

**ASSESSMENT OF HANDBOOK AND WORKBOOK  
OF  
'ULLASAPPARAVAKAL'**

**Project Report**

**National Population Education Project**



**State Council of Educational Research and Training (SCERT),  
Poojappura, Thiruvananthapuram, Kerala  
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## **PREFACE**

The objective of "Ullasapparavakal" Health Education and Life Skill Programme - HELP (STD I to XII) is to equip children with abilities for adaptive and positive behavior that enables them to deal effectively with the demands and challenges of everyday life and the right attitude to develop healthy habits and responsible behavior, including gender sensitivity, through imparting of participatory Life Skill Education Programme. Ullasapparavakal was introduced in 93 schools throughout the state as part of the activities of the ORC (Our Responsibility to Children) Project of the academic year 2016'17.

The present study is an assessment of handbook and workbook of 'Ullasapparavakal' in terms of content, strategies, learning activities, learning outcomes and structure based on the opinion of teachers who transacted the activity packages. As part of the package of learning materials, Workbook for students and Handbook for teachers for all classes were developed by SCERT in consultation with experts, physicians, practicing teachers, faculty from DIETs and representatives from SSA Kerala.

It is a fact that the school is the most important medium to reach out to young people. Hence the programme which was designed to influence children was incorporated into the educational system through the curriculum. The study proved that the intervention of ullasapparavakal enhanced the level of knowledge, attitude and skill of learners to great extent.

Let me place on record my sincere gratitude to all the crew who have involved in the study. Without their whole-hearted cooperation the study would not have been materialized.

Suggestions for improvement are most welcome.

**Dr. J. Prasad**  
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## **ACKNOWLEDGEMENT**

The purpose of the study entitled **ASSESSMENT OF HANDBOOK AND WORKBOOK OF 'ULLASAPPARAVAKAL'** is an intervention programme for finding out the effectiveness among the students of various classes on the acquisition of life skills. I gratefully acknowledge NCERT for the financial support rendered to complete this work. I wish to express my thanks to Dr. J. Prasad, Director, SCERT for providing all support for the successful completion of the study. I express my deep sense of gratitude to Research Team who assisted me in this course of work. The project is based on an in-depth survey conducted among the children from classes 1 to 12 of the selected schools in the districts of Kannur, Wayanad, Palakkad, Ernakulam, Idukki and Thiruvananthapuram. I would like to thank all the participants who have sincerely cooperated with the study. I express my sincere thanks to teachers of respective schools for their unconditional cooperation and support throughout the data collection. I would like to thank the school authorities who rendered their support for the data collection. I also express my deep sense of gratitude to 'Encreate' for their support in connection with the data analysis of the study.

**Dr. Meena S**

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## **EXECUTIVE SUMMARY**

Education in Schools should help children to understand themselves better in terms of self perception, self awareness, self actualization and self-worth. This knowledge of self should not isolate the child because child lives in a society. It is also recognized that the development of life skills should be the primary concern of education because there is a gap between content of education and the living experience of the students. SCERT has been actively contributing to the effective implementation of the various project including development of various training modules, capacity development programmes etc. ORC activities for the academic year 2016-2017 were the transaction of Health Education and Life skill programme '*Ullasapparavakal*'. 'Ullasapparavakal' was developed by SCERT and was transacted in respective 93 schools selected throughout the state as per the ORC annual calendar jointly developed by ORC and SCERT. The present study is an assessment of handbook and workbook of 'Ullasapparavakal' interms of content, strategies, learning activities, learning outcomes and structure based on the opinion of 52 teachers who transacted the activity packages.

The study found that according to majority of the teachers' opinion, the Life Skill Education Programme 'Ullasapparavakal' is highly beneficial for promoting healthy attitude towards life. All teachers expressed highly positive comments with respect to the physical appearance, content, organization, strategies, illustration etc. of the handbook and workbook prepared by SCERT for Life Skill Education Programme 'Ullasapparavakal'. Majority of the teachers demanded intensive training for all teachers in life skill education. They pointed out that lack of conscientization and co-ordination of parents acted as a main inhibition of the programme.

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## CHAPTER I

# INTRODUCTION



Education aims at preparing a child for adult life. It develops such abilities and capacities that can make a child competent enough to deal with various challenges of life. As a social institution, schools play a central role in the construction of children's perception of themselves of the social world and of their place within it (Devine, 2003). A paradigm shift has been witnessed in the roles played by the schools in equipping themselves to face the futuristic challenges in the society.

The National Curriculum Frameworks (2005) recommends that the children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and cause a gap between the school and community. NCF signifies an attempt to implement the idea of discouraging the rote learning and the maintenance of sharp boundaries between different subject areas. This has led to the reorganization of the education system for providing high standards of academic qualifications along with inculcating skills such as creativity, communication, empathy etc. These skills are interrelated and reinforce each other. Together they are responsible for the psychosocial competence, building self esteem and self efficacy to nurture holistic self development.

In general, skills are grouped into life skills and other 'Skills.' Other 'Skills' are simply the abilities that enable people to carry out specific behaviours whereas, 'Life Skills' encompasses a broad range of abilities, competencies and approaches. Life skills help individuals and communities make informed decisions, solve problems, think critically and creatively, empathize with others, communicate effectively, build healthy relationships and cope with and manage life in a productive manner. Thus, Life Skills are essentially the abilities that promote mental and social well being in situations

encountered in the course of life. It helps to reinforce a person's sense of self as an individual member of a household community and society.

## **Life Skills**

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable the individuals to deal effectively with the demands and challenges of everyday life” (WHO, 2004). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

UNESCO (2001) expanded the concept of Life Skills as a person's ability to maintain a state of mental well being and to demonstrate the same in adaptive and positive behaviour while interacting with others in his/her environment whereas, UNICEF defines Life skills as a behaviour change or behaviour development approach designed to address a balance of three areas viz., knowledge, attitude and skills.

In short, Life skills are the building blocks of development. Life Skills develop on a continuous basis throughout one's life and they are also used throughout one's life. They are universal and determine the psychosocial competencies and self-esteem of the individual.

## **Key Life Skills recommended by World Health Organization**

There are three kinds of skills—skills related to thinking termed as ‘thinking skills’, skills related to emotions as ‘emotional skills’ and skills related to dealing with others termed as ‘Social skills’. Thinking skills relate to reflection at a personal level, emotional skills associated with one's emotions and social skills include interpersonal skills. Life skill is the combination of these three types of skills that are needed for achieving assertive behaviour and

negotiating effectively. Young people need all three skills for consensus building and advocacy on issues of concern.

The Ten core Life skills as laid down by WHO are

- Self Awareness
- Creative Thinking
- Critical Thinking
- Decision Making
- Problem Solving
- Communication
- Interpersonal Relationship
- Empathy
- Coping with Emotions
- Coping with stress

The characteristics of these ten Life Skills are as follows

- **Self Awareness** includes recognition of ‘self’. It denotes the character, strength, weakness, desires and dislikes of an individual.
- **Creative Thinking** is a novel way of seeing or doing things. That is characteristics of four components –fluency (generating new ideas), flexibility (Shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
- **Critical Thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping to

recognize and assess the factors that influence attitudes and behaviours such as values, peer pressure and the media.

- **Decision Making** help to deal constructively with decisions about lives. It enables the people to make decisions about their actions in relation to healthy assessment of different options and the effects these different decisions are likely to have. Decision making skill enables to take the right decisions quickly and act accordingly.
- **Problem Solving** help to deal constructively with problems in lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain. Problems solving skill enables the persons to simplify and analyze complex problems of life and find appropriate solutions.
- **Communication Skill** means being able to ask for advice and help in a time of need. It is the ability of an individual to make himself understood as well as to listen to what others have to say.
- **Interpersonal Relationship** helps to relate in positive ways with the people and enables to establish and maintain personal relations with the diverse people come across at various stages of our lives.
- **Empathy** is the ability to imbibe the emotions of another person, in all its intensity and react appropriately.
- **Coping with Emotions** acquire the ability to recognize and cope with innate emotions, like anger, joy, disappointment, love, anxiety etc.
- **Coping with Stress** means recognizing the source of stress and effect of stress on life. This skill enables the individual to control the level of stress, by changing the environment and life style. The person can cope with the stress and tensions of life with equanimity.

## **Life Skill Education Programme**

UNICEF has been one of the Central players in bringing life skills education to the agendas of government ministries and partners at policy and programming levels, and has acted as an innovator in the promotion and introduction of new ideas and approaches around life skills education.

It has taken a major role in supporting the introduction of life skills education both within the country initiatives and globally by producing guidance and standards documents. It has an important role to play in identifying and developing more effective assessment tools and strategies for life skills education. UNICEF, realistically integrates Life Skill Education (LSE) outcomes into school systems and non- formal interventions.

The World Health Organization (WHO) also felt the need to introduce Life Skills through education programmes in the children who are future citizens of the society. Understanding the need to equip children with these life skills, Schools have expressed a need to develop Life Skill Education Programmes as part of curriculum at different levels of schooling process. Therefore, various boards of education, such as Central Board of Secondary Education (CBSE) are now supporting implementation of Life skill Education (LSE) Programmes in the schools from upper primary stage to secondary stage in different modes.

## **Life skill Education in Schools**

Education in Schools should help children understand themselves better in terms of self perception, self awareness self actualization and self-worth. This knowledge of self should not isolate the child because child lives in a society. This means that the school has to endow children

with social skills that can enhance favourable and positive interpersonal relationship.

Life Skills Education involves a dynamic teaching learning process. It strictly tracks the social learning theory of Albert Bandura; that is learning from environment by experience and observation. Usually one educator with a group of students are involved in Life Skills Education Programme. As recommended by CBSE, the life skill training should have four basic components.

They are

- Practical events
- Feedback session
- Consolidation
- Practical application in day to day life

The Development of Life skills is closely linked to the pedagogy of active learning. It is through participative teaching methods, such as role-play, debates situation analysis etc can actively engage young people in their own development process (Mangrulkar, 2001).

Studies of approaches to health education have also shown that active participatory learning activities for students are the most effective method for developing Knowledge, Attitudes and Skills. The effective participatory teaching methods adopted in LSE programmes which enable the pupil for the acquisition of life skills are as follows.

- **Role Play:** Ask children to enact certain common situations they come across in their daily lives. Follow it up with discussions on certain important aspects.

- **Discussion:** The class examines a problem or topic of interest with the goal of better understanding in issue or skill, reaching a best solution, or developing new ideas and directions for the group.
- **Debate:** In a debate, a particular problem or issue is presented to the class and students must take a position on resolving the problem or issue. The class can debate as a whole or in small groups.
- **Question Box:** Encourage children to write down the doubts and queries on a piece of paper and put it in a box. The trainer must answer them later.
- **News Analysis:** The class analyze news for the better understanding and developing new ideas.
- **Case Presentation:** Presentations of real life stories that describe in detail what happened to a community family, school or individual.
- **Rating Scale:** Precisely defined format focuses the conversation between the respondents and the questionnaire on the relevant areas.
- **Check List :** A list of items, facts, names etc to be checked or referred to for comparison, identification or verification.
- **Poems and Stories:** Presentation of learning materials to the students in the form of poems and stories.
- **Brain Storming** – Students actively generate a broad variety of ideas about a particular topic or question given, after brief period of time. Quantity of ideas is the main objective of brain storming. Evaluating or debating the ideas occurs later.
- **Skit** – a short informal performance intended to educate or inform.

- **Survey** – to take a general or comprehensive view of a situation or area of study.

Evaluative studies of Life Skills Education in Schools suggest that the methods used can help to improve teacher – pupil relationship (Parsons et al., 1988) and there are also indications that life skills lessons are associated with fewer reports of classroom behaviour problems (Tyrer, 2010) because during teaching, teachers create situations that could facilitate development of pupils life skills. As teachers teach, children develop respect for each other, play and work together in groups and help one another all of which are the signs for the development of life skills in the children (Tyrer,2010).

It is recognized that school is the most important medium to reach out to young people. So any programme designed to influence the children should be incorporated into the educational system. It is the duty of the society to empower the students to help themselves through education.

