has to say many horrible and terrible experiences that he faced from his father.*

People addicted to liquor, tobacco and pan products together - 51% only 5% of population are non uses of liquor.

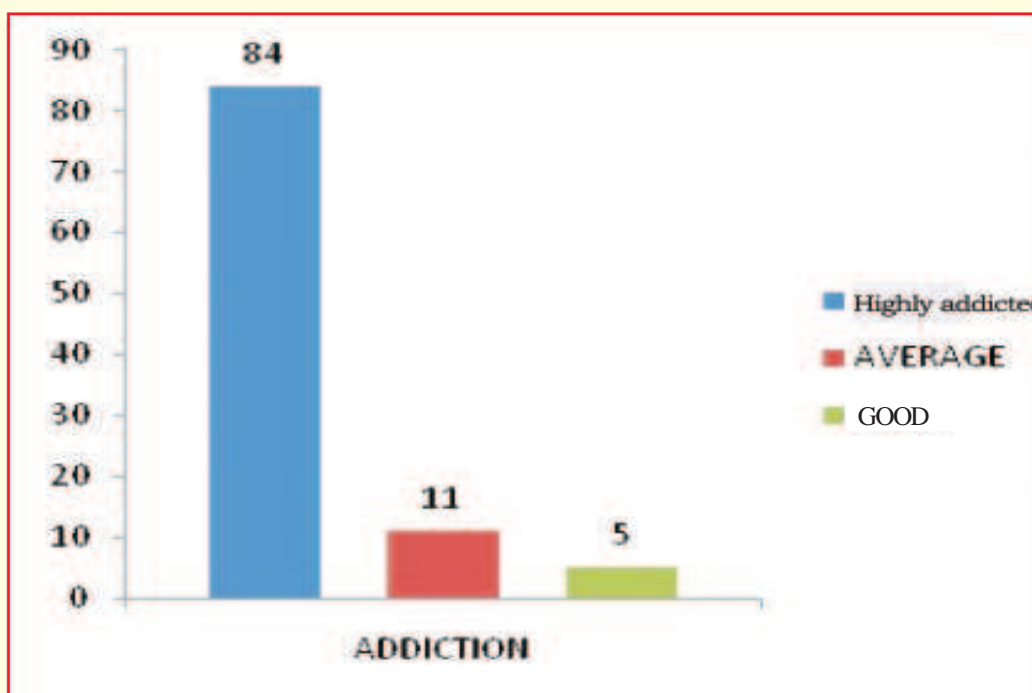


Fig. 5

### 5.1.6. Emotional Factors

Being the possessors of a very unique culture, the natives of the tribal area show peculiarities in their emotional aspects.

The people lead a sort of communal life so that personal care, attention and recognition are much limited among them. Parents do not recognize the interests, tastes and talents of their own children. Hence they are not concerned about the future of their wards.

There may be some merits in the co-living social set up but it can also affect individual excellence and academic achievement of the children.

Children getting enough recognition from their families are limited to 13%.

Children enjoy freedom, as the parents do not impose much restrictions upon them. Yet they have to do some hard domestic jobs like cutting firewood, bringing water, jobs related to cattle rearing etc., which are seemed to be accepted as a part of their daily life. It may increase their fitness for survival but it adversely affects their academic achievement, by lessening the study time and by making them tired.

86% of the parents are aware of the importance and need of nutritious food but they can not provide the same to their children, due to low economic status. This aspect and also the poor sanitation and water facilities affect the health of children adversely.

However 68% of students expressed high ambition about their future and life.

*Mariya Belon, a student of G.T.S. Sholayur lives in so pathetic situations, that we feel sympathy to him. His life was totally distorted with the death (unusual death) of his mother and the imprisonment of his father. Now he lives with his father who used to beat him. He is compelled to do heavy works.*

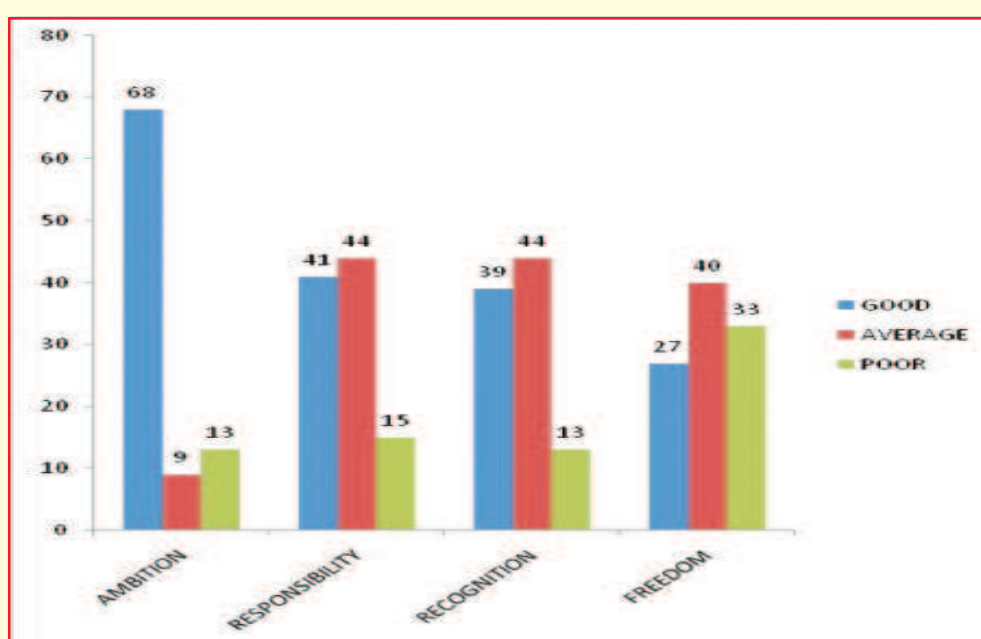


Fig. 6

### 5.1.7. Family and society

75% of the houses are not isolated as most of the families live in the tribal settlements ('Ooru'). The social relationships among the people are relatively strong. People take part in festivals and celebrations without any religious barriers.

19% live in isolated houses, hence social interactions may be limited among them.

6% of the parents (settlers) do not allow their children to visit the neighbourhood or play with other children.

*Nikhil (MT Carmal HS Jellippara) is not permitted to mingle with the neighbourhood children. His parents are of the opinion that through such relationship (with neighbour), bad habits may be developed in the child.*

### 5.1.8. Vision and ambition (From the parents' point of view)

24% of the parents are lacking any ambition or vision on the lives of their wards.

75% have only a vague concept and ambition regarding the future of the children.

Only 1% expressed a clear view in the matter. They have recognized the tastes and talents of the children. They give necessary support and encouragement to the young ones.

