

# **A Study of the Factors Affecting the Academic Performance of Labour Girl Children in APSWREI**

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June 2007

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## ACKNOWLEDGEMENT

I take this opportunity to express my thanks for the support and cooperation extended by the APSWREI, especially Mrs. Parbati Subramanya, Joint Secretary (Projects) for her quick and timely help during the carrying out of the study.

I extend my thanks to all the external Resource Persons for their valuable time and suggestion given for the study.

I express my heartfelt thanks to Dr. G. Vishwanathappa for his help throughout, especially in the analysis of the results.

Thanks are also due to Dr. C. Jangaiah for his help and support.

Last but not the least, I convey my thanks to all the students, teachers and Principals of the APSWREI schools without whose cooperation this study would not have been possible.



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*“When you look into a child’s eyes you expect to see hope, trust and innocence, but when you see these signs of childhood are replaced by betrayal, hunger, fear and suspicion, we need to take serious stock of ourselves and the society we have created”*  
(Reddy, 1988).

Children are the future of the world. The kind of world that we want depends on the kind of children we give to our world. Hence the responsibility lies on us to see to it that each child is given opportunity to grow and develop, to be educated and succeed, and to achieve the potentials within to the full extent.

# **A Study of the Factors Affecting the Academic Performance of Labour Girl Children in APSWREI**

## **I. Introduction : Background of the study**

Education of the girl child is an important concern in the present educational scenario. Governments at the Centre and States have implemented various programmes such as DPEP, SSA, etc. to achieve the goal of Universal Elementary Education and educational upliftment of the girl children and children belonging to other vulnerable sections of the society. One of the major tasks in these programmes is to bring the children in the school and provide them with quality education. In this regard, the effort made by the Government of Andhra Pradesh is highly laudable. As part of elimination of rural poverty and empowerment of women, the government has taken up several measures for long term benefit of the girl child. In order to provide educational support to the girl children of labourers and school drop outs, the government started 24 Residential Schools in 2002 with the assistance of World Bank. These schools run by Andhra Pradesh Social Welfare Residential Educational Institution Society (APSWREI) under APDPIP provide educational support to the girl child labour and drop outs from class V to senior intermediate with vocational component. At present the APSWREI Society runs 64 schools in 16 districts of 500 mandals in the State.

The schools of APSWREI Society admit students from the bridge course centres run by DPEP, NCLP, NGOs and other agencies funded by Government, through an ability test. Total pass percentage of the students in class 7<sup>th</sup> and 10<sup>th</sup> class examination is very high from the very beginning of the project. Though a marginal decline in the pass percentage in the 10<sup>th</sup> class result was seen in 2004-05, the schools registered 100% result in VII and 94% in the X class examinations in 2005-06. However, the APSWREI Society feels that the academic performance of the children is not much impressive. Although overall pass percentage is very high, the performance of the individual student is not upto high standard. One of the reasons for this



is attributed to the poor language and mathematical skills possessed by the new enrolled children joined from bridge camps. The Society thinks that the poor language and mathematical skills reduce children's grasp of the six subjects taught in V and VI classes.

Taking into account the inadequate performance of students, the society prepared a test for quality improvement programmes in 2005-06 ;with subject experts in Telugu and Mathematics for diagnosing subjectwise deficiency of the children in V and VI classes. Based on this test, the children were given remedial teaching to improve their academic performance. Nonetheless the educational authorities in the State felt the need for a systematic inquiry into the factors influencing the academic performance of the students, particularly the labour girl children in the residential schools run by the APSWREI Society. This need was put up before the State Coordination Committee of RIE, Mysore during 2006-07 and thus the present study was conceptualized.

## **II. Importance of Education for Girls**

Education has the greatest significance for the girls and weaker sections of the society. Education is one of the most important factors which can promote socio economic status of women. It empowers women in every spheres of life. It encourages them to take up challenges, get recognition and respect. It is said that when a man is educated, a single person is educated; but when a woman is educated, the whole family is educated, because, woman has a major role in the family and a major influence on her children. It is the mother's education which determines and affects her children's educational aspirations and their development and success in life.

It can be said that education acts as a panacea to all the problems of women. Illiteracy, ignorance, low income, low social status, no or little power sharing in democratic process, having little say in family matters, discriminatory attitude – women are plagued with all these. This leads to poor self-image, suffering nature, defeatist attitude, lack of assertiveness, social

isolation and subjugation/ subordination. As a result, the personal development, the mental and emotional health of the women - are affected negatively. Women are oppressed in all spheres of life. These gender inequalities which are fairly visible in education, health, resource distribution, affection, care, respect and recognition – between men and women have curtailed the rights of women and have contributed to the process of marginalisation and oppression of women.

Research world wide shows that in general the economic benefit from women's education – calculated as the economic rate of return to education are comparable to those from men's education. Then from the point of view of economic efficiencies, the gender gap in education is undesirable. Recent findings suggest that social benefit from investing in female education are far greater than those from investing in male education. Female education has powerful effects on the total fertility rate, infant mortality, child's health and nutrition. By contrast, statistical analysis show that male schooling has relatively much smaller effect on these social outcomes. Researches also show that if the women of the family are educated, definitely the family is higher up in the society compared to those families where women are not educated. Further, the social evils such as illiteracy of girl child, child labour, female infanticide and other superstitious and irrational practices are significantly low in families where the women are educated. Education empowers women to go up in the social ladder, it helps them to gain self-confidence, self-respect, recognition and good gender relation (Kapoor, 2006.).

Education of women is a powerful tool and force not only for the development and upliftment of the women, but also for achieving economic and social justice. Education helps women to cherish emotional, intellectual and economic freedom and to take active part in socio-political-cultural activities. Lots of instances are there where women have brought about vast positive changes in their environment and communities. Knowledge and skill helps the girl child to step into the job market, where she has greater

command over resources. Economic security thus gained paves way for autonomy in decision making, planning her life and ensuring her dignity and achieving self-reliance (Kapoor, 2006).

### **III. Education : An Important Tool for Tackling Child Labour**

Evidence from around the world and India shows that education is the single most important intervention for improvement in child survival. An educated mother marries later, has fewer children, is better able to take care of her children and is more empowered to address her and her children's needs. This sets in motion a virtuous intergenerational cycle.

Major achievements have been made in terms of enrolment of children in primary school. Still the school attendance is low in many States. Another major concern is the quality of the education and the retention of children. Strategic investments are being made in the education sectors through the Sarva Shiksha Abhiyan (SSA) and the District Primary Education Programme (DPEP). However, quality education remains a major challenge.

Education of those children who are victims of child labour, sexual exploitation, cross border trafficking, and children affected by armed conflict – poses special challenge and problems. India has a high incidence of child labourers in the world. There have been many competing explanations for the high incidence of child labour and out-of-school children in India ranging from poverty and under-development to the failure of policies and poor implementation of educational services. The problem is compounded by caste, gender, ethnicity and other social and economic disparities. Education is one of the primary strategies to tackle the problem. But it is commitment at the national and local level and engagement of the local community that is equally important. Focus on the community to generate solutions and providing livelihood opportunities to families has been found to be important complementary strategies to deal with the problem (Dept. of Women and Child Development, 2001-2002).

The report by Rosati and Lyon (2006) titled "Teaching Child Labour: Policy Options for achieving Sustainable reductions in Children at Work" points out that the ILO has estimated that there were some 191 million children aged 5-14 years at work world wide in 2004, accounting for around one-sixth of total children in this age group. Of these children, 74 million were in 'hazardous' work i.e. in work activities posing a threat to their safety, health or moral development. Some 108 million working children were below the age of 12 years. While these figures constitute an improvement compared to 2000, the challenge posed by child labour clearly remains daunting.

#### **IV. Andhra Pradesh Social Welfare Residential Educational Institutions**

Andhra Pradesh has tried to address the issue of child labour by establishing residential educational institutions. It has been a pioneer in starting residential educational institutions from the year 1971 onwards for the children of the rural poor. With the objective of providing quality education to children of SC population, separate residential schools have been started by Government of Andhra Pradesh in 1983 for the children of Scheduled Castes and other weaker sections.

At present the Social Welfare Residential Educational Institutions Society is running 296 institutions as detailed under. Out of this 201 institutions are for girls and 95 are for boys.

<b>Sl. No.</b>	<b>Type of the Institution</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
1.	Schools from Class VI to X	29	13	42
2.	Schools from Class VI to Intermediate	59	72	131
3.	Independent Junior Colleges	3	3	6
4.	Residential Polytechnics	-	3	3
5.	Residential I.T.Is	2	2	4
6.	Residential Vocational Junior Colleges	3	2	5
7.	LTBCR schools converted into regular residential schools	17	--	17
8.	Girl Child Labour Schools (DPIP-I)	18+6 (UG)	--	24
9.	Girl Child Labour Schools (RPRP II)	64	--	64
	<b>Total</b>	<b>201</b>	<b>95</b>	<b>296</b>

The objective of the APSWRE Institutions is to impart qualitative, general as well as technical education to the scheduled caste children. The admission of children in APSWR schools is in 6<sup>th</sup>, 8<sup>th</sup> and junior intermediate on merit basis. The admission of children in 88 project schools is in 5<sup>th</sup> class.

The pattern of reservation for admission of students is as follows :

Scheduled Castes (SCs)	75%
Scheduled Tribes (STs)	6%
Converted Christians (CCs)	12%
Backward Classes (BCs)	5%
Other classes (OCs)	2%

Reservation is also provided for children withdrawn from hazardous industries, bonded labour, jogins, basavins, scavengers, victims of atrocities, orphans due to natural calamities, rape victims, death and grievances injured to an extent of 15% without disturbing the above composition.

### **Amenities**

The society is providing the amenities apart from free education, free boarding and lodging to the students studying in the Residential Schools and also providing free textbooks, notebooks, plates and glasses, trunk box, 2 pairs of uniform, bed sheets, towel, carpet, PT dress, canvas shoe and nylon socks, etc. The students are provided diet @ Rs.338/- per boarder per month in respect of students studying in 5<sup>th</sup> class to 7<sup>th</sup> class and Rs.412/- p.m. per boarder for the students studying 8<sup>th</sup> class to senior intermediate. The Government have enhanced the diet charges to the boarders of SW Residential Schools vide G.O.M.S.No.50, SW (EDN 2) Department, dated 8.6.2006. Out of the 296 institutions functioning under the control of APSWREI Society, 208 institutions are sanctioned under General Program; 24 institutions sanctioned under District Poverty Initiatives Project and 64 institutions sanctioned under Andhra Pradesh Rural Poverty Reduction Project. Of the 208 institutions running under regular program, so far, permanent/ pucca buildings for minimum required infrastructure have been

constructed by the Society for 123 institutions. All the 24 schools under DPIP have their own buildings, whereas for the 64 APRPRP schools, 58 have their own buildings and 6 have rented buildings.

The Society has introduced computer literacy programs in 41 schools for 6<sup>th</sup> to 10<sup>th</sup> class students in addition to their regular syllabus. To provide meaningful content of education and also gainful employment to these Girl Child Labour Dropouts turned students in the 24 DPIP schools, vocational courses have been designed right from 8<sup>th</sup> class onwards viz. 1 knitting and garments, 2. horticulture, 3. first aid, nutrition, general medicine, medical store management and 4. composing and printing, from 8<sup>th</sup> to 10<sup>th</sup> classes, in addition to their regular teaching from the year 2004-05.

#### **Enrollment of Girl Child Labour : Initiatives by AP Govt.**

The government of Andhra Pradesh has established several Residential Schools specifically for the Girl child Labour. In order to provide education to the girl child, Govt. of Andhra Pradesh has taken up residential schools under the educational component with the assistance of World Bank in 180 Mandals covering 6 most backward districts, i.e. Srikakulam, Vizianagaram, Chittoor, Ananthapur, Adilabad and Mahaboobnagar in the State with a project outlay of 133.82 crores. Under this Andhra Pradesh District Poverty Initiative Programme (APDPIP)t, the Government has sanctioned 24 regular residential schools from the year 2001-02. This is called Indira Kranthi Patnam -- Phase I of the project. In the Phase II (i.e. IKP Phase – II) of the project in the rest of the State except Hyderabad district, 64 schools with a project outlay of Rs.270.45 crores were commenced.

#### **Components of the Project (APDPIP)**

The implementation of educational support for Girl Child Labour has the following two components :

- Construction of 24 Residential School Complexes
- Establishment and Maintenance of 24 Residential Schools

The admission in these schools are in 5<sup>th</sup> class. Girl Child Labour and School dropouts who have been mainstreamed by the RBC centres of DPEP, NCLP and NGOs are admitted to these schools. Computer education in 24 DPIP schools has been introduced with an expenditure of Rs.1.49 crores. Computer labs with 480 computers @ 20 systems per institution were provided in these schools along with the required furniture. Vocational courses of knitting and garment making, composing, printing and book binding, horticulture and first aid, general medicare, nutrition and medical store management have been introduced in these schools from the year 2005-06.