## **Impact of Intervention Programmes on the acquisition of Life Skills**

It is noteworthy that from times immemorial, every culture and society has invested in educating and exposing its younger generation to lead fulfilling and responsible lives. The '*Panchathantra*' stories from India have important lesson in life skills enhancement that remain relevant for all generations.

Research has shown that integration of life skills learning programmes helps in the acquisition of life skills in school children. Education, particularly school education plays a vital role in life skills development among individuals, as it exposes them to varied experiences in their formative years and has abundant potential to provide them with relevant simulated situations to learn and practice. As life skills are generic abilities, these can be effectively



integrated through educational processes and can be contextualized to any specific settings.

At the present context, children are at crossroads due to the influence of media, community and globalization. Life skills based educations have significant positive effect on social development and emotional development (Zahra, 2013), creates positive environment for development (Emanuel, 2008), enhances students achievement motivation, self respect and social adjustment (Mansour and Sepah, 2007). The teaching of life skills appears in a wide variety of educational programmes with demonstrable effectiveness, including programmes for the prevention of substance use (Botwin et al., 1980, 1984 ;Pentz, 1983) and adolescent pregnancy (Zabin et al., 1986 ; Schinke, 1984), the promotion of intelligence (Gonzalez, 1990), and the prevention of bullying (Olweus, 1990). Educational programmes of teaching life skills have also been developed for the prevention of AIDS (WHO/GPA/1994; Scripture Union, undated), for peace education (Prutzman et al., 1998) and for the promotion of self confidence and self esteem (TACADE, 1990).

By considering all these benefits of providing life skills education, Central Board of Secondary Education (CBSE) introduced Life skills based education as an integral part of the curriculum of class VI-X. CBSE prepared manuals trained teacher and provided exemplar activities for teachers to develop the identified life skills. This forms the basis for the life skills education to employ a participatory and interactive teaching learning methodologies inturn indicating the inclusion of new forms of assessment practices to capture attitudinal and behavioural changes in individuals.

In short, life skill education is a very important concept and an important concern in the society and to every education system so life skill education should be the part of the curriculum.

## **Stakeholders and Life Skill Education**

A broad array of groups and institutions have a stake in Life Skill Education project in schools. Key stakeholders group include Central Government, State Government, community workers, private organization, Schools and Teachers. They are intended to provide systematic and accelerated scaling-up of life skill programming. They promote and support ambitious standards for life skill based education. Stakeholders play a leadership role in promoting the life skills through policy and advocacy work, pilot project, capacity building, monitoring tools and development and the creation of life skills networks. They assist establishing standards, supporting orientation, training, funding, pilot initiatives and promoting government involvement and oversight.

All life skill stakeholders, including United Nations agencies, co-ordinate and conduct intervention programmes including monitoring, evaluation and articulation of relationship between knowledge, Attitude and Skill in the development of behaviours. Their ultimate goal is to develop ‘well round individuals or healthy, responsible and productive citizens.

## **Our Responsibility to Children (ORC)**

Government of Kerala has identified Department of Education as one of the key stakeholders of project – ‘*Our Responsibility to Children*’. It is a school based initiative by Government of Kerala to ensure better protection and development of children through capable and responsible mentoring by parents, teachers, peers and society at large. It is a project of Integrated Child Protection Scheme (ICPS) is a unique Social experiment initiated in Kerala to create a safe, nurturing and just environment in schools. ORC tries to identify risk and preventive factors and empower school children with better life skills. It aims to facilitate children to realize their full potential and become productive members of society.

ORC, as the project in its integrated structure intends to address the learning, emotional and behavioural issues of children, with the delivery point as the schools of Kerala. For the ORC project, 93 schools are selected throughout the state. The major partner of ORC project conducted in selected 93 schools of the state is Department of Education and SCERT.

SCERT has been actively contributing to the effective implementation of the various project including development of various training modules, capacity development programmes etc. ORC activities for the academic year 2016-2017 were the transaction of Health Education and Life skill programme '*Ullasapparavakal*'. '*Ullasapparavakal*' was developed by SCERT and was transacted in respective 93 schools selected throughout the state as per the ORC annual calendar jointly developed by ORC and SCERT.

Out of the 93 Experimental School selected for the transaction of '*Ullasapparavakal*' – the Health Education and Life Skill programme, one school from each district and hence 14 schools were selected for conducting a novel initiative of ORC, SMART 40 (Sensible, Motivated, Able, Responsible, Talented-40). The idea is to form a team of 40 students each, at High School and Higher Secondary level, which will comprise mostly students facing various issues and few students who possess leadership and other social skills to act as peer mentors. It is a continuous school level mentoring capacity development programme for identified children. Out of the 14 schools participated in the SMART 40 campaign, 10 schools were selected for the research study.

## **Need and significance of the study**

Education is preparing child to live effectively in the contemporary society. Society is dynamic and the traditional system of education is not at all effective to lead life for the kinds of complexities that have developed in the contemporary society.

It is also recognized that the development of life skills should be the primary concern of education because there is a gap between content of education and the living experience of the students. The present day educational system lays a great deal of emphasis on the intellectual development of learners through teaching different subjects and preparing them for the world of work. The development of life skills among learners to overcome pressure of life and challenges in difficult situations is missing in the prevailing educational system. As a consequence, the learner is not able to cope with the challenges arising from different situations of various places. These situations create in the learner anxiety, tension, frustration, depression etc.

Article 25 of the Universal Declaration of Human Rights (1948) states that “Everyone has the right to a standard of living adequate for health and well being of himself and his family.”

The preamble to the World Health Organizations Constitution (1946) declares that it is one of the fundamental rights of every human being to enjoy the highest attainable standard of health. The World Health Organization who recommended to introduce life skills through education programmes in the children who are future citizens of the society.

International Education Commission (1996) formulated global goals of Education in order to fit a child into the mould of complete person through giving better training of life skills. It is well established fact that education ultimately aims at formation of a complete man which is possible only when students are exposed to various life skills. Each student has different problems and needs, different skills to cope up with them. Life skills cuts cross application of knowledge, values, attitudes and skills in the process of individual development and life long learning. Life skill programmes enable people to translate knowledge, attitudes and values into action.

Modern education must also focus on developing knowledge and skills required for an individual to be competent enough to deal with various challenges of life. Care must be taken to equip and help each student achieve his optimum intellectual and psychological development. Schools need to play a significant role in the socialization of young people and impart skill needed to prepare them for a productive and prosperous life. Therefore, there is an increased demand for introducing Life Skills Education and conducting well-designed life skills training programmes for school children. School should interweave Life Skill Education and Life Skills Intervention programmes in their curriculum to cater to the needs of 21<sup>st</sup> century. Hence the present study.

## **Statement of the Problem**

SCERT, Kerala has taken effort to develop Handbooks and Workbooks titled '*Ullasapparavakal*' for transacting components of Life Skills to students from standard I to XII.

An intervention programme was conducted for finding out the effectiveness of '*Ullasapparavakal*' – the Health Education and Life Skill programme, among the students of various classes on the acquisition of life skills. The present study is an assessment of hand book and workbook of '*Ullasapparavakal*' in terms of content, strategies, learning activities, learning outcomes and structure based on the opinion of teachers who transacted the activity packages. Therefore the study is entitled as "Assessment of Handbook and Workbook of *Ullasapparavakal* .

## **Objectives of the Study**

- To assess the content of the handbook and workbook ( *Ullasapparavakal* – The Health Education and Life Skill Programme) by teachers.
- To evaluate the strategies specified in the handbook of *Ullasapparavakal* by teachers.

- To evaluate the learning activities prescribed in the handbook and workbook of Ullasapparavakal.
- To assess the Learning outcomes of ‘Ullasapparavakal’
- To assess the structure of ‘Ullasapparavakal’ in terms of presentation, title, layout, pictures and language.

## CHAPTER II

### METHODOLOGY

Since the study intends to analyze the effectiveness of Life Skill Education Module ‘*Ullasapparavakal*’, Survey cum experimental method

was adopted for conducting the study. The Design selected for experimentation was ‘Pretest- Posttest single group design’.

### **Sample selected for the study**

The sample selected for the study consisted of students of different standards ranging from 1 to 12 from six selected districts of Kerala where ORC programmes are being conducted. Data were collected from students of both boys and girls from rural and urban areas. The total students participated in the pretest were 2161 of which 1051 were boys and 1110 were girls, 575 were rural students and 1586 were urban students. Among the 1279 students participated In the post test, 579 were boys and 700 girls, 409 were rural students and 870 were urban students, studying in standards 1 to 12 from ten selected schools. Besides this sample, 52 teachers were also selected for the research purpose.

### **Criteria for the selection of schools**

The schools from six districts selected for the study belong to South zone, North zone, Middle zone and hilly/ tribal areas where ORC programmes were conducted .

**Table 1 Break-up of the sample schools selected for the study**

| SI.No | District           | Name of School          |
|-------|--------------------|-------------------------|
| 1     | Thiruvananthapuram | Govt.HSS, Kachani       |
| 2     | Thiruvananthapuram | Govt.HSS, Vattiyoorkavu |
| 3     | Ernakulam          | Govt.HSS,Edapally       |

|           |                 |                                   |
|-----------|-----------------|-----------------------------------|
| 4         | Wayanadu        | Govt.HSS, Vakery                  |
| 5         | Palakkad        | Govt.HSS, Bigbazar                |
| 6         | Ernakulam       | Govt.HSS, Elamakkara              |
| 7         | Kannur          | Shenoy SmarakaGovt.HSS, Payyannur |
| 8         | Kannur          | Govt.Brennen HSS, Thalassery      |
| 9         | Idukki          | GTHSS Murikkattukudy              |
| <b>10</b> | <b>Palakkad</b> | <b>GMM GHSS, Palakkad</b>         |

## **Tools and materials used for the study**

The tools used for the present study were

### **I. Life Skill Education Module**

Children who procure the ten life skills recommended by WHO, will become successful in life. It will equip them with the right knowledge of life and the right attitude to adopt. With this view Life Skill Education has been included in the curriculum.

SCERT developed Life Skill Education activity package ‘Ullasapparavakal’ for the students studying in standard I to standard XII which consisted of handbooks and workbooks for transacting components of Life Skills to students.

#### **A) Handbook**

Handbooks are meant for teachers to plan and execute activities to enable learners to acquire life skills. Features of handbook is as follows.

### **Objectives of implementing LSE through ‘Ullasapparavakal’.**

- To impart the students scientific knowledge about the physical, psychological and social changes that beset them during childhood and adolescence.



- To instil in children the importance of personal hygiene and environmental cleanliness.
- To help children acquire healthy food habits.
- To dissociate them from dangerous habits and circumstances (Peer pressure, inclination to use drugs and alcohol and commit crime, be tempted by unhealthy sexual habits).
- To nurture in children a disciplined life style and fruitful learning methods.
- To help children overcome the tensions of daily life and to accept responsibilities.
- To create in them sympathy and empathy for their fellow beings.
- To help children build strong and lasting relationships.
- To learn to be firm when the situation demands it.
- To help students lead well- ordered lives built on strong, ethical and moral foundations.
- To help the adolescents to develop a right attitude towards life and equip them with life skills to face the challenges of daily life.

