

### 5.3.2. ACCESS TO SCHOOL

Distance between school and home, and the available conveyance to reach school are two important concerns in this study.

Distance	Below 1 km	2 kms to 3 kms	Above 3 kms
Percentage of students	21	60	19

It is clear that 79% of total students are striving hard to reach their schools. This condition is adversely affecting the learning performance of the students. It is noticed that the students who have a travelling distance of above 2 km, need to start by 7 a.m. and reach back only by late evening.

#### I WILL WIN THE GAME

*Mahesh is a 7<sup>th</sup> standard student of GUPS, Ummini.*

*He has to start by 7.30 a.m., then only he will be able to reach the school in time walking more than 4 kms. He is good at studies and keeps second to none in his class.*

*Though his school day is from 7.30 a.m. to 7.30 p.m., he never forgets his duties and assignments.*

*He will be present on all working days without considering the distance between school and home.*

*He believes, for getting a good job education is inevitable.*

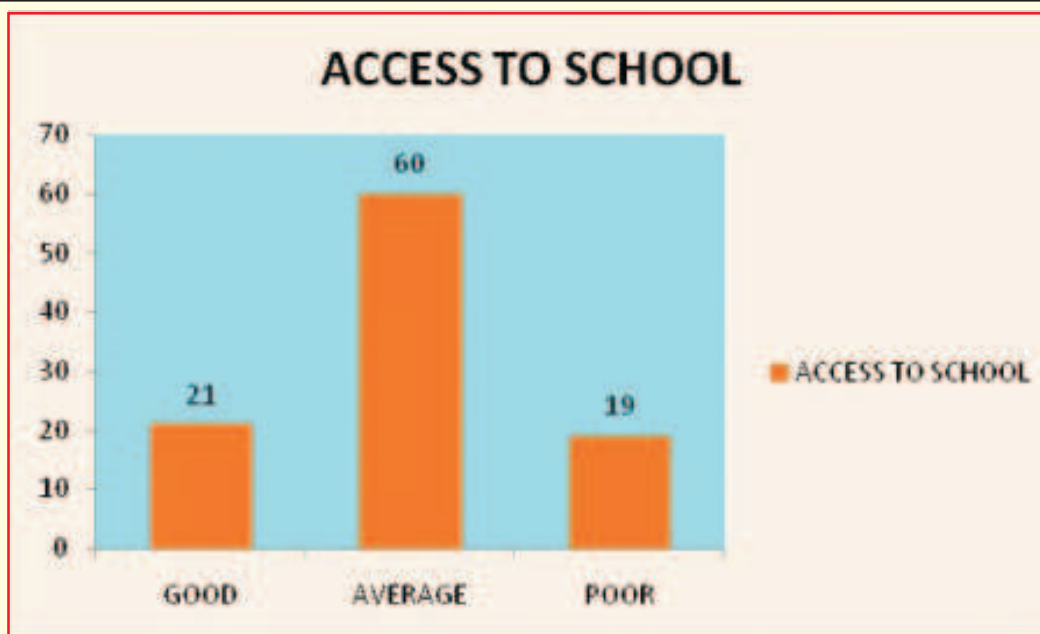


Fig. 22

It is to be noted that as the government is supposed to provide school facilities within 1 km, pupils had to walk even 3 km and above. Poor parents are sending their wards to common school systems which is low cost and accessible. But system is failing miserably to provide education facility within their reach.

### 5.3.3. Emotional Factors

Emotional support given by parents is enumerated through the space of togetherness in the family, attitude towards child, the role of children in decision making process, ambition on the child, care on the health of the child and vision on the social, economical and behavioural status of the child in future considering his individuality. Whether the child is getting recognition and enjoying freedom had also been examined. Only 22% of students are getting a considerable support from the family. 60% are satisfied with an average support from their parents. 18% get only a mere support from their parents including 2% who faces emotional rejection and cruelty from parents. Emotional factors are directly related to the development of behavioural pattern of the child and to the formulation of vision about future.

#### IN DARK ROOM

*Manikandan, a 7<sup>th</sup> standard student of GUPS, Ummini, is backward in his studies. See the reason identified by the mother.*

*“Somebody might have done the black magic on him’*

*See... the wounds, and lesions in my arms.*

*The same has affected to me also.*

*Any how I have decided to go to temples to keep us safe and make my child an intelligent one”.*

*Manikandan, walking 4 km to and from his school will be tired and spent his day in their single room without doing anything.*

*His drunkard father, play his role well by beating mother and scolding aloud.*

*How can Mani study well ?*

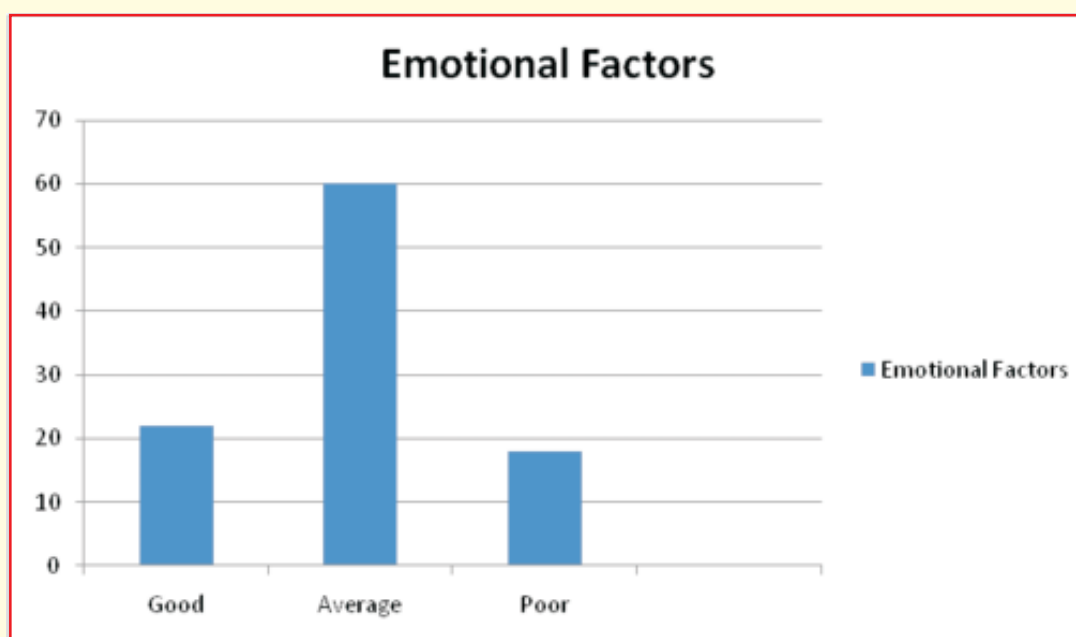


Fig. 24

### 5.3.4. Emotional support for parents

In childhood, parenting is focussed on the relationship between child and parent. Only 14% get sufficient parenting. 59% of parents maintain only a casual communication with their wards even though they satisfy the primary needs of the child. 27% of parents have little relationship where as 85% of families do not maintain desirable healthy relationship to the child.



Fig. 25

13% of parents keep great ambitions and have planning for the future of their child. As 67% having deep dreams about their child do not have a proper planning. 19% have little planning for the future and ambition 1.1% have negative approach upon their child.