### **Components of the Project (APRPRP)**

Encouraged with the positive response generated on account of implementation of APDPIP Project in the 6 most backward districts of Andhra Pradesh, Government of Andhra Pradesh have extended the project activities to the remaining 16 districts of the State under the Andhra Pradesh Rural Poverty Reduction Project (APRPRP).

The aim of the project is to make the girl child labour turn around and become educated and equip her with the necessary learning skills so as to make her self-reliant economically and socially. The project development objective is to help enable the rural poor and particularly the poorest of the poor, strengthen and secure their asset base and improve their livelihood.

Part IV of APRPRP Project deals with the support to girl child education. This activity relates to weaning girl children away from work which would include activities such as mobilizing communities to send their children, primarily girl child, to school; mainstreaming the girl children enrolled in the bridge camps maintained by DPEP and NCLP into the regular residential schools opened under the project and construction of a few residential schools in each of the district. The implementation of the educational support to girl child labour under this project covers the following sub-components.

- Construction of 64 residential schools
- Establishment and maintenance of 64 residential schools

## **V. Factors affecting Academic Achievement**

Many attempts have been made at different levels – local, state government, central government and NGOs for the spread of education among the girl children. Various programmes and projects have been carried out for this. Not only access to education and enrolment to schools is important, but also retention and most importantly, achievement, is also significant. During the last six decades, Indian school education system, especially primary/elementary has seen phenomenal growth in terms of access and enrolment. However, in spite of provision of teacher and curricular reforms, the system could not witness high retention rates. (Prasad, 2006). Universalisation of Elementary Education (UEE) has been an evasive goal. For UEE to succeed in addition to enrolment and retention, achievement should also be present.

Several factors play their role in academic achievement of children. In case of education for girl children, there are specific factors relevant to their category and their role in the society. Many factors contribute to good achievement such as general scholastic attitude, subject matter, background, motivation, study habits and attitudes. Factors affecting academic performance may be classified under : a) physical factors/conditions, b) psychological factors and c) language factors. All these factors are important for better achievement in school. Success in academic work depends considerably in possessing certain skills and fundamental understandings. Study habits is one such skill. These make it possible for the student to find information quickly when she needs it and thus enables her to become self-reliant in her studies. The student who has not developed these skills is handicapped and prevented from doing the best work of which she is capable. The present study has taken study habits as a factor affecting the academic performance of children.



Language has always been an important factor in the academic success of children. Out of the four components of language, such as listening, speaking, reading and writing, the reading aspect, especially the reading comprehension plays a significant role in the academic achievement of students. Whatever the child studies, she has to comprehend it, grasp its meaning, then only the child will be able to do better. Hence, keeping in view the importance of reading comprehension, it was studied as a factor affecting academic achievement of students in the present study.

Another important factor affecting academic achievement is the socio-emotional climate of the organisation/ institution. The term socio-emotional climate represents the emotional tone which is a concomitant of interpersonal interaction of any organizational system. The perception of the members of the organization affects their motivation and behaviour in the organisation. In fact, an individual perceives his organisation in accordance with the prevailing conditions and climate in the organisation to which he has to interact (Schneider, 1973, 1975). Thus, knowledge about the nature and kind of organisational climate may help the educational authorities in the growth and development of the organisation.

The socio-emotional climate of educational institution is a bridging concept between pupils and the school in which they study and is the perception of the structure, process and values by the students and teachers. It is related to their task, achievement, satisfaction and behaviour in a particular schooling system to which they belong (Lawler, Hall and Oldham, 1974; Litwin and Stringer, 1968).

Thus, perception of social and emotional aspects of the organisational climate are considered of great significance in contributing to the academic achievement of students and in the betterment of educational institutions. The present study has taken socio-emotional climate of the school as a factor to study.

In addition to the above three important factors of study habits, reading comprehension and school climate, teachers also contribute to the academic achievement of students. The teaching-learning process that the teachers carry out in the classroom influences the children's acquisition of knowledge and skills and contributes to their academic achievement. Thus, the classroom teaching-learning process has also been studied.

## **VI. Methodology**

The objective of the study was to find out the factors influencing the academic performance of labour girl children in APSWREI. The DPIP and RPRP project schools were taken for the study. DPIP project covered 6 districts out of which two districts, namely Chittoor and Mahboobnagar were taken. The RPRP project covered 16 districts out of which 8 districts namely Vishakhapatnam, East Godavari, Prakasam, Nellore, Ranga Reddy, Warangal, Karimnagar and Cuddapah were taken for the present research study. Altogether 20 schools were taken, two schools from each district. The list of the schools are given in Appendix I.

The sample consisted of a total number of 698 students of class IX from these selected 20 schools. The following tools were administered on the students : reading comprehension, study habits/inventory and school climate questionnaire. These are given in Appendix II, III and IV respectively. In addition, classroom teaching-learning process was also observed using the questionnaire on Classroom Teaching-Learning Process (See Appendix V).

The students were administered all these tools in Telugu language. The help of Telugu language experts were taken to translate these tools to Telugu language. The Telugu version of all these tools viz. Reading comprehension, Study habits, inventory, school climate questionnaire and classroom teaching-learning process questionnaire are given in the Appendix VI, VII, VIII and IX respectively.

For the development of the research tools a three-day workshop was conducted from 13 – 15 September 2006 at the Regional Institute of Education, Mysore. This was attended by the external resource persons Mrs Parvati Subramanya, Joint Secretary (Projects), APSWREI; Prof.T.Padmini, Emeritus Professor, University of Mysore and Dr.L.Devaki, Reader, Central Institute of Indian Languages and internal resource persons from RIE, Mysore. On the first day of the workshop, the research design and plan for carrying out the study was finalized keeping in view the information provided by the Joint Secretary, APSWREI. The second and third days were devoted for finalizing the research tools required for the study.

The reading comprehension test was developed in consultation with the language experts from the Central Institute of Indian languages, Mysore. The test consists of a passage followed by questions. The student has to read the passage carefully and then answer the questions by selecting from the multiple-choice responses. The study habits Inventory was adapted from the Study Habits Inventory by N.S.Yadav. It consists of questions on different aspects of study habits such as planning habits, reading habits, notes-taking habits and revision habits. The student has to read each statement and rate it on a three-point scale. The School Climate Questionnaire was adapted from Socio-Emotional School Climate Inventory (Sinha and Bhargava, 1994). It consists of several questions related to the social and emotional climate of the school. The student has to go through each question and rate it on a three-point scale according to whatever she feels with regard to each question.

The questionnaire on Classroom Teaching-Learning Process was also developed on the basis of the observation format used during the internship programme of B.Ed. of Regional Institute of Education, Mysore. The questions in the classroom teaching-learning questionnaire included questions on different aspects such as content, students' participation, classroom management, review and evaluation and the teacher. The teachers' teaching behaviour in the classroom was observed on these above aspects.

## VII. Results and Analysis

The objective of the present study was to find out the factors influencing academic performance of the labour girls. The sample consisted of 698 students studying in class IX from 20 schools under AP Social Welfare Residential Educational Institutions. The age range of the children was from 12 years to 16 years. The distribution of the students at each age level is given in Table 1.

**Table 1 : Age distribution of the sample.**

<b>Age (in years)</b>	<b>Frequency</b>
12	14
13	110
14	490
15	73
16	11
<b>Total</b>	<b>698</b>

The students were tested with regard to their language comprehension, study habits and their perception of their school environment. Accordingly, they were administered the following tests on Reading Comprehension, Study habits and school climate. In addition, questionnaire on classroom teaching-learning process was used to observe the teachers during the teaching-learning process in the classroom.

Table 2 describes the mean and standard deviation obtained on the reading comprehension, study habits and school climate questionnaire.

**Table 2 : Mean and Standard Deviation scores in Reading Comprehension, Study Habits Inventory and School Climate**

<b>Sl. No.</b>	<b>Name of the Test</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
1.	Reading Comprehension	698	15.84	5.77
2.	Study Habits Inventory	698	39.91	20.35
3.	School Climate	698	58.50	16.81

The age of the sample ranged from 12 to 16 years as already mentioned above. Hence it was tried to find out whether difference in the age had any effect on the performance in the various tests. However, analysis by the t-test revealed no significant difference in the performance on tests of reading comprehension, study habits and school climate. Table 3 describes the mean, standard deviation and the 't' value for the three tests in different age groups.

**Table 3 : Mean, Standard Deviation and 't' value for different age group on reading comprehension, study habits and school climate**

Name of the Test	Age groups	N	Mean	SD	df	't'
Reading Comprehension	12-14 yrs	614	15.76	5.87	696	-1.001
	15-16 yrs	84	16.43	5.02		
Study Habits Inventory	12-14 yrs	614	39.52	20.60	696	-1.374
	15-16 yrs	84	42.77	18.28		
School Climate	12-14 yrs	614	58.29	17.19	696	-0.913
	15-16 yrs	84	60.07	13.70		

It can be said from the above analysis that age differences did not have an effect on the students' performance in the three tests.

### **Reading Comprehension**

Correlation among the three tests i.e. reading comprehension, study habits inventory and school climate was found out by using the Pearson correlation coefficient. Analysis revealed that significant correlations exist between reading comprehension and school climate ( $r = 0.252$ ) and reading comprehension and study habits ( $r = 0.194$ ). However, no significant correlation was found between school climate and study habits scores. The results of correlational analysis are given in Table 4.

**Table 4 : Correlation among Reading Comprehension, Study Habits and School Climate**

Name of the Test	Reading Comprehension	Study Habits	School Climate
Reading Comprehension	1	0.194**	0.252**
Study Habit Inventory	--	1	0.048
School climate	--	--	1

**\*\* denotes  $P < 0.01$  (correlation is significant at 0.01 level).**

In reading comprehension the children were tested with regard to their language ability. A passage was given followed by questions, the correct answers to which reflected the students' understanding of the passage. Study habits inventory consisted of items related to planning, reading habits, notes taking habits and revision habits. The school climate questionnaire tried to elicit students' perception of the climate of the school. How does the student like the school with regard to the relationship with the teachers, freedom of expression, exposure to different activities and facilities available.

Findings point out that children's comprehension ability is related to their study habits. Further, reading comprehension also has a significant correlation with the school climate. However, school climate did not have a significant correlation with the study habits. The components of the school climate -- relationship with the teachers, freedom of expression may have helped in their language development, communication and comprehension. Children with good language/ reading comprehension were also found to have good study habits.

### **Study Habits Inventory**

The study habits inventory consisted of 20 questions in four different categories: Planning, Reading habits, Notes taking habits and Revision habits. An analysis can be done on the responses to each of these four components. Responses to the questions on planning habits are depicted in Table 5.

**Table 5 : Percentage of students responding in each response category in the Planning Habit**

Sl. No.	Questions	Response Category		
		Never	Sometimes	Always
1	1	1.8	6.8	91.4
2	2	3.6	23.8	72.6
3	3	2.0	29.5	68.5
4	4	1.3	12.4	86.4
5	5	18.6	51.6	29.8

The table shows a high percentage of students responding positively to the questions with regard to their planning habit. This indicates that they are good in planning while studying. However, the students are lacking only with regard to Question No.5 that asks about a general plan of study during long vacation. Only 29.8% have said that they make a plan for studying during long vacation. Table 6 describes the response of students with regard to reading habit.

**Table 6 : Percentage of students responding in each response category in the Reading Habit**

Sl. No.	Questions	Response Category		
		Never	Sometimes	Always
1	6	4.1	17.6	78.3
2	7	36.6	35.6	27.8
3	8	40.2	40.0	19.7
4	9	3.4	32.7	63.8
5	10	13.2	24.9	62.0

The table above shows that the reading habits of the students need improvement. Responses to Question Nos. 7 and 8 indicate that the percentage is not quite high. Further in response to Question No.10, ("I get easily distracted while studying"), 62% of the students have responded "always". Hence the reading habits of the students need to be looked into. Table 7 describes the responses of the students in the notes taking habit.

**Table 7 : Percentage of students responding in each response category in the Notes taking habit**

Sl. No.	Questions	Response Category		
		Never	Sometimes	Always
1	11	8.8	22.4	68.8
2	12	4.0	18.5	77.5
3	13	22.6	29.0	48.4
4	14	4.6	27.4	68.0
5	15	34.4	41.8	23.8

Overall response of the students to the questions on notes taking habits looks satisfactory. However, in response to question No.13 ("I do not make notes until I have read each part of the lesson as a whole"), only 48.4% students have responded by saying 'always'. This needs to be improved. The students also need improvement in writing their notes as indicated from their response to Question No.15 ("I find it difficult to decide what I must write and what I should omit in the class notes"). Only 34.4% of the students have said they don't find difficulty.