**Life skills included in the Health Education and Life Skill Programme- 'Ullasapparavaka' are**

- Self awareness
- Creative thinking
- Critical thinking
- Decision making
- Problem solving skill
- Communication skill
- Interpersonal relationship
- Empathy
- Coping with emotions
- Coping with stress

## **Content of Life Skill Education Module**

The content of the Life Skill Education Module is divided into 9 domains. They are

- Environmental hygiene
- Food and Nutrition
- Safety
- Self- management
- Personal hygiene
- Psycho- social development
- Physical growth
- Responsible behaviour
- Physical fitness

## **Strategies adopted in Life Skill Education**

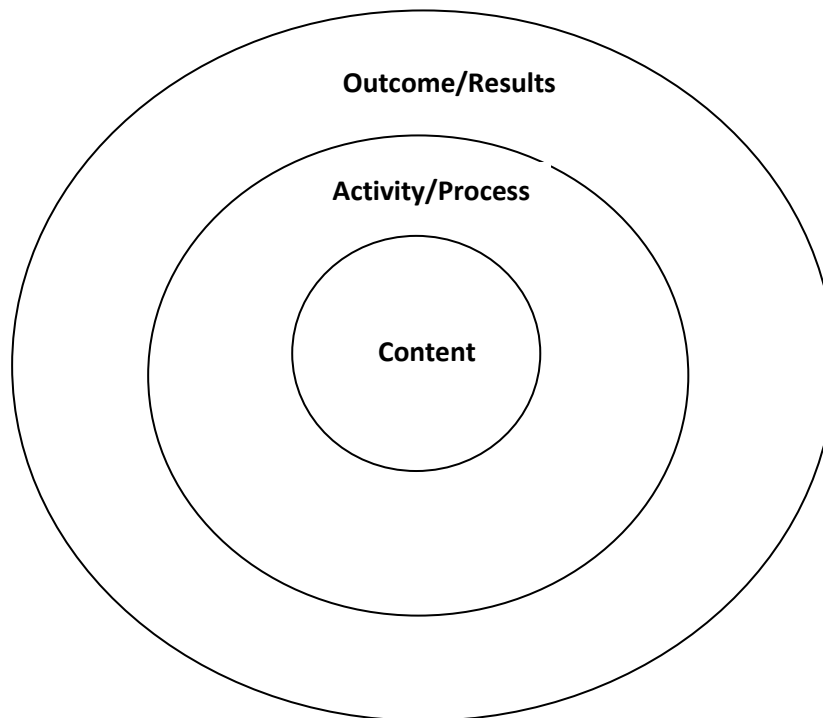
Strategies adopted for the effective transaction of Life Skill Education are as follows.

- Role play
- Discussion
- Debate
- Question box
- News analysis
- Case presentation
- Rating scale
- Checklist
- Poems, stories
- Brain storming
- Skit
- Survey

## Characteristics of Life Skill Lesson

A Life Skill unit begins with a Life Skill Circle. The Life Skill Circle is a union of three individual circles, the inner one denotes the section of content the unit deals (eg: Environmental cleanliness, food and nutrition, safety etc...). The middle circle provides appropriate activities that can be suitably linked to the content for the effective transaction and the outer circle denotes the outcome of the unit i.e., the possible life skills expected to be developed by the effective transaction of the content.

### Life Skill Circle



Life skill circle helps the teachers to plan the classes well by organizing the learning material.

Life skill circle is followed by 5 different heads representing the various aspects of the lesson. They are :

- **Domain**

Denotes the section of content of Life Skill Education to which the unit deals.

- ***Learning objectives***

Gives the broader aim of the unit.

- ***Specific Learning objective***

Provides the specific objectives to be attained by the student after the learning of the content.

- ***Life skills***

Mentions the expected Life skills to be developed in the students by the effective transaction of the unit.

- ***Learning materials***

A list of appropriate supporting aids for the learning of the content.

- ***Duration***

Allotted time for the lesson is given.

## **Activities**

Content in the Life Skill Lesson is presented through activities. Each activity can opt for/choose prefers suitable strategies (Role play, discussion, debate etc) recommended by Life Skill Education programme.

Worksheets are also provided to the students as part of the activities.

At the end of each the activity, there is a ‘consolidation’ part which helps the teacher to conclude the session effectively.

## Fact sheet

Certain units end with a fact sheet. Fact sheet helps teachers to understand the content area and it acts as a quick reference material for the teachers.

### **B) Workbook**

In order to supplement the activities mentioned in the handbooks, worksheets are provided for the students. The entire collection of worksheets comprises workbook.

### ***II Assessment scale for teachers***

In order to gather information and to make judgement about the quality of the Handbook and Workbook of ‘Ullasapparavakal’ – The health and life skill programme, an assessment scale is developed for teachers. It has two parts, the part-I, collects the personal details and part II composed of items for assessment. The assessment scale was a three point scale denoting the opinions ‘agree’ ‘partially agree’ and ‘disagree’. The items in the part – II were categorized under five heads. They are as follows:

#### Section – I Content

The assessment scale consists of 19 items for assessing the content of the Handbook and Workbook of ‘Ullasapparavakal’.

#### Section – II Strategies

Eleven items in this section evaluate the strategies specified in Handbook of ‘Ullasapparavakal’.

#### Section - III Learning Activities

To evaluate the learning activities prescribed in the Handbook and Workbook of ‘Ullasapparaval’, 15 items were provided in this section.

#### Section – IV Outcome

Ten items in this section assess the outcomes acquired by the students through the transaction of ‘Ullasapparavakal’.

#### Section – V Structure

In order to assess the structure of ‘Ullasapparavakal’ in terms of presentation, title, layout, pictures and language, ‘13’ items were provided in this sections.

### **III. Rating scale for teachers**

A scale was developed for rating the opinion of teachers regarding the Health and Life Skill Education Programme – ‘Ullasapparavakal’. The 16 items in the scale rate the opinion of teachers regarding the quality, efficiency and practicability of the Life Skill Education Programme organized and conducted by General Education Department. It also assesses the feasibility of Handbook and Workbook developed for the Life Skill Education programme and the teachers’ opinion regarding the parent’s attitude towards the programme. It rates the opinions as ‘agree’, ‘partially agree’ and ‘disagree’.

### **IV Interview Schedule for Heads of the School**

An interview schedule with a set of eight questions for interviewing the Heads of the schools was also used for the present study. The questions were structured for collecting the opinion about the Health and Life Skill Education Programme – ‘Ullasapparavakal’ and the difficulties experienced as Head of the institution for implementing the programme. The questions were related to the

feasibility and practicability of the handbook and workbook developed for the programme. The response and experience of teachers about the teaching learning aspects in the classroom and the response of parents about the programme were also provided in the interview schedule.

## **V. General Discussion Points for Teachers**

A set of seven discussion points were used for the study for conducting a group discussion among teachers and for collecting the general opinion of teachers regarding the Handbook and Workbook of Health and Life Skill Education Programme – ‘Ullasapparavakal’. Various difficulties faced by the teachers while transacting the life skill lessons, difficulties experienced by the students, areas that are needed to be improved and suggestions for improvement were discussed.

## **Data Collection Procedure**

The trained test administrators were given the responsibility to conduct and collect the data of the pre test, intervention programme and the posttest from Standard I to Standard XII. The pretest, the intervention programme i.e., the administration of the Health and Life Skill Education module – ‘Ullasapparavakal’, and the posttest were conducted on the same group of students.

The pretest was conducted to assess the Life Skills present within the sample of students before the implementation of ‘Ullasapparavakal’ – The Health and Life Skill Education programme. The pretest is followed by the intervention programme where the Health and Life skill Education programme ‘Ullasapparavakal’ was administered to the sample. Immediately, after the intervention programme, a post test was conducted and data were collected. Appropriate statistical techniques such as mean, standard deviation (SD), t-test and paired t- test were employed for analyzing the data. Test administrators

also conducted Focus Group discussion and interview with the Heads of the institutions (Headmasters/ Headmistress / Principal) and Focus Group discussion with teachers and students.

In all the schools selected for the study, the presence of a member of the research team was ensured. The data collected thus were tabulated, analyzed with the help of SPSS and used for the preparation of the report.



## CHAPTER III

### ANALYSIS AND INTERPRETATION OF DATA

In order to accomplish the objectives of the study, the data collected were analyzed under different sections such as assessment of the Handbook and Workbook of Ullasapparavakal by teachers in terms of content, strategies, learning activities, learning outcomes and the structure of Ullasapparavakal in terms of presentation, title, layout, pictures and language, the levels of life skills present among the students of various classes before the implementation of Health Education and Life Skill Programme and to find out the effectiveness of Health Education and Life Skill Programme among the students of various classes on the acquisition of life skills.

#### **3.1 To assess the content of the Handbook and Workbook of Ullasapparavakal**

Response of teachers on the content of workbook and hand book of Ullasapparavakal were analysed and presented in the following table.

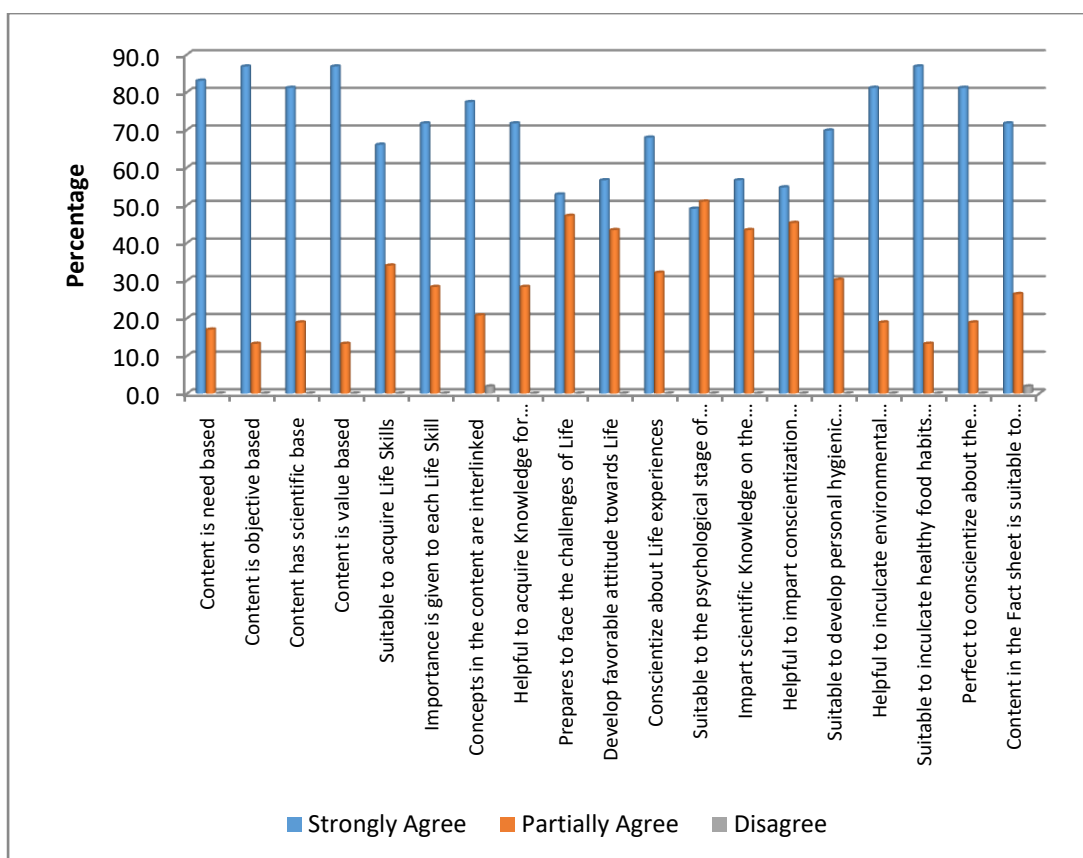
**Table-3.1 Assessment of the Content of the Teacher’s hand book**

| Content  | Strongly Agree |         | Partially Agree |         | Disagree |         |
|--|----------------|---------|-----------------|---------|----------|---------|
|  | Count          | Percent | Count           | Percent | Count    | Percent |
| Content is need based  | 44             | 83.0    | 9               | 17.0    | 0        | 0.0     |
| Content is objective based   | 46             | 86.8    | 7               | 13.2    | 0        | 0.0     |
| Content has scientific base  | 43             | 81.1    | 10              | 18.9    | 0        | 0.0     |
| Content is value based   | 46             | 86.8    | 7               | 13.2    | 0        | 0.0     |
| Suitable to acquire Life Skills  | 35             | 66.0    | 18              | 34.0    | 0        | 0.0     |
| Importance is given to each Life Skill   | 38             | 71.7    | 15              | 28.3    | 0        | 0.0     |
| Concepts in the content are interlinked  | 41             | 77.4    | 11              | 20.8    | 1        | 1.9     |
| Helpful to acquire knowledge for leading a successful life                     | 38             | 71.7    | 15              | 28.3    | 0        | 0.0     |
| Prepares to face the challenges of Life  | 28             | 52.8    | 25              | 47.2    | 0        | 0.0     |
| Develops favorable attitude towards Life                                       | 30             | 56.6    | 23              | 43.4    | 0        | 0.0     |
| Conscientizes about Life experiences   | 36             | 67.9    | 17              | 32.1    | 0        | 0.0     |
| Suitable to the psychological stage of Childhood and adolescent                | 26             | 49.1    | 27              | 50.9    | 0        | 0.0     |
| Impart scientific knowledge on the Physical growth of Childhood and adolescent | 30             | 56.6    | 23              | 43.4    | 0        | 0.0     |
| Helpful to impart conscientization about the society                           | 29             | 54.7    | 24              | 45.3    | 0        | 0.0     |
| Suitable to develop personal hygienic habits in Children                       | 37             | 69.8    | 16              | 30.2    | 0        | 0.0     |
| Helpful to inculcate environmental cleanliness in children                     | 43             | 81.1    | 10              | 18.9    | 0        | 0.0     |
| Suitable to inculcate healthy food habits in children                          | 46             | 86.8    | 7               | 13.2    | 0        | 0.0     |
| Perfect to conscientize about the protection of Health                         | 43             | 81.1    | 10              | 18.9    | 0        | 0.0     |
| Content in the Fact sheet is suitable to impart concept clarity to teachers    | 38             | 71.7    | 14              | 26.4    | 1        | 1.9     |

To assess the content of the teacher's Handbook, 19 statements were included in a 3 point scale 'strongly agree', 'partially agree' and 'disagree' related to quality of content, importance given to each life skill, interlinkage of concepts in the content, conscientization about life experiences, suitability to the psychological stage of childhood and adolescent were analyzed.

