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From Editors' Desk**Moving the pedagogy further..**

The third issue of 'Edu-Reflections' of DIET Palakkad is planned around the question, 'What is the watchword in Education for Kerala at present?'. Of course, it is 'moving the pedagogy further'. The question then arises is what is needed to make pedagogy work further. For the state they are the non-negotiable imperatives in education. The first step in this direction is to ensure the following imperatives in place.

- Infrastructure: Ensure optimum infrastructure available to all schools ensuring inclusion of all students.
- Community participation: Though laudable achievement have been gained by Kerala in this regard, care must be given to strengthen the nature of participation and democratise the process further so as to address graded inequality existing in our society.
- Materials: We need abundance of materials. Materials that learners can use not as their textbooks but as additional reading materials and materials for teachers in content and pedagogy angles.
- Classroom process: Level of children's participation in classroom process is quite crucial in making a pedagogy working. How to differentiate instruction is one of the cardinal questions that the teacher community has to address.
- Teacher support for professional development: There must be intensive teacher development programmes for an organic understanding of the pedagogy, which will be a process of collaboration, co-operation, finding out and addressing problems, undertaking 'research', self-reflection and continuous professional reflection. The support programme should address the real issues teachers face.

Each one of the reports/articles included in this issue addresses these imperatives through research point of view. This enables educational practitioners to develop alternate ways of looking at varied contexts and issues, and to grow 'solutions' so as to ensure sustainable quality at all levels of school education.

In this context 'Research' becomes a tool for the teachers, trainers, DIET personnel, educational administrators and developers of Text Book and Curriculum. You will find their inquiries resonate in 'Edu-Reflections'. Happy and worthwhile reading!

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TRAINING COMMUNICATORS

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Abstract.

As a part of a retired educator's reflection on his personal and professional journey, here is a case of staff development programme at a Radio Station in Addis Abeba, Ethiopia, and on-the-job training of communicators in Antsirabe, Madagascar.

Introduction

Let me begin by introducing myself to the readers of this Journal.

In 2004, I retired from my position as Senior Lecturer of Pedagogy at the School of Teacher Education, Malmö University, Sweden. I served for 40 years as Lecturer and Researcher in Pedagogy, Research Coordinator, Programme Manager and Coordinator of International Network. Starting a year before my retirement, I joined a team of trainers at Lund University to design and implement an Advanced International Training Programme on Child Rights, Classroom and School Management, a programme financed by the Swedish Agency for International Development Cooperation (Sida). After eight years of interesting experience as lecturer/mentor in this global programme for professionals in education, I finally retired in 2012.

I have now the privilege of reflecting on the personal and professional journey that I have made.

As a part of this effort, I had two articles published in *Academia. A Peer Reviewed International Journal on Education* (Govt. IASE, Trissur, Kerala, India). The first was entitled: *Education as a Subject of Permanent Discourse*. January 2012. Pp. 4-7. The second was entitled:

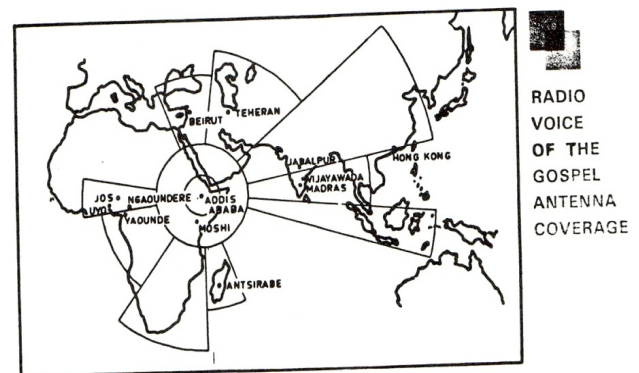
An Educational Approach Consistent over Time and Space. November 2012. Pp. 4-8.

I shall now give an additional example of educational approaches outside the formal educational system.

Context

After completing a three years contract in Zambia in 1973, there was an opening for me at the Radio Voice of the Gospel in Addis Abeba, Ethiopia. It was a Radio Station owned and operated by the Lutheran World Federation. It was established in 1963 on the Agreement between the Federation and the former Emperor of Ethiopia,

Haile Selassie. Ethiopia was chosen as a site due to radio transmission advantages for broadcasting to Africa, Asia and the Middle East. With powerful short-wave transmitters, they broadcasted programmes in seventeen languages, to more than twelve countries in three continents.



Production and Recording Studios, supplying the Station with programmes were located in the following countries (*production language*):

Africa:

Ethiopia, Addis Abeba (*Amharic*); Tanzania, Moshi (*Swahili*); Malawi, Lilongwe (*Nyanja*); South Africa, Roodepoort (*Zulu, Sesotho, English*); Madagascar, Antsirabe (*Malagasy*); Cameroun; Yaoundé (*French*) and Ngaoundéré (*Fulfulde*); Nigeria; Jos (*Hausa*) and Uyo (*English*).

Asia:

India; Jabalpur (*Hindi*), Madras (*Tamil*) and Vijayawada (*Telugu*); Sri Lanka, Colombo, (*Sinhalese*); and Hong Kong (*Mandarin*).

Middle East:

Lebanon, Beirut (*Arabic*); Iran, Teheran (*Farsi*).

The programmes were produced locally, in the local languages and recorded on tapes. The tapes were then posted to the Station in Addis

Abeba and their contents beamed back to the countries and regions. The signals were received and the broadcasts heard beyond the above mentioned countries.

The Church-sponsored Communication Agencies decided the content of the messages to be broadcasted, on the basis of a general 30-70 formula (30% religious and 70% educational and developmental programmes). The Lutheran World Federation provided the Broadcasting facilities and also broadcasted news in English and French from the Station. They also offered limited news casts in the other languages.

In September 1973, I was offered a position as Extension Services Officer, responsible for staff training and development of programme resources. There were some two hundred and fifty local and international employees at the Station in Addis Abeba and about the same number in the local Production Studios in the different countries. There were three categories of staff: technicians, programme producers, and administration and service personnel.

I was responsible for staff development in the whole organisation. I was assisted by a team of trainers and programme developers.

We organised training programmes at the Station in Addis Abeba, at the local Production Studios, and we screened and sent some technicians and programmers for training abroad, e.g. to the BBC in London; to Radio Nederland in Hilversum, the Netherlands; to Geneva, Switzerland; and to Deutsche Welle (= *Voice of Germany*) in Köln, Germany. I visited these European Broadcasting Corporations in February 1974 to inform myself on the kind of training they provided and secure places for our staff.

Unfortunately, our work with the Station in Addis Abeba as the base was interrupted due to political developments in Ethiopia. The Emperor was deposed and replaced by a military socialist junta, which nationalized the Radio Station in 1977.

However, the Lutheran World Federation committed itself to continue to assist the Communication Centres in the areas to find alternative broadcasting-outlets and/or use alternative communication media. After the

nationalisation of the Station, it became even more urgent to assist the Area Centres with the Extension Services that the Federation was providing.

I returned to Sweden in 1975 but was engaged as a part-time consultant to continue with some of the training programmes.

Training

The Training that we provided was characterized by flexibility and included:

- On-the-job training
- Residential In-service Training
- Academic/Professional (screening for)
- Scholarship Funds

I would like to describe the nature of the training programme by a concrete example.

Training in Communication Theory and Practice, Lutheran Centre for Communication, Antsirabe, Madagascar, October 13 – November 2, 1986.

Antsirabe is the third largest city in Madagascar situated south of the capital Antananarivo, in the Central Highlands of the Island. It has a temperate, pleasant, climate.

I had earlier visited the Centre and conducted training needs assessment and proposed a new organisational structure to cope with the new challenges.

Following the approval by the Management and Governing Body of the Centre, of the proposals that I had submitted, and as a first step towards implementation, I was now commissioned to organise a Staff Training Programme.

I was joined by a Swedish colleague of Chilean origin. He was a highly qualified sociologist, artist and author - skilled in music, graphic arts, creative writing and more.

We conducted on-the-job training for 17 members of staff at the Centre.

My colleague was able to communicate in French and I used English. The staff understood both languages and whenever they used their own vernacular, Malagasy, it was interpreted for us. The production of the actual programmes as a part of the training was, of course, in Malagasy.

An outline with the objectives, contents and methods of the training programme for three weeks, was sent to them beforehand for their consideration.

We were to discuss this outline and prepare the detailed programme together on our arrival.

Objectives:

The overall objectives of the staff training programme was to begin a process of equipping the staff of the Lutheran Centre for Communication for wider communication tasks, by providing them with knowledge and skills in the use of alternative communication strategies and media.

The specific objectives of the training programme were:

- To identify communication needs/problems/tasks of people and society in which the Communication Centre could be meaningfully involved.
- To determine communication priorities (what kind of messages are to be communicated, to whom and why?).
- To study the communication infrastructure both as regards modern media and traditional forms of communication.
- To determine the effectiveness of different media for different communication objectives.
- To study the principles of using different communication media.
- To develop practical skills in the use of selected media.
- To develop sample programmes for selected areas of communication using different media.
- To evaluate the sample programmes produced from the point of view of communication effectiveness and relevance.

Content and Method.

The “what” and the “how” of any training programme are closely related. As we indicated the main contents of the programme, therefore, we outlined the process we followed and the methods to be used. It is important to remember here that this was a general outline. The detailed, day to day programme could only be finalised together with the participants after the introductory analyses.

1. Identification of needs/problem areas

After introducing ourselves and the programme outline, we started to discuss and identify together some of the communication needs of the people and the society in order to get some indications as to **what** specifically the

Communication Centre wanted to say in the context of Madagascar and **why**. The purpose here was to emphasize the importance of starting communication work with the problems, needs, projects, i.e., what needs to be communicated, rather than the media to be utilized. We spent the first day to discuss, in large and small groups, what the communication tasks could be. The trainers provided instruments or criteria for determining priorities for different communication objectives.

Already at this stage, we were able to identify some important areas on which the staff wanted to develop programmes. We started the task of planning for the production of programmes parallel to the learning process.

2. Assessment of the use and availability of different communication media

Through the same process as the identification of needs/problems above, we spent a day to assess the communication media that were available and the extent to which they were used. Some of the questions we discussed were: What are the traditional forms of communication in Madagascar which have been and are used by the people to convey important messages or educate? Examples here were: Songs, drama, poetry, storytelling etc. Which other media are available? *Some of these were: Radio, cassettes, films, musical instruments, posters, newspapers etc.* We discussed how to evaluate the effectiveness of different media from the point of view of what is to be communicated and the access to the different media that ordinary people might have. Here, the staff presented samples of programmes that they had produced in the past, using some of the mentioned media. We used these as examples for learning purposes.

3. Choice of medium for communication programming

How do we decide which medium to use and when? The strengths and weaknesses of different media could be discussed on the basis of real communication tasks, for example, for production projects already identified by the participants, in stage 1 above. At this stage, however, we had a systematic presentation and discussion of different media. The opportunities

to practice the use of various media would follow.

4. Production of programmes

As we were conducting a staff training programme, which was basically on-the-job training, we wanted to include the production of concrete programmes in the learning process. These practical production activities would then go on during the training period and would be the basis on which we had theoretical reflections and assessed the strengths and weaknesses of different media for different communication purposes. For most of the time, therefore, we worked in small project-groups for creative production work.

At an early stage, after the discussion concerning the determination of needs/problems, the participants chose three target groups to produce programmes with/for. Not far from the Centre there were:

- a) A School for the Blind
- b) An ordinary Secondary School
- c) A Hospital, including a Dental Clinic

The 17 participants/members of staff decided to work in three groups, each taking one of the mentioned target groups/institutions. Already in the first week, they visited the institutions and agreed to produce programmes with them. Each afternoon throughout the duration of the training programme was allocated for work with the institutions - interviews, discussions and recordings.

The materials produced at the end of the three weeks included: Documentary reportage on the work of the institutions, and various programmes, using different media, in the areas of education and health.

The group working with the *School for the Blind* produced three radio programmes: Two called "Tour around the Island of Madagascar" and

one on "The life of the Pigeons". After discussions with the blind children the group realized that radio programmes are of special relevance for people who cannot see. On the proposals of the children, they decided to "take" the children on a tour and "show" them the different places on their Island. By means of different sound-effects in the Studio, they "travelled" using different means of transport (buses, trains, boats and airplanes). It is beyond the scope of this article to describe the techniques of production in any detail. After listening to the recorded programme, one (blind) child said: "I feel that I have been to the Cinema".

The *Secondary School* group produced a book with poems, pictures, stories (descriptive essays) on different educational themes. They also produced a song and recorded it on a cassette.

The *Hospital* group produced educational materials on preventive health - drama on vaccine, drawings, picture-series, posters, poetry and songs (cassette). The materials were produced jointly by the Communication Centre and the Hospital for mass-distribution.

5. Evaluation of programme production

The final stage of the training process was a systematic evaluation of the programmes or materials produced during the practical production activities.

The trainers were highly impressed with the resourcefulness and creativity of the staff. The feedback from the institutions which participated in production was also very positive and gave prospects for further cooperation.

The last day was used for summary and evaluation of what we had learnt during the entire training programme. On-the-job training, such as this one, provides an excellent opportunity to develop professional skills and enhances motivation.

SOCIAL EXCLUSION AND MANIFESTATIONS OF INEQUALITY: A REFLECTION ON THEORIES AND A CASE

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Abstract

Social Exclusion exists in various forms in all countries of the world in different forms, irrespective of the economy. The processes of social exclusion are very complex. Various measures to combat social exclusion also sometimes lead to perpetuation of social exclusion by capitalizing on social capital and existing potential of a group of people through communities of practices and other empowerment processes. This paper attempts to explain the concept of social exclusion from three different approaches of social exclusion- Normative, Capability and Relational. Social exclusion in India cannot be explained without understanding the layered stratification system called caste. The results of a research conducted in Tamilnadu exploring the problems of access to Higher education are discussed in this connection and implications are spelt.

Introduction

Social exclusion exists in all societies irrespective of its economy. People generally misunderstand rising inequality in society with a failure to make economic progress. In slowly growing and stagnant economies, a widening gap between rich and poor does indeed entail an increase in social exclusion. But even in fast-growing economies, social exclusion is possible and quite normal. This is to say that rate of economic growth is not the only factor deciding nature and degree of social exclusion. Given that, social exclusion is usually defined by a combination of factors. It is possible to be a part of a single demographic group only, and to be socially excluded. Nevertheless, a theme common to most, if not all, definitions of social exclusion is that social exclusion is multidimensional. A recent report of social exclusion unit defines social exclusion as “Social exclusion is about more than income poverty. It is a short-hand term for what can happen when people or areas face a combination of linked problems, such as unemployment, discrimination, poor skills, low incomes, poor housing, high crime and family breakdown. These problems are linked and mutually reinforcing” (SEU, 2004).

Theories Of Social Exclusion And Inequality.

Social Exclusion has only recently gained currency in social theory. Until the 1980s the word existed on the margins of the discipline of Sociology (Klanfer 1969) and the concept was mostly expressed through ‘Marginalisation’. Exclusion was understood as akin to culture of poverty and underclass. In 1994 an article published by Niklas Luhmann on social exclusion brought the concept into systems theory (Harrington A, 2005). There are many approaches to understand Social Exclusion. This paper discusses about the notion of Social Exclusion from three different approaches from social science literature. **Normative theory-** where social exclusion is by choice, **capability approach-** which is not a theory of justice or equality, but a theory of a society which has high levels of well-being and quality of life- and **relational theory-** where exclusion is relative are discussed. To start to tackle the problem of social exclusion effectively, it is important to understand why it had become so pronounced in all countries of the world, rich or poor. The causes are different in each country. For example in most western countries, reasons such as the move to high-skill, high-tech industries; and increasing rates of family breakdown may all be the reasons. But in

India Social exclusion cannot be explained without its still rigid stratification system of caste. In this paper an attempt is made to understand social exclusion in India in terms of access to higher education, and the process is explained using the theories.

The Normative Theory of Social Exclusion: The Question of Choice.

Social Exclusion is not always imposed or intentionally done to people. Some forms or types of social exclusion happen voluntarily, that means those individuals who voluntarily choose to become excluded from the mainstream of society. Normative theory argues that these groups of people should not be forced to be socially included. Brian Barry (2002) addresses the question of what is normatively bad about social exclusion. Barry distinguishes between the “fact of exclusion” and “cause for concern” with social exclusion. That is, there is a fact here that some person is socially excluded, but because they have chosen to do so, this fact gives no cause for concern. However, Barry points out that it may be the case that, were those individuals suddenly disposed to want to enter “society” and they lacked the opportunity to do so. This then would be bad, even though chosen, because justice requires that there be the opportunity to engage socially. This is a version of the claim sometimes made that a choice set is not valuable only inasmuch as it contains a choice worthy option: the value of options which are not chosen is itself a valuable element of choice, as it makes a life richer in terms of valuing what is chosen. Obviously this is also what makes having a society with a vast array of opportunity desirable. So social exclusion, even if voluntary, should be reduced in the sense that there should be opportunities for inclusion, even when that option will not be chosen.

First, and most obviously, social exclusion can be a symptom of or cause of, social injustice. Social exclusion can lead to, first, exclusion from “unequal educational and educational opportunities” (Barry, 2000). But here it is to be noticed that in certain cases even when social exclusion is chosen, it may lead to further lack of access to participation of people to the nations most important developmental activities. Here there is a cause of concern because social justice is denied to this excluded people though they have

chosen their exclusion for the reasons best known to them.

Barry argues, first, that it can be intrinsically bad that social solidarity is lacking. Barry (2002) claims that the individuals in groups who are either voluntarily or involuntarily excluded, it “is not good for the characters of those in either group. There is a second, instrumental reason, why the absence of social solidarity is normatively bad. This is because in the absence of social solidarity, the interests of the excluded are likely to be opposed to the interests of the included, and the included are more likely to be in a majority. Hence, the absence of social solidarity, in the form of a lack of concern for the excluded by the included, leads to a normatively undesirable form of politics. Now normative theory does not seem to be a good explanation in all contexts. Here it becomes important to discuss another approach, Capability approach.

Capability Approach.

The Social Exclusion Unit defines, “Social exclusion is about more than income poverty. It is a short-hand term for what can happen when people or areas face a combination of linked problems, such as unemployment, discrimination, poor skills, low incomes, poor housing, high crime and family breakdown. These problems are linked and mutually reinforcing” (SEU, 2004). So according to this theory one should be careful about which individuals are actually socially excluded. It is perhaps important to begin by looking at the activities which are considered important for a society, and then finding which types of individuals are excluded from partaking in those activities (Shepley O, 2008).

If we assume that there is a set of core activities which constitute participation in society, then an individual is socially excluded in case two conditions are met:

1. The individual is not participating for reasons beyond his/her control, and
2. He or she would like to participate” (Burchardt et al., 2002)

According to Burchardt the areas of activity which constitute social exclusion include:

1. Consumption: the capacity to purchase goods and services

2. Production: participation in economically or socially valuable activities
3. Political engagement: involvement in local or national decision making
4. Social interaction: Integration with family, friends, and community.

Wolff and de Shalit(2007) listed 14 capabilities of people as conditions to be included. This list has been described by Shepley Orr (2008).

1. Life: having a life of reasonable length.
2. Bodily health: having good health, with adequate nutrition and shelter.
3. Bodily integrity: being able to move freely, and not to be assaulted or harmed.
4. Sense, imagination and thought: being able to use the senses, to imagine, think and reason
5. Emotions: Being able to have attachments to things and people outside ourselves.
6. Practical reason: Being able to form a conception of the good and to engage in critical reflection about the planning of one's life.
7. Affiliation: Being able to live with and towards others.
8. Other species: Being able to live with concern for and in relation to animals, plants, and the world of nature.
9. Play: Being able to laugh, to play, to enjoy recreational activities.
10. Control over one's environment: Being able to participate effectively in political choices that govern one's life.
11. Being able to express one's relations to others: Not being prevented by social or legal means from expressing one's affiliation with others.
12. Obedience to the law: Being sufficiently endowed with respect to basic capabilities such that one does not need to break the law in order to provide for the basic needs for oneself and one's family.
13. Understanding the law: Having an understanding of the rules which govern society, what justifies these rules and why they exist.
14. Recognition: Having one's values and identity be seen as legitimate and worthy of respect by others.

It is assumed that Possession of these listed capabilities enables an individual to be socially included.

Relational Theory.

Relational theory purports that social exclusion can at least be reduced in a society only by creating a society in which there is equal respect, regardless of whether there is any actual material equality of condition. To create such a society, it is required that there be provision of sufficient capabilities that no one is forced to feel ashamed of their condition. Social inclusion, therefore, is about providing sufficient levels of capabilities. What is important about this approach is that it does allow flexibility for policy makers to implement their own priorities in which levels of functioning are the most important for their own concerns. Nevertheless, the theory of relational equality does insist upon a "sufficient" level of functioning, as this is what is minimally required to ensure respect among citizens. To be included, on this view, is to be able to engage in those socially valuable activities which encourage respect between citizens. So the focus of countries to reduce social exclusion according to relational theory should be to focus on the shortcomings and barriers that prevent members of disadvantaged groups improving their life circumstances. Their failure to match the social capital advantages of other sectors of society perpetuates social inequalities through generations.