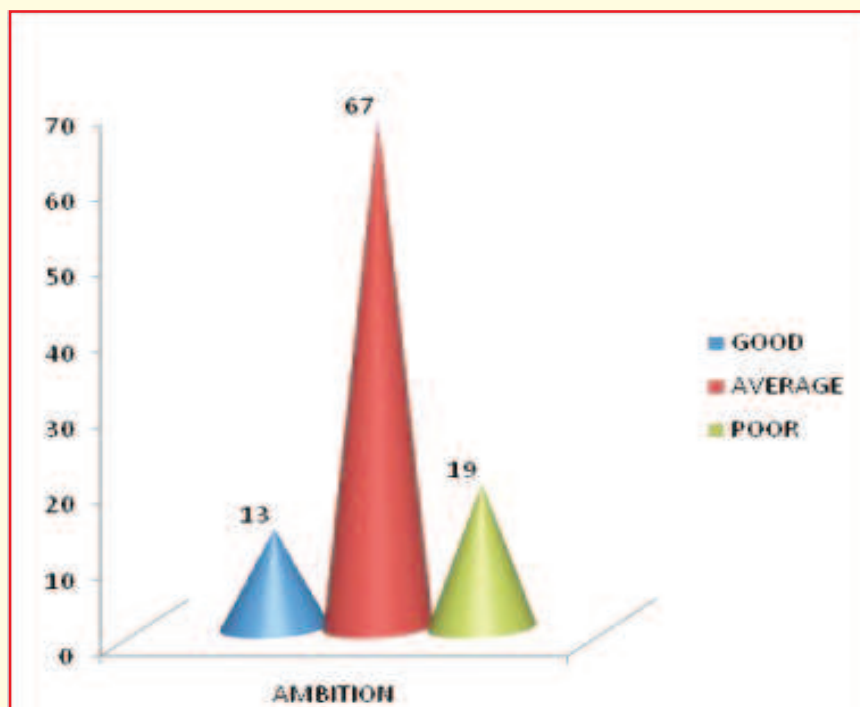


Fig. 26

### 5.3.5. Health Care

In the case of health care eventhough some parents are aware of vaccination nutrition becomes a less concentrated area. They know that they should provide nutritious food but they are not able to supply it due to the financial backwardness. Only 23% are providing nutritious food and vaccination to their child. 63% had vaccinated their child and aware of providing nutritious food but they are not economically sound to provide desirable food items. 14% of parents are careless in vaccinating and providing nutritious food due to poverty. Physical growth of the child is inevitable. Child has the right to get nutritious food from their birth itself. Students having the age group of 9 and 12 need sufficient food and proper care. Physical and mental growth of the child at this age is crucial. So 86% of students need to get proper nutritious food and healthcare in time.

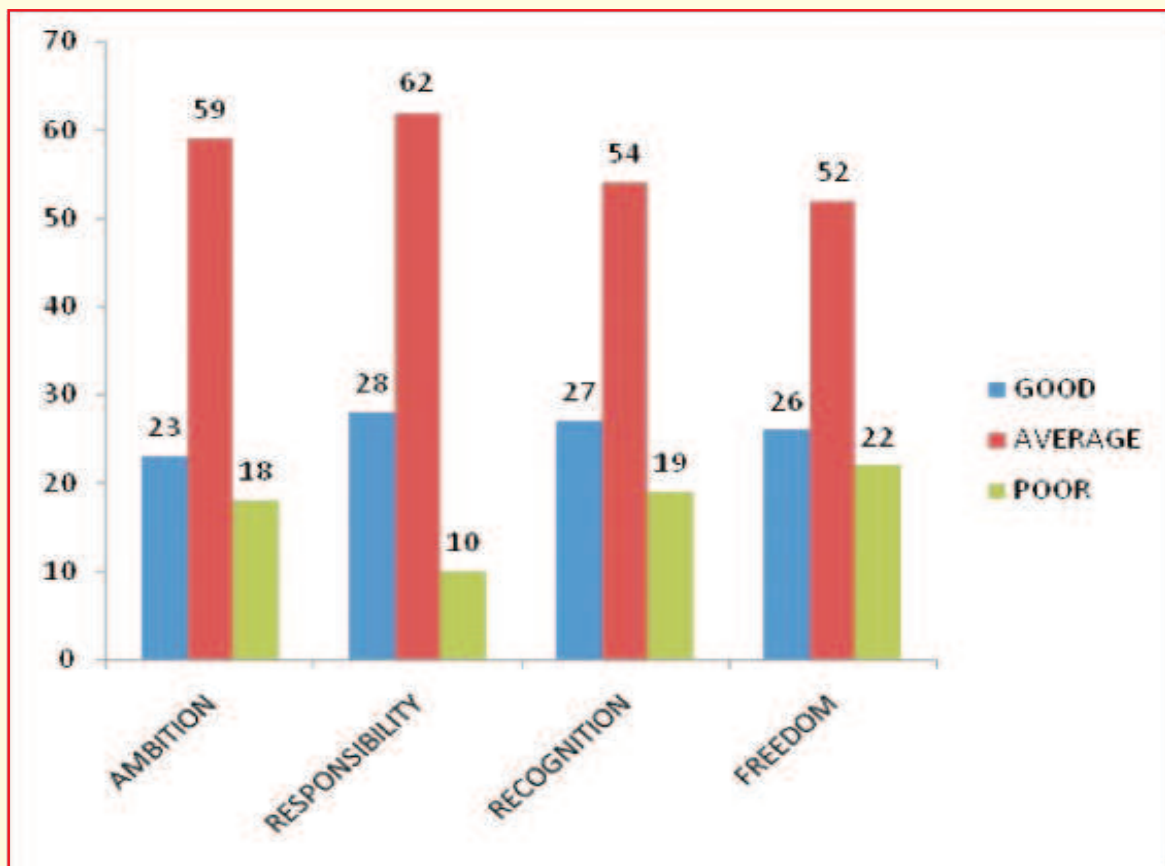


Fig. 27

### 5.3.6. Addiction

Parents addicted to alcohol and tobacco are evaluated in this heading. Consumption of alcohol, cigarette and tobacco are counted in various heads. 44% of parents are highly addicted to alcohol and tobacco. 17% are light consumers of tobacco. But 37% are not addicted to either alcohol or tobacco. The majority of parents (61%) are addicted to either alcohol or tobacco. This makes the children initiate the habit which is familiar from their childhood onwards. Cultural outlook of the child is constructed by the influence of drugs and it affects either physical or emotional factors of the child.

#### I LOVE YOU FATHER

Shahina, 7<sup>th</sup> standard student of GUPS. Ummini loves her father well whenever he is away from alcohol, because only at that time her father used to love and take care of his girl child with poor eye sight.

But... such occasions are very scanty. She used to see her father, reaching only at late night, beating her mother and scolding aloud, throwing utensils and making the house more darker by removing the fuse wire.

She dreams her undrunken loving, innocent father.

Can she get her father? - Only in dreams.

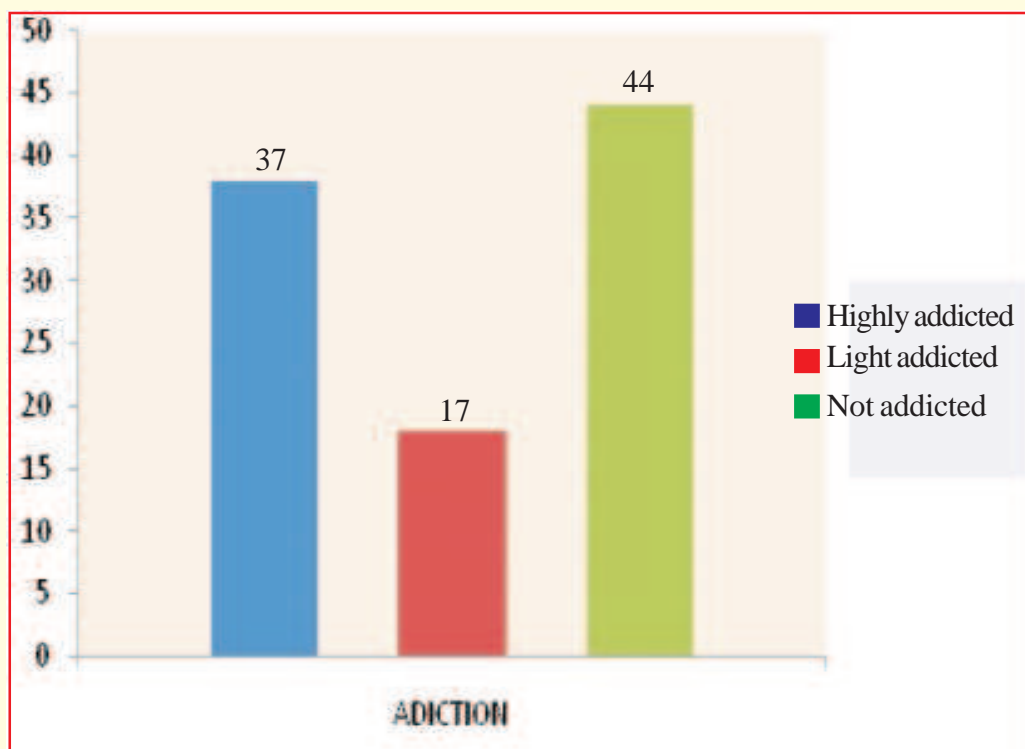


Fig. 28

### 5.3.7. Vision on life and education

Vision on life and education of the parent is important for the development of children. The involvement of parents in admitting their children in schools, their attitude on schooling, role of the educated members in the family and their vision on education are also examined. 25% of parents expressed their clear vision on life and education 59% had only vague concepts. 16% had little vision on life and education. This shows that 75% of parents are not having a clear vision on life and education of their wards which adversely affect the education of the coming generation.