*Harish is a good boy. He studies with his mother who is an executive members of the PTA. So she is very careful in his education. Harish wants to become a mechanic. His activities reads this fact. But mother don't like the mechanical field. So she seems to be disappointed.*

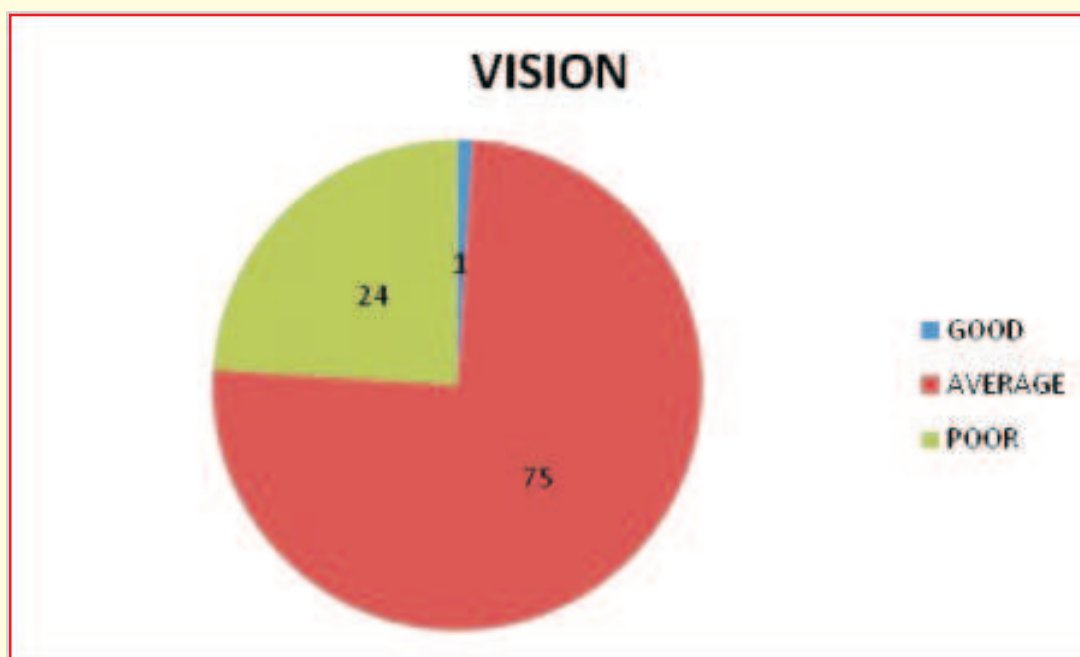


Fig. 8



### 5.1.9. Home and School

The following features, lessen the chances for interaction between home and school, in the area under study.

- The backwardness in education of parents and lack of interest in academic activities.
- Ignorance about academic and school related matters.
- Low level of ambition to excel.
- The nature of employment of parents (temporary jobs related to agriculture; coolie).
- Teachers are reluctant to keep a healthy relationship with the parents of their students. Teachers who try to understand the emotional problems and domestic atmosphere of the children are limited to 10%. Teachers hesitate to visit the homes of students.

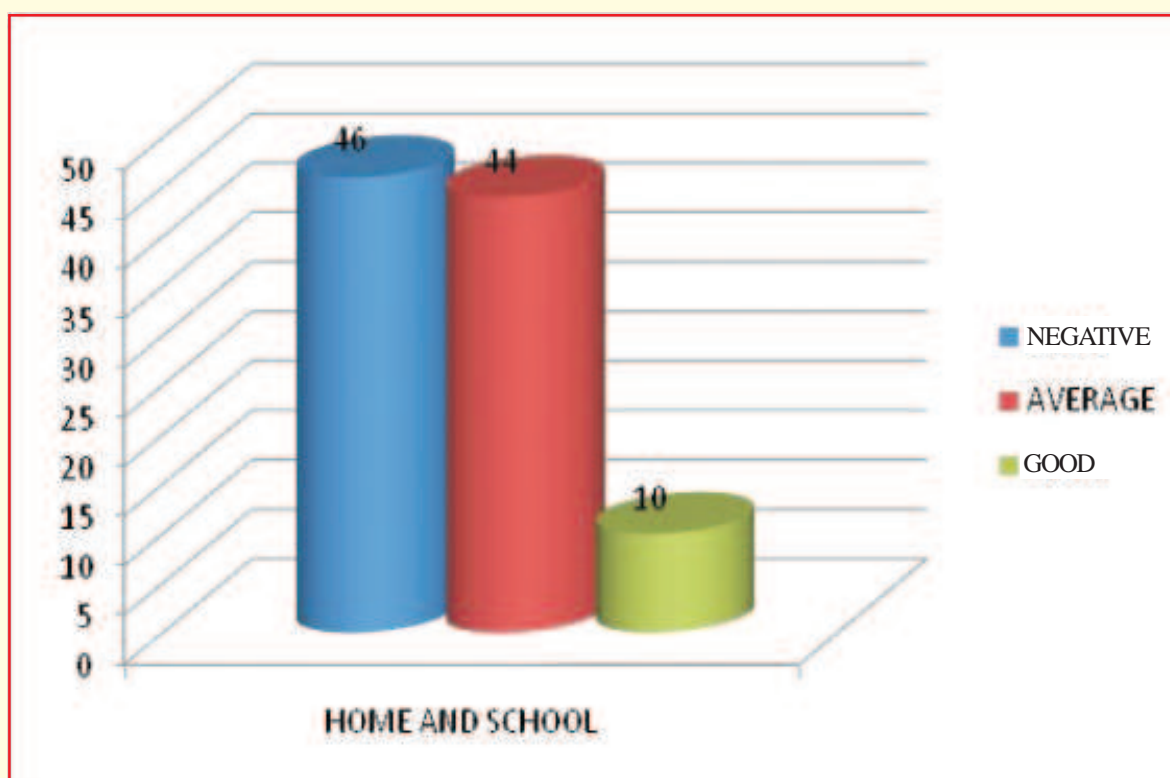


Fig. 9



## 5.2. LINGUISTIC MINORITY AREA

This part of analysis is intended to highlight the data and the analytical observations related to various areas visualised in the objectives. This Situation Analysis Study is carried out in Chittur region of Palakkad District on the basis of high concentration of linguistic minorities. The term ‘Linguistic Minority’ is generally understood as a group of people constituting less than half of the population of a given society who are differentiated by language and think of themselves as a ‘distinct group’.

### 5.2.1. Physical facilities at home

The data is collected by administering six different tools which comprises questionnaires, inventories, observation schedules, interview schedules and tool for focus group discussion.