How is Social Exclusion perpetuated?

As a fact of life, the same group of people who participate in some social relations may, at the same time, be excluded from others. Hence, to say that a person is excluded from something is a purely descriptive statement, with no analytical value (Figueroa A, 1999). In analytical terms, the question is whether there is some exclusion that has important effects upon social inequality. It is interesting and at the same time surprising to note that it is the same process which at the same time perpetuates social exclusion and aims at social inclusion. It is the utilisation of social capital and the community capacity building of advantaged sectors of the community that, on the platform of accumulated privileges, permit them to maintain and

expand their social capital and move even further ahead of the disadvantaged communities.

Community capacity building, empowerment, collective action, and cooperation are aspects which are conscious efforts used by individuals and the state to include people to the major activities of life and nation building. At the same time this same process becomes the terrain for social exclusion while capitalising on the social capital people possess. The 'communities of practice' of the major professions such as medicine and law are seen as repositories of social capital (Bourdieu 1996). They sustain that social capital through the sharing of theoretical and technical knowledge and collective action to maintain their public prestige, status and market value.

Another explanation of inequality and Social exclusion is through power relations. An active process of discrimination, stereotyping and intolerance is put in place in all societies. At this process level, social exclusion is easily visualised as social closure (Parkins F, 1979). 'Power structures' perpetuate inequality and work to continually undermine the empowerment attempts of disadvantaged groups. Parkin derives this theory from Weber's discussions of social closure, particularly those in the famous essay on *Class, Status and Power* (Weber 1946). Neo-Weberian theory involves taking the central concept of social closure and developing its principles beyond the point that Weber had done and, indeed, in ways that are incompatible with Weber's separate discussion of power (Shepley Orr, 2008).

Social closure is defined as:

"the process by which social collectivises seek to maximize rewards by restricting access to resources and opportunities to a limited circle of eligibles" (Parkin 1979).

In This context, social exclusion is explained with a study made on the problems of SC/ST students in accessing higher education in Tamil nadu. In India, social exclusion exists in various forms, caste discrimination being major among them. Major consequences of social exclusion and some possible remedies too are discussed.

Social Exclusion In India.

The processes of social exclusion in India are not very different from other countries. As Parkin suggested, when social closure and status-group formation is highly marked, it may strengthen the system of stratification, like Indian caste system. In India one of the main forms of social exclusion is through manifestations of caste systems which take various expressions. Intentional self exclusion as explained by normative theory is very common in India by the formation of strong and nonporous caste groups, normally at the pretext of welfare measures, which ultimately lead into lack of social solidarity and reduces the chances of this groups' accumulation of social and cultural capital. Capability approach also may fail in this case because the power structure makes intentional efforts to discriminate and not facilitate capabilities for many reasons.

A Case Study of Problems of Access to Higher Education Among SC/ST Students.

A study was conducted among the Scheduled Caste and Scheduled Tribe (SC/ST) students of Tamilnadu to understand difficulties of access to higher Education through the following parameters.

- Family support and attitude
- Personal attitude
- Community support and attitude
- Communication and other facilities
- Peer group attitude
- Institutional support and Teachers attitude

All the respondents had very low level of family support for their educational expenditures, irrespective of the categories, gender and type of course. At the same time almost all respondents had good encouragement from their family to pursue higher education courses. This is a very welcoming sign with respect to education of SC/STs. Though not able to give financial support parents are willing to let their children pursue higher education.

All respondents are having poor access to assistance from organizations in their locality. A very

low percentage of the respondents gets encouragement from their community to pursue higher education. Half of the female respondents as well as male respondents reported to have received encouragement, from their community to pursue higher educational courses. Nearly 26% percentage of the respondents is members of association of SC/ST. Most of the respondents do not agree that these associations are helping them to pursue higher educational studies.

Most of the students have not attended any special coaching classes to join higher educational courses. There is no important difference between gender categories. Most of the respondents are not able to communicate effectively in English. 15.4% percentage of Female respondents and 19.6% percentage male respondents could only communicate effectively in English. 86.5% percentage of female respondents and 80.4% percentage of male respondents had good relationship with their classmates.

Most of the respondents are having problems in communicating with their friends in class room. They felt that they are not good in anything, that they are destined to be silent and take only what is provided to them. They also thought that their fate is ordained by god. Only a low percentage of the respondents are discriminated by their classmates. This gives a clear indication that even when they are not discriminated by others they make themselves believe that they do not deserve the rights others enjoy and feel it as legitimate.

Almost all the respondents' (80%) reported that teachers are not informing about various examinations held in India for higher educational course. There is no important difference between the categories of the respondents. About 83% of the respondents are not getting any help from their teachers to get the financial support from the government. About (83%) of the respondents are aware of the reservation policies for SC/ST community in India. About 50% of the respondents' teachers are responding well in classroom. About 50% of all categories of the respondents are feeling that they are ignored by their society and the government. Most of the respondents reported that

educational institutions are accessible to them physically.

Reflections.

The major part of this study is made among the students who could find access to higher education. Though it reveals the problems they faced in entering, which would have been tough as revealed by the data, it is not very exhaustive. Data from the drop outs is more revealing. Most of the dropped out students had lacked any kind of financial background, encouragement and a supportive environment to continue education. They have faced acute discrimination from the school neighbourhood and from the society at large. It is to be said here that the higher education entered group did not face problems to this extent. Core governing principle of the caste system is not inequality alone, but '*graded inequality*', which implies hierarchically unequal entitlement of rights to various castes (Thorat, 2008). This statement may be extended to explain different degrees of discrimination faced by people inside same caste. This grading of inequality is done based on the social status, financial status and power structure. Families of SC/ST who had better status in society faced less discrimination. As regards the academic life of the students, the study noted that SC/ST students enrolled in the higher education institutes have academically oriented values and interests which found expression in their reading habits. It is also interesting to note that SC/ST students were not members of any dalit organization which are active in Tamilnadu. This may be since they do not want to be identified as Scheduled castes. Though they lacked family financial support, as regards the encouragement or otherwise given by the family in the academic pursuit, the study found that an overwhelming majority of the respondents reported of getting lot of encouragement from the family.

The choices of the respondents' selection of courses had been affected by gender and fathers education. Boys and girls had their own preferences of selecting courses. Though difficulties existed at many points, results of this study clearly indicate that various policies of positive discrimination to help this deprived group are working. But when

the larger community is concerned what is needed is structural changes in the society. Further, in the multi-cultural and multi-ethnic Indian society, the parameters of gender, caste, class and region are all crucial in determining access to higher education (Chanana, 1993).

It can be observed here that at many contexts normative theory is at work when it comes to social exclusion. In terms of capability approach, it can be observed that capabilities of these sections of disadvantaged are facilitated by the government of Tamilnadu to a good extent. But it is not to say that all that is done is sufficient. It may also be observed that most of those who entered in higher education are from comparatively better financial, social and cultural background among SC/STs. Discrimination based on caste could be reduced drawing upon relational theory.

Recommendations.

Keeping in view of the discussion above, a few recommendations can be made here. The causes of a dissimilar distribution of individuals between social groups may be genetic, cultural, historical, or some combination thereof. The differences in cultural attributes include the value families and neighbourhoods present on education, attitudes and work habits (Darity and Shulman, 1989). The two set policies of India government, namely of 'economic empowerment and equal opportunity policies' tight in place, what is needed is *direct interventions*. Structural changes are also possible through direct and micro level approaches, especially through classroom practices. Discrimination of all kinds breeds in classrooms and students take these to the bigger world. Deliberate efforts must be taken to include non discriminatory classroom practices at all levels of education. Bourdieu(1971) argues that the major role of educational system is, 'Cultural Reproduction'. The dominant culture or cultural capital via the educational system, translates into wealth and power. This culture also legitimizes inequality, in due course the deprived start feeling that their condition is normal. Though this situation can be improved through economic empowerment of SCs and STs, a major mind set shift is what is needed urgently. Participation of this group in all major

social, economic and political policy making and their monitoring and execution is very crucial for their development.

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A STUDY OF GIRLS' EDUCATION IN RELATION TO AWARENESS AND PERCEPTION OF PARENTS AND TEACHERS

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Abstract

Equality cannot be attained unless the girl child's extensive right to education is not ensured as girls are the mothers of tomorrow's generation and hence they need to be educated in order to make good mothers and thus create a very good and productive future generation. Parents and teachers play equally important role in the process of formal education of girls and their awareness and perception are primary factors directly linked with their performance of duties. Therefore the purpose of the study was to assess and compare the level of awareness and perception of parents and teachers towards girls' education and also to find out the concerned critical zones and issues. Survey method was used to carry out the research study by taking a sample of 120 units drawn from government schools and madarasas (registered under Madarsa Board of Madhya Pradesh) of Bhopal old city region. The study revealed that teachers were significantly better aware than parents and they had significantly more positive perception towards girls' education. Factor-wise analysis revealed that there were more parents in critical-zone (Undecided) than teachers, which in turn demands a plan and work for such factors to improve their perception towards girls' education and to make the teaching learning process more attractive ensuring the greater participation of girls in formal schooling at elementary level.

Introduction

The constitution of India confers on women, equal rights and opportunities in all fields. Although legally and theoretically women are now considered as equal to men, there are people including parents, who refuse to give them their due. They think that women are inferior to men and ill treat them and misbehave with them. This kind of conservative approaches need to be checked and analysed in an advanced society. Female education is important and all the impediments must be removed from the way of their education. Continuous efforts are being made by the Government of India to ensure the equal participation of women, which is very clearly mentioned in the National Policy on Education 1986 as "*Education will be used as an agent of basic change in the status of women*".

Census data 2011 shows that there is a large gap between the literacy rate of male and female at every level. At national level it is 16.6% points, in Madhya Pradesh it is 19.5% points whereas in Bhopal it is 10.8% points which indicates that girls are not getting full benefit of the efforts made by

the Government. There may be some specific reasons other than previously perceived ones. Perception of parents and teachers towards girls' education may be one of them.

Rationale

Women's social conditions started deteriorating with the passage of time. In some areas female infanticide is prevalent even today. A new culture of elimination of female fetus has gradually become rampant. Discrimination between the education of girl and boy is common in weaker sections, minorities and even in rural areas. Poverty and illiteracy among the people is also a reason for not sending the girls to schools and colleges.

Education is widely recognized as a fundamental human right of every individual. Because of different reasons justice is found to be denied to many. Minority girls face the greatest challenges in this connection. Most of the reasons are related to ethnic identity, traditional life style and issues of endemic poverty. Without strides in girls' education, minority groups are likely to face further economic and social marginalization.

In a formal school system both parents and teachers play equally important role for promoting gender equality. The efficiency of educational programmes greatly depends on the quality of the teachers. Apart from scholarly teaching, teachers need to treat girls with extreme care, affection and consideration.

Perception involves an awareness of objects and events that are present in the immediate environment which is determined by what one can sense, feel and perceive. But it also depends upon past experience (learning), interest or motivation and selective attention. Therefore there is a need to know how far teachers sensitise the education of girls and how do they perceive it.

Objectives of the study

Major objectives of the study were:

- I. To assess and compare the awareness of teachers and parents about girls' education.
- II. To assess and compare the perception of teachers and parents towards girls' education.
- III. To compare the different ratings on economic, cultural, social, religious, awareness, family, security, marriage and school factors of perception towards girls' education respectively, by teachers and parents.

Hypotheses

Keeping in view the above objectives, following hypotheses were formulated for testing:

- I. There is no significant difference between teachers and parents with respect to awareness about girls' education.
- II. There is no significant difference between teachers and parents with respect to perception towards girls' education.

Sample

Random sampling technique was used for the selection of sample. Ten Government primary & middle schools and 10 registered Madaras were selected from Bhopal old city. The sample consisted 30 Govt. school teachers, 30 Madarsa teachers, 30 parents of Govt. school students and, 30 parents of Madarsa students.

Tools:

Investigator used the following tools for the study.

1. Tool for the assessment of the awareness on girls' education
2. Tool for the assessment of perception towards girls' education

Tool to Assess Awareness About Girls' Education

This tool is based on 9 factors related to awareness about girls' education. It consists three items for each factor (economic, cultural, social, religious, awareness, family, security, marriage and school factors respectively). The whole test carries maximum 27 marks, one mark for each correct answer. There was no minus marking. The test-retest reliability coefficient was found to be .956 (one week gap). The content validity coefficient was found to be .919. No time limit was imposed.

Tool to Assess Perception Towards Girls' Education

This five point scale tool is based on 9 factors related to perception towards girls' education. It consists three items for each factor (economic, cultural, social, religious, awareness, family, security, marriage and school factors respectively). The whole test carries maximum 135 marks, 5 marks for strongly agree, 4 marks for agree, 3 marks for undecided, 2 marks for disagree and 1 mark for strongly disagree. There was no minus marking. The test-retest reliability coefficient was found to be .941 (one week gap). The content validity coefficient was found to be .926. No time limit was imposed.

Statistical Techniques

Following statistical techniques were used during the development of tools and for the analysis of data:

- Percentage was used for the factor-wise analysis of five point rating scale responses.
- The t-test was used to test the significance of difference between various groups.

Results and Discussion

On the basis of analysis of data the results of the present study is discussed below:

Hypothesis I

There is no significant difference between teachers and parents with respect to awareness about girls' education.

Table 1 : Groups, Number of group Members, Means, Standard Deviations Standard Error, Calculated Value of 't', Degrees of Freedom Table Values of 't' and Inference for Hypothesis I

Group	N	Mean	SD	SE	't' Cal.	DF	't' Table		Inference
							Level	Value	
TTs	60	8.367	3.368	0.707	4.675	118	0.01	2.616	Significant at 0.01 level
TPs	60	11.967	4.319				0.05	1.98	

Interpretation

From Table 1, it is clear that calculated value of 't' of difference of awareness about girls' education between the two groups is 4.675 and table value of 't' for 118 degrees of freedom at 0.01 level of significance is 2.616

Since calculated value of 't' is greater than the table 't' value, difference of awareness about

girls' education is significant at 0.01 level. Thus the null hypothesis stated above is rejected.

The difference of awareness about girls' education is significant and mean of teachers is greater than the mean of parents. Since the high score denotes low level of awareness, it is concluded that the teachers were significantly better than that of parents with respect to awareness about girls' education.

Hypothesis II

There is no significant difference between teachers and parents with respect to perception towards girls' education.

Table 2 : Groups, Number of group Members, Means, Standard Deviations Standard Error, Calculated Value of 't', Degrees of Freedom Table Values of 't' and Inference for Hypothesis II

Group	N	Mean	SD	SE	't' Cal.	DF	't' Table		Inference
							Level	Value	
TTs	60	123.70	10.92	1.936	15.74	118	0.01	2.616	Significant at 0.01 level
TPs	60	154.17	10.27				0.05	1.98	

Interpretation

From Table 2, it is clear that calculated value of 't' of difference of perception towards girls' education between the two groups is 15.737 and table value of 't' for 118 degrees of freedom at 0.01 level of significance is 2.616

Since calculated value of 't' is greater than the table 't' value, the difference of perception towards girls' education is significant at 0.01 level. Thus the null hypothesis stated above is rejected.

The difference of awareness towards girls' education is significant and mean of teachers is

greater than the mean of parents. As a high score denotes negative direction, it is concluded that the teachers had significantly more positive perception towards girls' education than that of parents.

Teacher Vs Parent Ratings

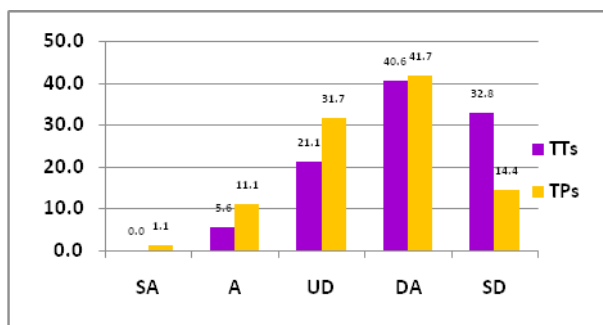
Findings on the basis of the different ratings on economic, cultural, social, religious, awareness, family, security, marriage and school factors of perception towards girls' education respectively, by Total Teachers (TTs) and Total Parents (TPs) is discussed below:

Economic Factor

Table 3: Ratings (in %) on Economic Factor by TTs and TPs

Economic Factor					
	SA	A	UD	D	SD
TTs	0.0	5.6	21.1	40.6	32.8
TPs	1.1	11.1	31.7	41.7	14.4

Figure 1: Ratings (in %) on Economic Factor by TTs and TPs



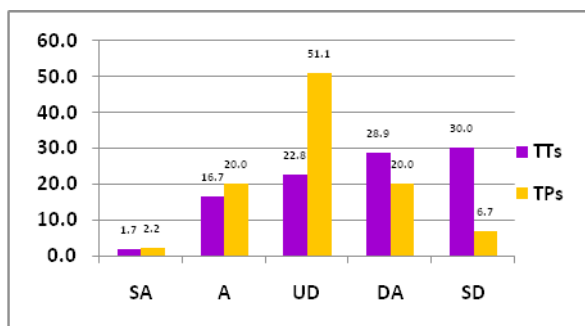
From Table 3 and Figure 1 it is clear that 40.6% TTs & 41.7% TPs do not agree and 5.6% TTs & 11.1% TPs agree with the situations given in the test items. It means only 5.6% TTs & 11.1% TPs considered economic factor as an issue for girls' education, while 21.1% TTs and 31.7 % TPs were in critical-zone (Undecided).

Cultural Factor

Table 4: Ratings (in %) on Cultural Factor by TTs and TPs

Cultural Factor					
	SA	A	UD	D	SD
TTs	1.7	16.7	22.8	28.9	30.0
TPs	2.2	20.0	51.1	20.0	6.7

Figure 2: Ratings (in %) on Cultural Factor by TTs and TPs



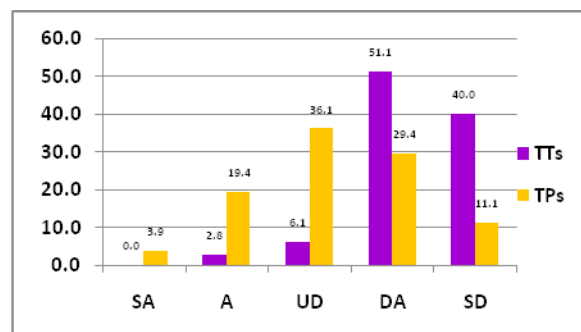
From Table 4 and Figure 2 it is clear that 28.9% TTs & 20.0% TPs do not agree and 16.7% TTs & 20.0% TPs agree with the situations given in the test items. It means 16.4% TTs & 20.0% TPs considered cultural factor as an issue for girls' education, while 22.8% TTs and 51.1 % TPs were in critical-zone (Undecided).

Social Factor

Table 5: Ratings (in %) on Social Factor by TTs and TPs

Social Factor					
	SA	A	UD	D	SD
TTs	0.0	2.8	6.1	51.1	40.0
TPs	3.9	19.4	36.1	29.4	11.1

Figure 3: Ratings (in %) on Social Factor by TTs and TPs



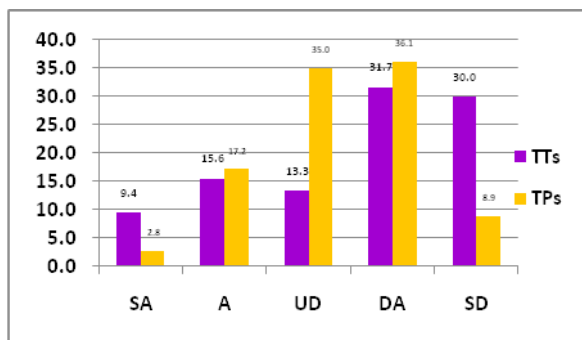
From Table 5 and Figure 3 it is clear that 51.1% TTs & 29.4% TPs do not agree and 2.8% TTs & 19.4% TPs agree with the situations given in the test items, it means only 2.8% TTs & 19.4% TPs considered social factor as an issue for girls' education, while 6.1% TTs and 36.1 % TPs were in critical-zone (Undecided).