The moral and mental support of parent is inevitable for the development of children. The poor educational backgrounds of parents may be the main reason for their lack of vision on life and education.

Vision on education	% of parents
Clear	25
Average	59
Poor	16

The socio economic status and the cultural backwardness of parents also affect their vision on life and education.

#### ONLY SHE KNOWS HER LIKE

Dhanya, a 7<sup>th</sup> standard student of GUPS Akathethara is a smart and a good looking girl. She is pet to her friends and teachers alike. But she doesn't complete her home assignments. When I asked likes of Dhanya her mother said.

‘Only she know her like’

Mother added.

She is not at all interested in studies and likes to do the household works always. “If she doesn't complete the house hold works by moms return, who knows its impacts well than she.

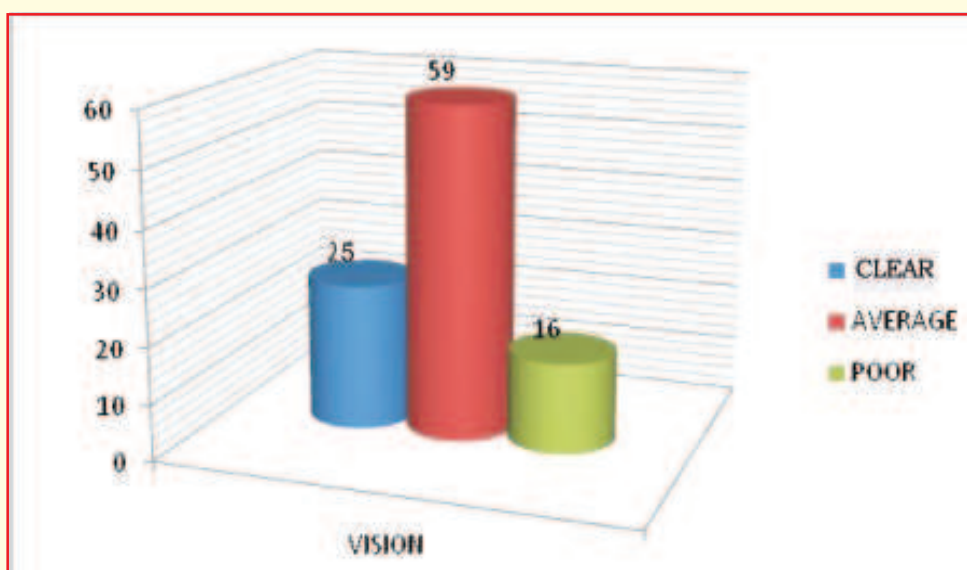


Fig. 29

### 5.3.8. Family and Society

In the modern era one can see that many families are keeping aloof in the society without any social interaction.

In this study 34% of parents allow their children to interact with neighbourhood, where as 47% keep an average position in social interaction. 19% keep away from the society. They neither allow their children to play with their neighbours, nor attend in any social function viz. festivals and celebrations. They hesitate to keep a cordial relationship even with their friends and relatives.

This shows that 66% of parents block their children from mingling in the society. The social development of the individual is highly important.

19% of parents fear that the sending of their children to neighbourhood may spoil their wards by forming 'bad gangs' with misbehaviours. The elements of religion and castism could be seen. The attitude of untouchability of some parents could also been felt to the investigators.

The socio economic status and the education of the parents play a vital role in keeping a close link between family and society. The children should be given chance to interact with society, especially by attending social functions and keeping a cordial relation with friends, relatives and neighbours.

#### THROUGH THE WINDOW PANE

*Hi, Babu...*

*Be there at Cheraparambu by sharp 4.*

*Vishnu, Razak and Babu the 7<sup>th</sup> standard students of ASBS Kinassery were planning their cricket match for Sunday.*

*Abhilash, their classmate is keeping mum.*

*Though Cheraparambu is near to his house he can't even think of such a wonderful play with his mates.*

*When his father blocks him even to his neighbourhood, how can he think of it.*

*He can only weep silently when his friends used to narrate the colourful scenes of festivals and plays because his father is keeping him away from the so called "bad gangs". To his father, for being good, it is better to live within the house and not mingling with others.*

*Sure... father will think only for my goodness.*

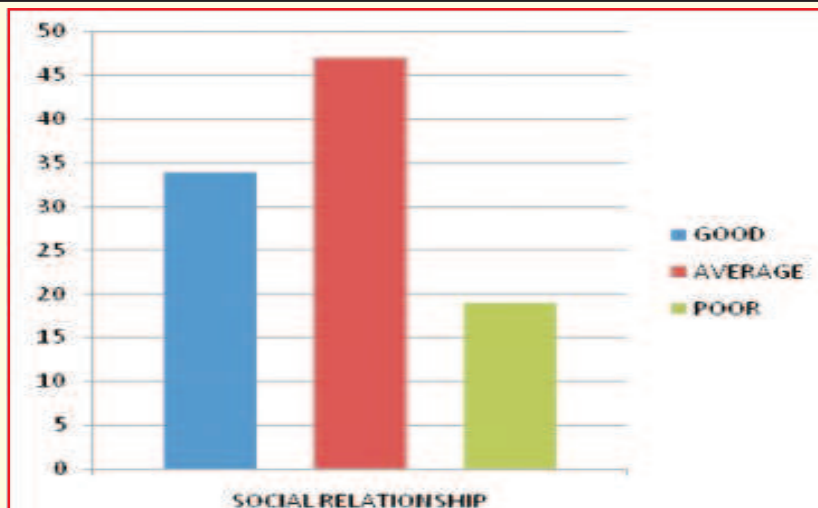


Fig. 30



### 5.3.9. Home and School

Home and school play an equal role in the development of a child. Proper link between these two is essential. Parents are expected to visit the school frequently in order to keep a cordial relation with school authorities, especially their teachers. The role of PTA, MPTA and school supporting group is significant in this sense.

The study shows that only 33% of parents keep a close link between home and school. They keep contact with the teachers and friends of their children. They are aware of the activities to be done by their children and they motivate their wards to participate in curricular and co-curricular activities at school.

43% of parents do not keep an active relation with home and school even though they attend in some of the PTA, MPTA meetings. They are not aware of 'what their child learn' and 'how they are dealing things' in school.

24% of parents show utter negligence of their wards at school. They neither visit the school nor help their children in educational activities.

The education of the parents, the socio economic status and the cultural background of the parents are the major factors influencing in keeping a close link between school and family.

If the parent is keeping a contact with the teacher, it will positively influence the child and motivate him to do more. Like this the parents should have a thorough knowledge about the friends of their wards which may help them to prevent from antisocial gangs.