Finally table No.8 provides responses of the students with regard to the revision habit.

**Table 8 : Percentage of students responding in each response category in the Revision Habit**

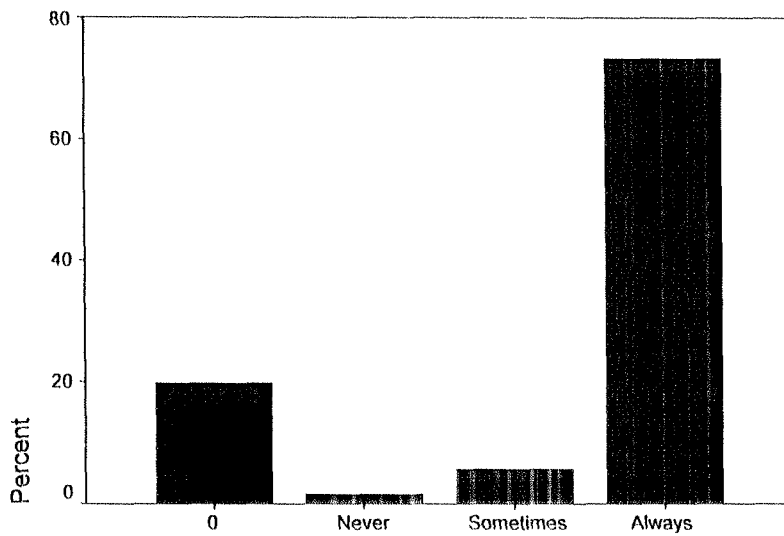
Sl. No.	Questions	Response Category		
		Never	Sometimes	Always
1	16	1.8	9.8	88.4
2	17	3.3	25.9	70.8
3	18	2.9	25.9	71.2
4	19	2.6	29.8	67.6
5	20	1.6	4.2	94.2

As indicated from the above table, the students' performance is quite good with regard to their revision habits. Thus the analysis shows that students need to improve their reading habits and notes taking habits. Below is given the bar graphs with regard to each question of the study habits



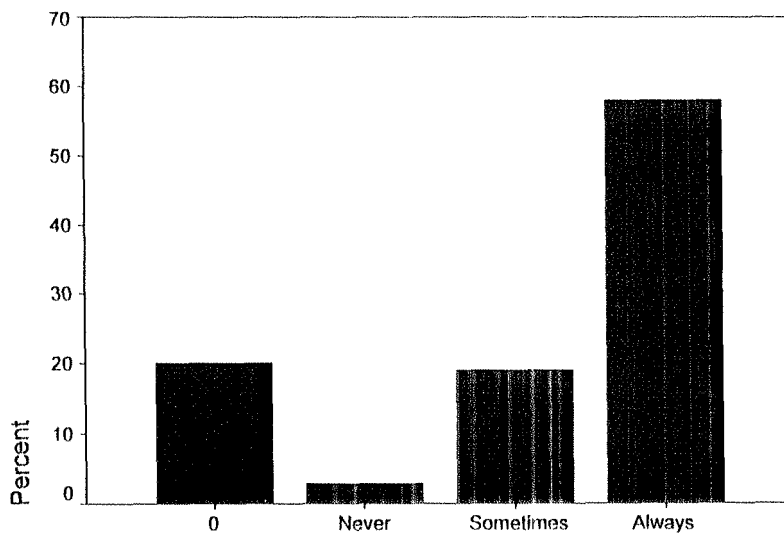
inventory. The bar graphs indicate graphically the percentage of students responding in the three categories of responses to each question. It should be noted here that not all the students have answered the questions. A few of the students have not answered and it was found to be the case for all the tools administered to the students. Hence, taking into account the missing cases, only the valid percent was taken for the analysis and the bar graphs.