Religious Factor

Table 6: Ratings (in %) on Religious Factor by TTs and TPs

Religious Factor					
	SA	A	UD	D	SD
TTs	9.4	15.6	13.3	31.7	30.0
TPs	2.8	17.2	35.0	36.1	8.9

Figure 4: Ratings (in %) on Religious Factor by TTs and TPs



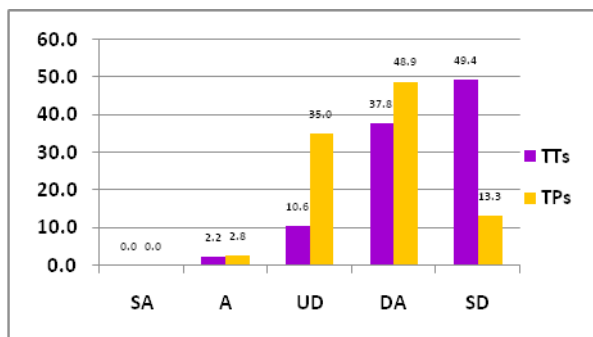
From Table 6 and Figure 4 it is clear that 31.7% TTs & 36.1% TPs do not agree and 15.6% TTs & 17.2% TPs agree with the situations given in the test items, it means 15.6% TTs & 17.2% TPs considered religious factor as an issue for girls' education, while 13.3% TTs and 35.0 % TPs were in critical-zone (Undecided).

Awareness Factor

Table 7: Ratings (in %) on Awareness Factor by TTs and TPs

Awareness Factor					
	SA	A	UD	D	SD
TTs	0.0	2.2	10.6	37.8	49.4
TPs	0.0	2.8	35.0	48.9	13.3

Figure 5: Ratings (in %) on Awareness Factor by TTs and TPs



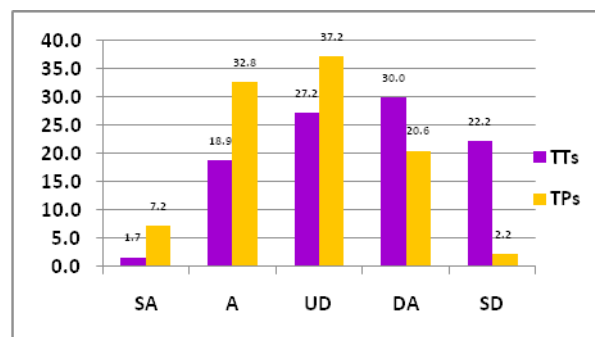
From Table 7 and Figure 5 it is clear that 37.8% TTs & 48.9% TPs do not agree and 2.2% TTs & 2.8% TPs agree with the situations given in the test items, it means only 2.2% TTs & 2.8% TPs considered awareness factor as an issue for girls' education, while 10.6% TTs and 35.0 % TPs were in critical-zone (Undecided).

Family Factor

Table 8: Ratings (in %) on Family Factor by TTs and TPs

Family Factor					
	SA	A	UD	D	SD
TTs	1.7	18.9	27.2	30.0	22.2
TPs	7.2	32.8	37.2	20.6	2.2

Figure 6: Ratings (in %) on Family Factor by TTs and TPs



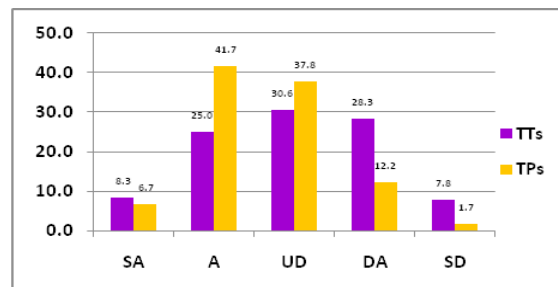
From Table 8 and Figure 6 it is clear that 30.0% TTs & 20.6% TPs do not agree and 18.9% TTs & 32.8% TPs agree with the situations given in the test items, it means 18.9% TTs & 32.8% TPs considered family factor as an important issue for girls' education, while 27.2% TTs and 37.2 % TPs were in critical-zone (Undecided).

Security Factor

Table 9: Ratings (in %) on Security Factor by TTs and TPs

Security Factor					
	SA	A	UD	D	SD
TTs	8.3	25.0	30.6	28.3	7.8
TPs	6.7	41.7	37.8	12.2	1.7

Figure 7: Ratings (in %) on Security Factor by TTs and TPs



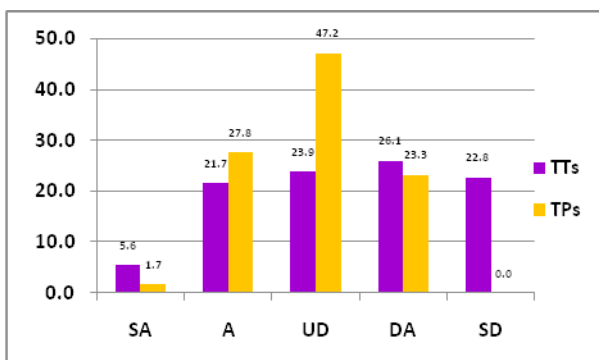
From Table 9 and Figure 7 it is clear that 28.3% TTs & 12.2% TP's do not agree and 25.0% TTs & 41.7% TP's agree with the situations given in the test items. It means 25.0% TTs & 41.7% TP's considered security factor as an important issue for girls' education, while 30.6% TTs and 37.8% TP's were in critical-zone (Undecided).

Marriage Factor

Table 10: Ratings (in %) on Marriage Factor by TTs and TP's

Marriage Factor					
	SA	A	UD	D	SD
TTs	5.6	21.7	23.9	26.1	22.8
TPs	1.7	27.8	47.2	23.3	0.0

Figure 8: Ratings (in %) on Marriage Factor by TTs and TP's



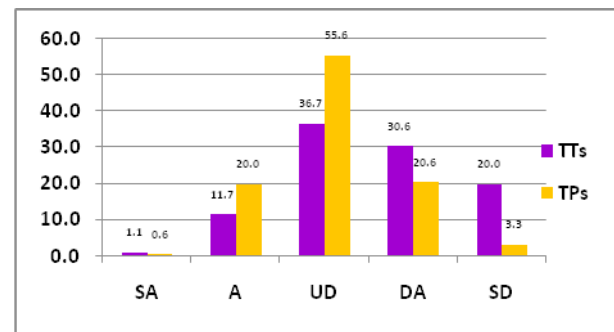
From Table 10 and Figure 8 it is clear that 26.1% TTs & 23.3% TP's do not agree and 21.7% TTs & 27.8% TP's agree with the situations given in the test items. It means 21.7% TTs & 27.8% TP's considered marriage factor as an issue for girls' education, while 23.9% TTs and 47.2% TP's were in critical-zone (Undecided).

School Factor

Table 11: Ratings (in %) on School Factor by TTs and TP's

School Factor					
	SA	A	UD	D	SD
TTs	1.1	11.7	36.7	30.6	20.0
TPs	0.6	20.0	55.6	20.6	3.3

Figure 9: Ratings (in %) on School Factor by TTs and TP's



From Table 11 and Figure 9 it is clear that 30.6% TTs & 20.6% TP's do not agree and 11.7% TTs & 20.0% TP's agree with the situations given in the test items, it means 12.8% TTs & 20.0% TP's considered school factor as an issue for girls' education, while 36.7% TTs and 55.6% TP's were in critical-zone (Undecided).

Findings and Conclusion

- Teachers kept significantly better awareness about girls' education than parents.
- Teachers had significantly more positive perception about girls' education than parents.

Findings with respect to different ratings on the nine factors are also presented below.

- Least important issue: It was awareness factor for both the groups (2.2% TTs and 2.8% TP's)
- Most important issue: It was security factor for both the groups (25.0% TTs and 41.7% TP's)
- Most critical issue: It was school factor for both the groups (36.7% TTs and 55.6% TP's)
- Issues in ascending order of importance for TTs: Awareness (2.2%) < Social (2.8%) < Economic (5.6%) < School (11.7%) < Religious (15.6%) < Cultural (16.7%) < Family (18.9%) < Marriage (21.7%) < Security (25.0%)
- Issue in ascending order of importance for TP's: Awareness (2.8%) < Economic (11.1%) < Religious (17.2%) < Social (19.4%) < School (20.0%) < Cultural (20.0%) < Marriage (27.8%) < Family (32.8%) < Security (41.7%)

- Critical Issues in ascending order of magnitude for TTs: Social(6.1%) <Awareness (10.6%) <Religious (13.3%) <Economic (21.1%) <Cultural (22.8%) <Marriage (23.9%) <Family (27.2%) <Security (30.6%) <School (36.7%)
- Critical Issues in ascending order of magnitude for TPs: Economic (31.7%)< Awareness (35.0%) & Religious (35.0%) <Social (36.1%) <Family(37.2%) <Security (37.8%) Marriage (47.2%) <Cultural (51.1%) <School (55.6%)

Educational Implications

Whether a work is useful or not, it is necessary to judge it from the point of view of its utility in the related field. The findings of the present study have high educational implications for teachers, parents, society, administrators and policy makers. Assessment of level of awareness about and perception towards girls' education may help to address all barriers in educating girls.

Findings of the present study will definitely help to improve the status of girls education as mentioned below.

1. By reviewing the present policies in view of the findings
2. Formulating effective policy guidelines conducive for better education among girls.
3. Launching programmes for effective campaign through various media/method/strategies.
4. Restructuring the school atmosphere to enable the system to address the problems of girls .
5. Formulating policies for ensuring the sustainability of the progress evolved now and then.

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INTEGRATING CLASSROOM DRAMA INTO ENGLISH CLASSROOM

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Abstract

This paper has been evolved through a series of workshops with teachers and their efforts to integrate Classroom drama into teaching English in Primary classes in Kasaragod, Kannur, Malappuram and in Palakkad. Three similar workshops were conducted at Regional Institute of English, South India (RIESI) by the author in 2010-11 for teachers attending 5-day course in teaching English to young learners.

The Notions of ‘Drama’ and ‘Theatre’

What does the word ‘Theatre’ or ‘Drama’ bring into our mind? May be the components of it like, the stage, the script, the actor, lighting, dialogues etc. We associate it with performance, costumes, setting and stages. Or it may bring different schools that exist in theatre, like Theater of the absurd, Readers’ theater etc. Similarly, in school we often associate drama with script, rehearsal, voice production and display of acting talent. This type of drama has certain benefits in that it increases children’s self-confidence, gives them the opportunity to express themselves in public and provides them the opportunity for appearing on stage. However, it represents only a part of the rich learning and developmental experience that drama has to offer.

Problematising ‘Theatre’

The question is how all these notions relate with our profession, i.e., teaching? To what extent these notions have any relevance in students’ learning? If this notion about ‘theatre’ is taken very seriously, then we forget that we are teachers. We are not trained theatre professionals. We do not want the classrooms to become drama schools and we are not entitled with the duty of transforming our students to be theatre professionals. If we take these arguments into account, then we have to start re-thinking on our notions about the role and scope of theatre in school curriculum.

Play and Learning

In the context of School curriculum and learning, all of the activities we use have a definite purpose of promoting learning and development of students. The student learns, develop concepts and construct knowledge about the reality through experiencing the world outside. To children, key for experiencing the world is play and hence there is a need for exploring newer and newer ways of play and learn. Viola Spolin, the great American teacher who explored the potentials of using theatre elements in classroom spoke: “We learn through experience and experiencing, and no one teaches anyone anything. This is as true for the infant moving from kicking to crawling to walking as it is for the scientist with his equations. If the environment permits it, anyone can learn whatever he chooses to learn; and if the individual permits it, the environment will teach him everything it has to teach. ‘Talent’ or ‘lack of talent’ have little to do with it.” (Spolin, 1963)

There are strong elements of make-believe in all children’s play. This make-believe helps the child to test out his/her hypotheses about what the world is like and how it might feel to have certain experiences. It is fueled by inquisitiveness and a desire to think about possibilities and concepts through the medium of action. The process by which this is done is the same process as that by which Drama is

made for all levels and ages. The primary task of the teacher, therefore, is to preserve and encourage this desire to make-believe while at the same time extending it to other areas of life and knowledge. In this way Drama can assist in the fulfillment of the child's current cognitive and affective needs and in providing for his/her future personal, social, emotional and intellectual development. The process is of exploring life through the creation of plot, theme, fiction and make-believe.

Classroom drama or Process drama.

The field that this process can explore is as wide as life itself, and the areas of the exploration can be derived from the content of curriculum or from any other aspect of life that interests and concerns the students or the teacher. Drama used in this way is called Classroom drama or Process drama. Examining these topics through Process Drama will involve the learners in such activities as,

- engaging with life issues, knowledge and themes through drama
- living through a story, making it up as they go along, solving problems in the real and fictional worlds, co-operating with others, and pooling ideas
- the spontaneous making of drama scenes (sometimes called improvisation)
- entering into other lives and situations
- honing and shaping drama scenes for the purpose of communicating to others

All of this can take place at a level suitable to the age of the student. However complex the material may seem, the student, at any level, will find his/her own understanding and ways of dealing with it.

Language learning and Classroom drama

We think of acquiring rather than creating, and evolving language in our classrooms. We all know the excitement of learning something new, so why it is that language learning seems so devoid of that

spark? Why do teachers and students feel learning as work rather than play, fun and enjoyment?

Every one of us will agree that language is not a mere tool or instrument of communication but is actually the active agent of perception and articulation. The weaving of organic relationship between perception (observation, recognition, comprehension) and articulation happens through none other than language. The application of perception or thought on experiences and reality converts articulation into creative expression. This is the scope of language learning through Classroom drama.

Exploring possibilities of Classroom drama in English classroom

One of the basic premises of our English curriculum is that construction of language happen only in a natural and informal environment where students have the opportunity to make use of and apply their experiences, thoughts and perceptions about reality. Classroom drama is used to explore the possibility of providing:

- more opportunities for students to express their thoughts, view points, experiences, knowledge and language faculties.
- opportunities for using language for creative expression through performances in addition to the written one.
- more flexibility and freedom for teachers to adapt the teaching-learning process and materials to meet students' experiences and interests.
- opportunity to assess the potentials of using Classroom drama as a pedagogic tool in language learning.

In order to assess the potentials of using Classroom drama as a pedagogic tool in the teaching of English a try out project, named 'CRUCIBLE' was conducted in selected primary schools of Kozhikode district under

SSA Kozhikode. The whole process is based on these principles of learning.

- A student learns meaningful content better than other content.
- Learning occurs as a result of a student's interaction with his environment, experiences and application of thought.
- The more sensory organs a student uses while learning, the deeper the learning in terms of concepts/ideas, skills, processes and attitudes.
- A student learns best by experiencing, thinking, doing and constructing creatively.
- Learning becomes easier and more permanent in educational environments where there is more than one stimulus.

Process of 'CRUCIBLE'

The curriculum of the workshop consisted of drama techniques focusing on observation, physicalisation, concentration, visualisations, fine tuning rhythmic and music sense, mirror techniques, story development, visualising the story through events, radio drama, presentation of drama using story narration and drama and scripting the drama presented by each group. The participants used the text book materials prescribed for Upper Primary classes along with other texts developed on their own in their groups.

At critical stages of this process, assessment techniques were integrated so that opportunities for refinement of learning of both the language and the form of art were provided and feedback given. The pedagogic model used in the workshop for exploring the potentials of classroom drama as a pedagogic tool is given below.

- Building observation, concentration and visualization skills
- Selection of unit and familiarizing the unit in terms of curriculum goals and language elements.

- Internalizing the narrative, the theme, plot, characters and events.
- Identifying the thread and visualising it through stills and mime
 - Fixing the space
 - Fixing the events
 - Fixing of characters
 - Fixing the action.
 - Identification of specific slots in the narrative for applying Classroom drama processes.
- Development of slots into performance in groups
- Radio drama
- Dramatisation
- Final Assessment and Feedback
- Scripting the drama
- Editing the script

The trainers who participated in the workshop, conducted three-day non-residential workshops for students, coming from different schools in the BRC area as try out of the findings from their workshop. The teachers who came along with their students to the workshop were then given a three day orientation so as to get a real hands-on experience for integrating classroom drama in their English class.

During the third stage of CRUCIBLE the teachers who attended the workshop started applying Classroom drama in their regular English classes. Their practice showed up the potentials and possibilities of using it for teaching English and also raised certain concerns too.

Teachers' practices of using Classroom drama in English class

The teachers developed various pedagogic models for using Classroom drama in their English classes. The outline of those models are given below.

Pedagogic model-1

- Mood making activities for providing trigger- use of theatre games
- Presentation of narrative part orally by the teacher
- Making prediction about what will happen next arrived at through discussion in groups
- Finalising the setting, events and characters in groups through discussion
- Presenting prediction through Classroom drama
- Reading the text and confirming groups' predictions and assessing the changes in predictions.

Pedagogic model-2

- Mood making activities for providing trigger- use of theatre games
- Presentation of narrative part orally by the teacher
- Making prediction about what will happen next arrived at through discussion in groups
- Reading the text
- Finalising the setting, events and characters in groups through discussion
- Presenting what is read through Classroom drama
- Assessment of presentation made by each group.

Pedagogic model-3

- Mood making activities for providing trigger- use of theatre games
- Presentation of narrative part orally by the teacher
- Making prediction about what will happen next arrived at through discussion in groups
- Finalising the setting, events and characters in groups through discussion
- Presenting prediction through Classroom drama
- Reading the text and confirming groups' predictions and assessing the changes in predictions.

In the next session the remaining narrative part is presented using the same process and the first part of the drama will be integrated with the second part. Finally students read through the entire narrative and present the whole text and edit the drama parts in their groups. This will be followed by Radio drama and its presentation. The final script of the play will be prepared based on the assessment of each presentation.

The potentials of Classroom drama

What are the potentials of Classroom drama as a pedagogic tool? It was identified from teachers' practices that Classroom drama is able to:

- Create interest in learners to participate in the classroom process
- Develop students' oral communication skills creatively
- Develop students' ability to speak in front of an audience comfortably, articulating words and sentences correctly, making eye contact, using appropriate gestures and speaking in an audible, clear, fluent and understandable tone.
- Make Group work purposeful
- Integrate organically assessment into the learning process and provide powerful feedback to students.
- Develop interpretation skills of students from their own perspective, so that it brings in multiple perspectives in the learning process.
- Create a need to learn the language, either through use of creative tension (situations requiring urgent solutions), or by putting more responsibility on the learner, as opposed to the teacher.
- Develop oral confidence of students in using English and provide stimuli for writing
- Develop alternative processes for using the narrative given in the text book.

- Use different theaters like story theatre and readers' theatre in the teaching of English

The challenges and Problems

- Stereotypical use of narrative
- Too much instruction and teacherism (fixing everything to students)
- Insufficient understanding of teachers in using classroom drama as a pedagogic tool
- Confusion of teachers in assuming their role as actor and director in addition to the role of facilitator.

What has been learned?

- Classroom drama can be used for developing students' understanding and expression skills to facilitate students to be active and direct them towards practice.
- Classroom drama set into action as many sense organs as possible. Particularly, if the lessons and topics are converted to an experience, then they are perceived and learned so deeply that they are not erased from the memory, they are profoundly assimilated and thus permanent learning can be achieved. Hence, Classroom drama that perform this task most efficiently can be used a teaching method.

- Classroom drama has a significant function especially in specifically improving acquired/improved speaking skill among the basic language skills. It has immense potential to improve oral skills.
- Classroom drama is an effective tool particularly for developing various components of communicative competence (discourse intonation, pragmatic awareness, nonverbal communication).
- Since speaking is not only about words, structure and pronunciation, but also of feelings, motivations and meanings that are valuable benefits for bringing Classroom drama to the language class.
- Classroom drama techniques and activities develop communication skills-through fluency, pronunciation, co-operative learning, confidence-building and cultural awareness.
- Classroom drama involves the student's whole personality and not merely his mental process.
- Teacher has to do the roles of an actor, director and facilitator in Classroom drama.

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PROBLEMS IN THE MANAGEMENT OF PRE- PRIMARY EDUCATION IN THE TRIBAL SETTLEMENT OF PALAKKAD DISTRICT

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Need and Significance of the study

In India Pre-primary education services are delivered through public, private and non-governmental channels. The private sector in an organized or unorganized form, with varied quality, is perhaps, the second largest service provider of Pre-primary Education, and its outreach is steadily percolating even into the rural areas across the country. In the voluntary sector, there are smaller scale initiatives.

These are largely supported by the trusts, societies, religious groups or international funding agencies. By and large, teachers and tutors are found to be under-qualified and untrained. Despite existence of multiple service provisions, there is no reliable data available about the actual number of children attending pre-primary education and their breakup as per delivery of services/ type of service. The quality of non formal pre-school/ early childhood care and education imparted through these multiple channels is uneven, and varies from a minimalist approach to a mushrooming of accelerated academic programmes. This is largely an outcome of inadequate understanding of the concept of Preprimary Education, its philosophy and importance among all stakeholders. This coupled with inadequate institutional capacity in the system and an absence of standards, regulatory norms and mechanisms as well as a lack of understanding of the basic premises of Preprimary Education has aggravated the problem. In the above context, there is a need to ensure the quality based Pre-primary Education for every child below six years across the country as a matter of Government policy. Therefore, there is pressing need to harmonize the activities of all these service providers, in accordance with programmed mandates, standards and legislations.