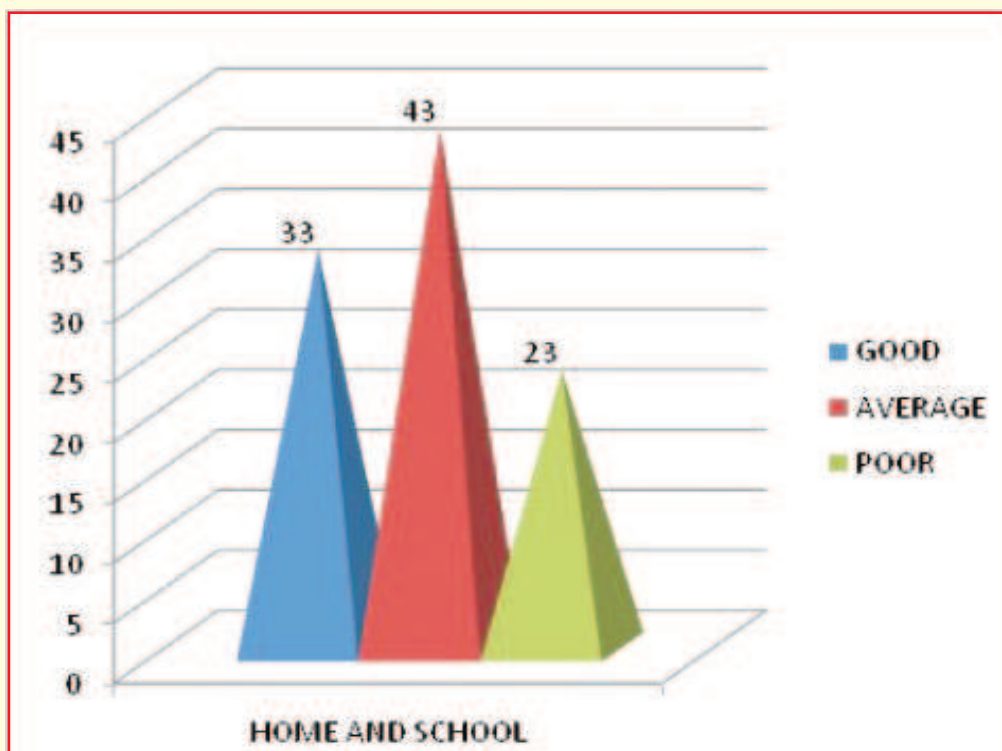


Fig. 31



As a member of society, every child should get sufficient experiences in socialization from the family. 10% of parents were brought up their child as an irresponsible one 19% cannot recognize the specialities of their child. 22% do not allow freedom or agree to avail freedom to their child. 62.2% show average occasions to avail responsibility. 54% partially recognized their child 52% of children have a moderate level of freedom. 28% have brought up their child as a responsible person in the future. 27% are recognized and 26% have desirable freedom. Parent is the primary motivation of the child. 72.2% have not shown desirable responsibility to bring their child with a person having responsibility. 73% have not recognized their child. 74% of children do not get sufficient freedom needed in their childhood. Personality development may be blocked or crashed due to such circumstances. Life skills are to be developed through the proper socialisation of the child.

Awareness of freedom and allowing freedom is very important in emotional development of the child. 22.2% of people have no freedom 52.2% were availing a minimum freedom and 25.6% have desirable freedom.

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## **5.4. SCHOOL FACTORS**

The facilities provided in school is evaluated in this section. Toilet for girls, number of toilets, cleanliness, drinking water facility, source of water, cleanliness of water source, general cleanliness, personal cleanliness, lab, library, club activities are considered for the study.

### **5.4.1. Teachers in Position**

The permanent teachers in tribal area are considerably low when compared to other regions under study. 70% of the teachers are temporary hands. Permanent hands leave the station as and when they get a safe posting which affect the academic quality of the students. Teachers are not able to comprehend the tribal language effectively which affect communication. But linguistic minority area and agricultural area are not experiencing teacher absenteeism. But teachers posted of the Chittur region are not able to comprehend Tamil language and culture which affect good interaction with students.

### **5.4.2. Toilet**

When compared with a ratio of 1:25, the study shows that there is no sufficient number of toilets for girls in school. Students especially girls experience hardships due to the lack of toilet facilities. The problem of urinary infection is reported from majority of girls. Even after the intervention of Honourable Highcourt of Kerala, the status of toilet remain static. Another important observation is that water connection to the toilets is either a dream or to be repaired in the sample schools of study. 66% schools have only average facilities and remaining 34% have limited facilities.

### **5.4.3. Water**

Water is essential for the smooth functioning of schools. It is not only for drinking and cooking but for cleaning, gardening and effective toileting. Only 30% of schools have water facility and 70% need more pipe connection to toilets and kitchens to maintain it properly.

### **5.4.4. School hygiene**

Both school hygiene and personal hygiene are important. 20% of schools give extraordinary care and attention to maintain hygiene with the co-operation and involvement of students. They take care of even the proper management of plastic waste (Soft waste, hard waste etc.). But this care is given only in 6% of the schools and of 64% schools are in average position. 30% of the schools give least care to hygiene.

#### **5.4.5. Lab**

The location of the lab, equipments are the facility for free usage, facility for bringing equipment to the classrooms are observed in detail. Wide spread variation is seen in government and aided schools. Such variation is still higher in LP and UP schools. The LP schools have least facility of lab, in six government schools. 50% of Government UP schools have admissible facility usage.. But 100% private aided UP schools have limited facility and usage of lab.

#### **5.4.6. Library**

Then curricular and learning process require effective utilisation of library and additional reading material not only for the project works but also for facilitating group activities and referencing. Number of books in library, effective usage of books, reference facility cataloging and class library are observed and evaluated. In 16 schools, these are above average, where as in 25 schools there is only limited facility.

#### **5.4.7. Clubs**

Any club activity must be meant to improve the study skills. It must help the child to utilize his time in most effective way for learning. The clubs can be formed in different subjects of learning such as Science club, English Club, Maths Club etc.

The club activities can also be taken up to promote the school and societal welfare.

The study shows that the club activities are taking place very limited in LP section where as it is actively happening in the UP section of the selected schools. Among all the schools taken for study, it is good in three schools, average level in two schools and poor in one school.

#### **5.4.8. ICT**

Though access to information and technology is possible in most of the schools, no where it is utilised properly. The facilities of computer, internet and LCD projector are limited in L.P. schools. Its availability is not used properly in UP schools. The lack of expertise of teachers is an important reason to it. The teachers who handle the computers do not even possess basic technical skills. It is suggested that hours must be separately allotted for the learners to use and learn ICT. The smart classroom is not fully modified in these schools. The ICT facility are good and satisfactory in only one of the sample schools. It is seen to be average in two and very poor in one of the schools. Among the LP schools, the computer is available only in one. These facilities are limited in UP schools.

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## **Chapter - 7**

### **FINDINGS & SUGGESTIONS**

#### **7.1. FINDINGS**

##### **7.1.1. Linguistic Minority Area**

- 51% of the sample are living in very limited physical facilities out of which 17% are in a pitiful and pathetic condition. The poor physical condition of the area / sample adversely affects the academic achievement of the children in a considerable manner.
- Lack of water resources and the non-availability of drinking water is another factor pausing pressure on the girl children to help the mother. This situation makes the domestic learning atmosphere worse.  
45 percent of the children belonging to this area are not blessed with reasonable learning facilities at home. Availability of facilities like special room, table, chair, shelf and electricity are a dream even today. This condition adversely affects the quality and pace of academic achievement.
- The effort and strain to reach school is one of the factors making the schooling less effective. 25 percent of the children belong to this category who walk a distance of 3 km to 8 km to reach school.
- The poor financial and economic status of the parents play a major role in the weak achievement of students in the area under reference. 39% of the parents are either coolies or low income groups.
- The linguistic minority area is characterised with low educational status of the parents. The 56% of the parents are literates technically, but performs as illiterates. The weak academic / educational status of parents fails to convert the academic atmosphere rich and competitive at home.
- The ambition and vision of parents do not contribute to the study habits of children in the area. The contribution of 84% of parents is not hopeful whereas 24% of them don't keep concerned either about the future or career of their wards.
- The personality and emotional maturity of children are also not hopeful as expected in a state like Kerala. Lack of confidence and reluctance to undertake academic and domestic tasks are not the symptoms of an educationally advanced society.

- A good majority of the parents fail to extend recognition to their wards. Hence the children are not properly motivated or encouraged academically.
- The presence and attitudes of parents do not serve as a catalyst to boost the potential, personality and qualities of children.
- In the linguistic minority area, the impact of addiction is found to be severe in turn resulting lack of parenting, poor home management and imbalanced family atmosphere. This leads children to behavioural disorders like depression, withdrawal and lack of interest towards studies.
- Majority of the parents in this region are not maintaining a healthy relationship with their children. Hence they do not get a favourable environment for learning at home.
- In this region 31% of the children live without nutritional food and are not provided with satisfactory healthcare. This block their school readiness and learning outcome.
- Neighbourhood relationship and the societal involvement shape the character and personality of the child. Analysis shows that 26% are totally ignorant of its relevance and importance.
- Most of the parents do not maintain a connection between home and school. This adversely affects the students grades, attendance, behaviour and self esteem.