Study Habit1



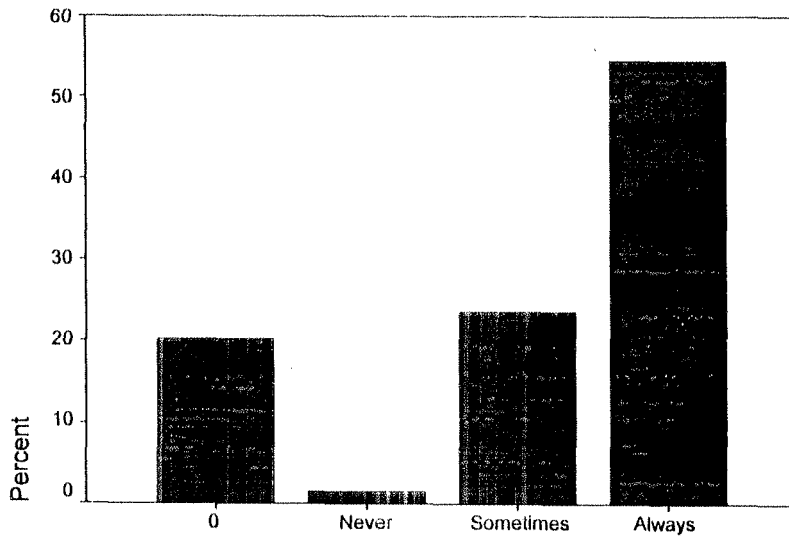
Study Habit1

Study Habit2



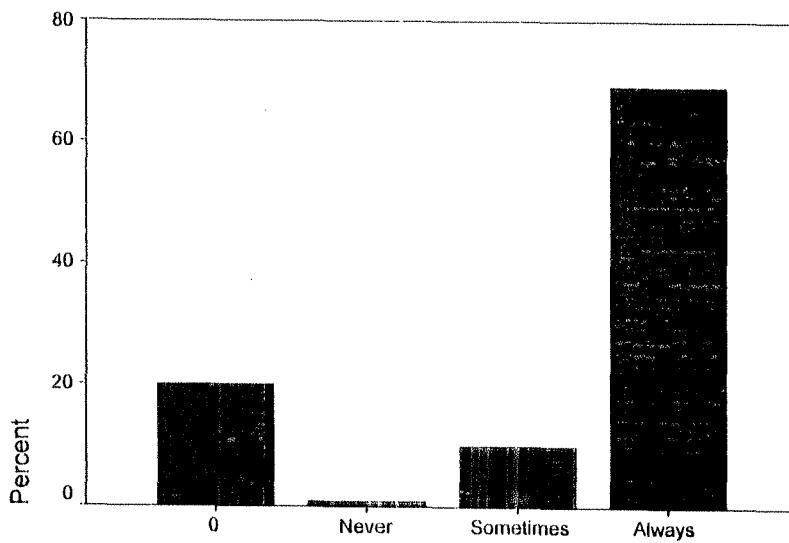
Study Habit2

Study Habit3



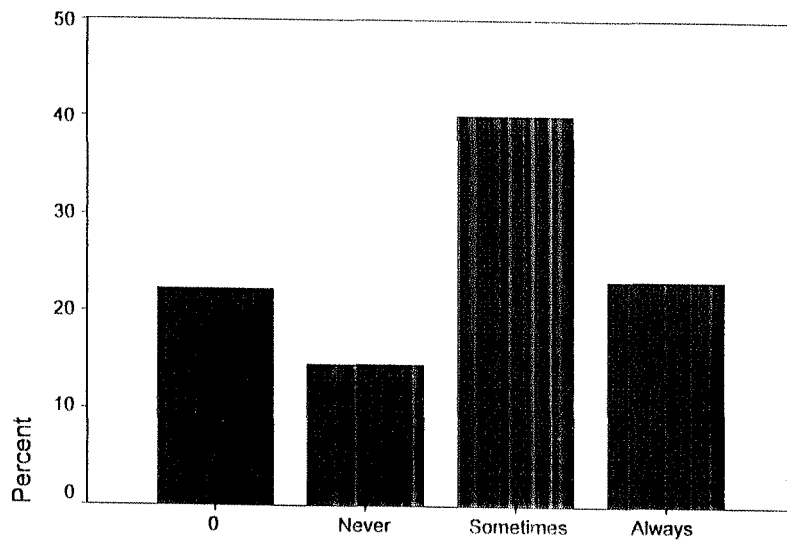
Study Habit3

Study Habit4



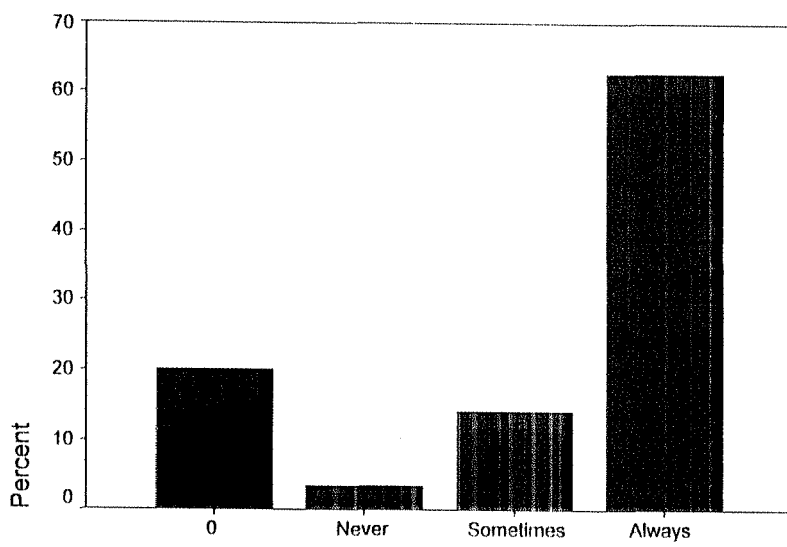
Study Habit4

Study Habit5



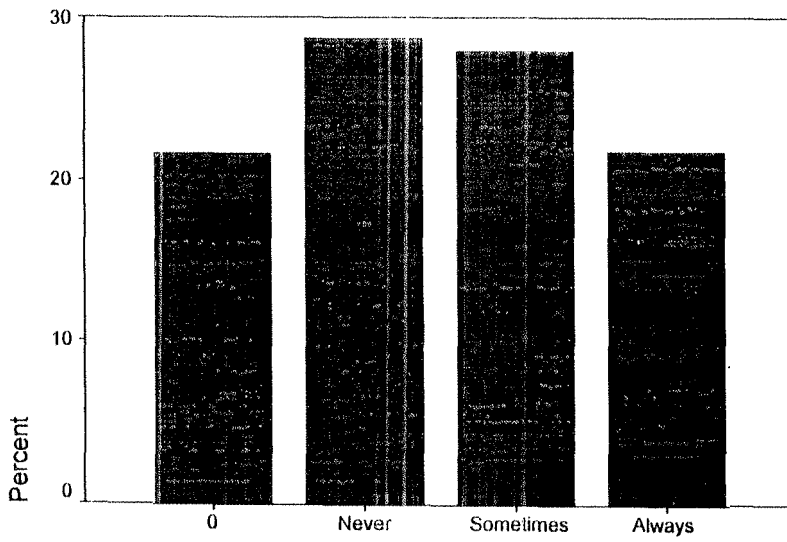
Study Habit5

Study Habit6



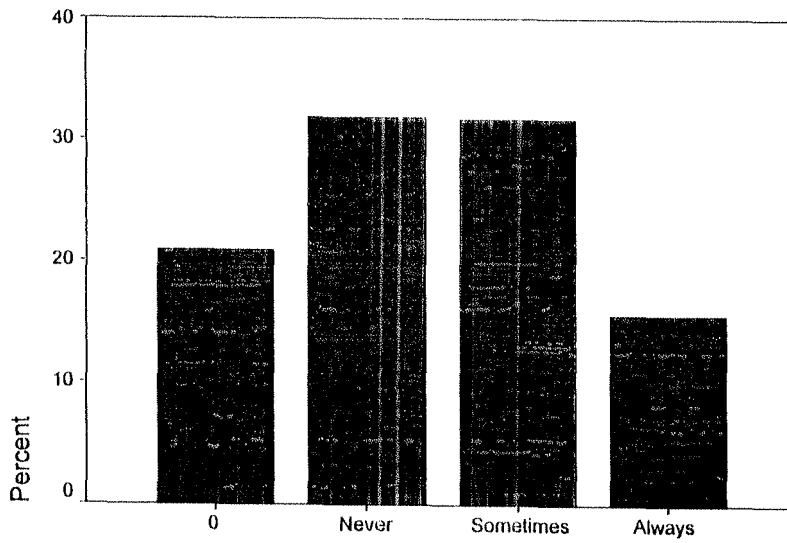
Study Habit6

Study Habit7



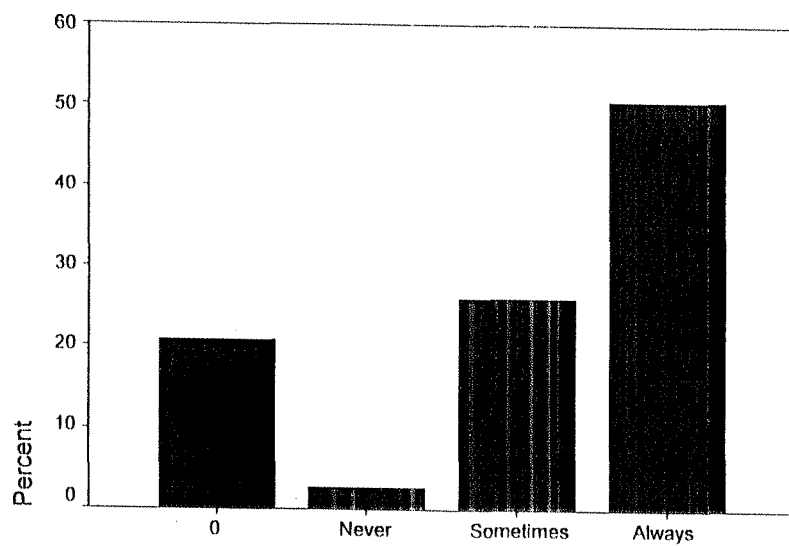
Study Habit7

Study Habit8



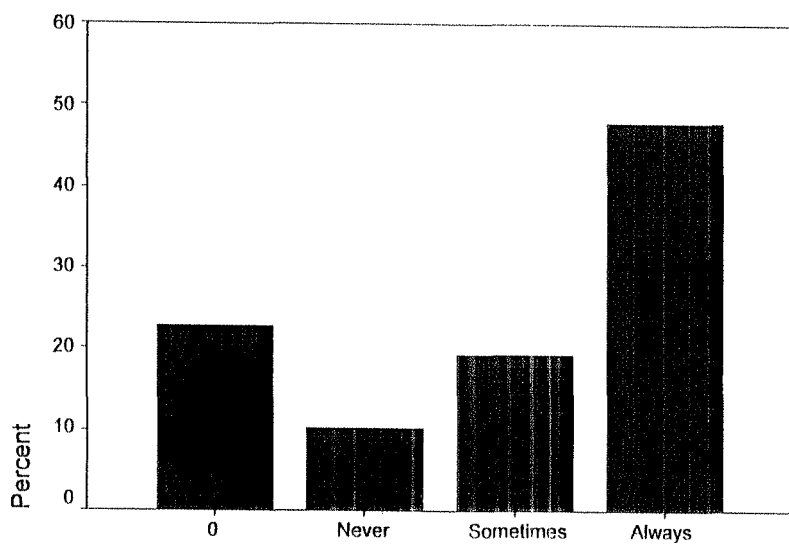
Study Habit8

Study Habit9



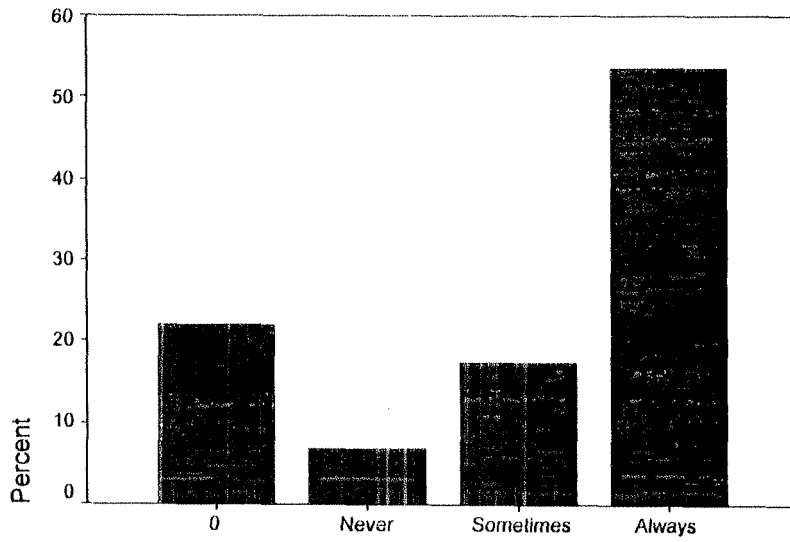
Study Habit9

Study Habit10



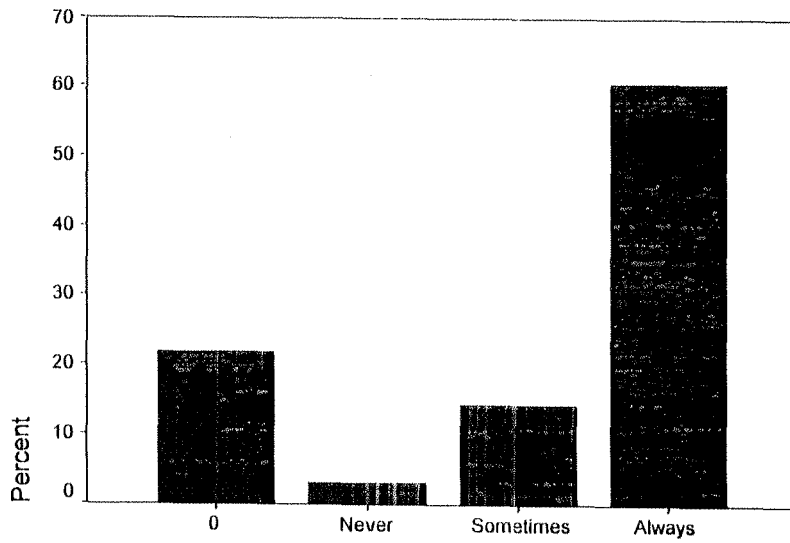
Study Habit10

Study Habit11



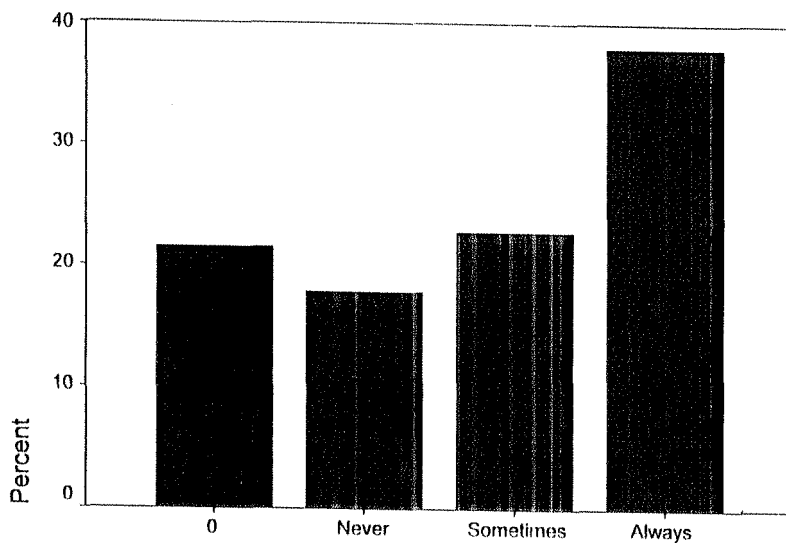
Study Habit11

Study Habit12



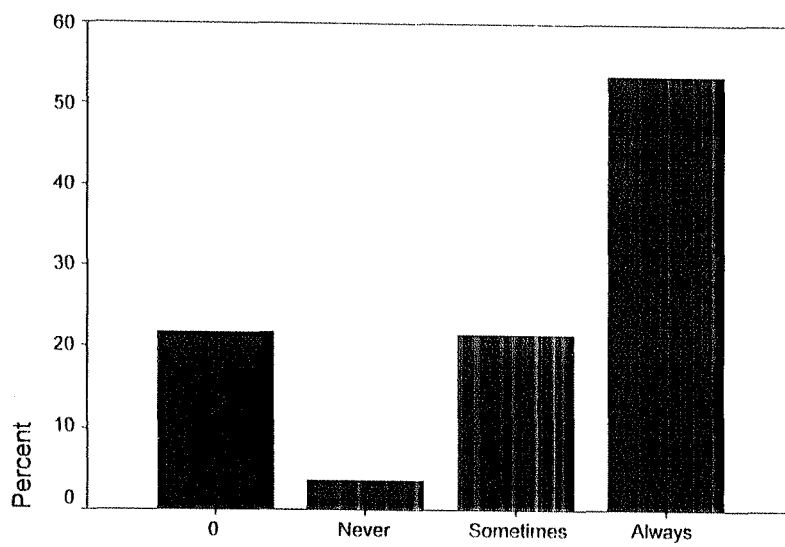
Study Habit12

Study Habit13



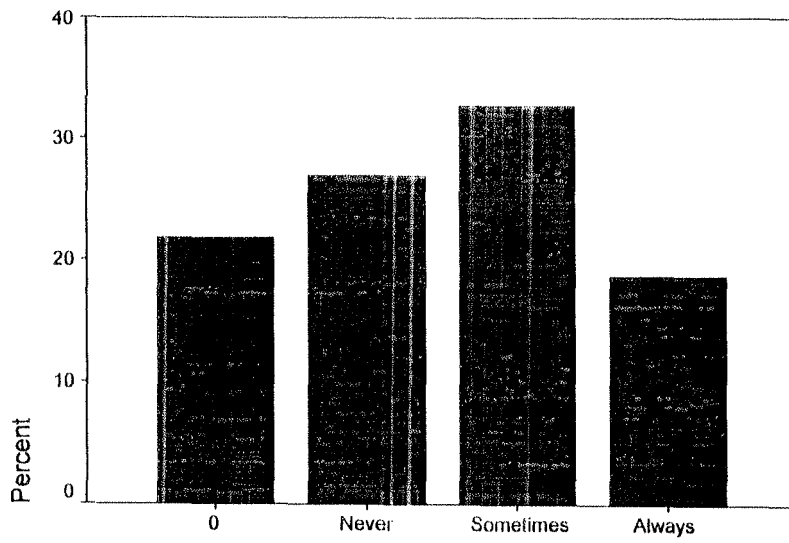
Study Habit13

Study Habit14



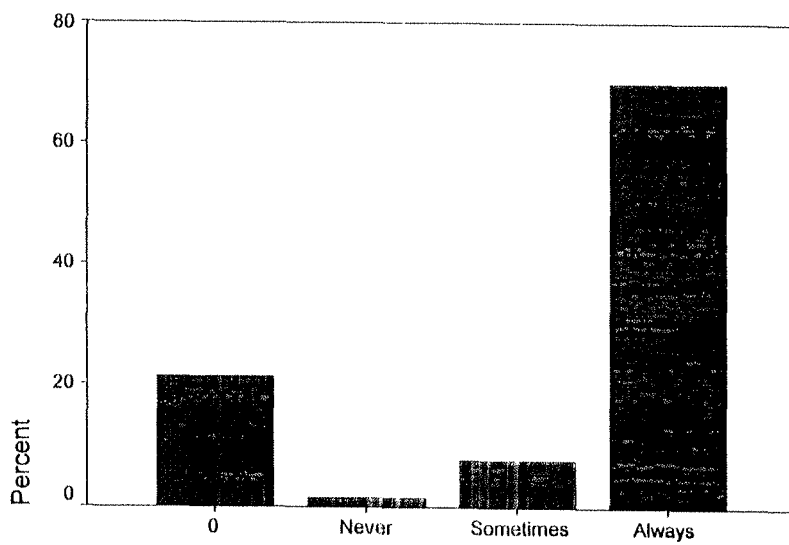
Study Habit14

Study Habit15



Study Habit15

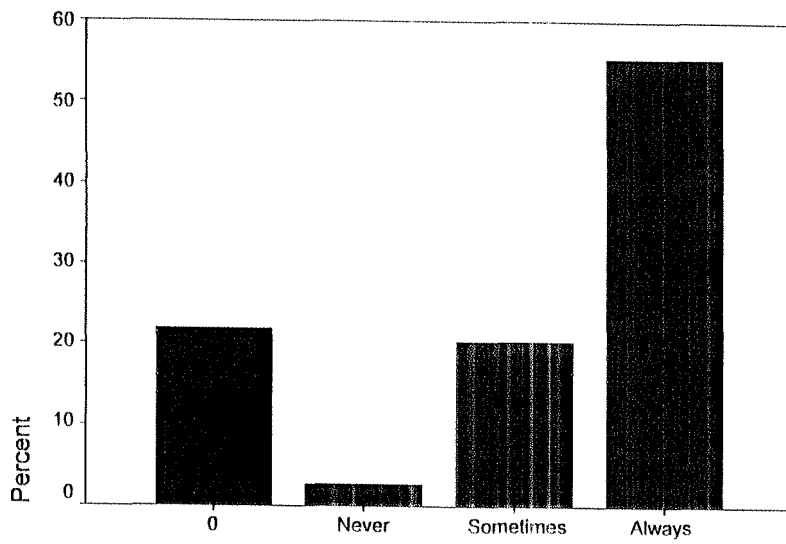
Study Habit16



Study Habit16

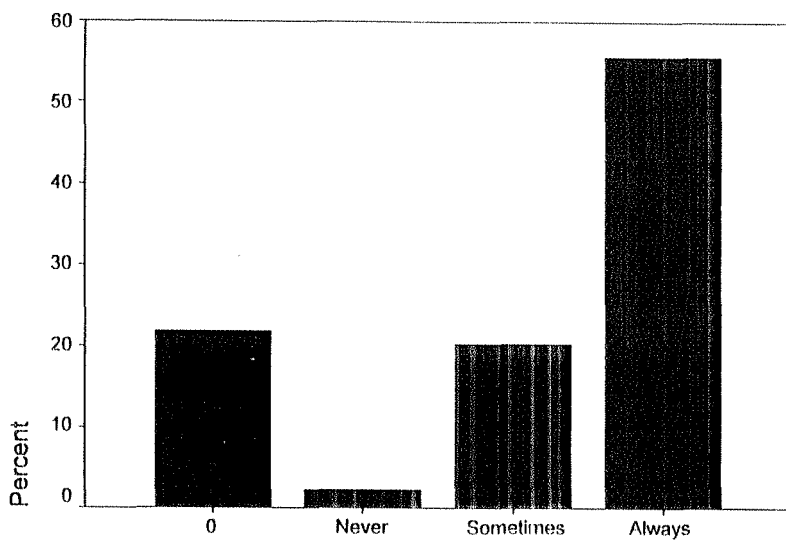


Study Habit17



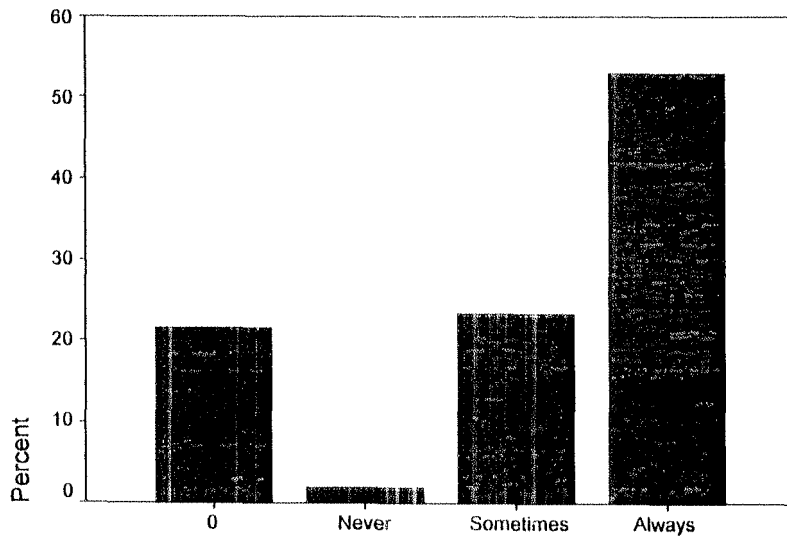
Study Habit17

Study Habit18



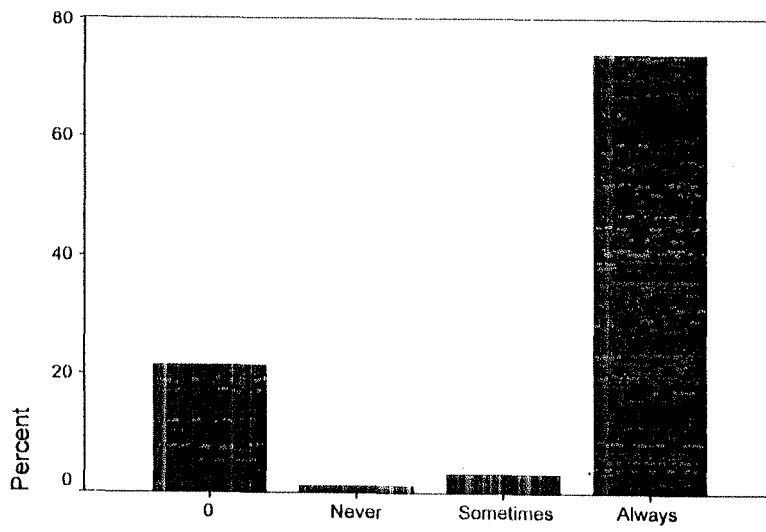
Study Habit18

Study Habit19



Study Habit19

Study Habit20



Study Habit20

### School Climate Questionnaire

The school climate questionnaire was administered on the students to assess their perception of the social and emotional climate of the school. The questions in the school climate questionnaire can be grouped into four categories : a) questions regarding the students' relationship with their teachers and Principal (question Nos.1,2,8, 9, 10, 11, 12 and 13), b) questions related to the students' freedom of expression 3,5,6 and 16), c) questions regarding students' exposure to different activities (question Nos. 4 and 7) and d) questions regarding facilities available in the school (question Nos. 14, 15, 17, 18, 19, 20, 21 and 22).

Responses of the students to the questions in the above four categories are given in Tables 9, 10, 11 and 12 respectively.

**Table 9 : Percentage of students responding in each response category with regard to relationship to teachers and principal**

Sl. No.	Questions	Response Category		
		Disagree	Undecided	Agree
1	1	1.1	0.6	98.3
2	2	0.5	4.4	95.2
3	8	0.8	7.8	91.4
4	9	4.8	7.0	88.1
5	10	57.9	23.5	18.6
6	11	58.4	18.4	23.1
7	12	43.4	15.1	41.5
8	13	3.3	2.3	94.4

It is interesting to note the response to the question No.12 (My Principal likes the atmosphere of dictatorship). 43.4% of students have disagreed with it, however, 41.5% of students have also agreed with it. Response to question No.13 (My Principal pays attention towards different facilities of the students) indicates that 94.4% agree with it. There may be a

need to further look into this matter regarding exactly what the students think about it.

**Table 10 : Percentage of students responding in each response category with regard to students' freedom of expression**

Sl. No.	Questions	Response Category		
		Disagree	Undecided	Agree
1	3	1.1	2.2	96.7
2	5	2.0	8.6	89.4
3	6	1.4	7.2	91.4
4	16	14.7	11.6	73.7

The responses above show that the students enjoy good amount of freedom of expression in their schools.

**Table 11 : Percentage of students responding in each response category with regard to exposure to different activities.**

Sl. No.	Questions	Response Category		
		Disagree	Undecided	Agree
1	4	0.9	3.6	95.5
2	7	0.5	6.9	92.6

As indicated from the above table, the students get enough scope to participate in a variety of activities.

**Table 12 : Percentage of students responding in each response category with regard to facilities present in the school**

Sl. No.	Questions	Response Category		
		Disagree	Undecided	Agree
2	14	2.2	3.6	94.3
3	15	3.1	10.2	86.6
4	17	5.0	9.0	86.0
5	18	0.6	1.9	97.5

6	19	1.7	2.5	95.8
7	20	1.1	0.8	98.1
8	21	1.4	1.1	97.5
9	22	3.7	1.4	94.9

Responses of the students regarding the facilities available in the school clearly demonstrates a high percentage. Almost all the students agree that facilities are present in their school. The overall analysis of the students' response indicates a positive school climate for the students. This is further corroborated by the students' response to question No.23 ("Give overall assessment of school climate"). This is given in Table 13 below.

**Table 13 : Percentage of students in different response category with regard to overall assessment of school climate.**

Response category	% of students
Very poor	2.9
Poor	3.6
Average	35.3
Good	8.3
Very good	50.0

When it comes to the overall assessment of the school climate, 50% of the students have said that it is very good and 35.3% have said it is average. So, there may be some other dimensions of the school climate which need to be present in the school. This area may be further explored. However, in totality, the results indicate an overall good school climate.

### **Classroom Teaching-Learning Process**

A total of 31 classes were observed using the questionnaire on classroom teaching-learning process. The aspects for observation were as follows : content, use of appropriate teaching skills and strategies, students' participation, classroom management, review and evaluation and the teacher. Each of these aspects was observed using a rating scale from 1 to 10,