Attappady which forms the eastern boarder of the state of Kerala is a part of Western

Ghats and is well known for its scenic beauty. The existence of Silent Valley, the evergreen forests of the world and the diversified socio-geographical sketches make the region unique in all respects. Since all about Attappady is closely associated with the tribal life of the region, the Early Childhood Care and Education (ECCE) in the area deserves special significance in the educational scenario of the settlement. Even though there exists various institutions to care children before entering formal education, the pre-school educational process of the region has not been put for any kind of analysis till date. Since pre-schools and its functioning influence the further education of the children, there is a need for analyzing and addressing the problems of the sector in wider perspective. This study focuses on the various aspects related to the Pre-primary Education of the tribal settlements of Palakkad district. In this context The District Institute of Education and Training (DIET), Palakkad take this opportunity to contribute valuable suggestions and interventions.

Definition of key terms

1. Pre-primary Education

Pre-primary Education means education of the children in the age group of three years to six years. It is a distinct organization for classes within or outside the formal school system for groups of children during the year, or years, preceding the primary education.

2. Tribal settlements of Kerala

A tribe is viewed, historically or developmentally, as a social group existing before the development of, or outside of, states. Tribes in Kerala, commonly called as *Adivasies* are the indigenous population found in Southern most part of India. Majority of the tribes in Kerala are living in the dense forest and mountains of Western Ghats mainly bordering the states of Karnataka and Tamil Nadu, especially in Wayanad, Palakkad and Idukki.

Major objectives of the study

1. To find out the present status of Pre-primary Education in the tribal settlement with regard to :
 - a. Infrastructure
 - b. Enrolment
 - c. Human resources
 - d. Learning Materials
 - e. Supporting system
2. To identify the constraints faced by teachers in the management of the Pre-primary Education institutions in the tribal settlements.
3. To analyse the problems in the management of the functioning of present Pre-Primary institutions in the tribal settlements with regard to :
 - a. Learning process
 - b. Functionaries
 - c. Community involvement
 - d. Empowerment programmes
 - e. Monitoring and evaluation
4. To Suggest the ways and means for the effective management of Pre-primary Education system in the tribal settlement.

6. Methodology

1. Method: Normative survey method

2. Sample for the study

Heads of the Pre-primary Educational institutions, Teachers, Parents, Local Self Government(LSG)members, Integrated Child Development Service (ICDS) supervisors and CDPO of the 21 pre-primary institutions including Govt, Aided, unaided and Anganvadies at the tribal settlements.

3. Tools applied:

1. Check list on infrastructure to collect data from heads of the Pre-primary Education institutions
2. Questionnaire to teachers
3. Interview schedules for the (a) Heads (b) Higher officials(c) CDPO, &ICDS supervisors
4. Focus Group Discussion guidelines (a)for parents (b)LSG members

4. Statistical techniques:

1. Percentage Analysis

Major findings:

I. Human resources, Infrastructure, Enrollment, Learning materials & Supporting system

1. Fifty percentage of teachers of pre-primary institutions have to engage in other official duties at a maximum of 3 days in a month. Thirteen percentage of teachers have to engage in other duties for 3-5 days in a month. For seven percentage of teachers, this is found to be 5-8 days. In the case of unaided institutions, the teachers are fully engaged in classroom activities in all days.
- 2 It is found that in the absence of teachers , 90% of the Anganwadi helpers take charge of teaching . In a few institutions mothers and elder girls are engaging the children in the absence of teachers. Even though they engage the children , they are not competent to deal them in a pedagogic perspective.
3. Waste management is the most neglected area due to various reasons. Authorities of ITDP and ICDS opined that in areas like Attappady, there is no need of such arrangements since the institution as a whole is eco-friendly. The teachers also opined that it is a tiresome task to train the children for keeping hygienic practices at home and even at school.
4. The discussion in connection with health and hygiene points out the need and requirement of developing healthy and hygienic habits not only in schools but even at home. Strong and intensive efforts are needed by the authorities like Department of Social welfare, Health, General Education, and ITDP to initiate better practices in this area.
5. Eighty percentage of the Anganwadies are located in or nearer to the hamlet and so also children reach the institution by walk. But the spirit among aided and unaided institutions are quite different and 50% of them reach school by using private vehicle conveyance.
6. In the Pre-primary institutions of tribal settlements, only 42% of total enrolment are occupied by tribal children. It also reveals that the child population among tribes in Attappady area is getting reduced when compared with other settlements of the state.

7. There are only 3 institutions in which CWSN children were enrolled. They have arranged adapted chairs and toilets for these students. There is no ramp and rail and physio-therapy facility for these children.
8. All the institutions are yet to have separate kitchen facility for ensuring preparation of nutritious food for children. At the same time, these institutions are good at having utensils for cooking and supplying.
9. Sixty two percentage of Govt. Pre-primary schools / Anganwadies do not have eco-friendly classrooms.
10. In the absence of prescribed curriculum and text book for Pre-primary Education, 35-40% of the institutions in general use materials like 'Mazhavillu', Kalivandi (work book developed by SCERT for the pupils) Olappeppi and Sahathanthram for various purposes and occasions.
11. It is opined that 90% of teachers are using teaching learning materials. But no evidences were seen in such classes to substantiate their arguments. Even collection of rhymes and stories were found to be very scanty in 80% of the institutions.
12. In 50% of unaided schools, there are audio-visual equipment like television, LCD projector, computer, internet etc. But in Government and Aided institutions / Anganwadies such audio visual aids are not available.
13. Children of Anganwadies are fed with food items like milk, egg, banana, pulses, gruel, wheat, etc provided by Government. In unaided institutions children bring food from their home.

II. Constraints faced by the Pre-primary Education system in the Tribal Settlement.

1. At the time of investigation, it was observed that the present teaching learning materials and transactional process were not related to the tribal culture and their mother tongue. So the learning processes are not found to be organic.
2. Through focus group discussion with Local Self Government members (LSG), it is found that the co-ordination of various departments and agencies like Integrated Tribal Development Project, Integrated Child Development Service, Health, and Education is weak or ineffective.
3. The play equipment for the mental, physical and aesthetic development of children are not available in any of the Government and Aided pre-primary institutions.
4. Fifty percentage of Government pre-primary institutions do not have child friendly atmosphere.
5. Ninety percentage of classrooms were arranged near the kitchen which leads to unhealthy atmosphere.

III. Functional aspects regarding learning process, functionaries, community involvement, empowerment programme, monitoring and evaluation

1. Sixty seven percentage of the teachers in the pre-primary institutions used to plan regularly as a part of their academic and professional attempts. But this planning probably were not at all process oriented or it do not claim to have a strong footing on any kind of pedagogical significance.
2. Eighty five percentage of these planning were intended to develop leadership, creativity and inter-personal skills which they wanted to develop among children of their institution. Even though ICDS project prepared and distributed special guidelines for teachers, it was not found available in most of the Anganwadis of the tribal settlements.
3. The common items practiced in the schools were action songs but in unaided institutions they follow their own curriculum and use materials which contains storytelling, drawing, conversation, role-play, minor games and mass drill.
4. Activities in pre-primary classes in general were a pleasant and rejoicing experience to children of age group 3 to 6 which helped them to enter primary education without any inhibition or laziness
5. Only 67% of the institutions in general provide importance to any kind of games or play

activities for ensuring the physical and mental development of children.

6. Activities related to art and music are rarely practiced in these institutions.
7. Since more time is spent on keeping records little importance is given to do their normal duties like monitoring of school activities, support to Anganwadies etc .
8. Social support system like Parents&Teachers Association (PTA) and the elected members of Local Self Government and members of voluntary organisation play a major role in all Anganwadis. Public contribution and the contribution from the staff (Teachers & Ayas) are the sources to raise funds for conducting all the programmes including day celebrations in these institutions.
9. The conditions of social support system is very poor in Pre-primary sector. Only two pre-Pre-primary institutions out of twenty one are having well functioning PTA/SMC. 70% Anganwadies are supported by welfare committees. In unaided schools there do not exist a system of welfare committees.
10. Only 63% pre-primary teachers are given in-service training by ICDS , SSA and health department extending for one or two days only.
11. No training is given to the teachers of the one and only nursery school run by ITDP department in the region. The teachers of pre-primary schools attached to Govt. and aided schools are also not supported with in-service training.
12. In the absence of in-service training the unaided institutions are familiarized with certain materials from private book publishers.
13. Out of 69% who claim to follow CCE as a part of assessing children only 44% are keeping records regarding their assessment. Teachers of 60% aided institutions have better awareness in this connection and they keep relevant records.
14. Observations, questions, creative performances, self initiative and leadership are given due weightage for assessing children. There are 62% institutions which provided deserving importance to the products

developed by children as a part of classrooms experience.

15. An effective monitoring system is not established in the pre-primary sector yet. In Anganwadies., ICDS supervisors and CDPO used to visit the institutions once in two months. The monitoring by SSA, DIET, AEO/ DEO are yet to be practiced.
16. Officials from Health and SC/ST development departments rarely visit these institutions. Unaided schools do not have external monitoring system.

Suggestions for the improvement of Pre-Primary Institutions.

a) Conveyance

1. For ensuring effective monitoring vehicles may be arranged by ICDS and ITDP. Joint visits shall be conducted as and when needed.

b) Work load and Salary

1. For creating better attitude among the Anganwadi workers hill track allowance and other incentives are to be provided systematically.
2. Service- salary statutes of both workers and helpers are not attractive as they strive to meet both ends. Steps may be taken to raise their salary and other incentives.
3. In most of the states in our country, CDPO acts as the implementing officer. In the very system of ICDS , supervisors are bound to deal this duty. This workload adversely affects their work efficiency. Hence supervisors shall be excluded from the duty as implementing officer.

c) Training and workshops

1. Since training provides chances and opportunities for better performance , all functionaries related to pre-primary education need to be oriented and trained properly. ICDS should initiate such programmes in negotiation with DIET and SSA .
2. Effective workshops should be conducted for the preparation of teaching learning materials suited to tribal settlements.

d) Recognition and awards

1. Government have to take necessary actions to provide recognition to the employees of tribal

pre-primary institutions by establishing awards and incentives to the best performance and contributions of Anganwadi workers.

2. Providing opportunities for promotion and placement of anganwadi workers of this area may help to encourage work attitude among them.

e)Policy Matter

1. A link language package has to be developed for pre-primary children. This can be done by tribal department in collaboration with academic agencies like SCERT and DIET.
2. Posting of a nodal officer will help to co-ordinate different departments and agencies. This will ensure proper convergence of different Government interventions.
3. Adapted materials have to be developed to suit with the culture and identity of tribal community.

f)Community empowerment

A massive awareness programme is to be arranged for the parents and community in general. The module and material may be developed in state by SCERT. State resource group should be trained by SCERT and at district level resource group by DIET.

g) Support system

An effective monitoring system should be established consisting of officials from ICDS, ITDP, Education and Health departments. Frequent visits should be ensured with help of tools developed the purpose.

h) Management

1. An academic survey should be conducted to identify the specific learning issues and to suggest remedies which can be conducted by district level academic agencies.
2. It is to be ensured that the Anganwadi workers are not assigned with outside duties other than their normal duties.
3. The involvement of Local Self Government in pre-primary institutions should be ensured. The Pre-primary Education shall be made as an agenda in all LSG planning.

i) Infrastructure

1. Infrastructure of pre-primary institutions in tribal area should be developed and child friendly elements should be incorporated with adequate toys and play equipments for better learning and creating good atmosphere.
2. Facilities like adequate space for separate kitchen, furniture, sanitation and electrification are to be provided to all pre-primary schools which demands sufficient budget allocation.

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TEACHING COMPETENCE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING PROFESSION

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Success and development of a nation largely depend on the quality of the educational system which in turn depends on the quality and competence of the existing teachers. According to the Secondary Education Commission in 1952, of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character and professional competence that the success of all educational endeavour ultimately depend. Based on the literature review, teaching competency and attitude towards teaching profession are found to be essential for a teacher to be successful. The key concern about education, in any formal educational system, of all time, has been its quality. Every stake holder, direct or indirect, of education is concerned about its quality. No doubt teaching competence and teaching attitude is an important factor in predicting teacher's success. But recent studies, however, have shown that teaching competence and teaching attitude are not entirely indicative of the teacher's success in teaching profession. Rather skills and teaching competence are essential ingredients to be a professional teacher. According to UNESCO (2008) a competent teacher should have firm knowledge of the curriculum of his/her subject and the capacity to integrate technology into the curriculum. Formal system of education depends on three components that are curriculum, student and teacher. Teaching competency refers to the knowledge, attitude, skills and self perception or the products that comes from by mixing these behaviours and resulting in consistent pattern of behaviour leading to the attainment of expected outcomes. Teaching

competency is the ability of a teacher manifested through a set of overt teacher classroom behaviours which is resultant of the interaction between the presage and the product variables of teaching within a social setting (Rama, 1979). So, a need was felt to study teaching competency in relation to attitude towards teaching profession of secondary school teachers.

Need and significant of the problem

Teaching competence and attitude towards Teaching are the requirements essential for imparting quality education. A teacher must feel that she has the capacity to influence student performance positively. Here the word capacity represents the comprehensive nature of the teacher which comprises scholarship, competence, attitude and other factors related to professionalism. Hence the investigator decided to conduct a study on "The Teaching Competence of Secondary School Teachers in relation to their attitude towards the profession".

Operational Definition Of Key Terms **Teaching Competence**

The teaching competence refers to the criteria that determines teacher effectiveness . It points to the effect of a teacher in a given class room situation.

Secondary School Teachers

The term Secondary School Teachers includes the teachers who teach in the grade level std 8th, 9th & 10th of the schools run by Government , Aided and Unaided agencies.

Teaching Attitude

The International Encyclopaedia of Education (Cosmo Publication New Delhi, 1990) defines attitude as "a term which has been used to describe in a general way the reaction of a subject

upon and impression received from his environment. It is sufficiently comprehensive to include feeling, attention and other general phases of mental experience”.

Teaching Profession

Teaching profession is a vocation which involves among other things, distinctive expertness and high competence resulting from theoretical study as well as practical mastery of pedagogical techniques.

Variables of Study

‘Teaching Competence’ and ‘Attitude towards teaching’ are the major variables that the study focus on.

Objectives of the Study

The major objectives of the study are:

1. To find out the teaching Competence of Secondary School Teachers for the whole sample and for the sub samples based on Gender, Locality, Type of Management, and Experience.
2. To find out the teaching Attitude of Secondary School Teachers for the whole sample and for the sub samples based on Gender, Locality, Type of Management, and Experience.
3. To examine the extent and nature of relationship between teaching competence and attitude towards teaching profession.

Hypotheses of the Study

1. There exists significant difference in teaching Competence of Secondary School Teachers with respect to Gender, Locality, Type of Management, and Experience.
2. There exists significant difference in teaching Attitude of Secondary School Teachers towards teaching profession with respect to Gender, Locality, Type of Management, and Experience.
3. There exists significant positive relationship between teaching competence and attitude towards teaching profession.

Methodology

Research Method

Descriptive Survey method was adopted for the study.

Population

The population of this study is Secondary School Teachers in Palakkad District.,Kerala.

Sample

The sample for the study was selected using proportionate stratified sampling method giving due weightage to Gender, Type of Management, Experience, and Locality. The study was conducted on a sample of 200 secondary school teachers from different type management under Government, Private aided, and Unaided schools in Palakkad District. Seventy teachers each from Government and Private Aided school and 60 teachers from Unaided schools in Palakkad District.

Tools used for the study

1. Teaching Competence Scale for secondary school teachers
2. Scale to assess Attitude towards teaching profession.

Statistical Technique used for Analysis of Data

Simple statistical tools and techniques such as:

- Mean, Mode, Median, Standard deviation, Kurtosis, Skewness.
- Test of significance of Mean
- F-test
- Karl Pearson's co efficient of correlation.

Results and Discussion

The study revealed that the secondary school teachers have almost equal level of Teaching competence of both male and female there were no significant difference. While considering teachers from different type of management no much difference in their teaching competence. Teaching competence of the secondary school teachers with different years of experience is found to be almost equal. Teaching competence of the teachers belonging to different localities is found to be almost equal .

Tenability of Hypothesis

The study was designed to examine the relationship between teaching competency and teaching attitude of secondary school teachers. Participants were 200 secondary school teachers

who completed the General Teaching Competency Scale (GTCS), and Teaching Attitude Score (TAS). The findings of the study reveal a significant positive relationship between teachers' teaching competency and their teaching attitude. But insignificant difference is found between teaching competency and teaching attitude of secondary school teachers working in government, private aided and unaided schools.

Details of Comparison of Mean, Standard Deviation and Tenability of Hypothesis are given below.

Hypothesis 1

In order to test Hypothesis 1, differences on Mean scores on the teaching competency of secondary school teachers with respect to Gender, Type of Management, Experience and Locality are considered..

Table - 1
Scores of teaching competence on the basis of assessment on Teachers themselves classified the whole background variable.

Variable	Component	Number	Mean	S.D.	t-value / f-value
Gender	Male	91	193.52	11.802	0.98
	Female	109	195.06	10.155	
Type of Management	Government	69	193.30	11.799	0.511
	Private Aided	69	194.70	10.168	
	Unaided	62	195.15	10.843	
Experience	Less than 10 years	107	195.01	10.894	0.51
	10 & above 10 years	63	193.60	10.990	
Locality	Municipality	91	194.78	10.469	0.99
	Panchayath	109	194.00	11.344	

Variable :Teaching Competency: The analysis of Teaching competence on the basis of assessment on Teachers themselves of Secondary School Teachers on the sample based on background variable is shown the Table 1.

The above Table - 1 depicts that the value of Mean and Stand Deviation of teaching competency of secondary school male teachers in Palakkad District were 193.52 and 11.802 S.D and those of female teachers were 195.06 and 10.155 S.D respectively. The t-value 0.98 is insignificant, which means that there exists no difference in teaching competence of male and female secondary school teachers. This means the secondary school male and female teachers do not differ significantly in terms of their teaching competency.

While considering the teaching competency among teachers of Government schools, the Mean

and S.D. are 193.30 and 11.799 respectively. The figure among private aided teachers are 194.70 and 10.168; whereas, that of teachers from unaided schools have a Mean of 195.15 and S.D. 10.843. The F-value come to be 0.511, which is insignificant. It means that there exists no difference in teaching competence among teachers of Government, Private, aided and Unaided secondary school teachers. This means the secondary school teachers of Government, Private aided and Unaided institutions do not differ significantly in terms of their teaching competency.

Considering the teaching competence based on experience, teachers with less than 10 years have a Mean score of 105.01 and S.D. 10.894. At the same time, Mean and S.D. of teachers with teaching experience of 10 years and above are 193.60 and 10.990 respectively. The t-value come

out to be 0.51 which is insignificant. It means that there exists no difference in teaching competence among teachers with experience less than 10 years and more than 10 years. This means the secondary school teachers of different level of experience do not differ significantly in terms of their teaching competency.

The Mean and Standard Deviation of secondary school teachers from different locality was also analysed. In Municipal area, the Mean score and S.D. were 194.78 and 10.469 respectively. the Mean score and S.D. of teachers from Panchayath area are 194.00 and 11.344. The t- value come out to be .99 which is insignificant. It means that there exists no difference in teaching competence of secondary school teachers from

different localities. This means that the secondary school teachers from different localities do not differ significantly in terms of their teaching competency.

Thus the Hypothesis 1 which states that; There exists significant differences in teaching competence of Secondary School Teachers with respect to Gender, Locality, Type of Management, and Experience is rejected for all the background variables for the sub component 'teaching competency'.

Variable Teaching Attitude: The analysis of Teaching attitude on the basis of assessment on Teachers themselves of Secondary School Teachers on the sample for background variable is shown in Table - 2

Table - 2
Scores of teaching attitude on the basis of assessment on Teachers themselves
classified the whole background variable.

Variable	Component	Number	Mean	S.D.	t-value / f-value
Gender	Male	91	128.74	7.252	0.44
	Female	109	128.28	7.188	
Type of Management	Government	69	128.20	7.281	0.111
	Private Aided	69	128.78	7.060	
	Unaided	62	128.48	7.375	
Experience	Less than 10 years	107	128.03	6.908	
	10 & above 10 years	63	129.02	7.530	
Locality	Municipality	91	128.42	6.935	0.99
	Panchayath	109	128.55	7.450	

As per Table - 2, the value of Mean and Stand Deviation of teaching attitude of secondary school teachers in Palakkad District were 128.74 and 7.252 for male teachers. Figure for female teachers were 128.28 and 7.188 respectively. The t-value come out to be 0.44, which is insignificant. It means that there exists no difference in teaching attitude of male and female secondary school teachers. This means the secondary school male and female teachers do not differ significantly in terms of their teaching attitude.

While considering secondary school teachers from different types of management, Mean and Standard Deviation for government schools were 128.20 and 7.281. For aided schools, the data were 128.78 and 7.060 respectively, whereas, the same for unaided institutions were 128.48 and 7.375 in its order. The F-value come to be .111, which is insignificant. It means that there exists no difference in teaching attitude of Government, Private aided and Unaided secondary school teachers. This means the secondary school of Government, Private aided and Unaided do not differ significantly in terms of their teaching attitude.