The availability of physical facilities at home play a major role in the academic achievement of children. The investigating team had collected relevant data by administering the tool T1. It is found that 17 percent of the total sample are living in a pathetic physical condition, where the structure of the house, roofing, flooring and the space occupied extremely poor. At the same time only 49 percent are having reasonably sufficient physical facilities at home.

**Anitha is one among the six children of a poor tractor driver living in a rented house in a poor physical condition. Anitha used to depend the neighbouring houses for staying at night. The neighbour observes “We used to provide them supper too”.**

**Chittoor, Palakkad**

The analysis reveals that poor physical facilities at home is one of the factors influencing the academic achievement of the children.

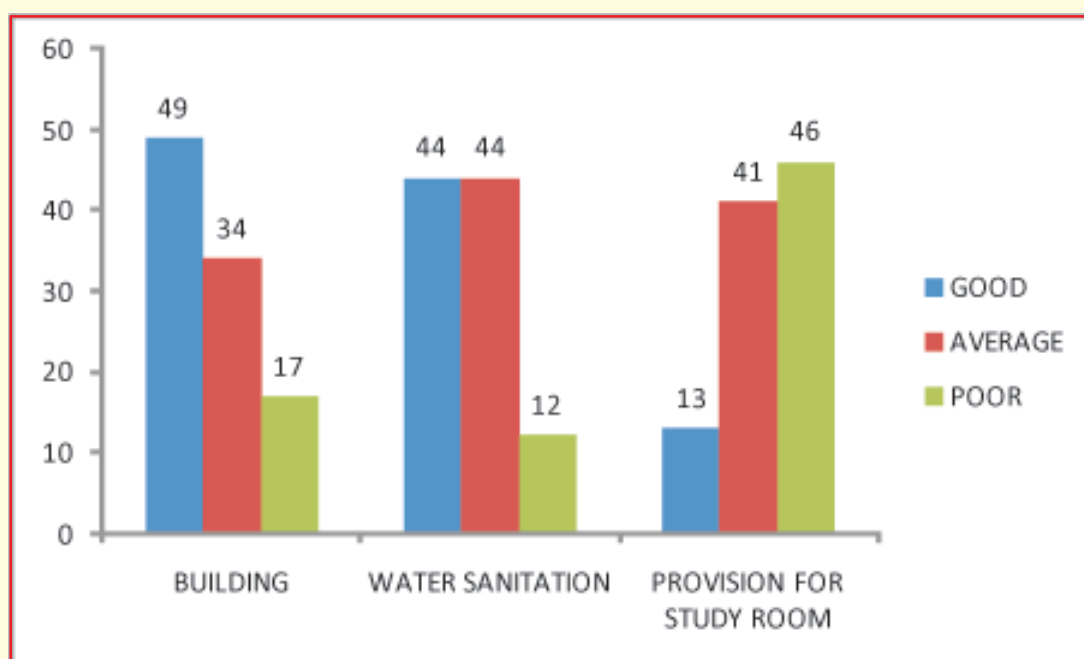


Fig. 9

As a part of this study, the availability of drinking water at home is also examined. The data shows that 44 percent of the sample strive for drinking water where as 12 percent of this group do not even hold any water source at home. It is seen that they do not have any facility for the management of either waste water or solid waste.

In this region, the existing situation demands the girl children to help their parents in domestic life. There are cases in which the girl children are forced to walk even kilometers far to fetch drinking water. This situation brings lack of interest among them to involve in studies with full spirit.

### **Learning atmosphere at home**

The learning atmosphere at home is equally important as schooling. The analysis of the data in this connection reveals that only 13 percent of the sample are enjoying the facilities such as special room, table, chair, shelf and necessary learning materials. The other 46 percent of the parents do not care about the importance of these facilities, either due to the lack of awareness or the poverty they suffer. The emerging trends propose to provide highly favourable learning atmosphere at home for children. The imbalance hence created affects the academic performance of the children adversely.

#### **5.2.2. Access to school**

The access to school is an important factor directly influencing the enrollment, attendance and quality of studies. It is on this context that the National Government propose to provide primary education to all children within a distance of 1 km. The data shows that 38 percent of the sample enjoy schooling. On the other side, 25 percent of the children have to walk a distance of 3 km to 8 km to reach school. Only 5 percent of the children enjoy vehicle conveyance to reach school and back home.

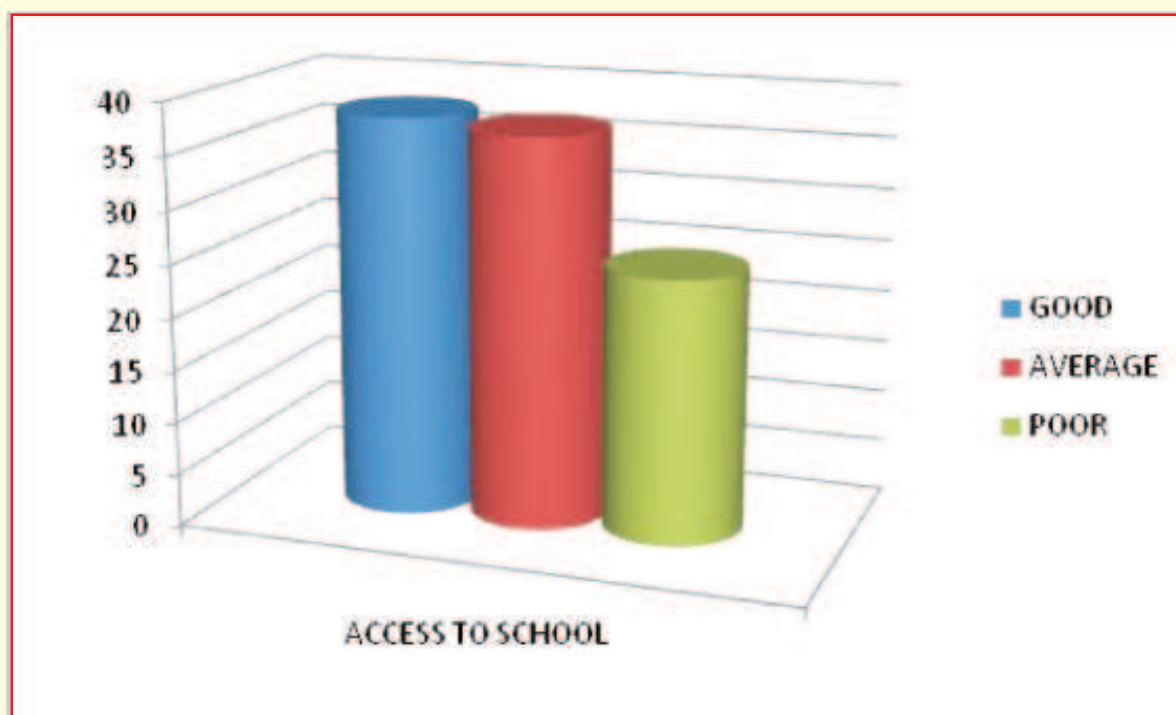


Fig. 10

### 5.2.3. Economic Status

As far as the economic status of the parents is concerned, it is seen that 39 percent of them face severe financial problems for making a living. The educational needs of the children are not properly and timely met. 48 percent of the parents maintain only an average financial status. More over, none of them is privileged with any kind of scholarships. It is to be noticed that this group fall into the category of coolies and low-income ones.