A great majority of teachers 'strongly agree' that the content of the teachers handbook is need based (83.0%), objective based (86.8%), have scientific base (81.1%), value based (86.8%), inculcate environmental cleanliness(81.1%) and healthy food habits (86.8%) and conscientize about the protection of health (81.1%). Whereas majority of the teachers 'strongly agree' that the concepts in the hand book are interlinked (77.4%), gives importance to each life skill (71.7%), helpful to acquire knowledge leading to successful life (71.7 %), fact sheet is suitable to impart concept clarity (71.7%), develop personal hygienic habits in children (69.8%), conscientize about life experiences (67.9%) and suitable to acquire life skills (66.0%). About half of the teachers 'Partially agree' (50.9) that the content is suitable to the psychological stage of childhood and adolescence while the remaining half (49.1 %) only strongly agree with the statement.

It is interesting to note that none of the teachers disagree with statements regarding the content of the teachers hand book. But a negligible number (1.9%) of teachers disagree with the statements like inter-linkage of concepts and suitability of fact sheets in clarifying concepts. A graphical representation regarding the assessment of the content of Teacher's HandBook is presented below



**Figure-3.1: The assessment of the content of Teacher's Handbook**

### 3.2 Suggestions of Teachers

Certain teachers put for the suggestions regarding the content of Handbook of Ullasapparavakal. It is prescribed in the table 1.2.

**Table- 3.2**

#### Suggestions of teachers regarding content of the Teacher's hand book

| Sl. No | Suggestions  | Number | Percentage |
|--------|--|--------|------------|
| 1      | Need of content modification in the workBook and HandBook                              | 13     | 61.9       |
| 2      | WorkBook and Hand Book should be made available to all schools in time                 | 4      | 19.0       |
| 3      | Need to change the activities in accordance with the age, Mental level of the students | 4      | 19.0       |

61.9% of teachers suggested that handbooks should be made available to all schools in time. 1/5<sup>th</sup> (19%) of the teachers suggested a change in the

activities mentioned in the handbook in accordance with the age and mental level of the students. Same percentage of the teachers also suggested to modify the content in the handbook.

### 3.3 Assessment of the content of workbook

**Table 3.3**

**Assessment of the content of Students' Workbook**

| Content   | Strongly Agree |         | Partially Agree |         | Disagree |         |
|---|----------------|---------|-----------------|---------|----------|---------|
|   | Count          | Percent | Count           | Percent | Count    | Percent |
| Content is need based   | 41             | 77.4    | 12              | 22.6    | 0        | 0.0     |
| Content is objective based  | 46             | 86.8    | 7               | 13.2    | 0        | 0.0     |
| Content has scientific base   | 44             | 83.0    | 9               | 17.0    | 0        | 0.0     |
| Content is value based  | 45             | 84.9    | 8               | 15.1    | 0        | 0.0     |
| Suitable to acquire Life Skills   | 35             | 66.0    | 18              | 34.0    | 0        | 0.0     |
| Importance is given to each Life Skill  | 35             | 66.0    | 18              | 34.0    | 0        | 0.0     |
| Concepts in the content are interlinked   | 40             | 75.5    | 12              | 22.6    | 1        | 1.9     |
| Helpful to acquire Knowledge for leading a successful life                      | 34             | 64.2    | 19              | 35.8    | 0        | 0.0     |
| Prepares to face the challenges of Life   | 27             | 50.9    | 26              | 49.1    | 0        | 0.0     |
| Develop favorable attitude towards Life   | 29             | 54.7    | 24              | 45.3    | 0        | 0.0     |
| Conscientize about Life experiences   | 38             | 71.7    | 15              | 28.3    | 0        | 0.0     |
| Suitable to the psychological stage of Child hood and adolescent                | 26             | 49.1    | 27              | 50.9    | 0        | 0.0     |
| Impart scientific Knowledge on the Physical growth of Child hood and adolescent | 49             | 92.5    | 4               | 7.5     | 0        | 0.0     |
| Helpful to impart conscientization about the society                            | 37             | 69.8    | 16              | 30.2    | 0        | 0.0     |
| Suitable to develop personal hygienic habits in Children                        | 44             | 83.0    | 9               | 17.0    | 0        | 0.0     |
| Helpful to inculcate environmental cleanliness in children                      | 46             | 86.8    | 7               | 13.2    | 0        | 0.0     |
| Suitable to inculcate healthy food habits in children                           | 46             | 86.8    | 7               | 13.2    | 0        | 0.0     |
| Perfect to conscientize about the protection of Health                          | 38             | 71.7    | 15              | 28.3    | 0        | 0.0     |
| Content in the Fact sheet is suitable to impart concept clarity to teachers     | 36             | 67.9    | 16              | 30.2    | 1        | 1.9     |

To assess the content of the students' workbook, 19 statements were included in a 3 point scale 'strongly agree', 'partially agree' and 'disagree' related to quality of content , importance given to life skills, challenges of

life, stages of development, conscientization of society, personal and environmental hygiene, health and healthy food habits and clarity of content.

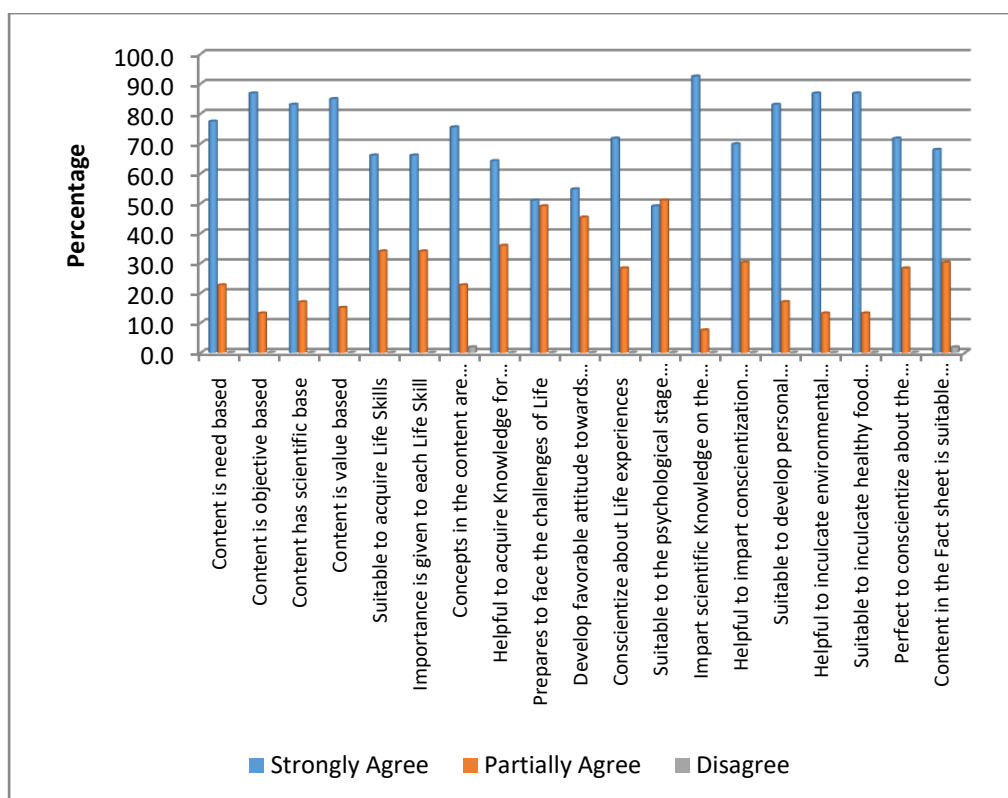
A great majority of the teachers ‘strongly agree’ that the students’ work book is appropriate to impart scientific knowledge on the physical growth of childhood and adolescence (92.5%), objective based content, helpful to inculcate environmental cleanliness and suitable to inculcate healthy food habits (86.8% each), value based content (84.9%), content with scientific base and suitable to develop personal hygienic habits (83%).

At the same time, majority of the teachers ‘agree’ that the content is need based (77.4%), content areas are interlinked (75.5%), conscientization about life experience, conscientization about the protection of health (71.7% each), helpful to conscientize about the society (69.8%), fact sheets are suitable to impart conceptual clarity (67.9%), suitable to acquire life skills, importance given to each life skill (66.0% each), and helpful to acquire knowledge for a successful life(64.9%).

About half of the teachers ‘partially agree’ (50.9%) that the content is suitable to the psychological stage of childhood and adolescence while remaining half (49.1%) only ‘strongly agree’ with the statement.

As in the case of Hand book, here also none of the teachers disagree with the statements regarding the content of the students Work book. But a negligible number (1.9%) of teachers disagree with the statements like inter -linkage of concepts and suitability of fact sheets in clarifying concepts.

The following graph also presents the assessment of the content of Students’ workbook.



**Figure-3.2 Assessment of the content of Students Workbook**

### 3.4 Strategies designed for transaction

Responses of teachers regarding the strategies given in the handbook were analysed and presented in the table given below.