#### **7.1.2. Agriculture dominated area**

1. 30% of students are in pathetic condition with regard to their infrastructure facilities at home.
2. 79% of students are striving to reach their schools, by travelling more than 2 kms. from their home.
3. Only 22% of students are getting considerable support from the family.
4. 85% of families do not maintain desirable healthy relationship to the child.
5. 20% of children face lack of guidance from their family upon their education and goals.
6. In the case of health care, eventhough some parents are aware of vaccination, nutrition becomes a less concentrated area. Many parents are striving to supply the nutritious food to their wards due to the financial backwardness.
7. 74% of children did not get sufficient freedom needed in their childhood.
8. The majority of parents (61%) are addicted to either alcohol or tobacco. This make the children initiate the habit which is familiar from their childhood onwards.

9. 75% of parents are not having a clear vision on life and education for their wards which adversely affect the education of the coming generation.
10. Majority of parents (66%) prohibit their children from mingling in the society. The socio economic status and the education of the parents play a vital role in keeping a close link between family and society.
11. When 33% of parents keep a close link between home and school 24% of parents show utter negligence of their wards at school.
12. Every child should get sufficient experiences in socialisation from the family but an average of 18% of students are denied of this.

### **7.1.3. Tribal Area**

1. Infrastructure facilities of tribal people are pathetically low and 19% of families are living temporary habitats where electricity road and other facilities are not available.
2. 8% of tribal houses lack toilet and 60% of tribals are not maintaining or using toilets properly.
3. The parents with plus two or higher qualifications in tribal family are only 4 percent and 38% of tribal families are illiterates or having lower primary education.
4. 52% of family earned their living from temporary jobs like coolly. Only 1% of parents have permanent employment.
5. 64% of tribal people have to walk more than 1 kilometre to reach school. 24% have to walk 5 to 10 kilometres to reach school.
6. Although Attappadi is a liquor prohibited area, 84% percentage of tribals including women use liquor.
7. Adivasi peoples lead a sort of communal life but personal care attention and recognition are much limited among them.
8. Social relationship among the people are relatively strong. People take part in festival and celebration without any religious barriers.
9. Only 1% of tribal parents have a clear view about the future of their children.

### **7.1.4. Infrastructure facilities - Main findings**

1. 33% of schools (especially in aided sector) lack clean toilets with water availability for girls in the ratio 1:25.
2. Adequate drinking water facility is lacking in 50% of schools.

3. 33% of schools are below the average level in keeping cleanliness.
4. Only 20% of schools have the lab suitable for students.
5. Variety of academic books, scientific catalogues, facilities for reading and distribution of books are lacking in 90% of schools.
6. No school is identified with facilities for ICT enabled class.
7. Clubs are yet to be formed ensuring the participation of all students and which help for higher thinking and social involvement.

### **7.1.5. CLASSROOM PROCESS**

The inputs from classroom is important as far the achievement of the learner is concerned. In order to analyse the classroom process, 20 classes have been observed using the classroom observation schedule (T3-B) from 6 schools under urban area.

#### **Presentation of the learning activities**

The presentation of learning activity is quite significant in an activity based classroom, where critical pedagogy, issue based learning and knowledge construction process are visualised.

The study shows that 70% of the teachers are merely using their text books to present the learning activities without using any other materials. 20% are using other anecdotes and incidents to present the issue and 10% are using dailies, magazines and pictures to present the learning issue.

Proper consolidation of activities is yet to be improved.

#### **Participation of students**

In the knowledge construction process, the involvement of learners, in the learning activity is inevitable.

In general, the students are active, but their involvement in group activities is very limited. Only 20% of students are active both in individual as well as group activities and take roles as group leaders. 28% of students are partially active in the group activities. 52% are not at all active in learning process. They either simply sit in groups or listen to teacher's lecture.

The expected knowledge construction is not working through group activities. The teacher is not giving proper inputs for the students to get involved in group works, discussions, problem - solving activities, preparing notes etc. in groups. The result is that few students do works individually and others simply copy it from their group leader.



## **Involvement of teachers**

The involvement of teacher is most important in classroom transaction.

Thought provoking questions revised by the teacher, her classroom language, knowing the names of students, handling the pupils response, and her democratic dealing are important factors inside the classroom.

Since 70% of teachers are concentrating on text book for classroom transaction, their involvement in learning process is limited. 30% of the teachers are asking thought provoking questions and 60% use ample classroom language. 48% are asking the students questions by calling their names and 46% handle the pupils response properly. 52% of teachers are dealing democratically in classroom transaction.

No.	Teacher involvement	Percentage
1	Thought provoking question	30%
2.	Ample classroom language	60%
3.	Asking the students by calling their names	48%
4.	Handling pupils responses	46%
5.	Democratic dealing	52%

## **Continuous Evaluation**

Continuous and comprehensive evaluation is inevitable in the learning process. Though the teachers are aware of its importance, they are yet to believe in its practicality.

Only 21% claim that they are continuously evaluating their learners. 52% argue that 'recording' is little bit difficult. 27% pay little attention for continuous evaluation. As a part of continuous evaluation, verifying the portfolio of students, helping the learners at group work and motivating the slow learners are programmed by teachers.

The chance for self evaluation and peer evaluation are provided only by 32% of teachers. 57% argue that since it is time consuming, they cannot give chance for self evaluation and peer evaluation in the learning process.

21% give no space for self evaluation and peer evaluation and they are running with textual works.

## **Learning Aids**

The use of learning aids accelerate learning. It gives a concrete picture for different concepts.

68% of teachers are using learning aids. Most of the learning aids they use is 'teachers version' in language classes. The use of learning aid in Mathematics and Malayalam is very rare. But the experiments in Science, even though it is not from laboratory, motivate the learners a lot.

The pictures, newspapers and maps are used in Social Science classes but individual handling of these learning aids can not be seen. More over many of the aids used in classroom are not suitable for the learners and relevant to the subjects handled.

## **Portfolio**

The port-folio, can be regarded as a testimony of students achievement.

70% of classes have kept port-folio carry bags of students in which their draft works have been saved. But all the students do not have enough works in their portfolios. Note book is another port-folio of the students. Though all the students have separate notebooks for different subjects, the 'writings' in the 62% of students are not legible, neat and systematic. Only 28% of students are keeping their notebook well and rest 10% maintain it in an average level.

Proper care is to be given in the preparation of port-folios and notebook and the teachers must be able to assess their port-folios and notebooks periodically.

## **7.2. SUGGESTIONS**

### **7.2.1. Easy reach to school**

Since we are committed to provide school facilities to the reach of common man, more conveyance should be arranged. As an alternative and a confidence building measure, all students who opt. for common school, may be provided with a bicycle to reach school. girls, BPL students and even APL students will be benefited by this action. Providing cycles will also reduce the hardship of reading school, KM's away from home (Govt. is committed to provide this facility to all students as per RTE).

**7.2.2.** Since the hilly areas of Attappadi is not accessible to bicycles due to its uneven landscape, all schools may be provided with a vehicle for conveyance of students like jeep.

**7.2.3.** If the jeep is not viable, special conveyance allowance for transporting children to school may be provided. In forest areas, even the escort allowance also can be thought of.

**7.2.4.** Even now some 'Ooru' of Attappady is served by Multigrade learning centres instead of full-fledged primary schools. It is functioning in temporary sheds manned by temporary staff and facing closure threat. In order to avoid, such a situation it is proposed to develop MGLC's into full-fledged primary schools, without considering the number of students.

## **PARENTAL EDUCATION PACKAGE**

### **7.2.5. Educate parents and save our children**

It is found that 34% of parents have only primary education and 58% have education upto 10<sup>th</sup> std. in tribal areas and the figures are not better in other areas. Since the education of parents directly correlated with achievement of students, it is proposed to launch a crash programme to introduce equivalency 10<sup>th</sup> programme to all parents in a time bound manner.