**Meenakshi, the mother of a 5<sup>th</sup> standard student Leela working as a maidservant at the residence of a medical officer at Walayar. As the mother was not seen at her home, the investigators met her at the doctor's residence. She couldn't extend proper care and attention as she leaves home before dawn and reaches back after dusk. Meenakshi hesitated to speak with the investigators and felt totally scared before her Boss and his family.**

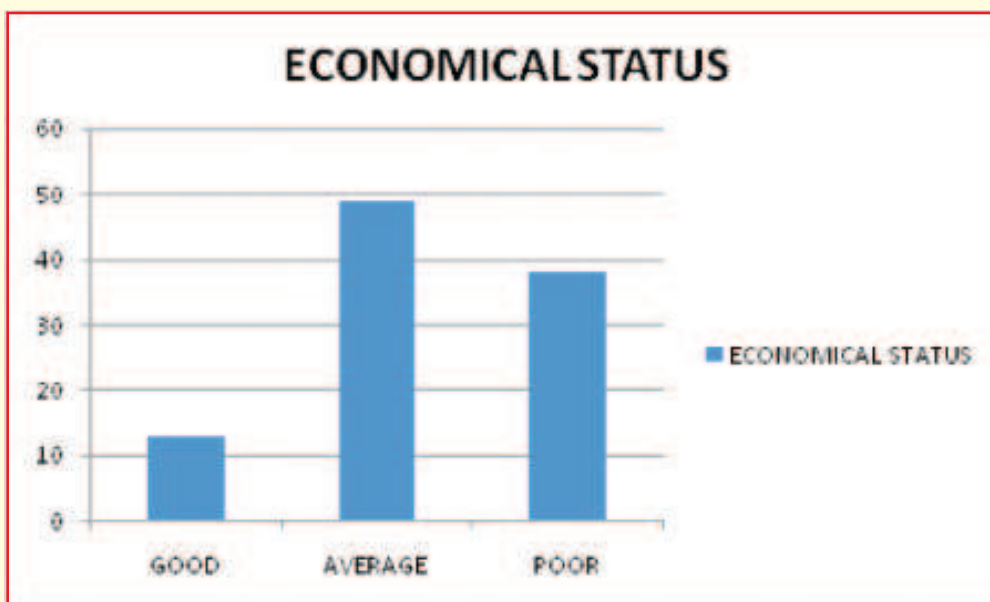


Fig. 11

### Educational Status

The correlation between parental educational status and the children's academic achievement has been already proved and established in earlier studies. Here among the sample, 56% of the parents are educated only upto 4<sup>th</sup> std. and below. It can be assumed that even in this group, majority are illiterates at present. The data indicates that only 1% of this sample are educated to +2 level. The educational level of more than 40% is between 5<sup>th</sup> std. and 10<sup>th</sup> std.

The low educational status of the parents in this region may create the following problems in children's learning.

- Lack of support and motivation.
- Less involvement and contribution.
- Proper incompetent to provide recognition to children.
- Fail to meet the needs and demands of children for better learning.
- Fail to maintain a cordial relationship with school and society.

#### 5.2.4. Employment status

The employment status of the parents is examined on the basis of nature of employment and the level of income. Only 1% of the parents are having permanent employment drawing a regular income of Rs. 5,000/- and above per month. Contrary to this, 42% of the parent's employment is uncertain on the above respects.

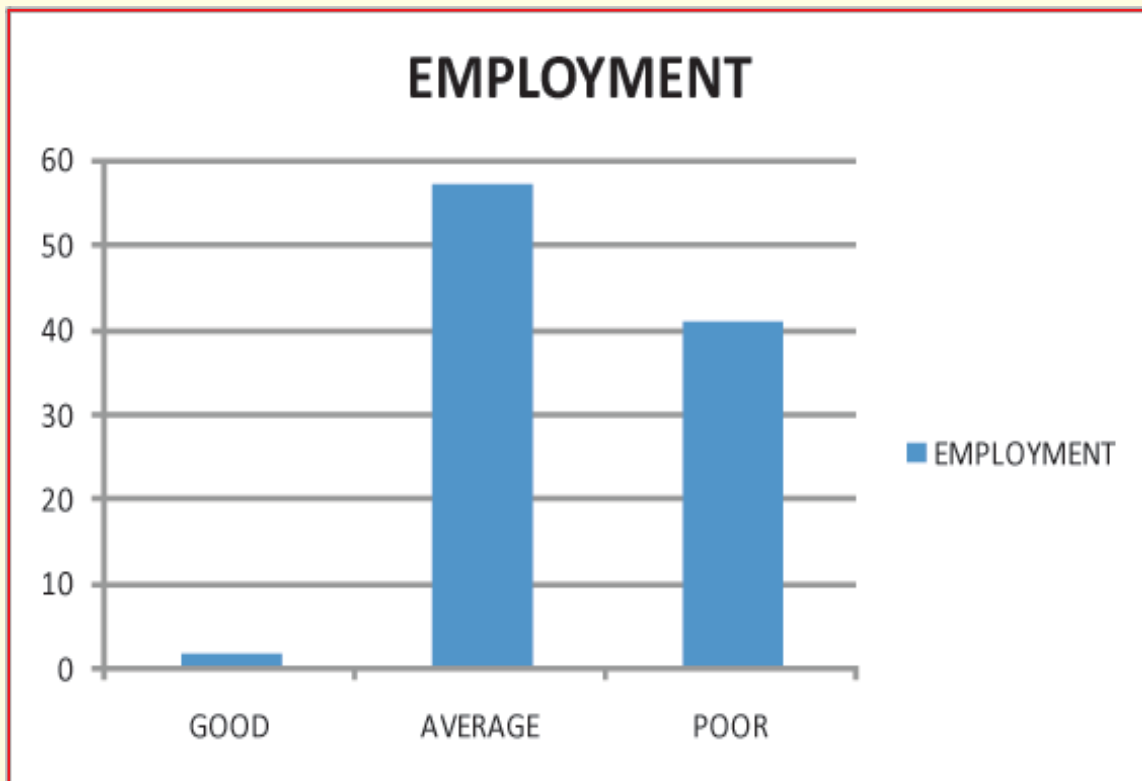


Fig. 12

Financial security of the family, being an important factor determining the quality of children's education, the findings in this connection is quite crucial and significant. This circumstance may cause retardation in areas such as attainment of basic skills, attention and motivation, involvement and leadership and also in mental health.