ranging from poor to excellent. Out of the total 31 classes, 14 were language classes, 9 were science classes, 5 were social studies classes and 3 were mathematics classes. The mean and standard deviation for the above subject groups are given in Table 14.

**Table 14 : Mean and Standard Deviation of the different subject groups**

<b>Subject</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
Language	14	82.86	16.09
Science	9	83.11	19.23
Social Studies	5	71.60	16.93
Mathematics	3	74.0	19.97
<b>Total</b>	<b>31</b>	<b>80.26</b>	<b>17.25</b>

The analysis of variance among these subject groups (see Table 15) reveals no significant difference with regard to classroom teaching-learning process in these subject groups.

**Table 15 : Analysis of Variance**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
<b>Between Groups</b>	660.132	3	220.044	.718	.550
<b>Within Groups</b>	8269.803	27	306.289		
<b>Total</b>	8929.935	30			

The percentage of rating obtained for each of the aspects of the classroom teaching-learning process are given in the table below.

**Table 16 : Percentage of rating of different aspects of the Classroom teaching-learning process**

Sl. No.	Aspects	Rating Scale											
		Poor								Excellent			
		1	2	3	4	5	6	7	8	9	10		
1.	Accuracy and clarity of the content	--	3.2	--	3.2	9.7	3.2	3.2	22.6	32.3	22.6		
2.	Logical organisation of the content	--	--	3.2	9.7	3.2	6.5	3.2	6.5	38.7	29.0		
3.	Effective introduction of the topic	--	--	3.2	3.2	6.5	6.5	3.2	12.9	48.4	16.1		
4.	Use of explaining skill	--	--	--	9.7	3.2	3.2	3.2	22.6	54.8	3.2		
5.	Use of questioning skill	3.2	--	--	12.9	--	9.7	6.5	12.9	45.2	9.7		
6.	Use of teaching-learning materials	3.2	--	--	6.5	9.7	--	3.2	6.5	61.3	9.7		
7.	Students' participation	3.2	--	--	6.5	9.7	--	3.2	6.5	61.3	9.7		
8.	Classroom Management	--	--	--	3.2	6.5	9.7	9.7	16.1	45.2	9.7		
9.	Review and Evaluation	--	--	3.2	3.2	--	3.2	16.1	19.4	35.5	19.4		
10.	Teacher	--	3.2	--	9.7	6.5	--	6.5	16.1	16.1	41.9		

Analyzing the above table, it can be seen that the percentage of rating is distributed over the entire range from poor to excellent, but it is a little high in the ratings of 8, 9 and 10, mostly in rating point 9. Looking at the pattern of distribution, it can be said that mostly the teachers are good and effective in their classroom teaching-learning process.

## VIII. Discussion and Conclusion

"I am the child

All the world waits for my coming,

All the earth watches with interest to

See what I shall become.

Civilization hangs in the balance,

For what I am, the world of tomorrow will be.

I am the child.

You hold in your hand my destiny,

You determine, largely, whether I shall succeed or fail,

Give me, I pray you, these things that make for happiness.

Train me, I beg you, that I may be a blessing to the world".

- *Marie Gene Cole*



Child labour is a complex phenomenon that cuts across policy boundaries – education, health, labour markets, capital markets, economic growth and income distribution – all play an important role. Achieving a sustainable reduction in child labour therefore requires a policy response that is cross-sectoral in nature and targets three broad groups: 1. Children at risk of involvement in child labour, 2. Children already harmed by exposure to child labour and 3. Children in the worst forms of child labour requiring immediate direction action (Rosati and Lyon, Sept. 2006).

The main burden for a sustainable reduction of child labour and increase in human capital investment of course rests on prevention. However, other efforts targeted at bringing them back from labour to the education field are also important. The attempts of APSWR institutions in this regard are definitely worthy especially helping the girl child labour to turn around their lives.

However, it is not simply providing the school input, but how they are utilized to meet and cope with children's needs that is more important. Improving school quality can be used as an effective instrument to combat child labour.

Findings of the present study point out to an overall effectiveness of the APSWRE School system. The teachers' teaching-learning process also seem to be effective, but a much larger sample needs to be studied to reach a final conclusion regarding this. The teachers' motivation and job satisfaction which has an impact on his commitment to helping the children to learn can also be studied. The students study habits definitely need to be improved. Facilities are present, but as indicated by the responses of the students it needs to be improved in various aspects. The school can be more effective if a relook is given to the facilities and most importantly, about the efficient and optimum use of these facilities. More number of schools could not be covered because of the limitation of time factor. Further, certain other factors like academic self concept, academic achievement motivation, mental ability of the students

could not be studied due to the same reason. Hence a more comprehensive study with larger duration and wider coverage can be planned in future.