### **7.2.6. Mere possessing of academic qualification may boost the morale of parents but a scientific package is necessary to support parents in good parenting.**

### **7.2.7. Emotional togetherness and support from parents, is influencing learning process in a considerable way. The system could pump fund to improve infrastructure facility and academic atmosphere but the amount will be a were waste, when we neglect the emotional security, a child enjoy in her home and society. Even the children of average society were denying this aspect. So a continuous, sustainable parental education programme designed to ensure good parenting may be planned and executed with help of distance education and electronic media. Dooradarsan and victors channels can be approached to telecast programme, periodically with face to face programme using scientifically designed reading materials. This will benefit the parents as a whole, in child caring and proper parenting.**

### **7.2.8. Nutrious Food Scheme**

Nutritious food scheme is proposed with provision for breakfast, food supplement and light refreshment. The kitchen for noon meal is to be modernised with provision for gas connection, mess hall, store room, utensils, with hygienic atmosphere - A permanent service minded staff may be given responsibility to conduct noon meal scheme. A programme of periodic and surprise monitoring by higher authorities and beneficiaries may be planned.. A scheme of social audit may be chalked out to make its accountable, transparent, effective and child friendly.

Study show that considerable majority of parents are unable to provide nutritious food to their children due to their economic backwardness. The noon meal scheme of school need be redesigned to ensure nutritious food to all children in school going age.

### **7.2.9. Multipurpose community centre.**

It is observed from study that Alcoholism, economic backwardness and lack of unity are the major factors affecting families emotionally socially and economically. This become worsened in hilly, tribal areas and linguistic minority

areas. It is not better in plains also. Poor parents find consolation in alcohol as an escapism from the worries of life and the absence of other worthy time spending activity.

**7.2.10.** There should a place in the middle of the village catering all their aspects. It should provide space of recreation, games, physical activities and social service activities. The parents assemble here in the evening spending time creatively and economically profitable manner. It is found that if we succeed in providing alternative recreational and social service activities the alcoholism can be discouraged.

**7.2.11.** A trained, service oriented, well visioned organiser may be given charge of the centre where support activities for children also take place.

**7.2.12.** This centre will provide timely assistance and arrange technical support to agriculture and cattle rearing apart from providing tie up with financial institutions to boost up their economic activity.

**7.2.13.** Psychological assistance may be provided.

**7.2.14.** This centre will function as learning centre (Padanaveedu) for children of the village under the guidance of a organiser.

This centre also be a nodel centre for equivalency literacy programme for parents.

**7.2.15.** Some self help programme or vocational training also can be delivered through this centre.

**7.2.16.** Such multi purpose community centres with these provisions can be established in rural areas on project basis.

**7.2.17.** Magazine, newspaper and other reading materials and internet may be provided in the centre.

**7.2.18.** Monthly health check up for members also can be thought of.

**7.2.19. Child friendly learning environment**

- Only 8% have furniture for learning and about 80% of families have either no toilet or toilets not maintaining properly. It is proposed to provide furniture like, table and chair to all children.
- Newspaper for all homes.
- Racks for keeping learning materials.

**7.2.20. Solar lantern for all homes**

- Though electrified houses are provided to tribal families through different projects majority of tribes are living in temporary sheds in their workplace, in the remote areas where even electricity is not available.

- It is essential to provide solar lantern to all such families in tribal areas. Solar lanterns are transportable to other areas and convenient to tribal families.

#### **7.2.21. Improving hostel facilities**

- Hostels are supposed to provide homely atmosphere away from home. ITDP is running hostels in different schools. Studies shows that most of the Govt. run hostels are functioning with limited resources and facilities. Students complained that they had to sleep in the wet floor. Almost all hostels are not hygienic too. The approach of wardens and other staff are not child friendly. Students keep mum and not resisting out of fear.
- The infrastructure facility including beds, chairs are to be ensured.
- The hygienic condition and nutritious food are to be ensured.
- Trained warden and staff are to be posted and surprise visit by authorities to hostels may be conducted.
- Monthly parental meeting with provision for feedback may be done. Parents attend meeting may be honoured with allowance to compensate wage loss.
- A complaint box may be put up in each hostel.
- Jagratha Samiti to attend problems, issues and exploitation faced by girls students may be constituted and appropriate remedial action taken on the complaints.
- A councillor to attend psychological problem may be appointed for 2-3 hostels.
- Periodic health checkup may be ensured to avoid contagious diseases and proper maintenance of health.
- Subjectwise tutors be posted in hostels to help children in their studies, in all hostels, who will be trained by educational department on new methodology.

#### **7.2.22. Student friendly schools**

- Sufficient toilets using SSA fund may be constructed especially for girls.
- The schools may be given sufficient library books, periodicals, newspapers and other reading material. Effective utilisation of the library books are also to be ensured.
- All primary schools may be connected to internet and LCD, laptop, video camera are to be installed in tribal, linguistic minority and agricultural dominant area.

#### **7.2.23. Intensive empowerment programme for teachers**

- The tribal area and linguistic minority are suffering from lack of permanent teachers. This affect the qualitative achievement of children. Permanent teachers leave the school as and when they get posting in plains. They are unable to comprehend the language used by tribes, or linguistic minority and express ideas in their language.

- 7.2.24.** Permanent PSC hand may be posted in these schools with bond to continue in the area for atleast 3 years. They way be provided special incentives to continue in that area.
- 7.2.25.** Separate teachers quarters may be built in non-accessible school to retain lady teachers.
- 7.2.26.** In order to pick up local teachers, a teacher training institution may be started at Attappadi with the intake of atleast 50 students.
- 7.2.27.** These fresh teachers may be given awareness induction training programme on link language primer and unique culture of tribes. An exposure should be provided on tribal arts, sports, activities etc.
- 7.2.28.** Documentary on life history of eminent persons who succeeded in life though hailing from poor socio economic condition may be created using experts in the field and utilised to boost up the confidence of parents, students and community at large.
- Home visit should be a part of curriculum. All teachers should visit the houses of every child minimum twice in an academic year. Then only the teacher can understand who and what a learner is. This visit may be done for data collection using the tool prepared for the same.
- 7.2.29.** Strengthening CPTA's of mothers forums
- Monthly meeting of CPTA/ mothers forum should be mandatory and attendance should be ensured.
  - As an compensation for loss of wages, the deserved parents have to be paid an allowance for attending CPTA.
- 7.2.30.** Conducting cultural and literary programmes of children before the parents, to enable them realise them the tasks and talents of their wards. Students magazines, English festivals, local arts and festivals with the co-operation of students and parents are also to be planned.
- 7.2.31.** Most of the students in these areas belongs to poor families. The economic backwardness is the main hurdle before them.
- These students may be given support by providing them free study materials like, uniform, notebooks, umbrella, chapped and boxes.
- 7.2.32.** Cultural background of tribals are very different and unique from that of the other areas. Curriculum, text book and other materials are to be redesigned considering these facts. A workshop may be conducted to adapt the text with the cultural background of Attappadi. Teachers should be familiarised with these materials.

**7.2.33.** Cultural background of linguistic minority area is specific and unique. All reading materials should be translated to Tamil language. Only Tamil knowing teachers should be posted in these areas or a crash programme of Tamil basic literacy may be organised for teachers.

**7.2.34. Infrastructure in schools**

- The toilets is be built in the ratio of 1:25 ratio of the total number of students in all the schools.
- The water facility is to be made available to these toilets.
- The girl children of the schools must have made avail to ‘Girls friendly’ toilets.
- The hygiene of these toilets are to be taken care properly by ensuring the timely cleaning.
- The problem of limited number of toilets in aided schools is also to be taken in consideration.

**7.2.35. Water**

- The non-polluted drinking water supply is be ensured.
- The water purifier is to be enabled in schools.
- The waste water has to be utilised for watering plants in garden.
- The purified drinking water has to kept stored in each classroom.

**7.2.36. Hygiene**

- It is important ensure a proper method to gather and dispose the waste materials.
- The waste bins must be placed in each classroom.
- The disposal of plastic waste materials must be taken care properly in the schools.
- The garbage accumulated after the supply of lunch must be made dispose through sock pit.

**7.2.37. Lab**

- It is suggested to equip the facility to check the drinking water purification in the school laboratory. This may help to bring up a relation between parents and school.
- The adulteration check up of food products is to be made possible in the lab to ensure the societal relationship and school.
- Each school must have a laboratory room. The students must be given space to conduct in the experiments there.

**7.2.38. Library**

- It is necessary to have a separate reading room in each school.



- The books must be made arranged to issue for the children as well as the parents.
- A separate register must be maintained after categorising the books. This is to be maintained apart from the stock register.