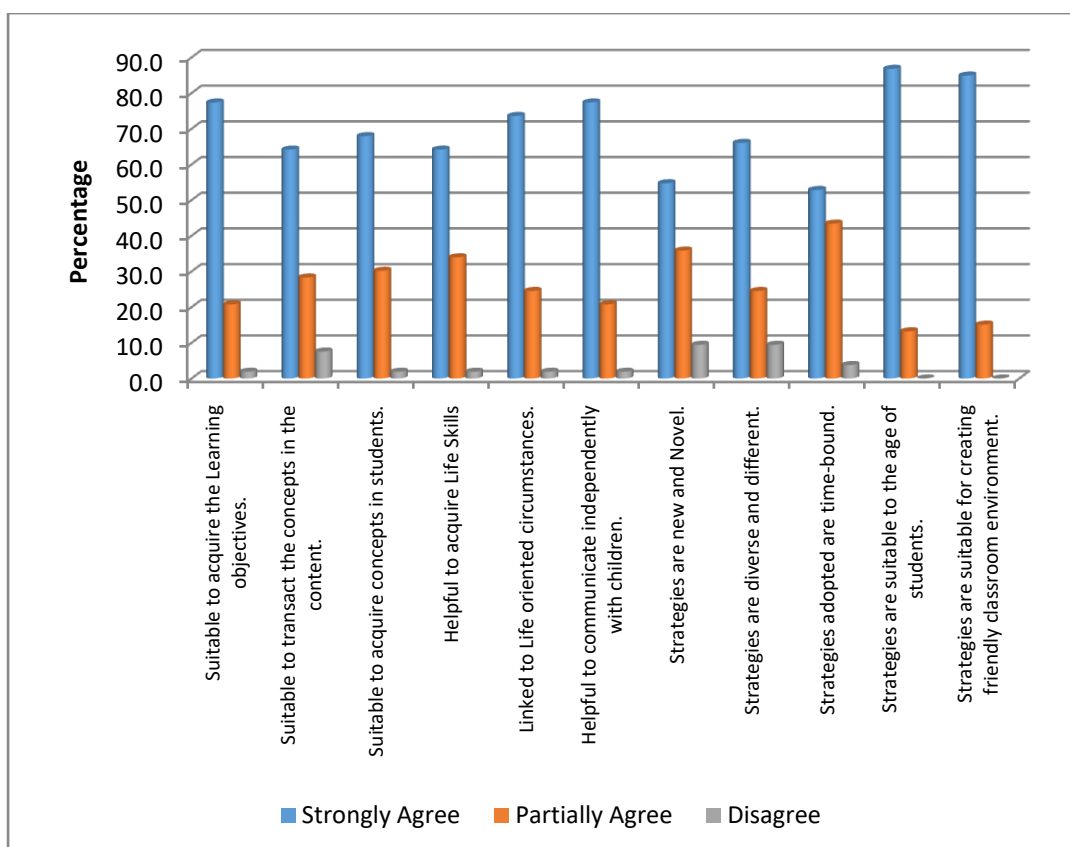
**Table 3.4: Strategies adopted for transaction**

| Strategies   | Strongly Agree |         | Partially Agree |         | Disagree |         |
|--|----------------|---------|-----------------|---------|----------|---------|
|  | Count          | Percent | Count           | Percent | Count    | Percent |
| Suitable to acquire the Learning objectives.                         | 41             | 77.4    | 11              | 20.8    | 1        | 1.9     |
| Suitable to transact the concepts in the content.                    | 34             | 64.2    | 15              | 28.3    | 4        | 7.5     |
| Suitable to acquire concepts in students.                            | 36             | 67.9    | 16              | 30.2    | 1        | 1.9     |
| Helpful to acquire Life Skills                                       | 34             | 64.2    | 18              | 34.0    | 1        | 1.9     |
| Linked to Life oriented circumstances.                               | 39             | 73.6    | 13              | 24.5    | 1        | 1.9     |
| Helpful to communicate independently with children.                  | 41             | 77.4    | 11              | 20.8    | 1        | 1.9     |
| Strategies are new and Novel.  | 29             | 54.7    | 19              | 35.8    | 5        | 9.4     |
| Strategies are diverse and different.                                | 35             | 66.0    | 13              | 24.5    | 5        | 9.4     |
| Strategies adopted are time-bound.                                   | 28             | 52.8    | 23              | 43.4    | 2        | 3.8     |
| Strategies are suitable to the age of students.                      | 46             | 86.8    | 7               | 13.2    | 0        | 0.0     |
| Strategies are suitable for creating friendly classroom environment. | 45             | 84.9    | 8               | 15.1    | 0        | 0.0     |

Regarding the strategies adopted for transacting the content in the Hand book and Workbook 86.8% of teachers ‘strongly agree’ that the strategies adopted are suitable to the age of the students. 84.9% ‘strongly agree’ that the strategies are suitable for creating a friendly classroom environment. 77.4% of teachers ‘strongly agree’ that the strategies are suitable to acquire learning objectives and helpful to communicate independently with children. 73.6% of teachers ‘strongly agree’ that the strategies are linked to life oriented circumstances. At the same time only 67.9% of the teachers ‘strongly agree’ that the strategies are suitable to acquire concepts. 66% of teachers ‘strongly agree’ that the strategies are diverse and different. Whereas 64.2% each ‘strongly agree’ that the strategies are suitable to transact the concepts and helpful to acquire life skills.

More than half (54.7%) of the teachers ‘strongly agree’ that the strategies adopted are new and novel and the strategies adopted are time bound(52.8), whereas 1/3 of the (35.8%) teachers partially agree that the strategies are new and novel and 43.4% partially agree that they are time bound. While 9.4 % of teachers totally disagree that the strategies adopted are new and novel and are time bound. But 7.5 % of the teachers disagree with the statement that the strategies are suitable to transact the concepts in the content. A negligible number of teachers ‘disagree’ with the other statements regarding the strategies. A graphical representation regarding the Strategies adopted for transaction is presented below.





**Figure-3.3 Strategies adopted for Transaction**

### 3.5 Suggestions regarding strategies

Certain suggestions were put forth by teachers regarding the strategies given in the handbook and workbook are given below .

**Table 3.5**  
**Suggestions regarding the strategies adopted in the Handbook and Workbook**

| Sl.No     | Hand Book                               | Number | Percentage |
|-----------|---|--------|------------|
| 1         | Changes should be made in activities    | 4      | 19         |
| 2         | Scope of ICT should be utilized         | 5      | 23.8       |
| Work Book |   |        |            |
| 1         | Changes should be made in activities    | 2      | 9.5        |
| 2         | Changes should be made in the Work Book | 2      | 9.5        |

19% of teachers opine that changes should be made in the activities of Handbook and 23.8 % suggest to utilize the scope of ICT in teachers' hand book. By considering the Workbook 9.5 % propose to change the activities and the same percentage recommended to make changes in the work book as a whole.

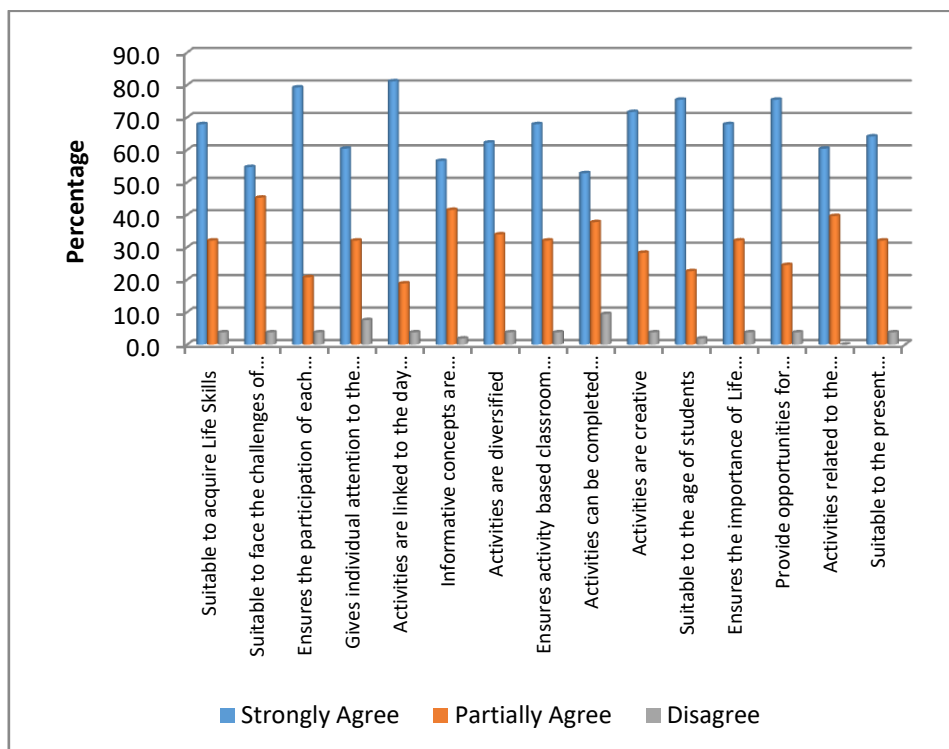
Certain statements were given to assess the learning activities provided in the handbook. The response of teachers were analysed and is given below in table 3.6.

**Table 3.6: Assessment of the Learning activities of Teacher's HandBook**

| Learning activities  | Strongly Agree |         | Partially Agree |         | Disagree |         |
|--|----------------|---------|-----------------|---------|----------|---------|
|  | Count          | Percent | Count           | Percent | Count    | Percent |
| Suitable to acquire Life Skills  | 36             | 67.9    | 17              | 32.1    | 2        | 3.8     |
| Suitable to face the challenges of Life  | 29             | 54.7    | 24              | 45.3    | 2        | 3.8     |
| Ensures the participation of each and every student in the Classroom                 | 42             | 79.2    | 11              | 20.8    | 2        | 3.8     |
| Gives individual attention to the students   | 32             | 60.4    | 17              | 32.1    | 4        | 7.5     |
| Activities are linked to the day today life  | 43             | 81.1    | 10              | 18.9    | 2        | 3.8     |
| Informative concepts are imparted through interesting activities                     | 30             | 56.6    | 22              | 41.5    | 1        | 1.9     |
| Activities are diversified   | 33             | 62.3    | 18              | 34.0    | 2        | 3.8     |
| Ensures activity based classroom learning  | 36             | 67.9    | 17              | 32.1    | 2        | 3.8     |
| Activities can be completed within time  | 28             | 52.8    | 20              | 37.7    | 5        | 9.4     |
| Activities are creative  | 38             | 71.7    | 15              | 28.3    | 2        | 3.8     |
| Suitable to the age of students  | 40             | 75.5    | 12              | 22.6    | 1        | 1.9     |
| Ensures the importance of Life Skills  | 36             | 67.9    | 17              | 32.1    | 2        | 3.8     |
| Provide opportunities for assignments  | 40             | 75.5    | 13              | 24.5    | 2        | 3.8     |
| Activities related to the assignment ensures perfect acquisition of learned concepts | 32             | 60.4    | 21              | 39.6    | 0        | 0.0     |
| Suitable to the present circumstances of Life  | 34             | 64.2    | 17              | 32.1    | 2        | 3.8     |

Regarding the learning activities in the Teachers Hand Book, great majority of the teachers ‘strongly agree’ that activities are linked to the day to day life (81.1 %),ensures the participation of each and every student in the Classroom (79.2%), provide opportunities for assignments (75.5%), activities are creative (71.1%), suitable to acquire life skills and ensures the importance of life skills (67.9% each).

At the same time only below half of the teachers ‘strongly agree’ that activities are suitable to face the challenges of life (54.7%) and they can be completed within time (52.8%). It is also noted that below half of the teachers ‘partially agree’ that informative concepts are imparted through interesting activities (41.5%) and activities related to the assignment ensures perfect acquisition of learned concepts(39.6%). It is also striking that 9.4 % of teachers ‘disagree’ that activities can be completed within time.The Learning activities in Teacher’s Hand Book is presented in the following graph.



**Figure-3.4 Assessment of the Learning activities in Teacher’s HandBook**

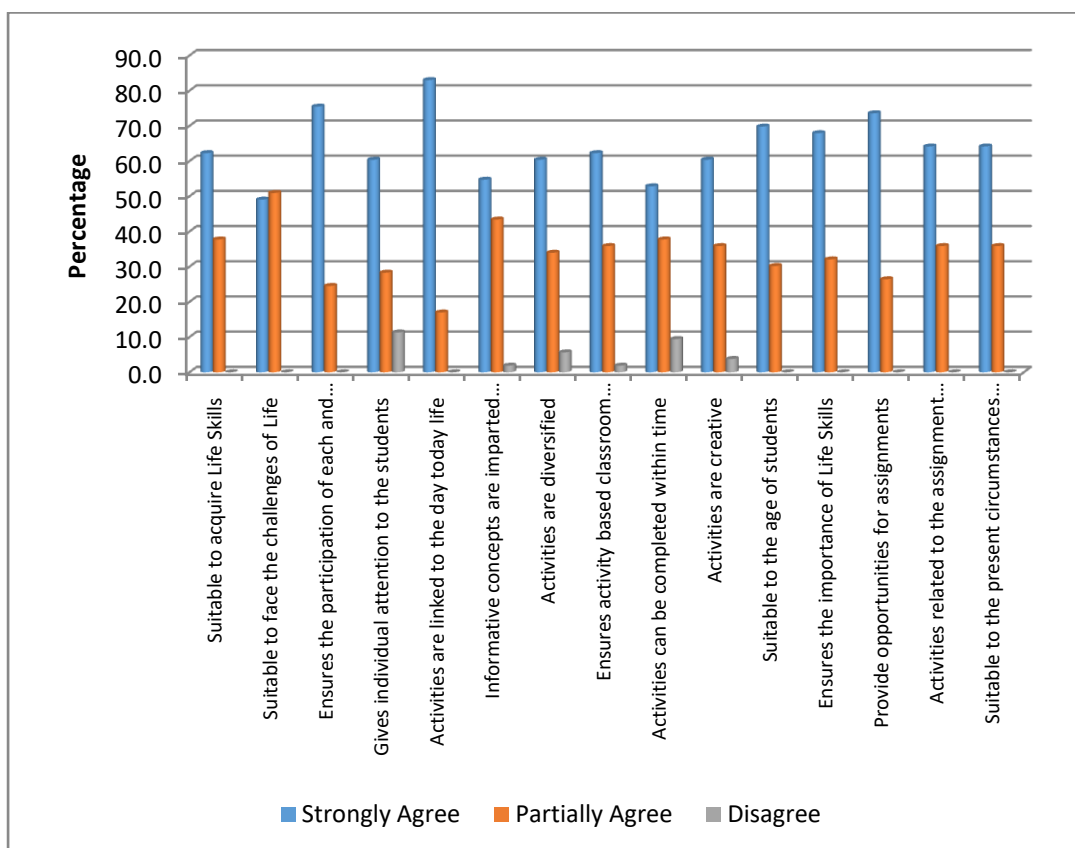
The responses of teachers related to the learning activities given in the workbook were analysed and presented below.