#### 5.2.5. Emotional status

The domestic atmosphere of the children was examined specifically to see how far it influences their academic performance. The examination was carried out in terms of :

- The ambition of students regarding the future prospects.
- Responsibility shown by the children in affairs related to home and school.
- Recognition and freedom enjoyed by them at home.

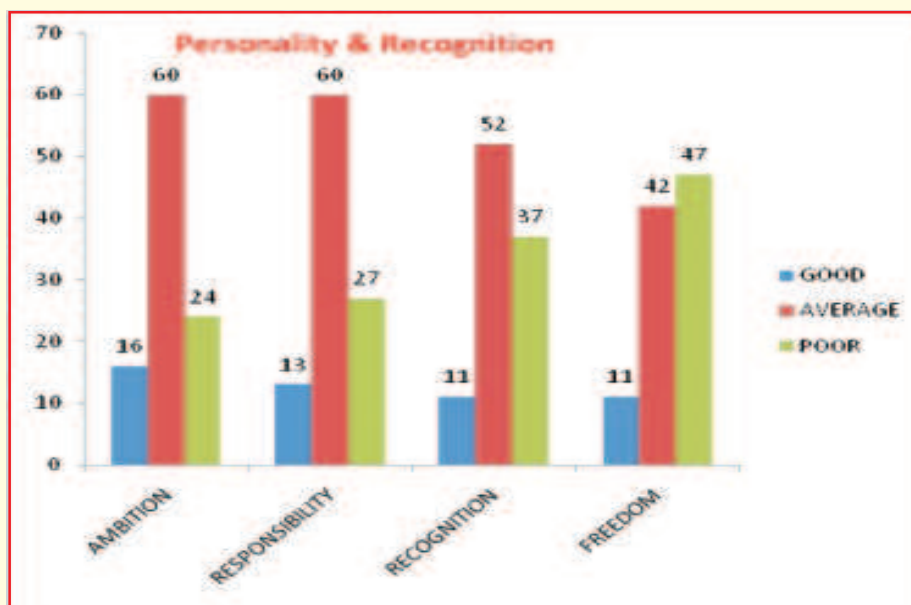


Fig. 13

The data shows that only 16% of the children feel a serious concern about the future in terms of the behaviour and the profession they attain in future. This group has an awareness regarding the possible traps and dangers in which they may fall in future. The remarkable finding is that 24% of the children do not think of these affairs and hence they do not have any concern or opinion in this connection.

As far as the behavioural pattern of the sample is concerned, it is found that only 13% of them behave in a responsible manner both at home and school. The rest of the sample does not raise to the level of expectations of parents and teachers. 27% of this category create problems both at home and school making the atmosphere disturbed and unpleasant.

The ability and willingness to undertake tasks at school and home is a good indicator of the personality of a child. As per the data, the children belonging to the linguistic minority area do not show the willingness and ability to undertake various tasks at home and school even at compulsion.

Recognition is one of the main psychological needs of human beings as they live in a society. 37% of the parents fail miserably to extent recognition to their wards on account of their performance, success and leadership. 11% of the parents are in a position to appreciate the good performances of their children leading to a state of recognition to them. The rest of the sample which covers 52% of the sample do not know the need, significance and strategies of giving recognition to the children because of various limitations at home. In effect, the children are not benefited out of this situation.

The analysis highlights the weaker side of the role played by parents in boosting the confidence and personality of children.

The freedom enjoyed by children is another important factor influencing their personality and identity. As per the data, only 11% of the parents show vigilance and attention to provide freedom according to the need, demand and the nature of the situation. This group make it sure that the freedom enjoyed by the children is not being misused or it does not mislead them. 47% of the parents do not provide eligible and deserving freedom to the children because they fail to assess the needs and demands of their young ones from time to time.

This analysis leads to infer that a good majority of children are not happy with the domestic situation related to the area under discussion.

The findings of the analysis leads into the following observations and inferences in this connection.

The domestic atmosphere of students in the linguistic minority area is not conducive to provide a healthy support to the children in :

- Identifying the qualities and potentials of children.
- Appreciating the goodness.
- Providing confidence.
- Utilising situations to boost the personality.

It is to be inferred that the domestic atmosphere needs / demands changes to create a healthy learning atmosphere in all respects with its own sense and spirit.

#### **5.2.6. ADDICTION**

Addiction is a serious threat to children's learning.

Both alcoholism and other drug addiction habits of parents raise serious threats to the peaceful atmosphere at home. The families affected by alcoholism may have higher levels of conflict than the families with little alcoholism. This is identified as a primary factor in family disruption. The environment of children of drug addicts is commonly characterized by lack of parenting, poor home management and lack of family communication. The early studies suggest that children of addicted parents exhibit depression and depressive symptoms more frequently than the children from non-addicted families. Hence it is seen that children of drug addicts are more likely to have poor academic background than the children of non-addicted ones.

The data shows that 53percent of the parents are strongly addicted to some kind of drugs. This includes alcohol, cigarettes, tobacco and other substances. Only 29 percent of the parents are found to be free from this.

**Sarojini lives in Menonpara caring four children in extreme poverty. As her husband Raman is a drunkard, she has to be a coolie to shoulders the young ones. Raman had little vision about their life and used to compel the girl children to go for labour work at neighbourhood. Raman used to be very cruel to the children for no reason. Once, when the son disobeyed him, the boy was tied on a tree after pouring sugar throughout his body to get attacked by ants.**