Considering secondary school teachers' teaching Experience, Mean scores and Standard Deviation of less than 10 years are 128.03, 6.908 respectively and of 10 and above ten years' are 129.02, 7.530 respectively. The t-value come out to be 0.97, which is insignificant. It means that there exists no difference in teaching attitude among the sample with less than 10 years' and above 10 years' experience. This means the secondary school teachers of different level of experience do not differ significantly in terms of their teaching attitude.

The Mean and Standard Deviation of secondary school teachers from Municipality and Pancyayath are 128.42, 6.935 and 128.55, 7.450

respectively. The t-value come out to be 13 which is insignificant. It means that there exists no difference in teaching attitude of secondary school teachers from different localities. This means that the secondary school teachers from different localities do not differ significantly in terms of their teaching attitude.

Thus the Hypothesis 2 which states that There exists significant differences in teaching Attitude of Secondary School Teachers with respect to based on Gender, Locality, Type of Management and Experience is rejected for the sub component teaching Attitude.

Table - 3
Correlation between competence and teaching attitude on the basis
of assessment on teachers themselves classified
the whole background variable

Variable	Correlation value for 'r'	Df	Inference
Teaching Competency Teaching Attitude	0.915	198	Significant

Significant at 0.01 level

Variable : Correlation between teaching competence and teaching attitude. The analysis of correlation between Teaching Competence and Teaching Attitude on the basis of assessment on Teachers themselves of Secondary School Teachers whole back ground variable show on the Table 4.3.3

From the above table the value of Co-efficient Correlation (r) come out to be 0.915 which is significant at 0.01 level of confidence, indicating that there is a positive co-relation between Teaching Competence and Teaching Attitude of secondary school teachers. Thus the Hypothesis 3 which state There exists significant positive relationship between Teaching Competence and Teaching Attitude towards teaching profession is accepted. H3 is accepted. This is due to the reason that the success of teachers depends both on their teaching competence and teaching attitude. These factors have an important role in teaching profession. Teachers who have competent and positive attitude towards teaching profession have

the capacity to generate new ideas and adopt innovative methods for teaching.

Correlation is a necessary but not a sufficient condition to make causal inferences with reasonable confidence. But having gathered the data by means, controlling extraneous variables which might confound the results, it can be inferred that there is a causal relationship (Hatfield, Faunce, & Job, 2006). Extraneous variables that can affect the attitudes are like insufficient salaries, inadequate funding of schools, lack of parental support, work burden and burnout (Bradley, 1995 and Marchant, 1992). All these variables have nothing to do with the teachers. When the data have been gathered by means and confounds (extraneous variables) have been eliminated, correlation does imply causation. This may mean that the teachers' attitudes towards the teaching profession were positively affected by the improvement of their competency level.

Educational Implications:

No research can be said to be complete in itself especially in teaching competence and teaching

attitude towards teacher profession. The present study has adequately dealt with teaching competence and teaching attitude towards teacher profession.

- ✓ As the teachers who are working in different type of Management in Secondary schools have better teaching competence and also have positive attitude towards teaching as well as towards teaching profession. It is evident that the present refresher courses for teachers are not satisfactory and necessary training should be given to improve their teaching competence and for their attitude towards teaching profession. They are required to attend important training programmes especially management training conducted by the government and the educational institutions in the state.
- ✓ It is recommended that some psychological adjustment programmes and in service training programmes should be provided to the teachers to maintain teaching competence at an expected level.
- ✓ Teachers who have low teaching competence, they should be given some special programmes for their improvement. It is strongly recommended that there is a need of hour is to revitalize the training programmes of both Private aided and Unaided schools teachers at the secondary level.
- ✓ A significant correlation between teaching competency and teaching attitude towards teaching profession shows that these two factors are better for teaching because they have high teaching efficiency.
- ✓ One of the implications of the present study is of great importance in developing curriculum, text book, designing educational programs and method of teaching etc. all should be modelled in such a manner that they can utilize their teaching competence and teaching attitude towards teaching profession.
- ✓ It is therefore most important factor that teachers should develop the teaching

competence and teaching attitude to become a perfect teacher.

- ✓ The findings of the study are important to educational thinkers, teachers, psychologists and other who are concerned with the sphere of education.
- ✓ From the findings of the study it is observed that the male and female student teachers don't differ significantly with respect to their teaching competency and to enhance competencies of teachers at the secondary level.

Conclusion.

The study attempted to determine the relationship between teaching competency and teacher attitude towards teaching profession in Secondary school teachers in Palakkad District. A survey was used to find out this relationship which was further analysed with respect to gender type of management, years of experience and locality.

The rest on gender revealed that there is no significant difference in teaching competence and teaching attitude towards teaching profession between male and female teacher. The result of ANOVA on type of management indicates that there is no significant difference in the teaching competence and teaching attitude towards teaching profession of secondary school teachers from different types of management. While considering the year of experience, the study revealed that there is no significant difference in teaching competence and teaching attitude towards teaching profession between less than 10 years of experience and more than 10 years of experience. Teachers from different localities there is no significant difference in teaching competence and teaching attitude towards teaching profession.

The analysis of correlation between Teaching Competence and Teaching Attitude show that the secondary school teachers do differ significant in terms of their teaching competence and teaching attitude towards teaching profession. This may mean that the teachers' attitudes towards the teaching profession were positively affected by the improvement of their competency level.

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RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS

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Abstract

Psychological Well-being refers to the achievement of one's full psychological potential. Recent years have brought new and growing attention to the importance of measuring and monitoring children's well-being. It has long been recognized that in the process of learning the study habits of the student plays an important role in their academic performance. In this study the investigator deals with the relationship between Psychological Well-being and Study Habits of secondary school students. 210 students selected by clustered sampling method was the sample of study. The modified version of scale of Psychological Well-being developed by Carol Ryff and an adapted version of "Study skills self assessment" were the tools for the study. The result shows that there is significant positive correlation between Psychological Well-being and Study Habits of secondary school students.

Introduction

Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their experiences of love, work, and play. Positive Psychology has three central concerns: positive emotions, positive individual traits, and positive institutions. The social environment comprising the family, communities, schools, clubs and neighbourhood are the various social groups that provide base for the individual behaviour. Psychological Well-being and Social Well-being are the major concerned areas of positive psychology. Psychological well-being refers to the achievement of one's full psychological potential. Conceptual and methodological refinement studies conducted by Brad burn (1969) and Diener (1985) tried to define Psychological Well-being. As summarized by Huppert (2009), "Psychological Well-being is about lives going well. It is the combination of feeling good and functioning effectively". By definition therefore, people with high Psychological Well-being report feeling happy, capable, well supported, satisfied with life, and so on.

Convergence of various psychological theories and views of eminent clinical psychologists

served the theoretical background for the formulation of multidimensional model proposed by Professor Carol Ryff (Ryff & Keyes, 1995). The construct is central to the humanistic tradition. Prof. Carol Ryff's Psychological Well-being scale evaluate six dimensions: Autonomy, Environmental mastery, Personal growth, Positive relations with others, Purpose in life, and Self-acceptance (Ryff, 1989; Ryff & Keyes, 1995). Through one study it was found that Psychological Well-being and Subjective Well-being were related, but distinct constructs which correlated differentially with socio-demographic variables and personality (Ryff, 1989). Both Psychological and Subjective Well-being was increased with age, education, emotional stability, extraversion and conscientiousness (Ryff, 1991). However, compared with adults with higher Subjective than Psychological Well-being, adults with higher Psychological than Subjective Well-being were younger, had more education and showed more openness to experience. (Ryff et al., 1994; Ryff, Lee, & Na, 1993)

Recent years have brought new and growing attention to the importance of measuring and monitoring children's Well-being (Ben-Arieh, 2006). This is in part due to a shift towards accountability-based public policy, which requires reliable information on and accurate measures of

the conditions children face and the outcomes that various programmes achieve. Research suggests that children who experience a greater sense of Well-being are more able to learn and assimilate information in effective ways; more likely to engage in healthy and fulfilling social behaviours; more likely to invest in their own and others' well-being and in the sustainability of the planet, as they take up their social, professional and leadership roles in adulthood (Awartani, Whitman & Gordon, 2008). Facets of schooling, quality programmes, curriculum, leadership, teaching, achievement and student engagement, affect overall student Well-being. Well-being is enhanced when schools can provide opportunities for students to: (1) select learning strategies to pursue and achieve their goals; (2) nurture and support their abilities to handle even difficult tasks; and (3) experiment, learn new things and take risks. Students' views about their competence and self-efficacy also influence their achievement and goal-setting (Awartani, Whitman & Gordon, 2008).

It has long been recognized that in the process of learning the study habits of the student plays an important role in their academic performance. Learning is reflected in the way a student respond to environment, social, emotional and physical stimuli and understands new information. The key to better learning and better academic performance in schools are good teachers, good study environment, parent's co-operation, high quality books and the most important is the study habit.

Study Habits are learning tendencies that enable students to work privately. They are the methods or techniques of effective learning. Azikiwe (1998) describes the Study Habit as "the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject". According to her, "good study habits are good assets to learners because the (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure". Good (1998) define the term Study Habit as "The student's way of study whether systematic, efficient

or inefficient etc". Going by this definition it literally means that good Study Habit produces positive academic performance while inefficient Study Habit leads to academic failure.

The present study investigates the relationship between Psychological Well-being and Study Habits of secondary school students.

Objectives of the Study

1. To find out whether there is significant relationship between Psychological Well-being and Study Habits of secondary school students.
2. To find out whether there is significant relationship between dimensions of Psychological Well-being and Study Habits of secondary school students.
3. To find out whether there is significant relationship between Psychological Well-being and dimensions of Study Habits of secondary school students.

Hypotheses of the Study

1. There is no significant relationship between Psychological Well-being and Study Habits of secondary school students.
2. There is no significant relationship between dimensions of Psychological Well-being and Study Habits of secondary school students.
3. There is no significant relationship between Psychological Well-being and dimensions of Study Habits of secondary school students.

Methodology

Method of the Study

Correlation research method is used to determine whether or and to what degree, the relationship exists between the variables.

Variables of the Study

Variables of the study are:

1. Psychological Well-being and
2. Study Habits

The dimensions of Psychological Well-being include;

- Autonomy
- Environmental Mastery
- Personal Growth
- Positive Relations with Others
- Purpose in Life
- Self-Acceptance

The dimensions of Study Habits include;

- Reading text book
- Taking notes
- Study pattern
- Memory techniques
- Preparation for exam
- Time management

Tools Used for the Study

The tools used for this study are:

1. The modified version of scale of Psychological Well-being developed by Carol Ryff (Ryff & Keyes, 1995).
2. Adapted version of "Study skills self assessment" developed by University of Central Florida's student Academic Resource centre.

Sample of the Study

The population of the study is secondary school students of Kannur district. The sample of

study consisted of 210 students selected from schools of Kannur district by cluster sampling method.

Statistical Techniques

Karl Pearson's coefficient of correlation was employed to find out the relationship between Psychological Well-being and Study Habits.

Results and Discussion

1. Relationship between Psychological Well-being and Study Habits.

In order to find out the relationship between Psychological Well-being and Study Habits of secondary school students, Karl Pearson's Product moment of coefficient of correlation (r) is calculated. The data and results are presented in the table 1.

Table 1. Correlation between Psychological Well-being and Study Habits of secondary school students.

Variables	N	r
Psychological well-being and study habits	210	0.184**

* Significant at 0.05 level ** Significant at 0.01 level

The r value is found to be 0.184 ($p < 0.01$). Hence the null hypothesis is rejected as untenable and the findings are said to be statistically significant. This indicates that there is significant positive correlation between Psychological Well-being and Study Habits of secondary school students.

2. Relationship between dimensions of Psychological Well-being and Study Habits.

In order to find out the relationship between dimensions of Psychological Well-being (Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, Self-Acceptance) and Study Habits of secondary school students, Karl Pearson's Product moment of coefficient of correlation (r) is calculated. The data and results are presented in the table 2.

Table 2. Correlation between dimensions of Psychological Well-being and Study Habits of secondary school students.

Variables	N	r
Autonomy and study habits	210	0.21**
Environmental mastery and study habits	210	0.20**
Personal Growth and study habits	210	0.10
Positive Relations with others and study habits	210	0.09
Purpose in life and study habits	210	-0.07
Self Acceptance and study habits	210	0.05

*Significant at 0.05 level ** Significant at 0.01 level

The r value is found to be 0.21 ($p < 0.01$) for Autonomy and Study Habits and 0.20 ($p < 0.01$) for Environmental mastery and Study Habit. This indicates that there is significant positive correlation between Autonomy and Study Habits and between Environmental Mastery and Study Habits of secondary school students.

The r values for the other dimensions with Study Habits are found to be not significant. This indicates that there is no significant correlation between Personal growth and Study Habits, between Positive relations with others and Study Habits, between Purpose in life and Study Habits

and between Self-acceptance and Study Habits of secondary school students.

3. Relationship between Psychological Well-being and dimensions of Study Habits

In order to find out the relationship between Psychological Well-being and dimensions of Study Habits (Reading text book, Taking notes, Study pattern, Memory techniques, Preparation for exam, Time management) of secondary school students, Karl Pearson's Product moment of coefficient of correlation (r) is calculated. The data and results are presented in the table 3.

Table 3. Test of significance of correlation between Psychological Well-being and dimensions of Study Habits of secondary school students

Variables	N	r
Psychological well being and reading text book	210	0.19**
Psychological well being and taking notes	210	0.004
Psychological well being and study pattern	210	0.12
Psychological well being and memory techniques	210	0.13
Psychological well being and preparation for exam	210	0.18*
Psychological well being and time management	210	0.20**

* Significant at 0.05 level ** Significant at 0.01 level

The r value is found to be 0.19 ($p < 0.01$) for Psychological Well-being and Reading text book and 0.20 ($p < 0.01$), for Psychological Well-being and Time management and 0.18 ($p < 0.05$) for Psychological Well-being and Preparation for exam. This indicates that there is significant positive correlation between Psychological Well-being and Reading text book; Psychological Well-being and Time management and between Psychological Well-being and Preparation for exam of secondary school students.

The r values for Psychological Well-being with the other dimensions of study habits are found to be not significant. This indicates that there is no significant correlation between Psychological Well-being and Taking notes, between Psychological Well-being and Study pattern and between

Psychological Well-being and Memory techniques of secondary school students.

Conclusion

The findings of the study show that there exists significant positive correlation between Psychological Well-being and Study Habits of secondary school students. The dimensions of Psychological Well-being viz. Autonomy and Environmental Mastery are having significant relationship with Study Habit. The Psychological Well-being have significant relationship with reading text books, preparation for exam and time management. The findings of the study emphasize on the importance of ensuring Psychological Well-being of secondary school students for enhancing their Study Habits which in turn contribute to their academic performance.

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DO EDUCATED NEW MOTHERS HAVE POST PARTUM DEPRESSION TENDENCY

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Abstract

Post partum depression is one of the common mood disorders usually seen in new mothers during and after pregnancy. It is also called post natal depression. It is a type of clinical depression which may start during pregnancy or at any time up to a year after the birth of a child. Pregnancy and post partum period are the most dynamic events in a woman's life cycle that affect both body and mind. It is a serious mental health problem characterised by a prolonged period of emotional disturbance occurring at a time of major life change and increased responsibilities in the case of a new born infant. The investigators need to know whether this is right in the case of all mothers or not. Hence the investigators examined the post partum depression tendency among educated new mothers in Kerala, being the highest literate state. The study revealed that Kerala also is not free from mood disorders and depression that affect woman during post partum period.

Maternal Health refers to the health of women during pregnancy, child birth and postpartum period. It is a concept that encompasses family planning; pre-conception, pre- natal and post natal care. Maternal mortality is an adverse outcome of many pregnancies. Studies show that India tops in rate of maternal deaths worldwide. WHO defines maternal mortality as the death of a woman during pregnancy or in the first 42 days after the birth of child due to causes directly or indirectly linked with pregnancy. Reports shown that in every two minutes a woman dies of pregnancy related complications like severe bleeding after child birth, infections, and high blood pressure during pregnancy and unsafe abortion. All these shows that there is an urgent need for improving the maternal health and child care in these circumstances.

In the year 2000, 189 nations made a promise to free people from multiple deprivations like maternal mortality, infant mortality etc. This pledge became the eight Millennium Development Goals (MDG's) that to be achieved by 2015. In September 2010, the world recommitted itself to accelerate progress towards these goals. The fifth goal among these MDG's is improving the maternal

health and child care. This is by reducing the maternal mortality ratio by three quarters. Many ways have been suggested to reduce these deprivations. Educating girls and boys, developing more effective and efficient national health systems, motivating young people to delay pregnancy and achieving higher levels of education, improving the maternal nutrition etc. are some of the means targeted. According to Health Ministry, India is on the track to attain MDG, where as some leading newspapers reported that India will miss the MDG's since there is no improvement in reducing these kinds of deprivations happening in our country.

Mental health conditions of women after delivery are very weak. They are most likely to experience depression and stress during the primary reproductive years. There are many causes for stress during pregnancy. The most common of which are the following-not wanting a child because of marital or economic difficulties or because having a child will interfere with educational or vocational plans, physical discomforts that are severe, feelings of inadequacy for the parental role and fears that a child will be physically deformed or mentally deficient. These kind of maternal stress will

negatively affect the behavioural and social development of child before and after birth. Hence both the mental health and physical health of women should be given at most concern. Then only there will be gradual changes in the health of women.

Depressed moms may have negative emotional expression and an insensitive and *unresponsive Parenting Style*. This may cause stress on the relationship between mom and child and also on other family members. That is, if the mental health and physical health of mothers are not well and good, it will affect their parenthood also. Parenthood is central to childhood, to child development, and to society's long term investment in children. Studies reported that children experienced more symptoms of anxiety and depression when their mothers exhibited *hands off parenting style*. A mature, well adjusted parent is better able to handle stress, shield the child from conflict and engage in *authoritative parenting*. This means that *Parenting and Parenting Style* have a significant role in the all round development of their children.

When a new mother has severe depression, she is less able to respond to her child's needs. This kind of depression makes it profoundly difficult for a women to connect with her baby in the way she would like. She may be physically or emotionally distant from her child. This will harm the child in one way or another way. Several studies have shown that the more depressed a new mother is, the greater the delay in the infant's development. A new mother's attention to her new born is particularly important immediately following the birth, because the first year of life is a critical time in cognitive development. All this kind of mother's inability will create attachment problems in the children, which will reflect in their parenting style also.

During and after pregnancy certain kind of mood disorders may develop in new mothers. **Post Partum Depression (PPD)** is one of the common mood disorders seen in new mothers today. PPD is a type of clinical depression which can effect women and less frequently men, typically after child birth. It usually occurs in the first two to four months. It is a time when the woman adjusts both physically and psychologically to the process of child bearing.

The physical adjustments during the post partum period are influenced by what preceded it. The method of delivery and circumstances surrounding the delivery affect the speed with which the woman's body readjusts. Postpartum period is a time of considerable adjustment and adaptation for both the mother and the father. Fathers can provide important support systems for mothers, especially in helping mothers in caring of young infants. The hormonal changes occurring after child birth are believed to play a role in PPD, but the precise role of hormones has not been identified. (Flore & Hedrick, 2002; McCoy, Beal & Watson, 2003)

Women with personal or family history of depression have the greatest risk of developing PPD. PPD is a serious mental health problem characterized by a prolonged period of emotional disturbance occurring at a time of major life change and increased responsibilities in the care of a new born infant. One study found that the PPD may affect not only the new mother, but also her child. (Righetti- Veltema & Others, 2002). Emotional fluctuations also are very common for mothers in the post partum period.

Though, the real causes of PPD are not entirely clear, it is found that emotional, physical and life-style factors play a major role in getting this PPD. Domestic violence may also leads to PPD. Some possible and identified causes of PPD are the following:

- Hormonal fluctuations after giving birth
- Family environment
- Job stress
- Complicated delivery
- Rape victims
- More anxious about the future of the child
- Divorced parents
- Difficulty in breast feeding
- Lack of social support
- Vitamin deficiency
- Financial problems etc.

PPD affected persons can be identified. Some noted symptoms of PPD affected persons are listed below.

Symptoms of PPD

- Sleeplessness
- Loss of appetite

- No affection towards child
- Over depression
- Loss of memory
- Making suicide attempt
- Negative attitude towards breast feeding
- Intrusive thoughts of harming the baby
- Lack of concentration
- Sadness
- Hot temperedness
- No interest in anything

PPD illness can be treated effectively. Proper Parenting style, giving post partum support, medications used to treat symptoms and anxiety, psychotherapy (talk therapy), counselling and hospitalisation if necessary under specific circumstances are there for treating PPD. But, before getting into treatment and hospitalization, it's better to take preventive measures against it. Prevention in the sense giving proper care and advice, good parenting and caring to the young girls, developing realistic expectations about motherhood, deliberately spent as much of time with the family members in sharing feelings and emotions (talk therapy), ensuring sufficient omega 3-fatty acids in the mother's diet, getting as much as sleep as possible for them, including vitamin-B rich items in diet etc. can save the mother from mental health disorders and there by giving proper attention to child bearing .