#### **7.2.39. Club**

- The teachers who are incharge of clubs must be given proper training.
- The club activities have to be designed in such a way that each student is involved in one club.
- The teachers have to be made responsible enough to help the students in club activities.

#### **7.2.40. ICT**

- It is to be made sure that there are sufficient number of computers in LP schools.
- Proper training in ICT must be given to teachers.
- It is important to ensure that a small damage to computers is repaired immediately with no delays.
- The ICT facilities must be ensured in aided schools also.
- The smart class room has to be compulsorily made in all the schools.

#### **7.2.41. Effective Monitoring**

- Effective monitoring mechanism is a pre-requisite for maintaining quality. The wast tribal area cannot be monitored by educational officers from Mannarkkad. So a separate sub-district based on Agali should be formed immediately for effective monitoring. An educational district may be formed at Mannarkkad to give proper care and attention to tribal area. A scheme of internal monitoring is also to be established.

**ANNEXURE**  
**SITUATIONAL ANALYSIS STUDY - 2011**  
**UNICEF AND DIET PALAKKAD**

**T 1**

**Home Observation Schedule**

**Code No.**

**Home - Physical Atmosphere**

1. House / Building - Isolated ☐ Not isolated ☐
2. Name of roof - Tile ☐ Concrete ☐ Dry leaf ☐ Other items ☐
3. Nature of floor - Tile / Mosaic ☐ Content / Redoxide ☐ Mud ☐
4. No. of rooms -
5. Whether electrified - Yes ☐ No ☐
6. Whether water available - Yes ☐ No ☐
- If yes, the source -
7. Toilet facility - Yes ☐ No ☐
- Cleanliness - Excellant ☐ Average ☐ Poor ☐
8. Ground / premises for playing - Yes ☐ No ☐
9. Whether the premises / campus cultivated - Yes ☐ No ☐
10. Whether domestic animals reased- Yes ☐ No ☐
11. Whether garden is maintained - Yes ☐ No ☐
12. Cleanliness of the premises
  - Rubbish found accumulated - Yes ☐ No ☐
  - Plastic covers and bottle sfound scattered - Yes ☐ No ☐
  - Things found packed neatly in the house - Yes ☐ No ☐
  - Cleanliness of water resource - Yes ☐ No ☐
  - Waste water found stagnant - Yes ☐ No ☐

12. Whether vehicle is owned - Yes ☐ No ☐

Other observations related to the campus.

13. Provision for study

Special Room ☐ Specific part of the room ☐ Common place ☐

Adequacy of furniture - Yes ☐ No ☐

14. Learning materials - Packed neatly ☐ Scattered ☐

Other observations related to the premises

15. Observation regarding the house atmosphere in the first appearance.

16. Approach of the members towards the investigating team.

# SITUATIONAL ANALYSIS STUDY - 2011

## UNICEF AND DIET PALAKKAD

**T2**

### Interview Schedule for Parents

**Code No.**

#### **Instructions**

1. The given schedule is not a structured interview. The investigator must ask the questions and enable the participant to converse freely with little directional influence.
2. The data must be recorded without any information loss.
3. If required, the investigator must add to the information.
4. The schedule is classified into six sections and to be interviewed accordingly.

#### **BASIC INFORMATION**

Name of the child :

Class :

School :

Name of the Guardians :

Relation :

Name of the respondent :

Total number of members  
in the family :

Child resides at :

Home

Hostel

Ownership of house :

Own

Rented

Panchayat :

Distance from house to school :

Access to school :

By foot

Bicycle

School Vehicle

Other Vehicles

#### **QUESTIONS**

##### **Section - I**

##### **Physical and Economic Situation**

1. What is the source of money for your child's education ?

2. What are the facilities you provide for child's learning at home ?

3. Do you get scholarships or any other financial assistance for child's education ?

If yes, how much per year ?

How do you spend it ?

## **SECTION - 2**

### **Home atmosphere, family background, individual care.**

1. Basic information about the family members

Name of the member	Relation to child	Age	Educational	Job	Monthly income	Habitual Addictions			
						Liquor	Smoking	Use of Tobacco	Any other

2. What are the works carried out by members together at home ?

3. Do you dine together ?

Yes

No

4. Do you get angry towards the child ?

Often

Hardly

Never

Explain the situation.

5. Do you take decisions together in family ? Give example.

6. Do you feel that is there anything to be avoided in your character ?

7. Do you wish your child to become like you when he / she grows up ? Explain.

Career	Wealth	Conduct	Position in the society
--------	--------	---------	-------------------------

8. How much you care about your child's health ?

Vaccination	Yes	No
Medication / Doctor / Hospital		
Personal hygiene / Surrounded hygiene		

9. What type of food do you prefer to give your child ?

Are you able to provide it ?

### **SECTION - 3**

#### **Vision - Life - Education**

1. Who look the initiative to enroll the child in school ?
2. Who enrolled the child in school ? At what age ?
3. Which among the following possibilities you prefer to ?

Child attend the school full time	Interrupt the school and to for work at interval	Drop out from school and go for work
--------------------------------------	---	---

4. What are the advantages of having educated family members at home for your child ?
5. How long / till what age you wish to send your child (ward) to school ?

### **SECTION - 4**

#### **Family & Society**

1. Does your child or other family members visit neighbours during free time ?



2. What is your opinion of your child's friendship and play with neighbour's children ?
3. What are the important festivals / occasions in which people gather together in your locality ?
4. Do you participate in such kind of gatherings ? What is your role in conducting it ?
5. Do you visit your relatives ? Who all goes ?
6. Do your relatives visit your house ? Who all comes ?

## SECTION - 5

## Home & School

- Does anybody from the family go to child's school ? How many times in a year ?  
What is the purpose ?
- Acquaintance with the school authorities  

Class Teacher	H.M.	Other teachers (No)
---------------	------	---------------------
- Which is the difficult subject of your child ? Which is the easy / favourite subject ?
- Does your child share the happenings / experiences of the school with you ?

Can you brief an incident from your memory ?

5. Who all are the favourite teachers of your child ?

6. Who all are your child's friends at school ?

7. Does your child do the school activities at home ?

Does he / she ask for your help ?

Do you help ?

Who all helps ?

What do you do if you cannot help ?

8. Which all school activities does your child take part ?

Study tour field trip	Club activities	Sports	Culturals	Work experience	Assembly	Other

## **SECTION - 6**

### **Child's Personality & Recognition**

1. What is your ambition about child ? Why do you wish so ?

2. What are the works done by child at home ?

Done by him / herself	Out of Force

3. Whom used to buy dress and study materials for the child ? When ?

Whom all go for purchase ?

4. What are the changes you wish to see in your child's character ?

5. Do you enquire about the reason if your child hesitates to go school ? Or how you react ?

6. For what all reasons you stops your child going to the school ?

7. When your child expresses the happiness in scoring good grade in exam, how do you respond ?

8. How do you respond when your child feels sad by getting poor grade in exam ?

9. How does your child react if anyone gets angry at home ?

10. What is your happiness about your child ?

11. What is your unhappiness about your child ?

# SITUATIONAL ANALYSIS STUDY - 2011

## UNICEF AND DIET PALAKKAD

**T 3- A**

Observation Schedule for school

Code No.

1. Name of the school :

2. Telephone number :

3. Address :

4. Category :

Government

Aided

5. Classes :

1 - 12

1 - 7

1 - 4

Others

6. (a) Pupils :

Male

Female

Total

Boys

SC

ST

(b) Teachers :

Male

Female

Total

7. Toilet facility

Girls Toilet	Good	Average	Poor	Numbers
Cleanliness				

8. Drinking water

Brief about the source, availability, cleanliness etc.

## 9. School hygiene

Surrounding	Good	Average	Poor
Personal hygiene Elements motivate learning (attractive walls, garden etc.)			

### Laboratory

- \* Facility for the student to carryout experiments independently.
- \* Instruments
- \* Arrangements in the lab for classwise usage.

### Library

- \* Number of books
- \* Availability for the students
- \* Independent reading room
- \* Publications / current
- \* Reference
- \* Class library
- \* Easy to reference availability

### Clubs

- \* Do all the students have membership ?
- \* Are the club activities merely name sake ?
- \* Are they helpful in academics ?
- \* Do they facilitate for the social involvement and interactions ? How ?