**Table 3.7: Learning activities regarding student’s workbook**

| Learning activities  | Strongly Agree |         | Partially Agree |         | Disagree |         |
|--|----------------|---------|-----------------|---------|----------|---------|
|  | Count          | Percent | Count           | Percent | Count    | Percent |
| Suitable to acquire Life Skills  | 33             | 62.3    | 20              | 37.7    | 0        | 0.0     |
| Suitable to face the challenges of Life  | 26             | 49.1    | 27              | 50.9    | 0        | 0.0     |
| Ensures the participation of each and every student in the Classroom                 | 40             | 75.5    | 13              | 24.5    | 0        | 0.0     |
| Gives individual attention to the students   | 32             | 60.4    | 15              | 28.3    | 6        | 11.3    |
| Activities are linked to the day today life  | 44             | 83.0    | 9               | 17.0    | 0        | 0.0     |
| Informative concepts are imparted through interesting activities                     | 29             | 54.7    | 23              | 43.4    | 1        | 1.9     |
| Activities are diversified   | 32             | 60.4    | 18              | 34.0    | 3        | 5.7     |
| Ensures activity based classroom learning  | 33             | 62.3    | 19              | 35.8    | 1        | 1.9     |
| Activities can be completed within time  | 28             | 52.8    | 20              | 37.7    | 5        | 9.4     |
| Activities are creative  | 32             | 60.4    | 19              | 35.8    | 2        | 3.8     |
| Suitable to the age of students  | 37             | 69.8    | 16              | 30.2    | 0        | 0.0     |
| Ensures the importance of Life Skills  | 36             | 67.9    | 17              | 32.1    | 0        | 0.0     |
| Provide opportunities for assignments  | 39             | 73.6    | 14              | 26.4    | 0        | 0.0     |
| Activities related to the assignment ensures perfect acquisition of learned concepts | 34             | 64.2    | 19              | 35.8    | 0        | 0.0     |
| Suitable to the present circumstances of Life  | 34             | 64.2    | 19              | 35.8    | 0        | 0.0     |

Regarding the Learning Activities in the students’ Workbook, majority of teachers ‘strongly agree’ that the learning activities are suitably linked to the day to day life (83%), ensures the participation of each and every student in the classroom (75.5%), provide opportunities for assignments (73.6 %), activities in the teachers hand book gives individual attention to the students and activities are creative (60.4% each). It is notable that half

(50.9%) of the teachers ‘partially agree’ that learning activities are suitable to face the challenges of Life and about half of the teachers ‘partially agree’ that informative concepts are imparted through interesting activities (43.4%), suitable to acquire life skills and activities can be completed within time (37.7 % each). At the same time 11.3 % of teachers ‘disagree’ that learning activities gives individual attention to the students. The following graph displays the Learning activities regarding students’ workbook.



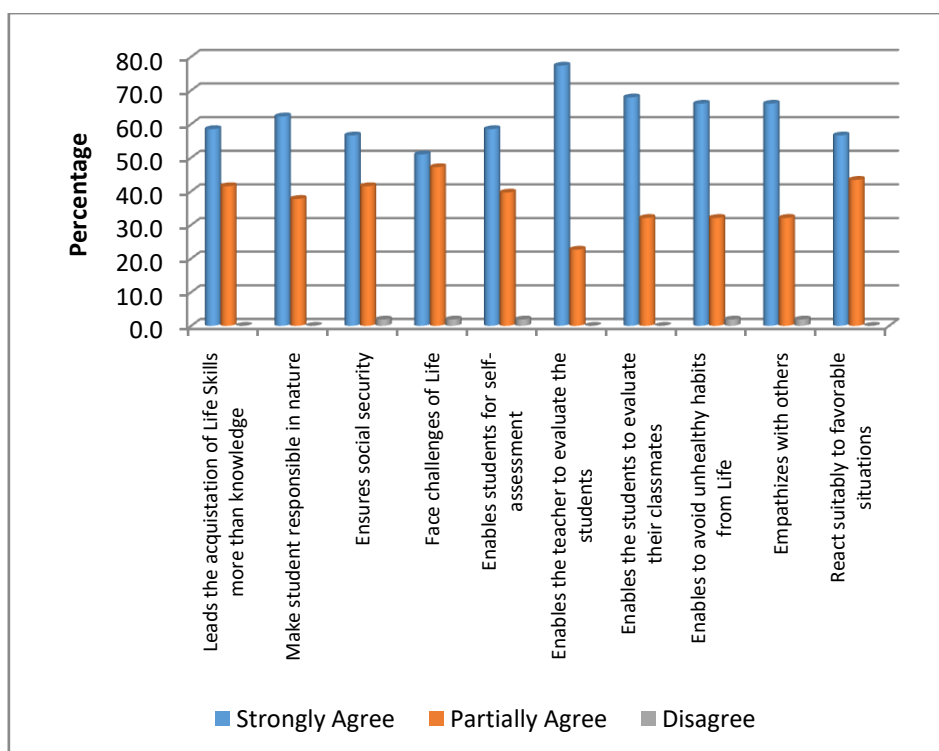
**Figure-3.5 Assessment of the Learning activities in students’ Workbook**

Certain statements were given to assess the achievement of learning outcomes responses of teachers in this context were analysed and presented below.

**Table 3.8: Assessment of the Learning outcomes of ‘Ullasapparavakal’**

| Outcome  | Strongly Agree |         | Partially Agree |         | Disagree |         |
|--|----------------|---------|-----------------|---------|----------|---------|
|  | Count          | Percent | Count           | Percent | Count    | Percent |
| Leads the acquisition of Life Skills more than knowledge | 31             | 58.5    | 22              | 41.5    | 0        | 0.0     |
| Make student responsible in nature                       | 33             | 62.3    | 20              | 37.7    | 0        | 0.0     |
| Ensures social security                                  | 30             | 56.6    | 22              | 41.5    | 1        | 1.9     |
| Face challenges of Life                                  | 27             | 50.9    | 25              | 47.2    | 1        | 1.9     |
| Enables students for self-assessment                     | 31             | 58.5    | 21              | 39.6    | 1        | 1.9     |
| Enables the teacher to evaluate the students             | 41             | 77.4    | 12              | 22.6    | 0        | 0.0     |
| Enables the students to evaluate their classmates        | 36             | 67.9    | 17              | 32.1    | 0        | 0.0     |
| Enables to avoid unhealthy habits from Life              | 35             | 66.0    | 17              | 32.1    | 1        | 1.9     |
| Empathizes with others                                   | 35             | 66.0    | 17              | 32.1    | 1        | 1.9     |
| React suitably to favorable situations                   | 30             | 56.6    | 23              | 43.4    | 0        | 0.0     |

About the learning outcomes of ‘Ullasapparavakal’, great majority of the teachers ‘strongly agree’ that it enables the teacher to evaluate the students (77.4%), enables the students to evaluate their classmates (67.9%), enables to avoid unhealthy habits from Life and empathize with others ( 66.0% each) and make student responsible in nature (62.3%). Around half of the teachers ‘partially agree’ that the health education and life skill programme enables the students to face the challenges of life (47.2 %) and for self assessment. It is notable that 1.9 % each of the sample ‘disagree’ that the programme ensures social security, face challenges of life and enables students for self-assessment, enables to avoid unhealthy habits from Life and empathizes with others. The following figure depicts the learning outcomes of ‘Ullasapparavakal’.



**Figure-3.6 Assessment of Learning outcomes of 'Ullasapparavakal'**

Suggestions regarding learning outcomes. To make the achievement of learning outcomes more effective certain suggestions were put forth by teachers. They are given below in the Table 3.9

**Table -3.9 suggestions of teachers regarding learning outcomes of ' Ullasapparavakal'**

| Sl.No     | Hand Book                                   | Number | Percentage |
|-----------|---|--------|------------|
| 1         | Changes should be made in activities        | 3      | 30         |
| 2         | Learning Experience should be Life oriented | 4      | 40         |
| Work Book |   |        |            |
| 1         | Changes should be made in activities        | 2      | 50         |
| 2         | Learning Experience should be Life oriented | 2      | 50         |

About one third of teachers find that changes should be made in the activities of Hand book and 40 % suggest to make changes to the learning experiences. By considering the work book 50 % propose to change the activities and the same percentage recommended to make changes to the learning experiences.

The responses of teachers regarding the structure of handbook were collected and analysed and it is given below.

**Table 3.10**

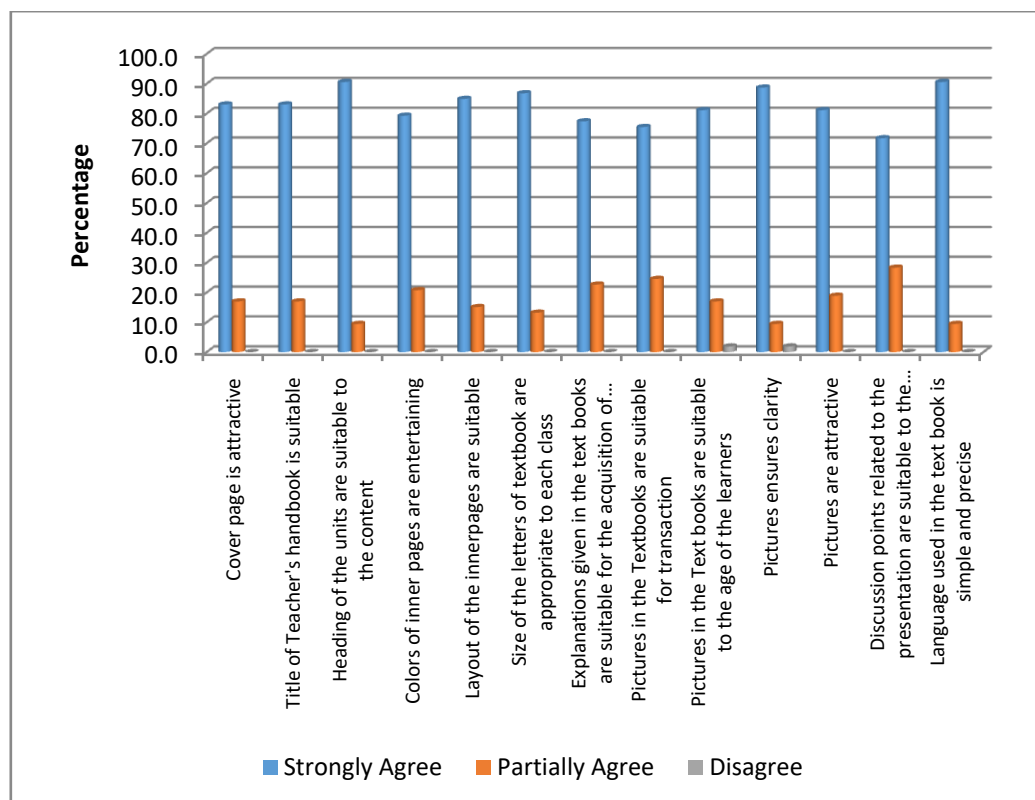
**Assessment of the Structure of Teacher's Handbook**