PPD can have significant consequences for both the new mother and family. History shows that emotionally uncontrollable behaviour of children is due to the lack of proper maternal care. Hence the investigators thought of checking the PPD tendency among educated new mothers in Kerala, especially from Malappuram and Kozhikode district.

Objective:

To find out the Post Partum Depression tendency among educated new mothers from Malappuram and Kozhikode districts.

Methodology

Sample and design:

The study is carried out on a representative sample of 100 educated young new mothers from

Malappuram and Kozhikode districts. Survey method was adopted.

Tool : Edinburgh Post Natal Depression Scale (EPDS)

Description of tool:

Edinburgh Post Natal Depression Scale (EPDS) is a 4- point rating scale which consists of 10 questions with a maximum score of 30. It is a valuable and efficient way of identifying patients at risk for postnatal depression. Mothers who score above 13 are considered as "potentially depressed" and those who score less than 9 are considered to have no form of depression. And all those mothers who score above 10 can have possible depression in the near future.

Statistical Technique: Percentage Analysis

Analysis and Discussion:

Percentage Analysis of Post Partum Depression Tendency among Educated New Mothers

Table-1

Data and result of Percentage analysis of Post Partum Depression Tendency among Educated New Mothers

Sl. No.	Dimensions	Percentage of Depression
1	No form of Depression	32%
2	Potentially Depressed	40%
3	Possible Depression in the near future	50%

After administering the tool among educated new mothers, it was found that 32% of them have no form of depression, 40% of them are "Potentially depressed". Also it was found that 50% of mothers may appear possible depression or mood disorders in the near future. Earlier studies reported that PPD prevalence rates among women is from 5% to 25%, but methodological differences among the studies make the actual prevalence rate unclear.

Conclusion:

The present study revealed that Kerala also is not free from mood disorders and depressions that affect women during postpartum period, which means education hardly affect the occurrence of mood disorders and depressions found in them. This

may be because of first few months after delivery is the most critical time for all mothers and it may last up to one year. Women are required to adapt to a new role as a mother resulting in changes in their relationships with their husband and family members as well as family in function. Anxiety during pregnancy, painful life events, change in marital relationship etc lead to PPD. Not only these, but the flat oriented nuclear family life, less neighbourhood relations, sleeplessness over night also lead to PPD. Hence, there is a need to provide comprehensive post partum care to all the women irrespective of their education.

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കാളിറ്റി ഡ്രൈവ്- സുസ്ഥിര ഗുണനിലവാരത്തിലേക്കുള്ള വഴി

രാമചന്ദ്രൻ.കെ
ലക്ചറർ ഡയറ്റ് പാലക്കാട്

സംഗ്രഹം

ഗുണനിലവാരമുള്ള വിദ്യാഭ്യാസം എല്ലാ കുട്ടികൾക്കും എന്ന ലക്ഷ്യം നേടാൻ നാം വിവിധ പദ്ധതികൾ ആവിഷ്കരിച്ച് നടപ്പാക്കി വരുന്നു. പല വിദ്യാലയങ്ങളും വൈവിധ്യമാർന്ന പ്രവർത്തനങ്ങളിലൂടെ വിദ്യാലയ മികവിനായി ശ്രമിക്കുന്നു. വിദ്യാഭ്യാസ വകുപ്പിന്റേയും എസ്.എസ്.എ പോലുള്ള വിവിധ പ്രോജക്ടുകളുടേയും തദ്ദേശ സ്വയംഭരണ സ്ഥാപനങ്ങളുടേയും ഇടപെടൽ കൊണ്ടും, വിദ്യാലയങ്ങൾ നടത്തുന്ന തനതു പ്രവർത്തനങ്ങൾ വഴിയും ഒട്ടേറെ മികവുകൾ ഉണ്ടാക്കിയെടുക്കാൻ കഴിഞ്ഞു. എന്നാൽ നേതൃത്വം മാറുമ്പോഴും ശ്രദ്ധ കുറയുമ്പോഴും ഈ മികവുകൾക്ക് തുടർച്ചയുണ്ടാകുന്നില്ല. ചിലപ്പോൾ ഇത്തരം മികവുകൾ ആവർത്തിക്കാനാവുന്നില്ല. സുസ്ഥിരമായ ഗുണനിലവാരം എങ്ങനെ കൈവരിക്കാം എന്ന അന്വേഷണമാണ് ഈ പഠനം. സുസ്ഥിര ഗുണമേന്മ എന്ന ആശയത്തിലൂന്നി കഴിഞ്ഞ വർഷം തൃത്താല സബ് ജില്ലയിൽ ചില പ്രവർത്തന നിർദ്ദേശങ്ങൾ നൽകുകയുണ്ടായി. ഇതനുസരിച്ച് ചിട്ടയായി പ്രവർത്തനങ്ങൾ ആസൂത്രണം ചെയ്ത് നടപ്പിലാക്കുകയും അതിന്റെ തുടർച്ച നിലനിർത്തിപ്പോരുകയും ചെയ്യുന്ന വിദ്യാലയങ്ങളിലെ പ്രവർത്തനങ്ങളെക്കുറിച്ചുള്ള പഠനവും അതിന്റെ അടിസ്ഥാനത്തിൽ കാളിറ്റി ഡ്രൈവ് എന്ന പദ്ധതിയുടെ പ്രവർത്തനനിർദ്ദേശങ്ങളുമാണ് ഈ ലേഖനം.

വിദ്യാഭ്യാസത്തിന്റെ ഗുണനിലവാരം എക്കാലത്തും വിവിധ തലത്തിലും തരത്തിലുമുള്ള പഠനങ്ങൾക്ക് വിഷയീഭവിച്ചിട്ടുണ്ട്. Programme for International Students Assessment (PISA), Annual Status of Education Report (ASER), National Achievement Survey (NAS) എന്നീ ഏജൻസികൾക്ക് പുറമെ SCERT, ഡയറ്റ് എന്നീ സ്ഥാപനങ്ങളും ഇത്തരം ദൗത്യങ്ങൾ ഏറ്റെടുക്കുന്നു. ഈ പഠനങ്ങളിലെ കണ്ടെത്തലുകളുടെ പശ്ചാത്തലത്തിൽ വിദ്യാഭ്യാസവകുപ്പും SSA, RMSA തുടങ്ങിയ പ്രോജക്ടുകളും നിരവധി പ്രവർത്തന പദ്ധതികൾ വിദ്യാലയങ്ങൾ കേന്ദ്രീകരിച്ച് നടപ്പാക്കി വരുന്നു. എന്റെ മരം പദ്ധതി, മണ്ണെഴുത്ത് ഡയറി, ശുചിത്വ വിദ്യാലയം തുടങ്ങി സവിശേഷമായ മൂല്യങ്ങൾ ഉയർത്തുന്ന സാമൂഹ്യ പദ്ധതികൾ കേരള വിദ്യാഭ്യാസ മണ്ഡലത്തിലെ ശ്രദ്ധാകേന്ദ്രങ്ങളായിരുന്നു. ഗലീലിയോ ലിറ്റിൽ സയന്റിസ്റ്റ്, എഴുത്തുകുട്ടം, ഇവയ്ക്കു പുറമെ വിദ്യാലയങ്ങൾ തനത് നൂതന പരിപാടികളും നടപ്പാക്കി വരുന്നു. തദ്ദേശ സ്വയംഭരണ സ്ഥാപനങ്ങളും സന്നദ്ധ സംഘടനകളും ഇവയ്ക്ക് സഹായകമായി വർത്തിച്ചു. ക്ലാസ്സ് ലൈബ്രറി, ഗണിതലാബ്, ക്ലബ്ബ് പ്രവർത്തനങ്ങൾ എന്നിവ പഠനാന്തരീക്ഷത്തിന് പുതിയ മാനങ്ങൾ നൽകാൻ അവസരമൊരുക്കി. കൈവരിച്ച നേട്ടങ്ങൾ അസുയാ വഹമെങ്കിലും അവ സ്ഥിരമായി നിലനിർത്താൻ മിക്ക വിദ്യാലയങ്ങൾക്കും സാധിക്കുന്നില്ല എന്നതാണ് വസ്തുത. LSS/USS, SSLC പരീക്ഷകളുടെ ഫലങ്ങളും ഈ നിരീക്ഷണത്തെ ബലപ്പെടുത്തുന്നു. ഭാഷ, ഗണിതം, ശാസ്ത്രം എന്നിവയിലെ അക്കാദമിക മുന്നേറ്റവും, പൊതുവിജ്ഞാനം, ഐ.ടി. എന്നിവയിലെ മികവും ഒരു വിദ്യാർത്ഥിയെ സംബന്ധിച്ച് ഏറെ പ്രസക്തമാണ്. വിദ്യാലയങ്ങളിലെ ടോം മൂല്യനിർണ്ണയത്തിന്റെ തുടർച്ചയായുള്ള കാളിറ്റി ട്രാക്കിങ്ങിലെ കണ്ടെത്തലുകൾ പലപ്പോഴും കൃത്യമായ തുടർ പ്രവർത്തനങ്ങൾക്ക് അവ

സരമൊരുക്കാറില്ല. ഇതിന്റെ പ്രത്യക്ഷ ഉദാഹരണമാണ് ഭാഷയിലെയും (ആസ്വാദനക്കുറിപ്പ്) ഗണിതത്തിലെയും (പ്രായോഗികപ്രശ്നം, പ്രശ്നാപഗ്രഥനം) ഗ്രേഡുകളിൽ വന്ന കുറവ്. ഈ അവസ്ഥ, ചിട്ടയാർന്ന ഒരു പ്രവർത്തനപദ്ധതിയുടെ അനിവാര്യതയിലേക്ക് വിരൽ ചൂണ്ടുന്നു. Scholastic/co-scholastic മേഖലകളിൽ കൈവരിക്കുന്ന നേട്ടം നിലനിർത്താനും, അവയുടെ തുടർച്ചയും വളർച്ചയും ഉറപ്പാക്കാനും, അതുവഴി എല്ലാ കുട്ടികളേയും ഗുണനിലവാരത്തിലേക്ക് എത്തിക്കാനും ലക്ഷ്യമിടുന്ന പ്രവർത്തന പദ്ധതിയാണ് 'കാളിറ്റി ഡ്രൈവ്'.

പദ്ധതി ഉദ്ദേശ്യങ്ങൾ :-

- ക്ലാസ്/വിഷയം/യൂണിറ്റ് അടിസ്ഥാനത്തിൽ പഠിതാവ് നേടേണ്ട ശേഷികളെ സംബന്ധിച്ച് കൃത്യമായ ധാരണ അദ്ധ്യാപികയ്ക്ക് ഉണ്ടെന്ന് ഉറപ്പു വരുത്തുക.
- ക്ലാസ്സിലെ നേരനുഭവങ്ങൾ (CE), ടോം മൂല്യനിർണ്ണയത്തിലെ പ്രകടനങ്ങൾ (TE), ഇവയെ ആധാരമാക്കി ഓരോ കുട്ടിയുടെയും ശക്തി ദുർബലങ്ങൾ വിശകലനം ചെയ്യാൻ അവസരമൊരുക്കുക.
- പഠിതാവിന്റെ പ്രകടനത്തെ ബോധനശാസ്ത്രത്തിന്റെയും വ്യക്തിവ്യത്യാസത്തിന്റെയും അടിസ്ഥാനത്തിൽ സ്ഥൂലമായി അപഗ്രഥിക്കുക.
- കണ്ടെത്തലുകളുടെ അടിസ്ഥാനത്തിൽ മികച്ച പഠനാനുഭവങ്ങൾ ഒരുക്കുവാനും, പഠിതാവിൽ വന്ന മാറ്റം കൃത്യമായി ബോധ്യപ്പെടാനും ബോധ്യപ്പെടുത്താനും വിദ്യാലയതലത്തിൽ ഒരു അക്കാദമിക സംവിധാനം ഉറപ്പു വരുത്തുക.
- SRG-യുടെ നേതൃത്വത്തിൽ സ്കൂൾ തലത്തിൽ ഇത്തരം പഠനവും പ്രവർത്തനവും ഏറ്റെടുക്കുന്നു എന്ന് ഉറപ്പാക്കുക.

തുത്താല സബ് ജില്ല - ട്രൈ ഔട്ട് പ്രവർത്തന രൂപരേഖയും പ്രക്രിയകളും : -

ഒന്ന് മുതൽ ഏഴ് വരെയുള്ള ക്ലാസ്സുകളിലെ മുഴുവൻ പാഠ്യവിഷയങ്ങളും ക്വാളിറ്റി ഡ്രൈവ് പരിപാടിയിൽ ഉൾപ്പെട്ടിട്ടുണ്ടെങ്കിലും മൂന്നാം ക്ലാസ്സിനെ അടിസ്ഥാനമാക്കിയാണ് ഈ പഠനം നടത്തിയത്.

- മൂന്നാം ക്ലാസ്സിൽ മൂന്നാം ടേമിൽ കുട്ടി നേടേണ്ട ഉയർന്ന ശേഷികൾ കരിക്കുലം പരിശോധിച്ച് സംഗ്രഹിച്ചു.

ഉദാ : - ആശയങ്ങൾ ഉൾപ്പെടുത്തി വാക്യ നിയമവും ഘടനയും പാലിച്ച് സർഗ്ഗാത്മകമായി സംഭാഷണം പൂർത്തിയാക്കുക.

- ശേഷികളെ അടിസ്ഥാനമാക്കി പഠിതാവിന്റെ പ്രതികരണങ്ങൾ വിശകലനം ചെയ്തപ്പോൾ താഴെ പറയുന്നവ ബോധ്യപ്പെട്ടു. (അവലംബം : അർദ്ധവാർഷിക മൂല്യനിർണ്ണയത്തിലെ പ്രതികരണങ്ങൾ/ഫലങ്ങൾ)

- കഥാപുരണത്തിന്റെ പ്രതികരണം കുറവാണ്.
- ആശയവ്യക്തതയോടെ വാക്യക്രമം പാലിച്ച് എഴുതാൻ ഭൂരിഭാഗത്തിനും കഴിയുന്നില്ല.
- ഗണിതമേള എന്ന നിർമ്മിതി പ്രവർത്തനം എല്ലാവർക്കും പ്രയാസമായിരുന്നു.
- ഏത് ക്രിയയാണ് പ്രശ്നപരിഹാരത്തിന് ഉപയോഗിക്കേണ്ടത് എന്ന് സ്വയം തീരുമാനിക്കാനാവുന്നില്ല.
- പരിസരപഠനത്തിൽ ഉള്ളടക്കധാരണ കുറവാണ്.
- ഇംഗ്ലീഷിൽ description എഴുതുന്നതിൽ പ്രയാസം അനുഭവപ്പെടുന്നു.

- ഈ പരിമിതികൾക്കുള്ള കാരണങ്ങൾ അപഗ്രഥിച്ചപ്പോൾ ഏറ്റവും പ്രസക്തമായി ബോധ്യപ്പെട്ട കാര്യങ്ങൾ : -

- വായനക്കുള്ള അവസരവും വായനാശീലവും തീരെ കുറവാണ്.
- രചനാപ്രവർത്തനങ്ങൾക്ക് വ്യക്തിഗതശ്രദ്ധ ലഭിക്കുന്നില്ല.
- പഠനോപകരണങ്ങൾ ഉപയോഗിക്കുന്ന ശീലം കുറവാണ്.

- പ്രശ്നാപഗ്രഥനം രസകരമായ രീതിയിൽ ഏറ്റെടുക്കാൻ കഴിയുന്നില്ല.
- പ്രക്രിയാശേഷികൾ ഉറപ്പിക്കുന്ന അനുഭവങ്ങൾ ലഭ്യമാകുന്നില്ല.
- ഇംഗ്ലീഷിൽ Concept Map ഉപയോഗിച്ച് പ്രവർത്തനങ്ങൾ ഏറ്റെടുക്കാനാവുന്നില്ല.

- ഈ പരിമിതികൾ മറികടക്കുന്നതിന് സ്കൂൾതലത്തിലും സബ് ജില്ലാ തലത്തിലും പ്രവർത്തന രൂപരേഖ തയ്യാറാക്കുകയും, ക്രോഡീകരിക്കുകയും ചെയ്യുന്നതിന് താഴെ പറയുന്ന വസ്തുതകൾ അധ്യാപകർക്കിടയിൽ ചർച്ചയ്ക്ക് അവസരമൊരുക്കി.

ഉദാ : -

- വായനാകാർഡുകളുടെ നിർമ്മാണം, വിതരണം.
- സാഹിത്യകാരന്മാർ, മികച്ച അധ്യാപകർ ഇവരുടെ നേതൃത്വത്തിൽ സ്കൂൾതല സാഹിത്യകൂട്ടായ്മകൾ.
- അമ്മ വായനയും അവരുടെ വായനാനുഭവങ്ങളും CPTA-യിൽ പങ്കുവെയ്ക്കൽ.
- പ്രശ്നാപഗ്രഥന ചോദ്യബാങ്ക്.
- ഗണിതോത്സവം, പരീക്ഷണമേള ഇവ സംഘടിപ്പിക്കൽ.
- ഇംഗ്ലീഷ് ബോധനത്തിന് മികച്ച മുന്നൊരുക്കം.

- തുടർന്ന് നടന്ന പ്രഥമാധ്യാപക യോഗത്തിൽ വിദ്യാലയങ്ങൾ ട്രൈ ഔട്ട് പദ്ധതികൾ അവതരിപ്പിച്ചു. ഇവയിൽ പ്രസക്തവും ശ്രദ്ധേയവുമായ പദ്ധതികളിലെ കാതൽ താഴെ സൂചിപ്പിക്കുന്നു.

1. ഭാഷ ഗണിതം ഇവയുടെ അടിസ്ഥാനശേഷികൾ എല്ലാ കുട്ടികൾക്കും ലഭ്യമാകണമെങ്കിൽ ക്ലാസ്സ് പ്രവർത്തനത്തിൽ എന്തെന്ന് മാറ്റം വരുത്തണമെന്ന് കണ്ടെത്തുക
2. ഒരേ വായനാ സാമഗ്രി ഉപയോഗിച്ച് ഭിന്ന നില വാരക്കാരെ എങ്ങനെ പരിഗണിക്കാമെന്ന് കണ്ടെത്തുക
3. കുട്ടികളുടെ പഠന നിലവാരം രക്ഷിതാക്കളെ നേരിട്ടുബോധ്യപ്പെടുത്തുന്നതിന് എഡ്യൂഫെസ്റ്റ് പോലുള്ള മാതൃകകൾ വികസിപ്പിക്കുക.
4. രക്ഷാകർതൃ വിദ്യാഭ്യാസത്തിന് പുതുവഴികൾ കണ്ടെത്തുക.
5. അധ്യാപകരെ ഗവേഷണ പഠനത്തിന്റെ സാധ്യതകൾ കണ്ടെത്താൻ പ്രാപ്തരാക്കുക.
6. ആധുനിക സാങ്കേതിക വിദ്യ പഠനത്തിന്റെ ഓരോ ഘട്ടത്തിലും അനുയോജ്യമാം വിധം ഉൾച്ചേർക്കുക.

സബ് ജില്ലയിലെ 55 വിദ്യാലയങ്ങൾക്കും സ്വന്തം പ്രവർത്തന പദ്ധതികൾ നവീകരിക്കുന്നതിന് സഹായ സംവിധാനങ്ങൾ ഒരുക്കി.

- ക്ലസ്റ്റർതല ചർച്ച
- പ്രഥമാദ്ധ്യാപക യോഗത്തിലെ നിർദ്ദേശങ്ങൾ
- ക്ലസ്റ്റർ കോർഡിനേറ്റർ, BRC ട്രെയിനർ എന്നിവരുടെ നേതൃത്വത്തിലുള്ള അവലോകനങ്ങൾ

കൂടാതെ, ബി.പി.ഒ., എ.ഇ.ഒ., ഡയറ്റ് ഫാക്കൽറ്റി ഇവരുടെ വിദ്യാലയ സന്ദർശനം വഴി പദ്ധതി നടത്തിപ്പ് കൃത്യമായി മോണിറ്റർ ചെയ്തു. ഇതിന്റെ ഭാഗമായി നടപ്പാക്കിയ പ്രവർത്തനങ്ങളുടെ ചില അനുഭവസാക്ഷ്യങ്ങൾ താഴെ ചേർക്കുന്നു.