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11. Yadav, N.S. **Manual of Study Habits Inventory,** Psychology and Management Test Standardization Laboratory, New Delhi.

**LIST OF SCHOOLS**

**Region 1 : Coastal Andhra Pradesh**

**District 1 : Visakhapatnam**

1. The Principal  
APSWR School (APRPRP Velugu)  
Kokkirapalli, YCO Building  
Elamanchili mandal  
Elamanchili Railway Gate 531 055  
Phone : 958924 – 244283
2. The Principal  
APSWR School (APRPRP Velugu)  
Kasimkota Mandal  
Vishakhapatnam  
Thalapalem 531 031  
Visakhapatnam Dist. 958924-244283.

**District 2 : East Godavari**

3. The Principal  
APSWR School (APRPRP Velugu)  
PITHAPURAM (Vill & Mandal) 533 450  
East Godavari District  
Phone : 958869-252586
4. The Principal  
APSWR School (APRPRP Velugu)  
Gokavaaram Road  
JAGGAMPETA (Vill & Mandal) 533 435  
East Godavari District

**District 3 : Prakasam**

5. The Principal  
APSWR School (APRPRP Velugu )  
#13-3-145, Vijayalakshmpuram  
Kakumanu at Bapatla  
Guntur District  
Phone : 958643-226173
6. The Principal  
APSWR School (APRPRP Velugu)  
Addanki Mandal  
ADDANKI (North Villege) 523 201  
Prakasam Dist.  
Phone : 958593-223631

**District 4 : Nellore**

7. The Principal  
APSWR School (APRPRP Velugu)  
SANGAM (Vill & Mandal) 524 308  
Nellore District  
Phone : 958622-220581
8. The Principal  
APSWR School (APRPRP Velugu)  
TP Guduru Mandal  
Mahalakshampuram (Post)  
KODUR 524 002, Nellore Dist.  
Phone : 95861-2160525

**Region 2 : Telangana**

**District 5 : Mahaboobnagar**

9. The Principal  
A.P.Social Welfare Residential School for Girls (DPIP) Conv.  
Chittaboinpally, melleboinpally, NH7,  
JADCHERLA, Mahaboobnagar District  
Phone : 99493-56341
10. The Principal  
A.P.Social Welfare Residential School for Girls (DPIP)  
TELAKAPALLI 509 385  
Mahaboobnagar District  
Phone: 958540-220560

**District 6 : Rangareddy**

11. The Principal  
APSWR School (APRPRP Velugu)  
Tandur Mandal  
KOKAT (V) 501 141  
Ranga Reddy District  
Phone : 958411-281611
12. The Principal  
APSWR School (APRPRP Velugu)  
Old Govt. Hospital Buildings  
Station Road  
MEDCHEL 501 401  
Rangareddy District  
Phone : 958418-221558

**District 7 : Warangal**

13. The Principal  
APSWR School (APRPRP Velugu)  
JAFFERGADH (Vill & Mandal) 506 316  
Warangal District  
Phone : 958711 – 236285
14. The Principal  
APSWR School (APRPRP Velugu)  
CHITYAL (Vill & Mandal) 506 356  
Warangal District  
Phone : 958713 – 245739

**District 8 : Karimnagar**

15. The Principal  
APSWR School (APRPRP Velugu)  
Gambhiraopet Mandal  
Via Manair Project  
NARAMAL (Vill & post) 505 304  
Karimnagar District  
Phone : 958723-245055
16. The Principal  
APSWR School (APRPRP Velugu)  
Sircilla Mandal  
CHINNA BONNA (V) 505 301  
Karimnagar District  
Phone : 958723-210668

**Region 3 : Rayalaseema**

**District 9 : Chittoor**

17. The Principal  
A.P.Social Welfare Residential School for Girls (DPIP)  
Gallapalli Bypass Road, Behind Chandra Colony  
MADANAPALLI 517 325  
Chittoor District  
Phone : 958571-200310
18. The Principal  
A.P.Social Welfare Residential School Girls (DPIP)  
Gopalakrishnapuram  
Puttur 517 583  
Chittoor District  
Phone : 958577-201078

**District 10 : Kadapa**

19. The Principal  
APSWR School (APRPRP Velugu)  
Sembepalli Mandal  
DEVAPATLA 516 315  
Kadapa District  
Phone : 958561-249967
  
20. The Principal  
APSWR School (APRPRP Velugu)  
Near Polytechnic College  
MADAKALAVARIPALLI 516 227  
Kadapa District  
Phone : 958569-280690

Reading Comprehension

Sahara Desert

Sahara is in North Africa and is the largest desert in the world. Sand, wind, heat and water are the four ingredients of Saharan life. Together they have produced the world's greatest desert. The climate in this desert is characterised by sudden rise and fall in temperature. The heat is brutal and stabs and pierces the body. When the sun goes down the temperature drops to about 20 to 25 degrees within ten minutes. The heat is intense among the sand dunes. When the sun goes down it is accompanied by a strange phenomenon. The desert is filled with crackling noise as if many crackers are being burst. This noise is made by the cracking of stones and pebbles. Not just the heat, wind is also ferocious in Sahara. When the wind blows ferociously, it causes a sand storm. A Saharan traveller will first ascertain the direction of the wind. He will then make his camel kneel opposite to the wind, sit by its side wrapping himself entirely and wait for the storm to pass. The sand storms are so severe that they will make glass bottles lying on the ground opaque. The sand storm often alters the landscape of the surroundings.

Rain is either too little or too much. When it rains, it washes away towns and villages. The houses built of mud will dissolve in the downpour. The mountain side will be full of stagnant pools of water. When the pool disappear the desert is filled with blooms of white and yellow flowers overnight. These desert flowers have long roots, sometimes extending upto more than 20 feet. Water is also found in the Sahara. People consider water precious. Wasting of water is considered to be the worst possible crime in the Sahara. A Saharan traveller will make detours to reach a well or a water hole and collect water. In some places, the water is a trickle while in others it gushes out. People also often discuss the merits of one water over the other.

1. The heat of the Sahara is
  - a) Sudden
  - b) gradual
  - c) not a problem to the people.
  
2. At sunset the stones crack with a sharp noise because of
  - a) dryness
  - b) intense heat
  - c) sudden change in the temperature

3. The desert wind is responsible for
  - a) many deaths each year
  - b) changes in the landscape
  - c) loss of camels
  
4. In the desert flowers
  - a) bloom every year
  - b) must have long roots
  - c) must have no roots
  
5. What is the meaning of washed away in the above context ?
  - a) cleaning
  - b) complete destruction
  - c) more visible
  
6. The worst crime in the desert is
  - a) never sharing water
  - b) wasting water
  - c) living without water
  
7. Travellers in Sahara make detours
  - a) to avoid other travellers
  - b) to reach a well
  - c) to avoid sand dunes
  
8. During sandstorm, travellers sit opposite to the direction of the wind to
  - a) watch the storm better
  - b) avoid sand getting into his mouth
  - c) avoid being chafed by the flying sand
  
9. What is the theme in the above paragraph ?
  - a) water problem
  - b) Life in Sahara
  - b) Sandstorm

\*\*\*\*\*



**STUDY HABITS INVENTORY**

Below are given statements related to study habits. Read each statement carefully. Rate it in your mind whether you do so Always or Sometimes or Never. Mark a cross (×) on 'A' or 'S' or 'N' as the case may be.

If your answer is Always, cross out A.

If your answer is Sometimes, cross out S.

If your answer is Never, cross out N.

There is no right or wrong answer to these questions. It is, therefore, important that you must answer them honestly and sincerely. There is no time limit but try to complete it as fast as possible.

<b>Planning Habits</b>				
1.	I collect all the things that I need before I sit for study.	Always	Sometimes	Never
2.	I spend much time on difficult subjects and less time on easy subjects.	Always	Sometimes	Never
3.	My interest in the subject dominates the planning and allotment of time for the subject.	Always	Sometimes	Never
4.	I complete a portion of my work in one subject before I shift to another.	Always	Sometimes	Never
5.	During summer vacations and other long holidays I do not make a general plan of study.	Always	Sometimes	Never
<b>Reading Habits</b>				
6.	I go through the lesson to get a general idea before it is taught in the class.	Always	Sometimes	Never
7.	If I don't understand a certain portion or part of it, I seldom make any effort to get it clarified.	Always	Sometimes	Never
8.	I avoid studying tables and graphs in reading a lesson.	Always	Sometimes	Never
9.	I use dictionary for better comprehension.	Always	Sometimes	Never
10.	I easily get distracted while studying.	Always	Sometimes	Never

<b>Notes Taking Habits</b>				
11.	I underline important points in my notes.	Always	Sometimes	Never
12.	To prepare notes, I try to get the main ideas first.	Always	Sometimes	Never
13.	I do not make notes until I have read each part of the lesson as a whole.	Always	Sometimes	Never
14.	While reading a chapter, I mark certain points for giving emphasis in my notes.	Always	Sometimes	Never
15.	I find it difficult to decide what I must write and what I should omit in the class notes.	Always	Sometimes	Never
<b>Revision Habits</b>				
16.	I recall to my mind the main points when I complete a lesson.	Always	Sometimes	Never
17.	At regular intervals, I revise the course covered till then.	Always	Sometimes	Never
18.	During my revisions, I try to relate the subject matter in identical or similar situations.	Always	Sometimes	Never
19.	To make my successive revisions more effective, I discuss them with others.	Always	Sometimes	Never
20.	During the pre-examination revision, I do keep in my mind the possible kind of questions.	Always	Sometimes	Never

## SCHOOL CLIMATE QUESTIONNAIRE

**Please fill in the following information :**

Name :

Age :

Class :

Name of the School :

**Instructions :** Some questions are given on the following pages which are related with the atmosphere of your school. A three-point rating scale is given : 1 –Agree, 2 –Undecided and 3 – Disagree. Read each question carefully and put a cross (×) in the box which is applicable to you. If you think the answer for Q.1 is “disagree” then put a cross mark (×) in that box.

There is no right or wrong answer. Whatever you feel with regard to each question, indicate/ write that. Answer all the questions. Your answer will be kept confidential. There is no time limit but try to complete it as fast as possible.

		Agree	Undecided	Disagree
1.	Students respect teachers in my school.			
2.	Cordial relation exists between the students and teachers of my school.			
3.	Students of my class help each other in difficulty.			
4.	Students of my school are active (participating) in my school.			
5.	Students of my school have freedom to do activities according to their interest.			
6.	Students of my school have opportunity to express their ideas and feelings freely.			
7.	Students are exposed to a variety of activities.			
8.	Teachers of my school have full knowledge of their subjects.			

9.	Teachers of my school encourage the students to participate in various things.			
10.	Behaviour of some teachers of my school is partial.			
11.	There is always tension between teachers and students of my school.			
12.	My Principal likes the atmosphere of dictatorship.			
13.	My Principal pays attention towards different facilities of the students.			
14.	Atmosphere of studies in my school is satisfactory.			
15.	My school is in advance to other schools of the city in sports and cultural programmes.			
16.	Parents are invited for sports and cultural programmes of my school.			
17.	Science exhibition and other exhibitions are held in my school from time to time for promotion of knowledge of the students.			
18.	Sufficient facility of clean drinking water is available in my school.			
19.	Sufficient facility of toilet is there in my school.			
20.	Cleanliness is maintained in my school.			
21.	Health of the students is examined from time to time in my school.			
22.	Open space is available for playing in my school.			
23.	Give overall assessment of school climate.			