| Structure   | Strongly Agree |         | Partially Agree |         | Disagree |         |
|---|----------------|---------|-----------------|---------|----------|---------|
|   | Count          | Percent | Count           | Percent | Count    | Percent |
| Cover page is attractive  | 44             | 83.0    | 9               | 17.0    | 0        | 0.0     |
| Title of Teacher's handbook is suitable   | 44             | 83.0    | 9               | 17.0    | 0        | 0.0     |
| Heading of the units are suitable to the content  | 48             | 90.6    | 5               | 9.4     | 0        | 0.0     |
| Colors of inner pages are entertaining  | 42             | 79.2    | 11              | 20.8    | 0        | 0.0     |
| Layout of the inner pages are suitable  | 45             | 84.9    | 8               | 15.1    | 0        | 0.0     |
| Size of the letters of textbook are appropriate to each class                                       | 46             | 86.8    | 7               | 13.2    | 0        | 0.0     |
| Explanations given in the text books are suitable for the acquisition of concepts                   | 41             | 77.4    | 12              | 22.6    | 0        | 0.0     |
| Pictures in the Textbooks are suitable for transaction  | 40             | 75.5    | 13              | 24.5    | 0        | 0.0     |
| Pictures in the Text books are suitable to the age of the learners                                  | 43             | 81.1    | 9               | 17.0    | 1        | 1.9     |
| Pictures ensures clarity  | 47             | 88.7    | 5               | 9.4     | 1        | 1.9     |
| Pictures are attractive   | 43             | 81.1    | 10              | 18.9    | 0        | 0.0     |
| Discussion points related to the presentation are suitable to the acquisition of learning objective | 38             | 71.7    | 15              | 28.3    | 0        | 0.0     |
| Language used in the text book is simple and precise  | 48             | 90.6    | 5               | 9.4     | 0        | 0.0     |

Regarding the structure of Teachers Hand Book great majority of teachers suggested that Heading of the units are suitable to the content and Language used in the text book is simple and precise (90.6% each), Size of the letters of textbook are appropriate to each class (86.8%), pictures ensures clarity (88.7%) layout of the inner pages are suitable (84.9%),



cover page is attractive and title of Teacher's handbook is suitable (83% each), layout of the inner pages are suitable (84.9%) and pictures are attractive (81.1%). About ¼<sup>th</sup> of the teachers 'Partially agree' that colours of inner pages are entertaining (20.8%), explanations given in the text books are suitable for the acquisition of concepts(22.6%), Pictures in the Textbooks are suitable for transaction(17.0) and Discussion points related to the presentation are suitable to the acquisition of learning objective (28.3%). Regarding the structure of Teacher's Hand Book, it is also notable that teachers 'disagree' that pictures in the Text books are suitable to the age of the learners and pictures ensures clarity (1.9 % each). Graphical representation regarding the assessment of Structure Teachers Hand book can be seen in Figure 1.7



**Figure-3.7 Structure of Teachers Handbook**

The teachers of put forth certain suggestions to make the structure of the handbook more attractive.

**Table 3. 11****Suggestions regarding the Structure of Teachers' Hand book**

| SI.No | Suggestions  | Number | Percentage |
|-------|--|--------|------------|
| 1     | Hand Book should include stories and Life oriented experiences | 5      | 41.7       |
| 2     | Provide more attractive Pictures                               | 2      | 16.7       |

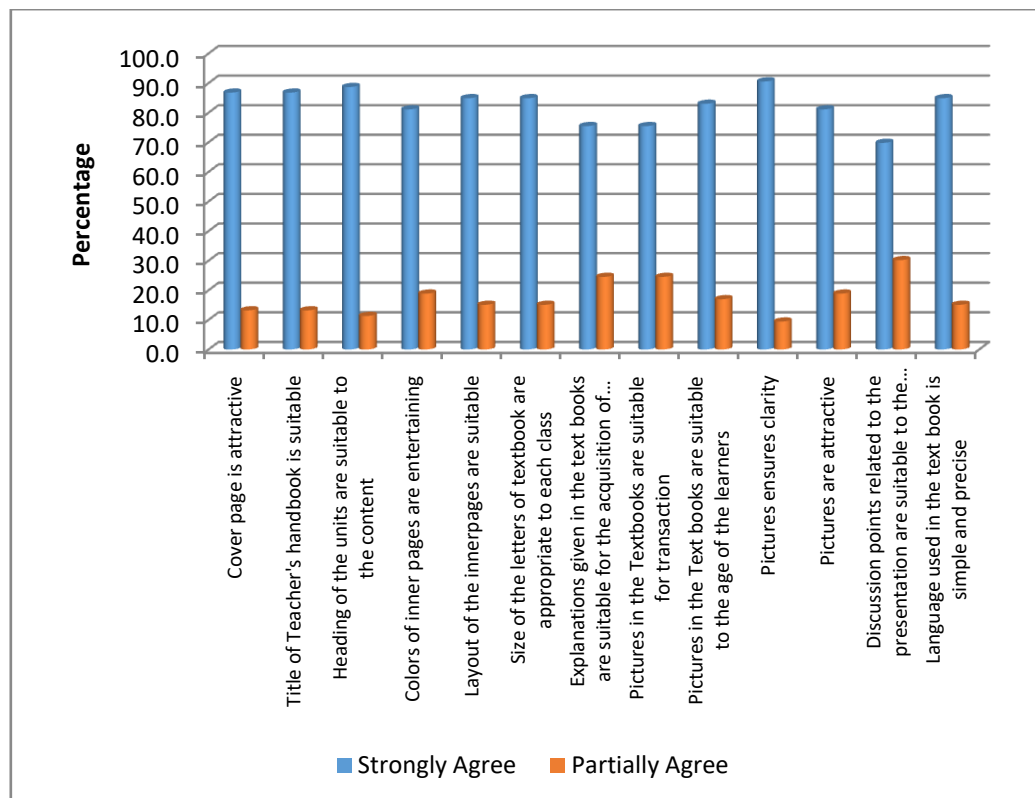
Suggestions regarding the Structure of Teachers Hand book , 41.7% of teachers suggested that HandBook should include stories and Life oriented experiences and 16.7 % suggested to provide more attractive pictures in the teacher's Handbook.

The responses of teachers regarding the structure of students workbook were collected and analysed. They are present below.

**Table 3.12****Assessment of structure of students' Work Book**

| Structure   | Strongly Agree |         | Partially Agree |         |
|---|----------------|---------|-----------------|---------|
|   | Count          | Percent | Count           | Percent |
| Cover page is attractive  | 46             | 86.8    | 7               | 13.2    |
| Title of Teacher's handbook is suitable   | 46             | 86.8    | 7               | 13.2    |
| Heading of the units are suitable to the content  | 47             | 88.7    | 6               | 11.3    |
| Colours of inner pages are entertaining   | 43             | 81.1    | 10              | 18.9    |
| Layout of the innerpages are suitable   | 45             | 84.9    | 8               | 15.1    |
| Size of the letters of textbook are appropriate to each class                                       | 45             | 84.9    | 8               | 15.1    |
| Explanations given in the text books are suitable for the acquisition of concepts                   | 40             | 75.5    | 13              | 24.5    |
| Pictures in the Textbooks are suitable for transaction  | 40             | 75.5    | 13              | 24.5    |
| Pictures in the Text books are suitable to the age of the learners                                  | 44             | 83.0    | 9               | 17.0    |
| Pictures ensures clarity  | 48             | 90.6    | 5               | 9.4     |
| Pictures are attractive   | 43             | 81.1    | 10              | 18.9    |
| Discussion points related to the presentation are suitable to the acquisition of learning objective | 37             | 69.8    | 16              | 30.2    |
| Language used in the text book is simple and precise  | 45             | 84.9    | 8               | 15.1    |

Regarding the structure of students Workbook, great majority of teachers ‘Strongly Agree’ that the heading of the units are suitable to the content (88.7 %), Language used in the text book is simple and precise, Size of the letters of textbook are appropriate to each class and layout of the inner pages are suitable (84.9% each), pictures ensures clarity (90.6%), cover page is attractive and title of Teacher's Handbook is suitable (86.8% each), layout of the inner pages are suitable (84.9%) and pictures are attractive (81.1%). About ¼<sup>th</sup> of the teachers ‘Partially agree’ that explanations given in the text books are suitable for the acquisition of concepts and pictures in the Textbooks are suitable for transaction(24.5% each), colours of inner pages are entertaining (18.9%) and pictures in the Text books are suitable to the age of the learners (17.0 %). Assessment of the Structure of students’ workbook is presented in the following graph.



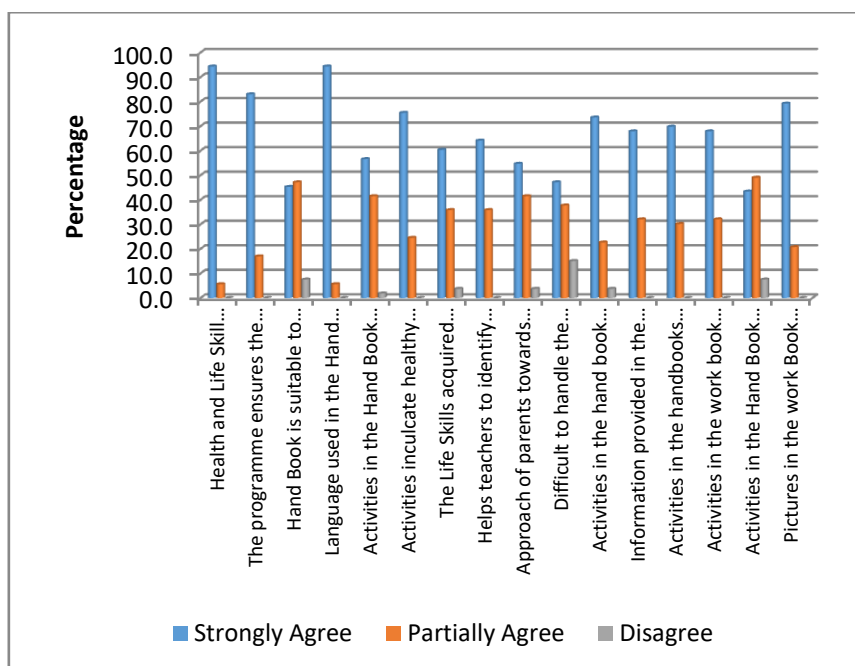
**Figure-3.8 Assessment of Structure of Students’ WorkBook**

A rating scale was provided to rate the help and analysis of the rating scale is given below.