1.	വായനാ പ്രോത്സാഹന പരിപാടി, രചനാക്യാമ്പ്, ലിഖിതപ്രകടനങ്ങളുടെ പ്രകാശനം.	ജി.എൽ.പി.എസ്. വട്ടേനാട്
2.	സംഖ്യാവലോകനം - ഗണിതപുസ്തകം.	ജി.യു.പി.എസ്. ഇരുമ്പകശ്ശേരി
3.	മൾട്ടിമീഡിയ ലേണിംഗ് കോംപ്ലക്സ് നിർമ്മാണവും, പഠനവും. (ഒരു വർഷം ചുരുങ്ങിയത് 20 പിരീഡെങ്കിലും ഐ.ടി. ഉപയോഗിച്ചുള്ള പഠനം)	എ.യു.പി.എസ്. ചാഴിയാട്ടിരി
4.	എഡ്യൂഫെസ്റ്റ് - വ്യക്തിഗത ശ്രദ്ധയിലൂന്നിയ പഠനം, സ്കൂളിനെ അടയാളപ്പെടുത്തൽ, രക്ഷിതാവിന് പറയാനുള്ളത്, പഠിതാക്കളുടെ സർഗ്ഗപ്രകടനങ്ങൾ, ഏകദിന സി.പി.ടി.എ. (മൊഡ്യൂൾ അനുസരിച്ച്)	സ്വാമിനാഥ വിദ്യാലയം - ഡയറ്റ് ലാബ്.
5.	സമഗ്ര രക്ഷാകർതൃ വിദ്യഭ്യാസ പരിപാടി, പഠന ക്യാമ്പ്, കൗൺസലിംഗ് ക്ലാസ്സുകൾ, വായനാ പ്രോത്സാഹന പരിപാടി (വായനശാലയുമായി സഹകരിച്ച്)	എസ്.ആർ.വി. പെരുമണ്ണ്
6.	അനുബന്ധ സാമഗ്രികളുടെ വികസനം, ഉപയോഗം ഇവ വഴി എല്ലാവർക്കും വായനാ ലേഖന ശേഷികൾ. (വിവിധ സ്ഥാപനങ്ങളുടെ മെറ്റീരിയലുകളും ഉപയോഗപ്പെടുത്തി.)	ജി.എൽ.പി.എസ്. മേലേഴിയം

ഓരോ വിദ്യാലയവും പഠനപ്രവർത്തനങ്ങൾ കരുത്തുറ്റതും ജൈവികവുമാക്കുന്നതിന് ഏറെ പ്രാധാന്യം നൽകി. ഓരോ പഠിതാവിന്റെയും പഠനവും ശക്തി ദൗർബല്യങ്ങളും പരിഗണിച്ചുകൊണ്ടാണ് അദ്ധ്യാപകർ പ്രവർത്തനങ്ങൾ ചിട്ടപ്പെടുത്തിയത് എന്നത് ഗവേഷണ സ്വഭാവം നിലനിർത്താൻ കാരണമായി.

ഒട്ടെ ഔട്ടിലെ കണ്ടെത്തലുകൾ - സംക്ഷിപ്തം.

- ഭാഷാപ്രവർത്തനങ്ങൾ സവിശേഷമായി ഏറ്റെടുത്ത വട്ടേനാട് ജി.എൽ.പി. സ്കൂളിലെ വായനയും ലേഖനവും മികച്ചതായി മാറി. സാഹിത്യപ്രമുഖരുടെ നേതൃത്വത്തിലെ ചർച്ചകളും ക്യാമ്പും സർഗ്ഗരചനയ്ക്ക് അനുഗുണമായി.

കൃത്യമായ അക്ഷര/ആശയ ബോധത്തോടെയാണ് നാലാം ക്ലാസ്സിലെ പഠിതാക്കളുടെ വായനയും ലേഖനവും എന്ന് ഇത് സംബന്ധിച്ച പഠനത്തിൽ ബോധ്യമായി. ഇത് പഠന സ്ഥിരതക്ക് കാരണമാകും.

- ഗണിതപഠനത്തിന് പുതിയ സാധ്യതകൾ ഒരുക്കാൻ ഗണിതക്ലബ്ബിന്റെ പ്രവർത്തനങ്ങൾ ഉയർത്തി കാട്ടാൻ ഇരുമ്പകശ്ശേരി സ്കൂളിന് സാധിച്ചു. ചതുഷ്ക്രിയകൾ അർത്ഥപൂർണ്ണമായും അവസരോചിതമായും പ്രയോഗിക്കാൻ പഠിതാവിനെ പ്രാപ്തമാക്കാൻ ഇതിലൂടെ കഴിഞ്ഞു. അദ്ധ്യാപകരുടെ പഠന/ഗവേഷണ ചിന്തയ്ക്ക് ഇത് ഏറെ ഗുണം ചെയ്തു.

- ഐ.ടി. സാധ്യതകളെ ക്ലാസ്റൂം പഠനത്തിന് അനുപുരകമാക്കുന്ന ക്രാഫ്റ്റ് ചാഴിയാട്ടിരി സ്കൂളിന് പുത്തൻ ഉണർവ് നൽകി. പ്രഥമാദ്ധ്യാപകന്റെ ഇടപെടൽ സ്കൂളിലെ ഐ.ടി. പഠനത്തിന് ഏറെ പ്രയോജനം ചെയ്തു.
- ക്ലാസ്റൂം/മുഖ്യനിർണ്ണയ പ്രവർത്തനങ്ങളിലെ പ്രകടനങ്ങൾ കൃത്യമായി നിരീക്ഷിക്കലും ഓരോ കുട്ടിയെയും തൊട്ടടുത്ത ഗ്രേഡിലേക്ക് എങ്ങനെ ഉയർത്താമെന്നുള്ള ബോധ്യവും അദ്ധ്യാപകരിൽ ആത്മവിശ്വാസം വളർത്തി. ഇത് സ്വന്തം പ്ലാനിംഗിൽ പ്രതിഫലിച്ചു തുടങ്ങി.
- ടെക്സ്റ്റ് പുസ്തകങ്ങൾക്ക് പുറമെ മറ്റ് വായനാ/ലേഖന സാമഗ്രികൾ അർത്ഥപൂർണ്ണമായി ഉപയോഗിക്കുന്ന ഒരു സംസ്കാരം സ്കൂളുകളിൽ വളർന്നുവന്നു.
- എഡ്യൂഫെസ്റ്റ് പോലുള്ള പരിപാടികൾ യാഥാർത്ഥ്യബോധത്തോടെ ഏറ്റെടുക്കാൻ അദ്ധ്യാപക സമൂഹവും രക്ഷിതാക്കളും തയ്യാറായി.
- പഠനസ്ഥിരതയുടെ അനിവാര്യതയും അതിനായുള്ള അന്വേഷണങ്ങളുടെ പ്രസക്തിയും അദ്ധ്യാപകർക്ക് ബോധ്യപ്പെട്ടു.
- മികച്ച സ്കൂൾ വികസന പദ്ധതികൾ രൂപപ്പെടാൻ അവസരമൊരുങ്ങി.

പരിമിതി:

2014-15 ലെ ക്വാളിറ്റി ഡ്രൈവിൽ ഇംഗ്ലീഷ് പഠനം മെച്ചപ്പെടുത്താൻ സജീവമായ പ്രവർത്തനങ്ങൾ വേണ്ടത്ര ഏറ്റെടുത്തതായി കാണുന്നില്ല.

തുടർ പ്രവർത്തന സാധ്യതകൾ :-

അടുത്ത അദ്ധ്യയനവർഷം ക്വാളിറ്റി ഡ്രൈവ് പരിപാടിയിൽ ശ്രദ്ധിക്കാവുന്നതും, ഉൾപ്പെടുത്തേണ്ടതുമായ കാര്യങ്ങൾ അനുഭവത്തിന്റെ പശ്ചാത്തലത്തിൽ ബോധ്യമായി.

- ക്ലാസ്സ് ലൈബ്രറി, ക്യാമ്പുകൾ, രചനാശിൽപ ശാലകൾ, വായനാസാമഗ്രികൾ ഇവയുടെ സഹായത്തോടെ ഓരോ കുട്ടിയെയും മികച്ച വായനക്കാരനാക്കുക.

- ഒരു വിദ്യാലയത്തിൽ നിന്നും അദ്ധ്യാപകനെ/അദ്ധ്യാപികയെ ഗവേഷണ സ്വഭാവമുള്ള നൂതന പ്രവർത്തനങ്ങൾ ഏറ്റെടുക്കാൻ പ്രാപ്തരാക്കുക (Innovative Teacher).
- ഓരോ വിദ്യാലയവും ഒരു മികച്ച കർമ്മപദ്ധതി ഏറ്റെടുത്തുകൊണ്ട് അഞ്ച് വർഷത്തെ തുടർച്ച ഉറപ്പാക്കുന്ന തരത്തിൽ പ്ലാൻ ആവിഷ്കരിക്കുക.
- അതത് പ്രദേശത്തെ സവിശേഷമായ സാമൂഹ്യ/സാംസ്കാരിക അന്തരീക്ഷത്തെ വിദ്യാലയവുമായി ബന്ധപ്പെടുത്തുന്ന പ്രവർത്തനങ്ങൾ നടപ്പാക്കുക.
- പ്രൈമറി ഇംഗ്ലീഷ് പഠനം മികച്ചതാക്കാൻ അദ്ധ്യാപകർക്ക് ശനിയാഴ്ചകളിൽ പ്രത്യേക പരിശീലനം/വർക്ക് ഷോപ്പ് എന്നിവ സംഘടിപ്പിക്കുക.
- സമഗ്ര രക്ഷാകർതൃ ബോധവൽക്കരണത്തിന് നൂതനമായ രീതികൾ കണ്ടെത്തി നടപ്പാക്കുക. തുടർന്ന് എഡ്യൂഫെസ്റ്റ് മികവാർന്ന രീതിയിൽ സംഘടിപ്പിക്കുക.

സംഗ്രഹം.

വിദ്യാലയങ്ങളിൽ സുസ്ഥിരമായ ഗുണനിലവാരം എന്ന ആശയത്തിലൂന്നി കഴിഞ്ഞ അധ്യയന വർഷത്തിൽ തൃത്താലയിൽ നടത്താൻ ശ്രമിച്ച പ്രവർത്തനത്തിന്റെ കണ്ടെത്തലുകളാണ് ഇവിടെ പരാമർശിച്ചത്. ഈ പ്രവർത്തനങ്ങൾ തൃത്താലയിൽ നടന്നുവരുന്ന എം.എൽ.എ സമഗ്ര വിദ്യാഭ്യാസ പദ്ധതിയായ SMILE, DIET, SSA എന്നിവയുടെ പ്രവർത്തനത്തിന്റെ തുടർച്ചയാണ്. അടുത്ത വർഷം ഈ സംവിധാനങ്ങളേയും തദ്ദേശസ്വയംഭരണ സ്ഥാപനങ്ങളുടെ വിദ്യാഭ്യാസ പരിപാടികളേയും ഉൾച്ചേർത്ത് സുസ്ഥിര ഗുണമേന്മ കൈവരിക്കാൻ വേണ്ട ഇടപെടൽ നടത്തുന്നത് ഏറെ അഭികാമ്യമാണ്.

Lesson from Classroom

വായന - ഒരു പുതിയ പരീക്ഷണം

രാജേന്ദ്രൻ താമരപ്പുര

ഏഴു വർഷങ്ങൾക്ക് ശേഷമാണ് എനിക്ക് ആറാം ക്ലാസ്സിൽ തമിഴ് പഠിപ്പിക്കാൻ അവസരം കിട്ടിയത്.

ജൂൺ ആദ്യ ആഴ്ചയിൽ കുട്ടികളുടെ നിലവാരം അളക്കാൻ തീരുമാനിച്ചു. പുസ്തകത്തിലെ ഏതെങ്കിലും ഒരു പേജ് വായിക്കാൻ ആവശ്യപ്പെട്ടു. അറിയില്ല എന്ന തുറന്ന ഉത്തരമാണ് പലരും പറഞ്ഞത്. അഞ്ചു കുട്ടികളാണ് ബുദ്ധിമുട്ടി വായിച്ചത്.

അടുത്ത ദിവസം ഞാൻ പ്രൈമറി കുട്ടികൾക്കായി എഴുതിയ വായനാകാർഡുകൾ കൊണ്ടുപോയി വായിക്കാൻ ആവശ്യപ്പെട്ടു. ഒന്നാം ക്ലാസ്സ് കുട്ടികൾക്കുള്ള വായനാകാർഡും ഉപയോഗിക്കേണ്ടി വന്നു.

36 കുട്ടികളിൽ 12 കുട്ടികൾക്കു വാക്കുകൾ പോലും വായിക്കാൻ കഴിഞ്ഞില്ല.

6 കുട്ടികളാണ് തെറ്റോടെയെങ്കിലും (അതു അപ്പോൾ തന്നെ അവർ തിരിച്ചറിഞ്ഞ് തിരുത്തി വായിക്കുകയും ചെയ്തു) വായിച്ചത്.

ബാക്കിയുള്ള കുട്ടികൾ എവിടെ തെറ്റുന്നുവോ അവിടെ തപ്പിത്തടഞ്ഞ് നിൽക്കും. മുന്നോട്ട് പോകാനുള്ള ധൈര്യമോ വിശ്വാസമോ ഇവർക്ക് ഇല്ല. പുസ്തകത്തിലെ വാക്കുകൾ ഇവർക്ക് പരിചയമില്ല. ഉറപ്പിച്ചു വായിക്കുക എന്ന ശീലവുമില്ല.

ഇവരെയാണ് സാമാന്യം ബോറായ ടെക്സ്റ്റ്ബുക്ക് ഉപയോഗിച്ചു വായിക്കാൻ പഠിപ്പിക്കേണ്ടത്. ഇവരെയാണ് വായനയുടെ ആഴങ്ങളിലേക്ക് നയിക്കേണ്ടത്. ഇവരെയാണ് വരികൾക്കിടയിലെ വായന പഠിപ്പിക്കേണ്ടത്. ഇവരെയാണ് വായനയുടെ സുഖം അനുഭവിക്കാൻ പഠിപ്പിക്കേണ്ടത്.

പത്തു പതിനഞ്ച് വർഷങ്ങൾക്കു മുമ്പാണെങ്കിൽ ഇത്തരം സാഹചര്യങ്ങളിൽ അക്ഷരമാല എഴുതിയിടുകയും അതു പല ആവർത്തി വായിക്കാനും എഴുതാനും ആവശ്യപ്പെടുകയും ചെയ്യുമായിരുന്നു. കുട്ടികൾ വായിച്ചില്ലെങ്കിൽ അതു അവരുടെ തെറ്റ്. അവരുടെ കഴിവില്ലായ്മ, അറിവില്ലായ്മ എന്ന് സമാധാനിപ്പിരിക്കാമായിരുന്നു. ഇപ്പോൾ അതു തിരിച്ചാണ്. അധ്യാപകന്റെ കഴിവില്ലായ്മയായാണ് കരുതപ്പെടുന്നത്.

ഞാൻ എന്റെ ഭാഷാധ്യാപനത്തിന്റെ ഉദ്ദേശ്യ ലക്ഷ്യങ്ങളെ പരമാവധി ചുരുക്കി. താഴെ പറയുന്നവ മാത്രം ഈ വർഷംകൊണ്ട് നേടിയെടുക്കാൻ ശ്രമിക്കാം എന്ന് തീരുമാനിച്ചു.

- * കുട്ടികൾ ധാരാളം ഭാഷാ അനുഭവങ്ങളിലൂടെ കടന്ന് പോകണം.
- * ധാരാളം വാക്കുകൾ, ശൈലികൾ എന്നിവ പരിചയപ്പെടണം
- * ചിന്തയിൽ ഭാഷയുടെ ഘടന രൂപപ്പെടണം.
- * സർവ്വോപരി വായനയുടെ സുഖം അനുഭവപ്പെടണം.

അതിനുള്ള വഴിയാലോചിച്ചപ്പോൾ ഒരു കാര്യം മനസ്സിലായി. പാഠപുസ്തകത്തിന് എന്നെ പരിമിതമായേ സഹായിക്കാൻ ആവുകയുള്ളൂയെന്ന്. അടുത്ത വഴിയെന്ത്? നാലഞ്ച് ദിവസങ്ങൾ കടന്ന് പോയി.

ആ ഞായറാഴ്ച വീട്ടിലെ കൊച്ചു ലൈബ്രറിയിലെ പുസ്തകങ്ങൾ അടുക്കി വയ്ക്കുന്നതിന്റെ ഇടയിലാണ് എസ്. രാമകൃഷ്ണൻ എന്ന പ്രസിദ്ധനായ കഥാകൃത്ത് എഴുതിയ കിറു കിറു വാനം എന്ന പുസ്തകം കൈയിൽ തടഞ്ഞത്. വീണ്ടും അതു വായിച്ചു. ഒരു പത്ത് വയസ്സു ബാലന്റെ കൂസൃതികളാണ് പുസ്തകം നിറയെ. അതിൽ ഏറെ ചിരിക്കാനും കുറച്ച് ചിന്തിക്കാനുമുള്ള വകയുണ്ട്.

അടുത്ത ദിവസം ആ പുസ്തകവുമായി ക്ലാസ്സിൽ ചെന്നു. ബെല്ലടിച്ചു. ഒരു മുഖവുരയുമില്ലാതെ ഞാൻ പുസ്തകമെടുത്തു ഉച്ചത്തിൽ വായിക്കാൻ തുടങ്ങി. മുറുമുറുപ്പ് മെല്ലെ അടങ്ങി. ബാലന്റെ കൂസൃതിയിൽ കുട്ടികൾ പരിസരം മറന്ന് മുഴുകിപ്പോയി. ഒരാഴ്ച കൊണ്ട് വായിച്ചു തീർത്തു.

സാർ സൂപ്പറാ ഇരുക്ക് സാർ

സിരിച്ച് സിരിച്ചു വയിറെ വലിക്കൂത് സാർ

ഇതു മാതിരി വേറെ ബുക്ക് ഇരുക്കാ സാർ?

കുട്ടികൾ ആവേശത്തോടെ ചോദിച്ചു. അങ്ങനെയാണ് എന്തുകൊണ്ട് ഇത്തരം നോവലുകളെ ആസ്പദമാക്കി ഭാഷാ പ്രവർത്തനങ്ങൾ ആസൂത്രണം ചെയ്തു നടപ്പാക്കിക്കൂടാ എന്ന ചിന്ത ഉദിച്ചത്.

അടുത്ത ദിവസം തന്നെ സുരേഷ്, ബാല കൃഷ്ണൻ എന്ന രണ്ട് പേർ ചേർന്ന് എഴുതിയ 208 പേജുകളുള്ള അൻപു രാജാവും കാട്ടുകുതിരയും എന്ന പുസ്തകം തെരഞ്ഞെടുത്തത്.

മാന്ത്രിക കഴിവുകളുള്ള, രണ്ട് സിദ്ധന്മാർ തമ്മിലുള്ള ഏറ്റുമുട്ടലാണ് പ്രമേയം. പതിവുപോലെ ഒരാൾ നന്മയുടെ പക്ഷത്തും, അടുത്തയാൾ തിന്മയുടെ നേർപുറവും. നന്മയുടെ പുനസ്ഥാപനത്തിനായി ആ സിദ്ധൻ തെരഞ്ഞെടുത്തത് ഒരു പത്തു വയസുള്ള ബാലനാണ്.

ഒട്ടും പ്രതീക്ഷിക്കാത്ത സംഭവങ്ങൾ നിറഞ്ഞത്, ഓരോ അധ്യായവും അടുത്ത് എന്ത് സംഭവിക്കുമെന്ന ആകാംക്ഷ ജനിപ്പിക്കുന്നത് എന്നിവയാണ് ഈ പുസ്തകം തെരഞ്ഞെടുക്കാൻ എന്നെ പ്രേരിപ്പിച്ചത്. ശരിയാണ്... ടിവി സീരിയലുകൾ ജനങ്ങളെ കെട്ടിയിടുന്ന അതേ സൂത്രം തന്നെ.

കിറു കിറു വാനം എന്ന പുസ്തകം വായനയിൽ, വായിച്ചു കേൾക്കുന്നതിൽ ഒരു സുഖം ഉണ്ടെന്ന് കുട്ടികളെ ബോധ്യപ്പെടുത്താനാണ് ഉപയോഗിച്ച തെങ്കിൽ അൻപു രാജാവും കാട്ടുകുതിരയും എന്ന പുസ്തകം കുട്ടികളുടെ വായനക്കും എഴുത്തിനും വേണ്ട പ്രവർത്തനങ്ങൾ നടപ്പിലാക്കാനാണ് ഉപയോഗപ്പെടുത്തിയത്.

കഥാപാത്രങ്ങളുടെ പേരുകൾ, സ്ഥലനാമങ്ങൾ, അവരുടെ പക്കലുള്ള വസ്തുക്കളുടെ പേരുകൾ എന്നിവയുടെ എഴുത്തും വായനയും.

ഓരോ അധ്യായത്തിലും വരുന്ന പ്രധാനപ്പെട്ട സംഭവങ്ങൾ ചെറിയ വാക്യങ്ങളിൽ ബോർഡിൽ എഴുതുന്നു, കുട്ടികൾ കുറിച്ചെടുക്കുന്നു, അടുത്ത ദിവസം വായിച്ചു കേൾപ്പിക്കുന്നു.