	1 Very poor	2 Poor	3 Average	4 Good	5 Very good
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24.	Any other observations :			
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## Appendix V

### CLASSROOM TEACHING-LEARNING PROCESS

Name of the School :

Date :

Subject / Topic :

Period & Time :

Aspects

Comments and Suggestions

		Rating Scale									
		Poor					Excellent				
<b>I.</b>	<b>Content</b>										
1.	Accuracy and clarity of the content	1	2	3	4	5	6	7	8	9	10
2.	Logical organisation of the content	1	2	3	4	5	6	7	8	9	10
3.	Effective introduction of the topic (by using one or more of the following) a) focuses on the topic b) outlines the major points or tasks to be covered c) states explicitly the aim of the lesson d) uses analogous situation e) traces historical development f) reviews prerequisites g) states the utility of studying the topic h) presents a problem situation	1	2	3	4	5	6	7	8	9	10
4.	Use of appropriate teaching skills and strategies :										
a)	Explaining	1	2	3	4	5	6	7	8	9	10
	• interprets by giving examples or instances/paraphrasing/ reviewing prerequisites										
	• describes the process and structure through demonstration										
	• speaks with clarity and fluency										
	• Uses appropriate vocabulary										

	<ul style="list-style-type: none"> <li>Provides emphasis and interest through stimulus variation</li> </ul>										
	<ul style="list-style-type: none"> <li>Uses role play / narration / mime, etc. (for teaching of English)</li> </ul>										
b)	Questioning	1	2	3	4	5	6	7	8	9	10
	<ul style="list-style-type: none"> <li>Clear, precise, relevant and grammatically correct</li> </ul>										
	<ul style="list-style-type: none"> <li>Provides desired pause for thinking</li> </ul>										
	<ul style="list-style-type: none"> <li>Adequately distributes among students</li> </ul>										
	<ul style="list-style-type: none"> <li>Handles students' responses using prompting, seeking further information, reinforcing and asking critical awareness questions.</li> </ul>										
	<ul style="list-style-type: none"> <li>Avoids mass responses</li> </ul>										
c)	Teaching-learning materials	1	2	3	4	5	6	7	8	9	10
	<ul style="list-style-type: none"> <li>Appropriate and effective use of charts / models/ maps, etc.</li> </ul>										
	<ul style="list-style-type: none"> <li>Demonstration of experiments</li> </ul>										
	<ul style="list-style-type: none"> <li>Legible and effective blackboard work</li> </ul>										
	<ul style="list-style-type: none"> <li>Draws neat diagrams/ sketches with proper labelling</li> </ul>										
	<ul style="list-style-type: none"> <li>Gives sufficient time to take down</li> </ul>										
	<ul style="list-style-type: none"> <li>Maintains continuity in communication while writing</li> </ul>										
<b>II.</b>	<b>Students' Participation</b>	1	2	3	4	5	6	7	8	9	10
1.	Secures and sustains students' attention through varied stimuli										
2.	Increases students' participation through asking questions and using verbal and non-verbal cues and reinforcers.										
<b>III.</b>	<b>Classroom Management</b>	1	2	3	4	5	6	7	8	9	10
1.	Democratic atmosphere of the class.										
2.	Maintains discipline										
3.	Reinforces for continuous participation										
4.	Encourages student participation										
5.	Uses non-verbal behaviour to inhibit the development of a potential problem.										

<b>IV.</b>	<b>Review and Evaluation</b>	1	2	3	4	5	6	7	8	9	10
	<ul style="list-style-type: none"> <li>• Reviews major points of the lesson and ensures understanding of it.</li> </ul>										
	<ul style="list-style-type: none"> <li>• Relates present learning with previous and future learning.</li> </ul>										
	<ul style="list-style-type: none"> <li>• Provides meaningful task/assignment.</li> </ul>										
	<ul style="list-style-type: none"> <li>• Identifies learning difficulties.</li> </ul>										
<b>V.</b>	<b>Teacher</b>	1	2	3	4	5	6	7	8	9	10
I.	Appearance, manners, enthusiasm, confidence, interaction with students.										

Overall comments:

## APPENDIX VI

### సహార ఎడారి

ఉత్తర ఆఫ్రికాలోని సహారా ఎడారి ప్రపంచంలో అత్యంత పెద్దదైన ఎడారి. ఇసుక, గాలి, వేడిమి, మరియు నీరు ఈ నాలుగు సహారా జీవనంలో ఒక భాగం. అవి అన్నీ కలిసి ప్రపంచపు అతి పెద్ద ఎడారిని రూపొందించాయి. ఉష్ణోగ్రతలో అకస్మాత్తుగా వచ్చే హెచ్చు తగ్గులు ఈ ఎడారి వాతావరణాన్ని నిర్దేశిస్తాయి. అతి తీవ్రమైన వేడిమి, శరీరాన్ని కోస్తున్నట్లుగా, గుచ్చుతున్నట్లుగా ఉంటుంది. సూర్యాస్తమయం అయ్యాక పది నిమిషాలలో 20 నుండి 25 డిగ్రీలకు ఉష్ణోగ్రత పడిపోతుంది. ఇసుక దిబ్బలు వున్నచోట వేడిమి మరింతగా వుంటుంది. ఎడారిలో సూర్యాస్తమయంలో ఒక వింత జరుగుతుంది. ఎడారి మొత్తం పగుళ్ళ శబ్దంలో మారు మ్రోగుతూ టపాకాయల శబ్దంలా వుంటుంది. ఈ శబ్దం చిన్న రాళ్ళ ముక్కలు పగులుతున్నపుడు వచ్చే శబ్దం. వేడిమి మాత్రమే కాకుండా గాలి కూడా చాలా తీవ్రంగా వుంటుంది. సహారా ప్రయాణీకుడు మొదట గాలి దిశను గుర్తిస్తాడు. తరువాత తన ఒంటెను గాలికి ఎదురు దిశలో కూర్చుండబెట్టి, తను ఆ ఒంటె ప్రక్కన దాగి, తుఫాను వెళ్ళేదాకా ఎదురు చూస్తాడు. ఇసుక తుఫానులు నేలపై ఉన్న గాజు సీసాను కూడా అపార దర్శకంగా మారుస్తాయి. ఇసుక తుఫాను తరచుగా పరిసరాలన్నింటినీ మార్చి వేస్తుంది.

ఇక వర్షం అనావృష్టి లేదా అతివృష్టిగా వుంటుంది. వర్షం పట్టణాలను, పల్లెలను తుడిచి పెట్టేస్తుంది. మట్టితో చేసిన ఇళ్ళు ఆ వర్షం నీటిలో కరిగిపోతాయి. కొండలు ఉన్నచోట నీరు ఒక సరస్సులా వుండిపోతుంది. ఈ నీటి కొలను మాయమయినపుడు ఎడారి మొత్తం రాత్రికి రాత్రే తెల్లని, పసుపు పచ్చని పూలతో నిండిపోతుంది. ఎడారి పువ్వుల మొక్కల యొక్క వేర్లు 20 అడుగుల కంటే ఎక్కువ లోతుగా విస్తరిస్తాయి. సహారా ఎడారిలోని నీరు కూడా కనిపిస్తుంది. నీటిని ప్రజలు అమూల్యంగా భావిస్తారు. నీటిని వృథా చేయడం ఒక దారుణమైన నేరంగా భావిస్తారు. కొన్ని ప్రాంతాలలో నీరు కొలనులాగా మరికొన్ని ప్రాంతాలలో నీరు పైకి పెల్లుబికి వస్తూ ఉంటుంది. ప్రజలు తరచుగా ఒక నీటితో మరో నీటిని పోల్చుకుని వాటి గుణాల గురించి చర్చించుకుంటారు.

### ప్రశ్నోత్తరాలు

1. సహారాలోని వేడిమి
  - a. అకస్మాత్తుగా కలిగినది
  - b. క్రమంగా పెరిగినది
  - c. ప్రజలకు ఏ మాత్రం సమస్యకాదు



2. సూర్యాస్తమయ సమయంలో రాళ్ళ పగుళ్ళ ద్వారా పచ్చే తీవ్రమైన శబ్దానికి కారణం
  - a. పొడి వాతావరణం
  - b. అతి వేడిమి
  - c. ఉష్ణోగ్రతలో అకస్మాత్తుగా పచ్చే మూర్పు
3. ఎడారి గాలి దేనికి కారణ భూతమంటే
  - a. ప్రతి ఏటా అనేక మరణాలు
  - b. పరిసర దృశ్యాలలో మూర్పు
  - c. ఒంటెలు పోగొట్టుకు పోవడం
4. ఎడారిలో పువ్వులు
  - a. ప్రతి సంవత్సరం పూస్తాయి.
  - b. తప్పని సరిగా పొడవైన వేళ్లు ఉండాలి
  - c. ఆసలు వేళ్లే ఉండకూడదు
5. ఈ అంశంలో 'తుడిచిపెట్టు' అనే మాటకు అర్థం
  - a. బాగా తుడిచి ఎత్తి పెట్టడం
  - b. కనిపించకుండా చేయడం
  - c. బాగా కనిపించేట్టు చేయడం.
6. ఎడారిలో అతి నికృష్టమైన నేరం ఏమిటంటే
  - a. నీటిని పంచుకోకపోవడం
  - b. నీటిని వృధా చేయడం
  - c. నీరు లేకుండా జీవించడం
7. సహారా ప్రయాణీకులు వేరే దారిలో ఎందుకు వెళతారంటే
  - a. ఇతర ప్రయాణీకుల నుండి తప్పకోడానికి
  - b. బావిని చేరడానికి
  - c. ఇసుక దిబ్బలను నివారించడానికి
8. ఇసుక తుఫానుల సమయంలో ప్రయాణీకుడు గాలికి ఎదురుగా ఎందుకు కూచుంటాడంటే
  - a. తుఫానును మరింత బాగా గమనించడానికి
  - b. నోటిలోకి ఇసుక పోకుండా నివారించడానికి
  - c. ఎగిరే ఇసుకలో కొట్టుకు పోకుండా ఉండడానికి
9. ఈ ఇచ్చిన విషయంలో ప్రధానమైన అంశం ఏది?
  - a. నీటి సమస్య
  - b. సహారా ఎడారిలో జీవనం
  - c. ఇసుక తుఫానులు

# APPENDIX VII

## అధ్యయనానికి చెందిన అలవాట్ల వివరణ పట్టిక

అధ్యయనానికి చెందిన అలవాట్ల గురించి క్రింద కొన్ని ప్రవచనాలు యివ్వబడ్డాయి. ఆ ప్రవచనాలను జాగ్రత్తగా చదవండి. వాటి ననుసరించి మీరు ఆవిధంగా "ఎప్పుడూ" అనుసరిస్తారో "అప్పుడప్పుడో", "ఎప్పుడూకాదో" అంచనా వేయండి. మీకు ఏది వర్తిస్తుందో, అక్కడ ( x ) గుర్తు వేయండి.

మీ సమాధానం "ఎప్పుడూ" ఐతే "ఎప్పుడూ" అనే పదం క్రింద ( x ) గుర్తు వేయండి. మీ సమాధానం "అప్పుడప్పుడు" ఐతే "అప్పుడప్పుడు" అదే పదం క్రింద ( x ) గుర్తు వేయండి. మీ సమాధానం "ఎప్పుడూకాదు" ఐతే "ఎప్పుడూకాదు" అనే పదం క్రింద ( x ) గుర్తు వేయండి.

ఈ ప్రశ్నలకు ప్రవచనాలకు "తప్పు", "ఒప్పు" అనే సమాధానం ఏదీలేదు. అందువల్ల మీరు వాటికి సమాధానాలు నిజాయితీగానూ, హృదయపూర్వకంగానూ యివ్వటం చాలా అవసరం.

	ఎప్పుడూ	అప్పుడప్పుడు	ఎప్పుడూకాదు
1. నేను చదవడానికి కూర్చునే ముందు కావలసినన్నింటినే సేకరించుకుంటాను.			
2. నేను తేలిక విషయాలకు తక్కువ సమయం, కఠిన విషయాలకు ఎక్కువ సమయం వినియోగిస్తాను.			
3. ఒక్కొక్క విషయాన్నీ ఎన్నుకోవడం, సమయాన్ని నిర్ణయించడం నా అభిరుచి ననుసరించి ఉంటాయి.			
4. నేను ఒక విషయానికి చెందిన ఒక భాగాన్ని అంశాన్నీ పూర్తి చేసిన తర్వాతే మరొక విషయానికి మారుతాను.			
5. వేసవి శెలవులలోను, యితర దీర్ఘకాలిక సెలవుల్లోనూ అధ్యయనం గురించి సాధారణ ప్రణాళికనల అనుసరించను.			
6. తరగతి బోధనకు ముందు పాఠాన్నీ చదివిగాని సారాంశం తెలుసుకునేందుకు పాఠం చదువుతాను.			