**Chittoor, Palakkad.**

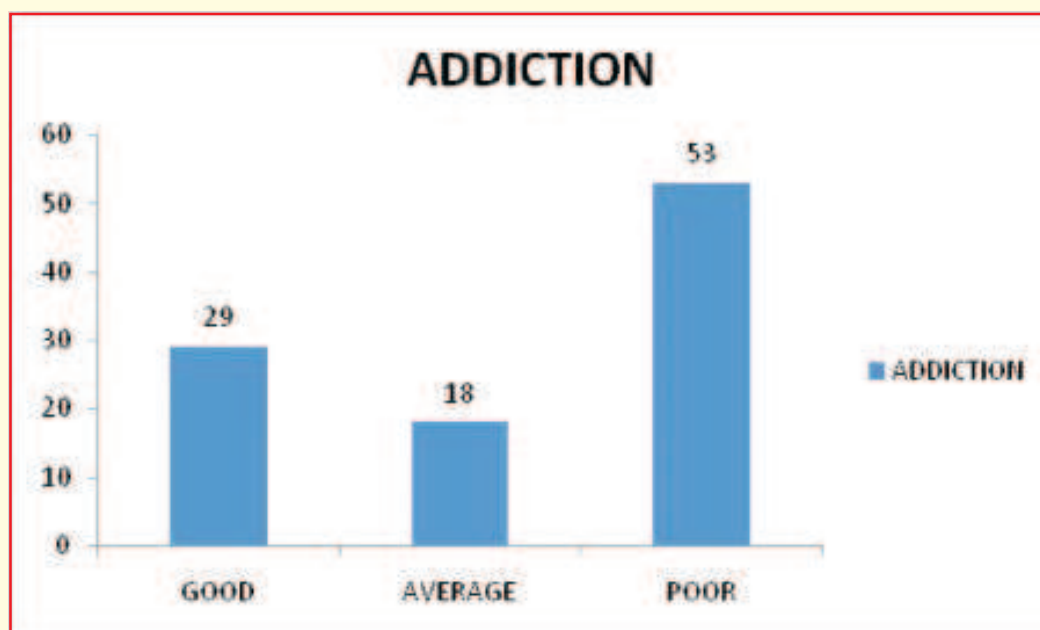


Fig. 14

The analysis reveals that, the parents of linguistic minority area of Palakkad District are strongly affected by alcoholism. This is a dangerous situation which retards the academic performance of the children in the segment.

### **5.2.7. RELATIONSHIP**

The children's relationship with parents has an enormous influence on their education, most importantly because they are the children's first teachers. The data reveals that only 6 percent of the families maintain a healthy relationship with their children and hence provide a favourable environment for learning. The 35 percent of the families are seen to have conflicted and ruined relationships with their children. These problems occur more frequently in families of lower socio-economic status.

Mini, a twelve years old girl is studying in 7<sup>th</sup> class. According to the teachers, she used to be very gloomy at school. At the time of house visit by the investigators, she was found terribly scared too. The comments of the mother was contradictory with that of the father. At home, Mini had bitter experiences from the step father who was younger to her mother by five years.

“I can’t leave my daughter at home since my husband is there”.

From Chittoor, Palakkad

Much emphasis being given to family relationships, the enmity and distrust between parents and children may have negative impact on children’s learning. The children cannot lead a brighter future without knowing father’s warmth and mother’s love.

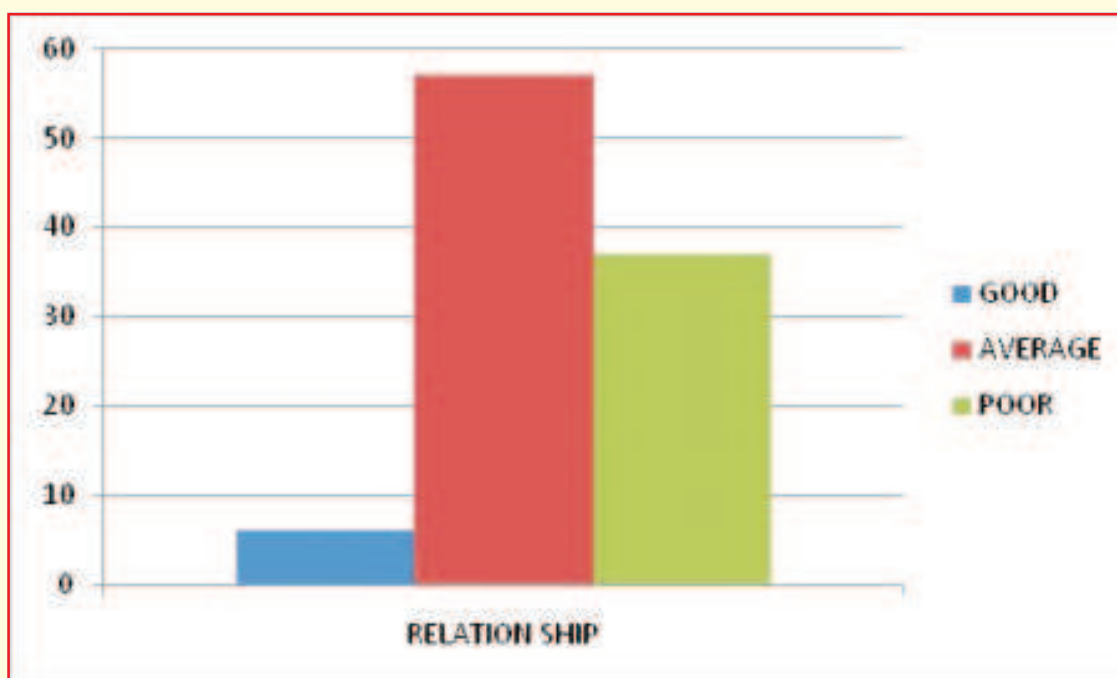


Fig. 15

#### 5.2.8. PARENT’S AMBITION

The parent’s belief about what is necessary and important on behalf of their children’s career play significant role in their learning. According to the data, only 16 percent of parents have a definite vision and purpose of their children’s career. The 24 percent of parents do not have any kind of aspirations or hopes about their wards’ future.



Ambition is a sense of personal aspiration. Only if a child is motivated to follow his aspirations from the very childhood, he or she can succeed in life. From the data it is clear that most of the parents do not have wisdom to recognize children's ambition. They are unable to inspire or set him follow his dreams. This again negatively affects children's learning.