## **ICT**

- \* Use of internet
- \* Computer (Numbers)
- \* Is there a smart classroom ?  
How is it utilised ?
- \* Duration of student's work-time with  
computer.
- \* LCD projector
- \* Special teacher
- \* Is it properly utilised for students learning?

## **Other Points**



# SITUATIONAL ANALYSIS STUDY - 2011

UNICEF AND DIET PALAKKAD

**T 3- B**

Classroom Observation Schedule

Code No.

## A. General

Name of Teacher :

School :

Standard : Div. : No. of Students :

Subject : Unit :

External factors Time :

\* Facilities enable student's individual participation in activities.

\* Arrangements in the classroom for constructivist strategy of learning.

## B. Class Room Process

(Brief according to the points given)

### 1. Presentation of learning activities

\* Is it accurate for learner's involvement?

\* Does it make use of all the learning possibilities?

\* Is it properly organised ?

### 2. Learner's Role

\* Are they actively giving the names ?

\* Are they participating ?

\* Positive listeners

\* Are they less interested ?

(When the count of students is collected, note the code number of the sample and record data).

### 3. Teacher's Role

- \* Ask thought - provoking questions  
language of communication in  
classroom / or following traditional style ?
- \* Individual attention to each student ?  
Do the children have the feeling of  
being considered by teacher ?
- \* Involve among all the students.
- \* Teacher's response to student's ideas.
- \* Teacher's position in classroom  
(From where she interacts ?)

### 4. Group Activities

- \* All the students are involved / given  
opportunities.
- \* Task is clear
- \* Teacher's efforts to avoid student's  
inferiority feelings.
- \* Gender / I.E.D.C. preference

### 5. Proper and effective evaluation

- \* Opportunities for student's self -  
evaluation.
- \* Activities to evaluate each other.
- \* Teacher focus on the each state of  
evaluation process and help to move to  
the next task.

## **6. Learning Materials**

- \* Appropriate for the learner and class.

## **7. Notebook / Port folio**

- \* Recording in the notebooks.

## **Other points**

# SITUATION ANALYSIS STUDY - 2011

UNICEF AND DIET PALAKKAD

**T 4**

Questionnaire for Teachers

Code No.

Name of School :

Class :

Total No. of Pupils :

Name of Teacher :

Dear Teacher,

This is a study conduct to understand and promote the favourable conditions for student's learning.

Kindly respond to all the questions. Please respond to questions without any hesitations. Share from your experiences.

Avoid discussions and state your opinions without any bias.

1. Write down the name of 15 pupils of your class.

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

2. How many of your pupil's houses have you visited ? Give names.

--

3. What are your opinions about their family atmosphere ? Could you notice anything specific ?

--

4. “Each child is each individual”. Elaborate the situations where you accepted the child as an individual.

5. Write about an incident where you could experience the love and affection of your students towards you.

6. Mention the attempts you made to bring forward the backward learners of your class.

7. Did you really wish to become a teacher ? Give reasons.

Yes	
No	

(Put ✓ mark)

8. “Teaching is to serve society”. Write about an event you have initiated for the benefit of society.

9. Write down an attempt taken together by the teachers of your school for any kind of social welfare.

10. Do you get enough help and support from the Headmaster of the school for the initiatives you take in the class ?

11. Do you agree that your time in the school is fully utilised for the students ? Explain.

12. What do you mean by giving feed back for proper evaluation ?

13. Explain an instance you made to get the proper feedback of your students ?

14. What are the problems you face inside the classroom during the feedback and evaluation process ?

15. According to you, what are the factors that influence learning ?

# SITUATION ANALYSIS STUDY - 2011

## UNICEF AND DIET PALAKKAD

**T 5**

### Learning Environment Inventory

Code No.

Name of School :

Name of Student :

Class :

Division :

A number of 15 students is to be brought together from each school and give a topic to discuss. This is to make sure that student gets the rapport to talk freely and interact with the investigator.

(Put ✓ mark for Yes / No items)

### School

Teacher is always loving and affectionate towards us.

Yes

No

Give an example

She involves with us in plenty of learning activities.

Yes

No

She reads and presents to us the learning materials.

Yes

No

Each of us are involved in learning tasks.

Yes

No

We carryout learning tasks in groups.

Yes

No

Teacher helps and clarifies us, whenever we work together in groups.

Yes

No

Teacher appreciates us if we complete our tasks successfully.

Yes

No

Teacher always come with a stick to beat in class.

Yes

No

She gives chance for us to clarify our questions and doubts.

Yes

No

We had visited lot of places with our teacher.

Yes

No

She issues us the library books.

Yes

No

She gives us turn to do experiments.

Yes

No



We conduct experiments in the laboratory.

Yes

No

We share to teacher our problems and sickness.

Yes

No

All our teachers come to class at right time.

Yes

No

Who is your favourite teacher ? Why ?

My house is too far from the school.

Yes

No

I have to help my parents to earn and it affect my studies.

Yes

No

I am regular to school.

Yes

No

All of us sit together to watch television at home.

Yes

No

I get sufficient time to learn at home.

Yes

No

I am free to share with teacher the problems I face at home.

Yes

No

### **Society**

There is lot of opportunity for higher studies in our society.

Yes

No

The festivals and celebrations, I take part in our area, help for my studies.

Yes

No

The use of drugs by other members affect my studies.

Yes

No

# SITUATION ANALYSIS STUDY - 2011

## UNICEF AND DIET PALAKKAD

**T 6**

### Focus Group Discussion

**Code No.**

This program is focused to study about the social commitment between the school and society. The role of State Government in education and the social barriers influencing child's learning are also kept for the study. Hence the program is to be undertaken through the interactions made with political leaders, members of local organizations and the parents.

### Participants

Representatives of the town	}	40 Members
Parents		
NGO's		

The program is divided into two steps.

1. Collect the ideas and opinions through a written survey.
2. Conduct a group discussion, take down the ideas discussed on spot and video document the entire session.

### **Activity - 1**

The survey form is administered to the participants from 10.00 a.m. to 11.00 a.m.. If require, the investigator has to collect information through interview modules.

### **Activity - 2**

- The discussion must be arranged from 11.00 to 1.00 p.m.
- One of the investigators must propose the selected cases and lead the discussion. The responses of the participants are to be recorded.
- The group discussions are to be arranged in four common important venues of the town.

### **Case - 1**

The Class IX A is started with the Mathematical sums and exercises given by Manju teacher. Though the tasks are done actively by most of them, teacher has noticed the tired and dull faces among few of them. She asked 'What happened to you to look so tired ? You are sweating too. Why!'. Manikandan who sits near said, "Yes teacher, he is very tired. Early morning he had to leave for doing loading works. He gets 300 rupees for the work that is till 9.00 a.m.".

The boys began to point out each other. The teacher is shocked. She is confused and does not know, how to teach the sums and solutions to those "tired faces".

- (a) Do you have any similar experiences.
- (b) Can you point out any other issues that may affect child's learning ?

## **Case - 2**

“There are 36 students in my class. Among them, 25 students perform well. They can read and write. They can draw pictures. They can do Mathematical problems. Anybody can walk inside my classroom and check it.” - Teacher boasts about her merits in teaching. The ward member of PTA asked - “Teacher, can you say what is the situation of rest of the 11 members ?” The Teacher hesitantly replied, “I am helpless. I cannot do anything with them.”

1. Is this a good classroom experience ?
2. What are the measures to be taken for the improvement of those 11 members ?
3. What are the steps to take for establishing the concept of ‘Quality education for All’ ?

## **Case - 3**

“There is no teacher in class. How can the children learn without a teacher” - one of the parents raised the issue. The Panchayath President and the Education standing committee Chairman, who are invited as the Guests involved in the discussion.

The members have immediately promised to implement the remedial measures.

They suggested to prepare a reserve list of T.T.C. and B.Ed. holders as early possible and to appoint sufficient number of teachers in school. It has been decided to make the teachers work for children during holidays by providing an amount as re-inforcement by Panchayat.

1. What are the problems faced by students in learning apart from the absenteeism of the teachers ?
2. What is the role of Panchayat and municipal organisations in education ? What are their possibilities to improve education ?



## RESEARCH STUDY TEAM

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Study Team Co-ordinator	: <b>Sri. A. Rajendran</b> Senior Lecturer, DIET, Palakkad
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