	విష్పూడు	అష్పూడుష్పూడు	విష్పూడు కాదు
7. ఏదైనా ఒక అంశంగానీ, అందులో ఒక భాగంగానీ నేను గ్రహించుకపోతే, దాని స్పష్టికరణకు నేను ప్రయత్నించను.			
8. పాఠం చదువుతుండగా పట్టికలనూ, రేఖా పటాలనూ గమనించను.			
9. మంచి అర్థ గ్రాహ్యతకు నేను డిక్షనరీ (నిఘంటువును) ఉపయోగిస్తాను.			
10. నేను చదువుతున్నప్పుడు సులభంగా/ తేలికంగా చలించిపోతాను.			
11. నా నోటు పుస్తకంలో ముఖ్యాంశాల క్రింద గీట్లు గీస్తాను.			
12. ముఖ్యాంశాలను తయారు చేసుకు నేందుకు ముఖ్యోద్దేశాలను గ్రహించే ప్రయత్నం చేస్తాను.			
13. పాఠంలోని ప్రతి అంశాన్నీ చదివే వరకూ నేను ముఖ్యాంశాలను గమనించను/ గుర్తించను.			
14. ఒక అధ్యాయం/ప్రకరణం చదువు తున్నప్పుడు నా గుర్తింపుకు ప్రాముఖ్యత నిచ్చేందుకు నేను కొన్ని అంశాలను గుర్తిస్తాను.			
15. తరగతి నోటులో ఏ అంశాలను వ్రాసుకోవాలో, వేటిని వదలాలో నిర్ణయించడం నాకు కష్టం అనిపిస్తుంది.			
16. నేను పాఠం పూర్తి చేసిన తరువాత ముఖ్యాంశాలను మనస్సులో జ్ఞాపకం చేసుకుంటాను.			
17. నియమిత సమయాల్లో మాటిమాటికీ అప్పటి వరకూ జరిగిన పాఠ్యావధిని పునరావలోకనం చేస్తాను.			
18. పునరావలోకనం చేసేటప్పుడు విషయానికి చెందిన సర్వసామ్య సారాప్య సందర్భాలను పొందు పరచేందుకు ప్రయత్నిస్తాను.			
19. నా తదుపరి పునరావలోకనాలను మెరుగుపరచేందుకు వాటి గురించి యితరులతో చర్చిస్తాను.			
20. పరీక్షలకు ముందు పునరావలోకనం చేసేటప్పుడు రాబోయే/సంభవిం చే ప్రశ్నలను మనస్సులో ఉంచుకుంటాను.			

# APPENDIX VIII

## పాఠశాల వాతావరణ ప్రశ్నావళి

క్రింది వివరాలను పూరించండి.

పేరు :

వయస్సు :

తరగతి :

పాఠశాల పేరు :

**సూచన :** క్రింది పుటలలో మీ పాఠశాల వాతావరణానికి చెందిన కొన్ని ప్రశ్నలు యివ్వబడ్డాయి. ఒక మూడు బిందువుల కొలమానం యివ్వబడింది. 1. సమ్మతిస్తాను 2. చెప్పలేను 3. సమ్మతించను. ప్రతి ప్రశ్ననూ జాగ్రత్తగా చదివి మీకు చెందిన సమాధానానికి తగిన పెట్టెలో (x) గుర్తును వేయండి. 1వ ప్రశ్నకు మీ సమాధానం 'సమ్మతించను' అని భావిస్తే ఆ పెట్టెలో (x) గుర్తును వేయండి.

ఏ ప్రశ్నకూ తప్పు, ఒప్పు అనే సమాధాన మేమీ లేదు. ప్రతి ప్రశ్నకూ ఏ సమాధానం ఉచితమని మీరు భావిస్తారో, అదే విధంగా సూచించండి/రాయండి. ప్రతి ప్రశ్నకూ సమాధానం యివ్వండి. మీ సమాధానాలు రహస్యంగా ఉంచబడతాయి. దీనికి ఏ విధమైన సమయ నిబంధన లేదు. అయినప్పటికీ వీలైనంత వేగంగా పూర్తి చేయండి.

	సమ్మతిస్తాను	చెప్పలేను	సమ్మతించను
1. మా పాఠశాలలో విద్యార్థులు ఉపాధ్యాయులను గౌరవిస్తాను.			
2. మా పాఠశాల ఉపాధ్యాయుల, విద్యార్థుల వద్ద మంచి అనుకూల వాతావరణం ఉంది.			
3. కష్ట సమయాల్లో మా తరగతి విద్యార్థులు ఒకరికొకరు సహాయ పడతారు.			

	శుక్రతీర్థము	చెప్పలేను	సమ్మతం
4.	మా పాఠశాల విద్యార్థులు పాఠశాల కార్యక్రమాల్లో చురుకుగా పాల్గొంటారు.		
5.	మా పాఠశాల విద్యార్థులకు తమతమ అభిరుచులను అనుసరించి పాల్గొనే స్వేచ్ఛ స్వాతంత్ర్యం ఉన్నాయి.		
6.	మా పాఠశాల విద్యార్థులకు వారివారి అభిప్రాయాలనూ, అనుభవాలనూ వ్యక్తపరచే అవకాశం ఉంది.		
7.	విద్యార్థులకు రకరకాల కార్యక్రమాల పరిచయం లభిస్తుంది.		
8.	మా పాఠశాల ఉపాధ్యాయులు తమ తమ విషయాలకు చెందిన సంపూర్ణ జ్ఞానం కలిగి ఉన్నారు.		
9.	వివిధ కార్యకలాపాల్లో పాల్గొనేందుకు మా పాఠశాల విద్యార్థులు ప్రోత్సహింపబడతారు.		
10.	మా పాఠశాలలోని కొంతమంది ఉపాధ్యాయులు పక్షపాతంతో ప్రవర్తిస్తారు.		
11.	మా పాఠశాల విద్యార్థులకూ ఉపాధ్యాయులకూ మధ్య ఎప్పుడూ ఉద్రిక్తత ఉంటుంది.		
12.	మా ప్రధానోపాధ్యాయులు నిరంకుశత్వం అంటే యిష్ట పడతారు.		
13.	మా ప్రధానోపాధ్యాయులు విద్యార్థులకు వివిధ సౌకర్యాలను కలుగజేయటానికి శ్రద్ధ వహిస్తారు.		
14.	మా పాఠశాలలో చదువుకు తగిన వాతావరణం సంతృప్తికరంగా ఉంది.		
15.	క్రీడ, సాంస్కృతిక కార్యక్రమాల సందర్భాలలో మా పాఠశాల ఉల్లేఖన యితర పాఠశాల కంటే ముందంజిలో ఉంది.		

	సమ్మతిస్తాను	చెప్పలేను	సమ్మతిస్తాను		
16. మా పాఠశాలకు చెందిన క్రీడ, సాంస్కృతిక కార్యక్రమాలకు విద్యార్థుల తల్లి దండ్రులు ఆహ్వానించబడతారు.					
17. విద్యార్థుల జ్ఞానాభివృద్ధి కోసం మా పాఠశాలలో వైజ్ఞానిక ప్రదర్శన, తదితర ప్రదర్శనలూ నిర్వహించబడతాయి.					
18. మా పాఠశాలలో పరిశుభ్రమైన త్రాగు నీటి సదుపాయం తగు విధంగా అందజేయబడింది.					
19. మా పాఠశాలలో మరుగుదొడ్లకు తగిన సదుపాయం ఉంది.					
20. మా పాఠశాలలో పరిశుభ్రత పాటించబడుతుంది.					
21. మా పాఠశాలలో తరచు విద్యార్థులకు ఆరోగ్య పరీక్షణ జరుపబడుతుంది.					
22. మా పాఠశాలలో ఆటలకు ఖాళీ మైదానం ఉంది.					
23. పాఠశాల వాతావరణాన్ని గురించి సవివరంగా మీ సమగ్ర అభిప్రాయాన్ని తెలియజెప్పండి.					
	1 అతినీకృష్టం	2 నికృష్టం	3 సామాన్యం	4 ఉత్కృష్టం	5 అతిఉత్కృష్టం

24. మరేవైని యితర పరిశీలనాలు/ వివరాలు

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# APPENDIX IX

## తరగతి గది బోధన - అధ్యయన ప్రక్రియ

పాఠశాల :	తేదీ :
విషయం/చర్చనీయాంశం :	కాలం, గంట :
అంశాలు :	వ్యాఖ్యలు, సూచనలు :

కొలమానం

అసంతృప్తికరం అతి ఉత్తమం

1 2 3 4 5 6 7 8 9 10

### 1. విషయం

1. విషయ కచ్చితత్వం, స్పష్టత
2. విషయ తర్క బద్ధ వ్యవస్థ
3. ప్రభావాత్మక విషయ పరిచయం\*  
(క్రింది వాటిలో ఒకటిగాని, అంతకంటే ఎక్కువ వాటి ననుసరించి)
  - a. విషయ ప్రాధాన్యత
  - b. అవసరమైన ముఖ్యాంశాలకు, చర్యలకు చెందిన రూపురేఖలు
  - c. పాఠ్య ముఖ్యోద్దేశాన్ని స్పష్టంగా తెలియజెప్పటం
  - d. సారూప్య సందర్భాల ప్రయోగం
  - e. చారిత్రక అభివృద్ధి వివరణ
  - f. పూర్వ అవసరాల సమీక్ష
  - g. విషయ అధ్యయన ప్రయోజనాల వివరణ
  - h. సమస్య సందర్భాల వ్యక్తీకరణ

4. తగిన అధ్యయన కౌశలాలు, పథకాల

ప్రయోగం/ఉపయోగం

a. వివరణ

\* ఉదాహరణలు/సంఘటనలు/  
దండాస్వయాలు/ సమీక్షల  
పూర్వ అవసరాల ద్వారా  
వివరణ

\* ప్రత్యక్ష ప్రమాణాల ద్వారా  
ప్రక్రియ పద్ధతి, నిర్మాణాల  
వివరణ

\* స్పష్ట, ధారావాహిక వాచనం

\* తగు పద ప్రయోగం

\* ఉత్తేజక ప్రచోదన వ్యత్యాసాల  
ద్వారా అభిరుచి, ప్రాముఖ్య  
తలను అందజేయడం

\* పాత్రాభినయం వివరణ  
అనుకరణల ప్రయోగం  
ఆంగ్ల భాషాబోధన కొరకు

b. ప్రశ్నించడం

\* స్పష్టంగా క్లుప్తంగా తగు  
విధంగా వ్యాకరణ సమ్మతంగా

\* ఆలోచనకు తగు విరామం  
కలుగ జేయటం ద్వారా

\* విద్యార్థులలో తగు విధంగా  
వివరించి

\* విద్యార్థుల సమాధానాలను  
ప్రయోగించి, మరింత  
సమాచారాలను రాబట్టడం  
ద్వారానూ, పునరుద్ఘాటన  
ద్వారా కీలక అవగాహన  
ప్రశ్నల ప్రయోగం



- \* మూకుమ్మడి  
సమాధానాలను  
నిషేధించడం ద్వారా

c. బోధన అధ్యయన సామగ్రి

- \* పట్టికలు/నమూనాలు/  
పటాలు వగైరాల తగు  
విధంగానూ  
ప్రభావాత్మకంగానూ  
ప్రయోగించడం
- \* ప్రయోగాల ప్రదర్శన
- \* స్పష్టమైన, ప్రభావాత్మక  
నల్లబల్ల ప్రయోగం/పని
- \* తగు వివరణలతో చిత్రాలు,  
రేఖాకృతుల స్పష్ట చిత్రణ
- \* వ్రాసుకోవడానికి తగినంత  
సమయాన్ని కలుగజేయడం
- \* లేఖన ప్రక్రియ సమయంలో  
నిరంతరత/అవిచ్ఛిన్నతల  
పరిపోషణ/నిర్వహణ.

II. విద్యార్థులు పాల్గొనటం

1. వివిధ ఉత్తేజకాల/ప్రయోజకాల ద్వారా  
విద్యార్థుల శ్రద్ధను సంపాదించి నిలుపుదల  
జేయడం
2. ప్రశ్నలు, మాఖీక, మాఖీకేతర సూచనల  
ద్వారా విద్యార్థులు పాల్గొనటాన్ని మరింత  
జేయడం.

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III. తరగతి గది నిర్వహణ

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1. తరగతి గదిలో సర్వ స్వామ్య వాతావరణం
  2. క్రమశిక్షణను అనుసరించడం
  3. నిరవధికంగా పాల్గొనటాన్ని పునరుద్ధి  
కరించడం
  4. విద్యార్థులు పాల్గొనటాన్ని ప్రోత్సహించడం
  5. దృఢ సమస్యాభివృద్ధిని తొలగించేందుకు  
మౌఖికేతర ప్రవర్తనను ఉపయోగించడం.
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IV. పునరావలోకనం, మూల్యాంకనం

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1. ముఖ్య పాఠ్యాంశాలను పునరావలోకించడం  
ద్వారా విద్యార్థుల అవగాహనను దృఢ  
పరచడం
  2. ప్రస్తుత అధ్యయనాన్ని పూర్వ భవిష్య  
అధ్యయనాలతో వర్తింపజేయడం.
  3. సార్థక సమస్యల పురమాయింపును  
అందజేయడం
  4. అధ్యయన సమస్యలను అభ్యాసాలను  
అందజేయడం.
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V. ఉపాధ్యాయుడు

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1. ఆకృతి, వైఖరి, ఆసక్తి, ధీమా, విద్యార్థులతో  
సంకర్షణ/చర్చ
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