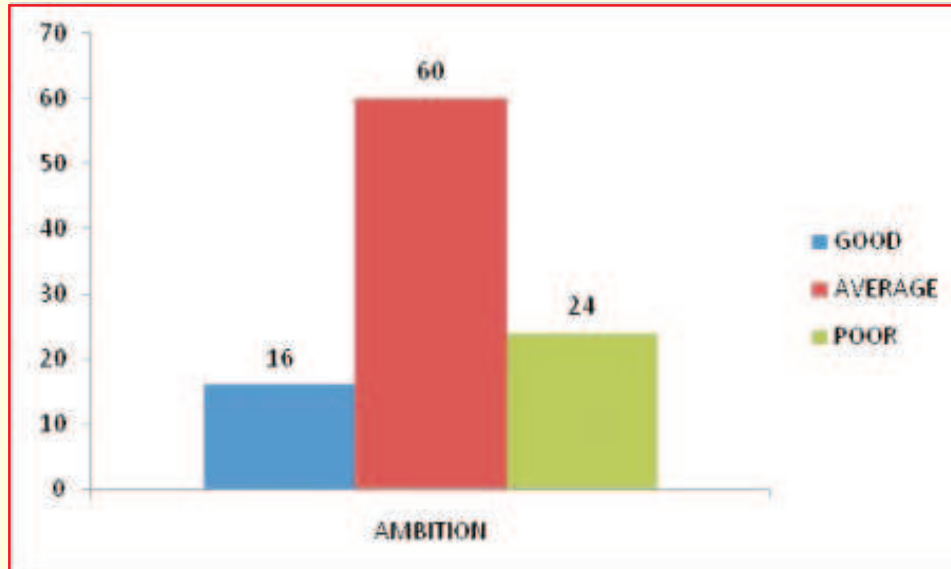
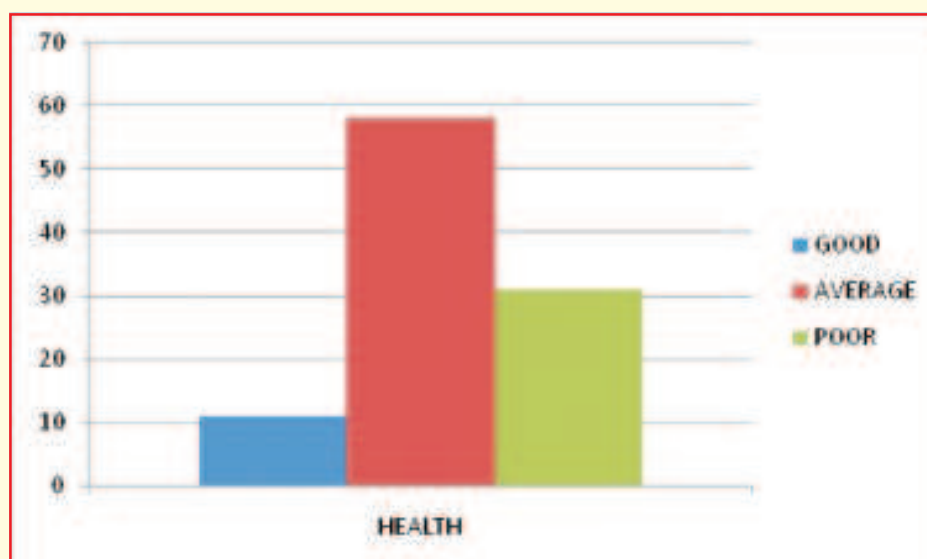


Fig. 16

### 5.2.9. HEALTH

A healthy mind lives only in a healthy body. Hence the physical well-being of children is important in learning. The data shows that 31 percent of the children live without healthy and nutritional food. This is because of the reason that most of the families are incapable to afford it. Only 11 percent of the children are provided with nutritional food and satisfactory health care.

Among all the other components child's physical well-being is most important to school readiness. It frames their learning opportunities, either expanding or limiting them. The lack of supplementary food and quality health care creates negative imbalance in growing children, which in turn affects their school participation and learning outcome.



### 5.2.10. VISION

Parent beliefs and participation play major role in children's education. According to data 33 percent of parents are incapable to set any vision about their children's education. Only 7 percent of the parents have definite perceptions about their children's learning. The parent expectations of the child's academic achievement and the satisfaction with their education at school are one of the predictors of academic attainment and social adjustment. The more the parent involvement in child's learning process, the more powerful the effect.

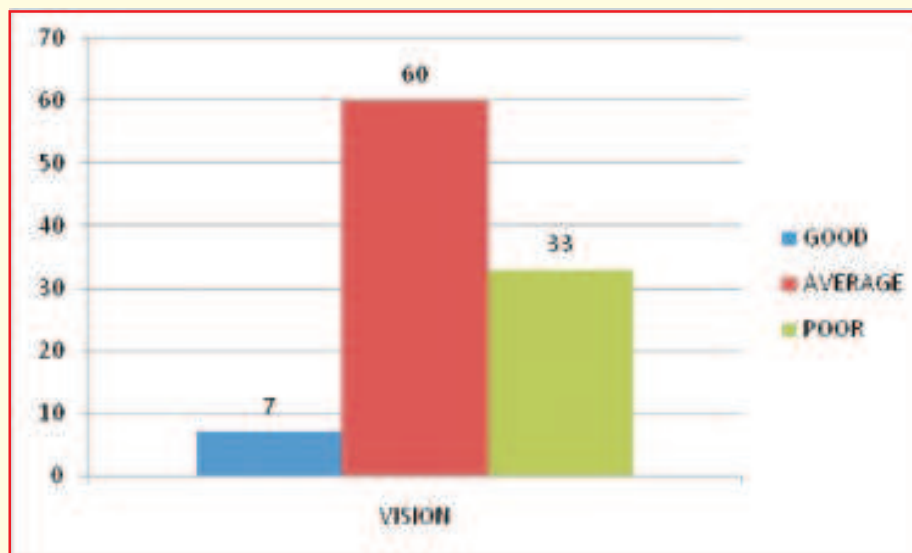


Fig. 18

### 5.2.11. FAMILY & SOCIETY

The family and society are considered as the social and cultural contexts that shape developmental and educational process. The data shows that only 1 percent of parents care to maintain a healthy relationship with neighbours and know about the necessity of participation in social life. The 43 percent are ignorant of the relevance of healthy neighbourhood relationships and societal involvement.

Born to be a social animal, a child much requires learning and understanding to be acquired from the outside world equally to the classroom and text book knowledge. The children's involvement and interaction in social life is a positive factor in education

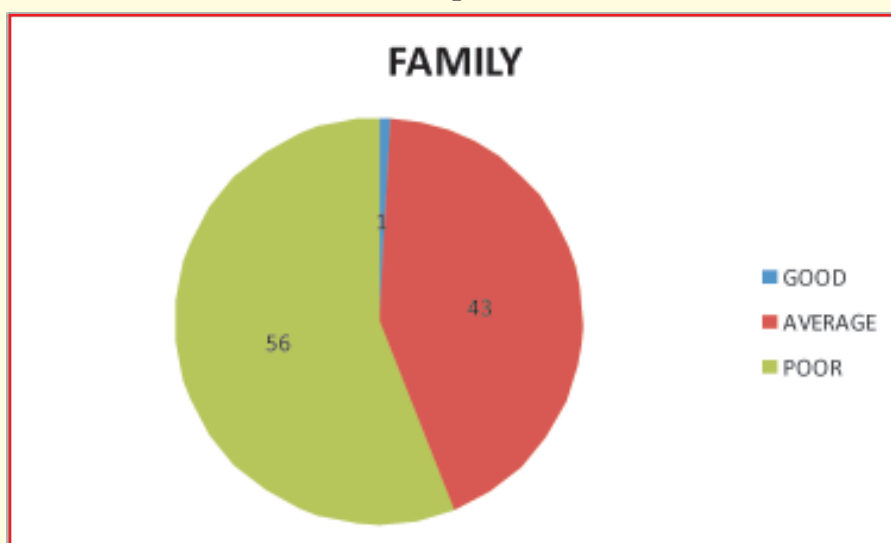


Fig. 19

### 5.2.12. HOME & SCHOOL

Building relationships is sometimes hard, but always necessary. To maintain a good connection between home and school is quite important in children's learning. The data reports that 30 percent of parents do not maintain a relationship with the school and teachers. Only 19 percent of the parents are familiar to their school environment and learning.