**Table 3.13**  
**Rating of the Health and Life Skill Education Programme**  
**‘Ullasapparavakal’ by Teachers**

| <i>Rating scale</i>  | <b>Strongly Agree</b> |         | <b>Partially Agree</b> |         | <b>Disagree</b> |         |
|--|-----------------------|---------|------------------------|---------|-----------------|---------|
|  | Count                 | Percent | Count                  | Percent | Count           | Percent |
| Health and Life Skill Education Programme organized by the General Education Department is worthy to develop life skills in students | 50                    | 94.3    | 3                      | 5.7     | 0               | 0.0     |
| The programme ensures the development and retention of Life Skills in students   | 44                    | 83.0    | 9                      | 17.0    | 0               | 0.0     |
| Hand Book is suitable to develop all Life skills   | 24                    | 45.3    | 25                     | 47.2    | 4               | 7.5     |
| Language used in the Hand book and work Book of Ullasapparavakal is simple and precise   | 50                    | 94.3    | 3                      | 5.7     | 0               | 0.0     |
| Activities in the Hand Book and work book enables to conscientize about the physical growth of students                              | 30                    | 56.6    | 22                     | 41.5    | 1               | 1.9     |
| Activities inculcate healthy habits in students  | 40                    | 75.5    | 13                     | 24.5    | 0               | 0.0     |
| The Life Skills acquired through the activities enables the students to face the problems of Life                                    | 32                    | 60.4    | 19                     | 35.8    | 2               | 3.8     |
| Helps teachers to identify and to correct the behavior disorders of the students   | 34                    | 64.2    | 19                     | 35.8    | 0               | 0.0     |
| Approach of parents towards this programme is encouraging  | 29                    | 54.7    | 22                     | 41.5    | 2               | 3.8     |
| Difficult to handle the programme along with classroom activities  | 25                    | 47.2    | 20                     | 37.7    | 8               | 15.1    |
| Activities in the hand book are suitable to acquire the pre-defined abilities  | 39                    | 73.6    | 12                     | 22.6    | 2               | 3.8     |
| Information provided in the fact sheets clarifies the doubts of teachers   | 36                    | 67.9    | 17                     | 32.1    | 0               | 0.0     |
| Activities in the handbooks are suitable and practical to the classroom  | 37                    | 69.8    | 16                     | 30.2    | 0               | 0.0     |
| Activities in the work book can be completed within class room learning  | 36                    | 67.9    | 17                     | 32.1    | 0               | 0.0     |
| Activities in the Hand Book are not sufficient to impart details of the reproductive health among students                           | 23                    | 43.4    | 26                     | 49.1    | 4               | 7.5     |
| Pictures in the work Book are suitable to the students   | 42                    | 79.2    | 11                     | 20.8    | 0               | 0.0     |

About the rating of teachers regarding the Health and Life Skill Education Programme ‘Ullasapparavakal’ it is obvious that great majority of teachers ‘Strongly Agree’ that Health and Life Skill Education Programme organized by the General Education Department is worthy to develop life skills in students and Language used in the Hand book and work Book of Ullasapparavakal is simple and precise (94.3% each), The programme ensures the development and retention of Life Skills in students(83%), Pictures in the work Book are suitable to the students (79.2%),activities inculcate healthy habits in students (75.5%) and activities in the hand book are suitable to acquire the pre-defined abilities (73.6%). It is also perceptible that below half of the teachers ‘strongly agree’ that the activities in the Hand Book are not sufficient to impart details of the reproductive health among students (43.4%). But the same is partially agreed by 49.1% of teachers and 7.5 % become disagreed to that statement. It is observable that 47.2 % of teachers ‘strongly agree’ that the programme is difficult to handle along with classroom activities whereas, 37.7% ‘partially agree’ and 15.1 % ‘disagreed to it. Rating of the Teachers about Ullasapparavakal is seen graphically in the following figure.



**Figure 3.9 Rating of the Health and Life Skill Education Programme ‘Ullasapparavakal’ by Teachers**

## CHAPTER IV

### FINDINGS AND SUGGESTIONS

- A great majority of teachers ‘strongly agree’ that the content of the teachers hand book is need based (83.0%), objective based (86.8%), have scientific base (81.1%), value based (86.8%), inculcate environmental cleanliness(81.1%) and healthy food habits (86.8%) and conscientize about the protection of health (81.1%) .
- Majority of the teachers ‘strongly agree’ that the concepts in the hand book are interlinked (77.4%), gives importance to each life skill (71.7%), helpful to acquire knowledge leading to successful life (71.7 %), fact sheet is suitable to impart concept clarity (71.7%), develop personal hygienic habits in children (69.8%), conscientize about life experiences (67.9%) and suitable to acquire life skills (66.0%).
- About half of the teachers ‘Partially agree’ (50.9) that the content is suitable to the psychological stage of childhood and adolescence while the remaining half (49.1 %) only strongly agree with the statement.
- 61.9% of teachers suggested that handbooks should be made available to all schools in time.
- A great majority of the teachers ‘strongly agree’ that the students’ work book is appropriate to impart scientific knowledge on the physical growth of childhood and adolescence (92.5%), objective based content, helpful to inculcate environmental cleanliness and suitable to inculcate healthy food habits (86.8% each), value based content (84.9%), content with scientific base and suitable to develop personal hygienic habits (83%).
- At the same time majority of the teachers ‘agree’ that the content is need based (77.4%), content areas are interlinked (75.5%), conscientization about life experience, conscientization about the protection of health

(71.7% each), helpful to conscientize about the society (69.8%) fact sheets are suitable to impart conceptual clarity (67.9%), suitable to acquire life skills, importance given to each life skill (66.0% each), and helpful to acquire knowledge for a successful life(64.9%).

- Half of the teachers ‘partially agree’ (50.9%) that the content is suitable to the psychological stage of childhood and adolescence while almost the remaining half (49.1%) ‘strongly agree’ with the statement.
- Regarding the strategies adopted for transacting the content in the Hand book and Work book 86.8% of teachers ‘strongly agree’ that the strategies adopted are suitable to the age of the students. 84.9% ‘strongly agree’ that the strategies are suitable for creating a friendly classroom environment.
- 77.4% of teachers ‘strongly agree’ that the strategies are suitable to acquire learning objectives and helpful to communicate independently with children. But 73.6% ‘strongly agree’ that the strategies are linked to life oriented circumstances. At the same time only 67.9% of the teachers ‘strongly agree’ that the strategies are suitable to acquire concepts. 66% of teachers ‘strongly agree’ that the strategies are diverse and different whereas 64.2% each ‘strongly agree’ that the strategies are suitable to transact the concepts and helpful to acquire life skills.
- More than half (54.7%) of the teachers ‘strongly agree’ that the strategies adopted are new and novel and the strategies adopted are time bound (52.8).
- Regarding the learning activities in the Teachers Hand Book, great majority of the teachers ‘strongly agree’ that activities are linked to the day to day life (81.1 %), ensures the participation of each and every student in the Classroom (79.2%), provide opportunities for assignments (75.5%), activities are creative (71.1%), suitable to acquire life skills and ensures the importance of life skills (67.9% each).

- At the same time only below half of the teachers ‘strongly agree’ that activities are suitable to face the challenges of life (54.7%) and they can be completed within time (52.8%).
- Below half of the teachers ‘partially agree’ that informative concepts are imparted through interesting activities (41.5%) and activities related to the assignment ensures perfect acquisition of learned concepts(39.6%).
- Regarding the Learning Activities in the students’ workbook, majority of teachers ‘strongly agree’ that the learning activities are suitably linked to the day to day life (83%), ensures the participation of each and every student in the classroom(75.5%), provide opportunities for assignments(73.6 %), activities in the teachers hand book gives individual attention to the students and activities are creative (60.4% each).
- Half (50.9%) of the teachers ‘partially agree’ that learning activities are suitable to face the challenges of life and about half of the teachers ‘partially agree’ that informative concepts are imparted through interesting activities (43.4%), suitable to acquire life skills and activities can be completed within time (37.7 % each).
- About the learning outcomes of ‘Ullasapparavakal’, great majority of the teachers ‘strongly agree’ that it enables the teacher to evaluate the students (77.4%), enables the students to evaluate their classmates (67.9%), enables to avoid unhealthy habits from Life and empathize with others ( 66.0% each) and make student responsible in nature (62.3%).
- Almost half of the teachers ‘partially agree’ that the health education and life skill programme enables the students to face the challenges of life (47.2 %) and for self assessment.
- About one third of teachers find that changes should be made in the activities of Hand book and 40 % suggest to make changes to the learning experiences. By considering the work book 50 % propose to change the



activities and the same percentage recommended to make changes to the learning experiences.

- Regarding the structure of Teachers Hand Book great majority of teachers suggested that Heading of the units are suitable to the content and Language used in the text book is simple and precise (90.6% each), Size of the letters of textbook are appropriate to each class (86.8%), pictures ensures clarity (88.7%) layout of the inner pages are suitable (84.9%), cover page is attractive and title of Teacher's handbook is suitable (83% each), layout of the inner pages are suitable (84.9%) and pictures are attractive (81.1%).
- About ¼ th of the teachers 'Partially agree' that colors of inner pages are entertaining (20.8%), explanations given in the text books are suitable for the acquisition of concepts(22.6%), Pictures in the Textbooks are suitable for transaction(17.0) and Discussion points related to the presentation are suitable to the acquisition of learning objective (28.3%).
- Suggestions regarding the Structure of Teachers Handbook show that 41.7% of teachers suggested that the Han Book should include stories and Life oriented experiences
- Regarding the structure of students Work book, great majority of teachers 'Strongly Agree' that heading of the units are suitable to the content (88.7%), language used in the workbook is simple and precise, Size of the letters of hand book are appropriate to each class and layout of the inner pages are suitable (84.9% each), pictures ensures clarity (90.6%), cover page is attractive and title of Teacher's Handbook is suitable (86.8% each), layout of the inner pages are suitable (84.9%) and pictures are attractive (81.1%).

## **Findings from Focus Group Discussion of teachers**

- Majority of the teachers opined that the Life Skill Education Programme ‘Ullasaparavakal’ is highly beneficial for promoting healthy attitude towards life.
- Since the programme demands 20 hrs for transaction, majority of the teachers were doubtful about finding the prescribed time within the normal teaching hours.
- Majority of the teachers demanded intensive training for all teachers in life skill education.
- They pointed out that the infrastructure facilities already existing in schools (toilets, water connection etc.) have to be made more functional so that the blending of theory and practice can be ensured.
- All teachers expressed highly positive comments with respect to the physical appearance, content, organization, strategies, illustration etc. of the text book and hand book prepared by SCERT for Life Skill Education Programme ‘Ullasaparavakal’.

## **Findings from Focus Group Discussion- Heads of institution**

- All Headmasters and Headmistress opined that the programme and the materials are relevant, scientific and target oriented.
- Majority of the HMs opined that teachers should find time for transaction of Ullasaparavakal amidst their busy schedule, at any cost.
- Majority of the Headmasters reported that they may not be in a position for regular monitoring of the programme.
- Provide responsibility to organize and conduct the programme to an external agency for better implementation and objective evaluation.
- Provide special training to all teachers participating the programme.
- Provide proper instructions to the Head of the institutions before implementing the programme.
- Co-ordinate and conscientize parents through P.T.A meetings.

- Ensure adequate copies of learning materials including the Hand Books and Work Books before the implementation of the programme.
- Ensure proper facilities for implementing the programme.
- Care should be taken to implement the programme without interfering the examination schedule of the Schools.

## Limitations

- Inadequacy of time for implementing Health Education and Life Skill Programme – ‘Ullasparavakal’ of 20 hour duration along with the existing time schedule of the classes in School.
- Lack of awareness of teachers about the relevance of implementing Health Education and Life Skill Programme in schools.
- Timing of the programme of implementation of the programme is not suitable along with the existing pattern of Examinations.
- Overcrowded classroom limited the reach of the programme to individual students.
- Lack of facilities in the schools for providing audio-visual activities related to the programme.
- Lack of trained teachers for handling the sessions limited the scope of the programme.
- Lack of adequate funding inhibits the smooth running of the programme.
- Lack of coordination of students with teachers limited the success of the programme.
- Lack of sufficient copies of the hand book and work book of ‘Ullasparavakal’ for the teachers and students caused practical difficulties in the class room.
- Lack of conscientization and co-ordination of parents acted as a main inhibition of the programme.

## Suggestions

The suggestions emerged out of the study have been enlisted below

- Effort should be taken to make the content more psychologically sound as well as in accordance with the developmental stage of the child
- Handbook should be made available in all schools in time
- More innovative and novel strategies may be included for better transaction of the content

- Activity should be made more effective to equip the child to confront the challenges of time and time bound activities should be provided
- Care should be taken while selecting extended activities so as to ensure perfect acquisition of learnt concepts
- Colours of inner pages shall be made more entertaining
- More explanations may be provided for complete acquisition of concepts
- Pictures in the handbook should be made suitable for transaction
- Discussion points shall be framed suitably for the acquisition of learning objectives
- Stories and life oriented experiences shall be included in the handbook
- Efforts should be made to include ICT possibilities in the handbook
- Proper gender representation may be provided throughout the handbook
- Learning experiences in the handbook may be selected purposefully to have a complimentary nature with content of the textbook.

Suggestions should be given due importance and should be considered for revision of 'Ullasapparavakal' in future.

A large, light blue rounded rectangular frame surrounds a central green ribbon graphic. The ribbon is folded and has the word "Appendix" written in a bold, purple, sans-serif font across its center.

# Appendix