കുട്ടികൾ തന്നെ പ്രധാനപ്പെട്ട സംഭവങ്ങൾ പറയുന്നു, അവ ബോർഡിൽ എഴുതുന്നു, തുടർന്ന് അവർ കുറിച്ചെടുക്കുന്നു. വായിച്ചു കേൾപ്പിക്കുന്നു.

വരാനിരിക്കുന്ന സംഭവങ്ങൾ ഊഹിക്കുന്നു, കുറിച്ചു വയ്ക്കുന്നു, ഒത്തു നോക്കുന്നു.

കഥയിൽ വരുന്ന വിവരണങ്ങൾ പോലെ പുതിയവ എഴുതുന്നു.

കഥാപാത്രങ്ങളുടെ സ്വഭാവം വിശകലനം ചെയ്യുന്നു.

പുസ്തകത്തെ അടുത്ത ക്ലാസിലെ കുട്ടികൾക്ക് പരിചയപ്പെടുത്തുന്ന കുറിപ്പെഴുതുന്നു.

കഥാകൃത്തിന് കത്തെഴുതുന്നു.

എന്നിങ്ങനെയായിരുന്നു പ്രവർത്തനങ്ങളുടെ ക്രമം.

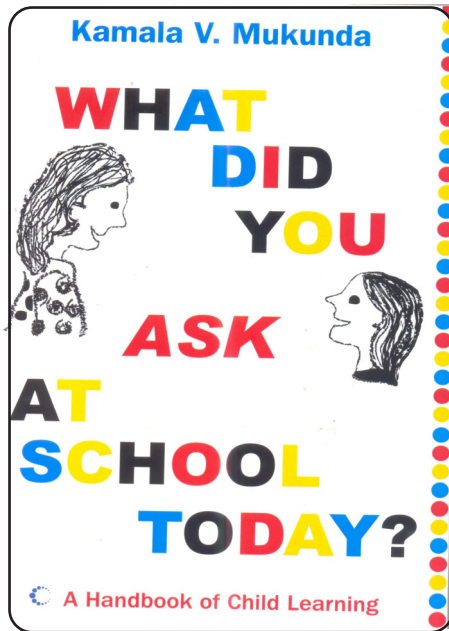
ഈ രണ്ട് പുസ്തകങ്ങൾക്കു പുറമെ ഏഴുതലൈ നഗരം, മായാ ടീച്ചറിൻ മന്ത്രക്കമ്പളം എന്നീ രണ്ടു പുസ്തകങ്ങളും കഴിഞ്ഞ വർഷം ഉപയോഗിച്ചു.

കഥയിലെ സംഭവങ്ങളുടെ മുറുക്കം നൂറു ശതമാനം ഹാജർ ഉറപ്പാക്കി. താഴെ വീണ് നെറ്റിയിൽ മുറിവുണ്ടായിട്ടും മെൽസി അടുത്ത ദിവസം തന്നെ ക്ലാസ്സിലേക്കു വന്നു. ഒരു ദിവസം വരാതിരുന്ന മഹാലക്ഷ്മി അടുത്ത ദിവസം എന്റെ ബാഗ് തുറന്ന് പുസ്തകം എടുത്തു വായിച്ചു. കുട്ടികൾ വീട്ടിലേക്കു വന്ന് ലൈബ്രറി പുസ്തകങ്ങൾ എടുത്തു വായിക്കാൻ തുടങ്ങി. പിറന്നാളിന് മിഠായി വാങ്ങേണ്ട, പകരം പുസ്തകം വാങ്ങിത്തരണമെന്ന് ചില കുട്ടികൾ ആവശ്യപ്പെട്ടു. അവസാനത്തെ കൊല്ല പരീക്ഷ കഴിഞ്ഞ് കുറേ കുട്ടികൾ വീട്ടിലേക്കു വന്നു. പത്തും ഇരുപതും പുസ്തകങ്ങൾ വരെ കൊണ്ടുപോയി.

വായനയിൽ വളരെ പുറകിൽ നിന്നിരുന്ന കുട്ടികളും ലഘു പുസ്തകങ്ങൾ വായിക്കാൻ തുടങ്ങി.

മൊത്തത്തിൽ കുട്ടികളും അദ്ധ്യാപകനും വായനയുടെ പുതിയ തലം പരിചയപ്പെടുകയായിരുന്നു.

Book Review



Mohammed Musthafa
Lecturer DIET-Palakkad

പ്രപഞ്ചത്തിന്റെ വ്യത്യസ്ത വ്യാഖ്യാനങ്ങളെ പരാമർശിച്ച് പ്രശസ്ത ഭൗതിക ശാസ്ത്രജ്ഞൻ ഇർവിൻ ഷ്വാഡിൻഗർ ഇങ്ങനെയൊരു ചോദ്യം ചോദിക്കുകയുണ്ടായി : “എന്റെ ലോകം തന്നെയാണോ നിങ്ങളുടേതും?” വാട്ട് ഡിഡ് യൂ ആസ്ക് അറ്റ് സ്കൂൾ ടുഡേ? (What did you ask at school today?) എന്ന ശിശുപഠനവുമായി ബന്ധപ്പെട്ട ഈ പുസ്തകത്തിൽ ഗ്രന്ഥകർത്രി ശ്രീമതി. കമല വി. മുകുന്ദ ഉന്നയിക്കുന്ന ചോദ്യം ഇതാണ്. “ഒരു പഠിതാവിനെപ്പറ്റി എല്ലാവരും വെച്ച് പുലർത്തുന്ന കാഴ്ച്ചപ്പാട് ഒന്ന് തന്നെയാണോ?”

ശാസ്ത്രത്തിന്റെയും മനഃശാസ്ത്രത്തിന്റെയും പിൻബലത്തോടെ പഠിതാവിനെ കുറിച്ചുള്ള ധാരണ ഉറപ്പിക്കുകയാണ് ഗ്രന്ഥകർത്രി ആദ്യം ചെയ്യുന്നത്. പതിനൊന്ന് അദ്ധ്യായങ്ങളിലായി പഠനം എന്താണെന്നും, പഠിതാവ് ആരാണെന്നും, പഠിതാവിന്റെ വളർച്ചാ ഘട്ടങ്ങൾ ഏതൊക്കെയാണെന്നും, ഓരോ ഘട്ടങ്ങളിലും ബൗദ്ധിക-ശാരീരിക-മാനസിക വളർച്ച എങ്ങനെയെല്ലാമായിരിക്കുമെന്നും വളരെ വിശദമായി ഈ പുസ്തകം പ്രതിപാദിക്കുന്നുണ്ട്. ഓർമ്മയെക്കുറിച്ചും ബുദ്ധിചാതുര്യത്തെക്കുറിച്ചുമുള്ള അദ്ധ്യായങ്ങൾക്ക് ആധുനിക ശാസ്ത്രത്തിന്റെയും പഠനങ്ങളുടേയും പിന്തുണ നൽകിയിട്ടുണ്ട്. കൗമാര ഘട്ടത്തിലെ വളർച്ചയെക്കുറിച്ചും അതുളവാക്കുന്ന മാനസിക-ശാരീരിക-വൈകാരിക പ്രശ്നങ്ങളെക്കുറിച്ചും, അതിന്റെ പരി

ഹാരനിർദ്ദേശങ്ങളെ കുറിച്ചുമുള്ള പ്രത്യേക അദ്ധ്യായം വായനക്കാരന്റെ ശ്രദ്ധ പിടിച്ചു പറ്റുമെന്നതിൽ പക്ഷാന്തരമുണ്ടാവില്ല. അഭിപ്രേരകം (Motivation) ഒരു പ്രത്യേക അദ്ധ്യായമാക്കി മാറ്റിയത് അദ്ധ്യാപകർക്ക് ഏറെ ഗുണം ചെയ്യും. പ്രകൃതിയും പരിലാളനവും (Nature and Nurture) എന്ന അദ്ധ്യായം നൂതന ചിന്തക്ക് വഴിവെക്കും. പ്രകൃതിയും പരിലാളനവും പഠനത്തെ പരിപോഷിപ്പിക്കുന്നതിൽ പ്രധാന കണ്ണികളായി പ്രവർത്തിക്കുന്നുണ്ടെന്ന് ഈ പുസ്തകം സമർത്ഥിക്കുന്നു.

എല്ലാം എളുപ്പത്തിൽ ലഭിക്കണമെന്ന അദ്ധ്യാപകരുടെ മനസ്സിലിരുപ്പ് മനസ്സിലാക്കിക്കൊണ്ടാവണം ഈ പുസ്തകം അദ്ധ്യാപകർക്കുള്ള ‘ടിപ്പ്’കളുടെ ഒരു സമാഹാരമല്ല എന്നും, ഗൗരവമുള്ള വായനയെ ലക്ഷ്യമിട്ടുകൊണ്ടാണ് ഇതിന്റെ രചന നിർവ്വഹിച്ചിട്ടുള്ളതെന്നും ഗ്രന്ഥകർത്രി എടുത്ത് പറയുന്നുണ്ട്. കൂട്ടികളുടെ വിദ്യാഭ്യാസ കാര്യങ്ങൾ സജീവമായി ചിന്താവിഷയമാക്കുന്നവർക്ക് ഒരു വിജ്ഞാനകോശമായി ഈ പുസ്തകം ഉപയോഗപ്പെടുത്താമെന്ന് ഡോ: യശ്‌പാലും സാക്ഷ്യപ്പെടുത്തുന്നു. ഈ പുസ്തകത്തിന്റെ പ്രാധാന്യത്തെയാണ് ഇത് സൂചിപ്പിക്കുന്നത്. ആദ്യത്തെ അദ്ധ്യായം മസ്തിഷ്കത്തിന്റെ സങ്കീർണ്ണങ്ങളായ പ്രക്രിയകളെയാണ് വിശദീകരിക്കുന്നതെങ്കിലും, ശൈലിയിലുള്ള പ്രത്യേകത കൊണ്ടാവണം ഒരു നോവലുപോലെ വായിച്ചു പോകാൻ അനുവാചകനെ പ്രേരിപ്പിക്കും. ന്യൂറോണുകളുടെ ധർമ്മവും മസ്തിഷ്കത്തിന്റെ സമാന്തര വിന്യാസ സംശ്ലേഷണ ധർമ്മവും, മസ്തിഷ്കത്തിന്റെ വിവിധ ഭാഗങ്ങളുടെ പ്രത്യേകതയും വിശദീകരിക്കുന്നത് തികഞ്ഞ പാണ്ഡിത്യത്തോടു കൂടിത്തന്നെയാണ്. കാര്യങ്ങൾ എളുപ്പത്തിൽ ഗ്രഹിക്കുന്നതിനായി പലതിനും ചിത്രങ്ങളുടെ പിന്തുണയുമുണ്ട്. പഠന പിന്നോക്കാവസ്ഥയ്ക്ക് പിറകിലുള്ള പല കാരണങ്ങളും തലച്ചോറിനെക്കുറിച്ചുള്ള അദ്ധ്യായത്തിൽ വിശദമായി പ്രതിപാദിക്കുന്നുണ്ട്.

പഠനത്തെക്കുറിച്ച് ഏറെപ്പേരും വെച്ചുപുലർത്തുന്ന പരമ്പരാഗതമായ പല ധാരണകളും ഈ പുസ്തകം തിരുത്തുന്നു. കുപ്പിവെള്ളം ഇറക്കുമതി ചെയ്ത് ജലക്ഷാമം പരിഹരിക്കാനാവാത്തതുപോലെ, അദ്ധ്യാപകനെ മാത്രം കേന്ദ്രീകരിച്ച് നടക്കുന്ന പഠന പ്രക്രിയകൾ വിജയത്തിലെത്തില്ല. പ്രകൃതിയുടെയും പഠനോപകരണങ്ങളുടേയും പിന്തുണ പഠന പ്രക്രിയയുടെ മുൻപു കൂട്ടലിന് അത്യാന്താപേക്ഷിതമാണ്. അപ്പോഴേ അറിവിലുള്ള മുന്നറിവുകൾ തിരിച്ചറിയുകയുള്ളൂ. (1) അറിവിൽ ഒരു അറിവ് ഉണ്ട് എന്നയറിവ്, (2) ഉണ്ടായിരിക്കുന്ന അറിവ് ഏതാണെന്നുള്ള അറിവ്, (3) ഉണ്ടായിരിക്കുന്നതിന്റെ മൂല്യമെന്താണെന്നുള്ള അറിവ്.

മനുഷ്യമസ്തിഷ്കത്തിന്റെ ഒരു പ്രധാന പ്രത്യേകത അത് യഥാർത്ഥ ലോകത്ത് നിന്നുമാണ് കൂടുതൽ ഗ്രഹിക്കുന്നത് എന്നുള്ളതാണ്. എന്നാൽ, വിദ്യാലയങ്ങൾ പാഠപുസ്തകങ്ങളിൽ നിന്നും കൂടുതൽ ഗ്രഹിക്കാനാണ് കുട്ടിയോട് ആവശ്യപ്പെടുന്നത്. അബോധ തലത്തിൽ കുട്ടി രൂപപ്പെടുത്തിയെടുത്ത പല ധാരണകളേയും പരിഗണിക്കാതെ യഥാർത്ഥ ജ്ഞാനമെന്ന പേരിൽ ഒരു പിടി സിദ്ധാന്തങ്ങൾ കുട്ടിയുടെ തലച്ചോറിലേക്ക് തള്ളിക്കയറ്റുന്നു. പരീക്ഷയിൽ ഈ സിദ്ധാന്തങ്ങളുടെ പകർപ്പുകൾ അതേപടി കുറിക്കാനാവശ്യപ്പെടുന്നു. പഠനത്തിൽ മനോവികാരങ്ങൾക്ക് വലിയ പ്രാധാന്യമാണുള്ളതെങ്കിലും വിദ്യാലയം പഠനത്തിൽ മനോവികാരങ്ങളുടെ തലത്തെ പാടെ അവഗണിക്കുന്നു. ഇത്തരം ഇണക്കമില്ലായ്മകൾ (Mismatches) അനവധിയുണ്ടെന്ന് ഈ പുസ്തകം നമ്മെ ബോധ്യപ്പെടുത്തുന്നു.

വിദ്യാലയങ്ങളിൽ പഠിതാക്കൾ അനുഭവിക്കുന്ന മാനസിക പിരിമുറുക്കങ്ങൾ അവരുടെ ഓർമ്മശക്തിയെ ബാധിക്കുന്നുണ്ടെന്ന നിരീക്ഷണം ഗൗരവമായി കാണേണ്ടതാണ്. പിരിമുറുക്കങ്ങൾ ശരീരത്തിൽ ഗ്ലൂക്കോകോർട്ടിക്സോയിഡുകളുടെ (Glucocorticoids) ഉത്പാദനത്തിന് കാരണമാവുമെന്നും, ഇത് ഓർമ്മശക്തിയെ സാരമായി ബാധിക്കുമെന്നും ശാസ്ത്രീയമായ പഠനങ്ങളുടേയും കണ്ടത്തലുകളുടേയും പിൻബലത്തോടെ ഗ്രന്ഥകർത്രി നമ്മുടെ മുമ്പിൽ അവതരിപ്പിക്കുന്നുണ്ട്. പുസ്തകം മുമ്പോട്ട്

വെക്കുന്ന “വർക്കിംഗ് മെമ്മറി” എന്ന ആശയം കൂടുതൽ പഠനത്തിന് സാധ്യതയുള്ളതാണ്.

സ്പഷ്ടപഠനം (Explicit learning), അന്തർലീന പഠനം (Implicit learning), നൈസർഗ്ഗിക ശേഷികൾ (Innate skills) എന്നിവയുടെ വിശദമായ വിവരണങ്ങൾ വിദ്യാഭ്യാസവുമായി ബന്ധപ്പെട്ട് പ്രവർത്തിക്കുന്ന എല്ലാ വർക്കും ഗുണം ചെയ്യും.

വിദ്യാലയത്തിന് ജ്ഞാനത്തെയും വ്യക്തിയെയും പ്രോത്സാഹിപ്പിക്കുന്ന ഉത്തരവാദിത്വം മാത്രമല്ല ഉള്ളതെന്ന് “വിദ്യാഭ്യാസവും അധികാരവും” എന്ന പുസ്തകത്തിൽ മൈക്കിൾ ആപ്പിൾ എടുത്തു പറയുന്നുണ്ട്. സമാന ചിന്താഗതി തന്നെയാണ് കമല വി. മുകുന്ദയും വെച്ചുപുലർത്തുന്നത്. അതുകൊണ്ടുതന്നെ ആയിരിക്കണം വിദ്യാലയം പഠിതാവിന്റെ സമഗ്ര വികസനത്തിനായി ഏറ്റെടുക്കേണ്ട ഉത്തരവാദിത്വങ്ങൾ ഗ്രന്ഥകർത്രി എടുത്തു പറയുന്നത്.

പുസ്തകത്തിൽ എടുത്തുദ്ധരിച്ച പഠനങ്ങളും കണ്ടെത്തലുകളും ഇന്ത്യൻ പശ്ചാത്തലത്തിൽ ഉള്ളതല്ലെന്ന പരിമിതി ഈ പുസ്തകത്തിനുണ്ട്.

ടോൾസ്റ്റോയ് പറഞ്ഞപോലെ അധ്യാപനം ഒരു കലയാണ്. അതിൽ പൂർണ്ണതയോ പരിപൂർണ്ണതയോ ഇല്ല. അതേസമയം വികാസത്തിനും പരിപൂർണ്ണാവസ്ഥ പ്രാപിക്കാനുമുള്ള കഴിവ് അവസാനമില്ലാത്തതാണ്. ഈ പുസ്തകം പരിപൂർണ്ണാവസ്ഥ പ്രാപിക്കുന്നതിലേക്കുള്ള ഒരു ചവിട്ടുപടിയാണെന്ന കാര്യത്തിൽ സംശയമില്ല.

DIET Palakkad - An Overview



District Institutes of Education and Training (DIETs) are established in India after the recommendations of NPE (1986). DIETs are envisaged to overhaul education, especially in quality dimension. The main functions that entrusted to each DIET are :

1. Organising quality based Teacher Education Programmes (both in preservice and inservice).
2. Conducting research and innovative activities to ensure the quality of education in the district.
3. Developing and disseminating various materials on education.
4. Organising field visits and planning various activities to tackle local issues in different fields of education.
5. Support and extension activities to different educational agencies.

DIET Palakkad, Kerala was established in 1992 by upgrading Swaminatha Vidyalaya Teacher Training Institute and is located in Anakkara Grama Panchayath, at the western border of the district. Anakkara is highly graceful and elegant in its natural dispositions and claims to have a rich cultural heritage as it is the birth place of eminent personalities like Ammu Swaminathan, Captain Lakshmi and Artist Mrinalini Sarabhai. Apart from the routine responsibilities, DIET Palakkad has been carrying out various research oriented tasks in the district performing either as a leading component or as a catalyst. Certain highlighted programmes conducted during the year 2014-15 are :

Seminar:

DIET Palakkad hosted a state level seminar on "Including Children with Special Needs for ensuring sustainable educational quality". Prof. M.A. Khader , Head of Dept. of Evaluation (Rtd) , NCERT, New Delhi inaugurated the function in which Resource Teachers shared their experiences and

concerns leading to serious discussions , clarifications and agreements.

Training:

- Periodic review and planning meeting for TTI Principals and subject wise training to all Teacher Educators .
- Well planned and organised monthly conferences of Edl. Officers and heads of schools in the district.
- All Resource Teachers working in the district were trained in using ICT as a support tool in their area of operation.

Material Development :

- 'Edu Touch ' : Hand book for TTIs for ensuring effective academic planning , implementation and monitoring .
- 'Subject Clinics' : Materials to support the learners who need special care as a part of quality drive in SSLC examination.
- 'Butterflies' : Special material which intends to empower the primary school teachers to use English in the classrooms with ease and pleasure.

Research :

- ✓ Study on the Pre-Primary Education , "The Problems in the management of Pre-primary Education in the tribal settlements of Palakkad district".
- ✓ Prepared a data base on the CWSN children in the district after having an indepth survey on it.
- ✓ Action Research – Primary school teachers and other educational functionaries completed various issue based classroom researches in the district.
- ✓ Sarga Sadhakam – An innovative research programme which intends to empower Teacher Educators to carryout creative and innovative practices in Teacher Education.

Support and extention :

Vijayasree :

- ✓ Subject clinics were of high innovation for activating subject councils at HS level
- ✓ Systematic and scientific monitoring and review programmes were organised at district, sub district and shool levels that ensured a special drive for SSLC result enhancement.

Comprehensive Education Programmes of MLAs:

DIET Palakkad provides academic support to the Comprehensive Education Programmes of MLAs in the district such as :

- SMILE – Thrithala Constituency
- SADHANA –Ottappalam Constituency
- WINGS- Nenmara Constituency
- Vidya Vikas - Kongad Constituency

All the above programmes are launched as a part of Quality Drive being the dynamic force for achieving the desired goals in Education.