The partnership between home and school can impact a student's grades, behaviour within the classroom, attendance, test scores and self-esteem. Home- school collaboration is an integral part of school climate. It is examined that some of the parents from poor background want to be involved in child's learning but they are at loss for how to do it. The investigation shows that poor socio-economic level, chaotic home situations, cultural differences language gaps and level of parental education are barriers to establishing successful home-school collaboration.

**Investigator** : "As we wished to visit Karthikeyan's from we walked a distance of 5 km to meet them in person".

**Parent** : "Walking 5 km. is not a problem. But we can't help them at home because we belong to Tamil where as they learn Malayalam at school".

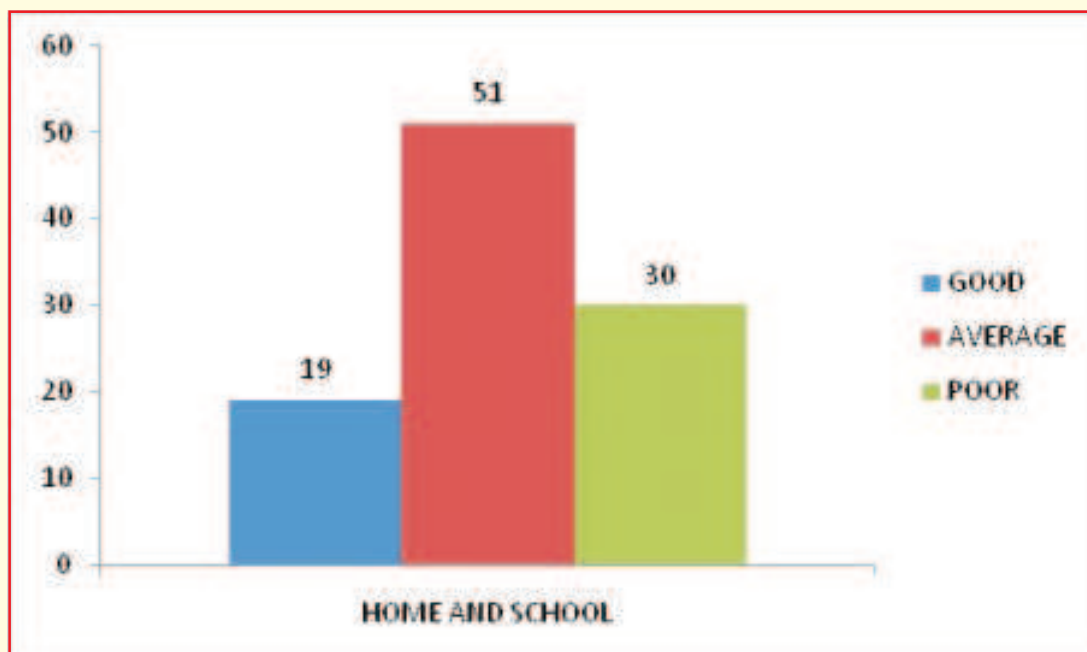


Fig. 20

## 5.3. AGRICULTURAL DOMINANT AREA

### 5.3.1. INFRASTRUCTURE

Nature of roof, style of floor, number of rooms available for use whether electrified or not and whether the residential structure is isolated or not are the main concern in this part of enquiry.

Availability of drinking water facility, availability and neatness of toilets, rubbish accumulation, presence of plastic waste on residential surroundings and neatness of arrangement of materials in the home also the evaluation indicator for the area of water and sanitation.

In addition to this, data collected on the place of learning and availability of furniture are also analysed in detail.

Among the 90 students, 45 percentage of have enjoyed average level of infrastructure facility and 25 percentage keep above average standard.

But the important observation is that 30 percentage of total students are in pathetic condition with regard to their infrastructure facilities.

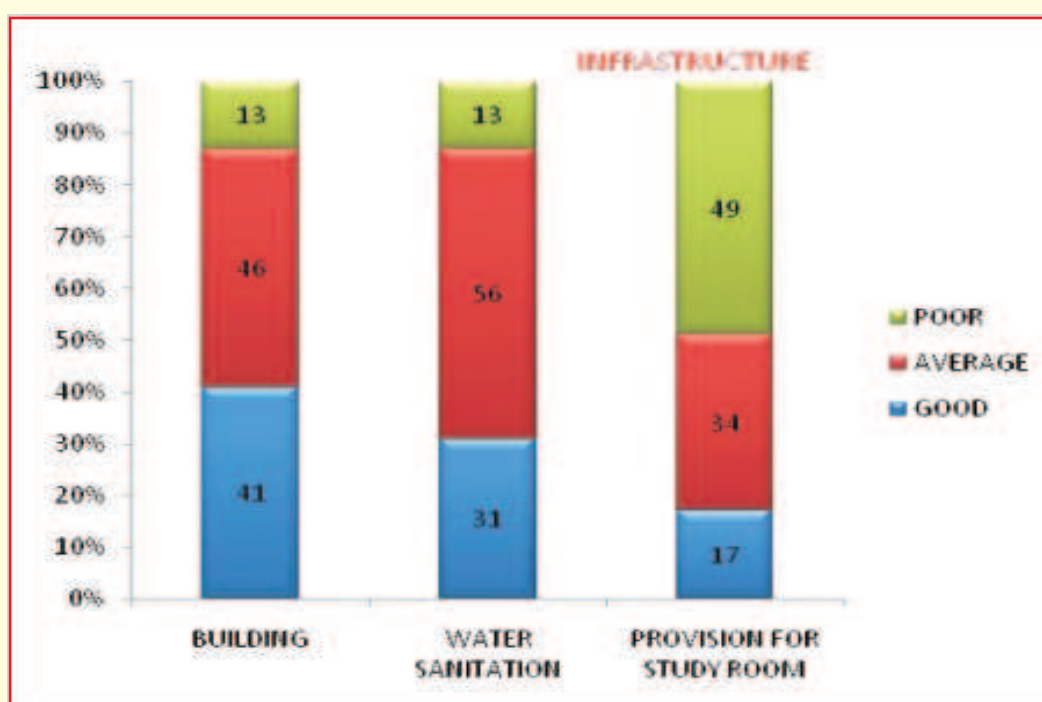


Fig. 21

One important observation is that in urban remote area parents are providing provision for study room and facilities to their wards even in the midst of poverty. This may be due to the tendency to simulate the wealthy people in urban area.