

# Bird View NEWS LETTER

Research Scholars Association (RSA)  
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**FAROOK TRAINING COLLEGE RESEARCH CENTRE IN EDUCATION**  
Farook College P.O, Kozhikode, Kerala-673632  
Recognised by UGC & NCTE (Accredited by SAAC at A+ Grade with CGPA 3.39)

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It is indeed another milestone of Farook Training College. "Bird eye view" an exclusive newsletter of Research Department will add one more feather with new dimensions of learning for the research community.

It will definitely help to showcase the activities that are happening in the department. It also helps in building up team work which is very much needed today in the world of competition.

This enhances the documentation culture and would absolutely create an impact in the mind of readers, by way of providing larger visibility and dimension to the department. I wish all success for the department of research and its initiatives.



Editorial

Proper communication plays a vital role in institution's development. Bird eye view presents an overview of the many emerging topics in educational research today. These are addressed by different scholars and faculties of FTC, each from their own particular orientation. They are presented in juxtaposition so that researchers, teachers, students etc. can examine the different views being advanced and discuss their meaning with respect to different situations.

It is a matter of joy to place in your hands, the 6th issue of the Newsletter of Research Scholars Association, Farook Training College. This newsletter would be a snapshot of the various activities and advancements for all associated with RSA. It serves to reinforce and allow increased awareness, improved interaction and integration among all of us.

**Zeenath. PY**, Editor



In its early stages, research is a coarse grain of sand; it eventually nourished into nature's most gifted pearl by exposure to creative ideas and quality learning experiences. FTC encompasses a set of strategic, proactive, catalytic, and capacity-building activities designed to facilitate research, creating relationships, and developing and implementing strategies that increase the quality of research.

Research Scholars Association often stands as a forum for interaction among scholars and backing up FTC in all its endeavours. RSA invites all scholars to support any of the projects planned by FTC this year or may even initiate new ones that we can work on.

The sixth issue of Bird eye view carries the creative thoughts of supervising teachers and scholars and glimpses of the journey of RSA during the year. The efforts of those who are involved in publication of this newsletter are highly commendable.

**Preetha George**  
President RSA





# ADIEU



ADIEU: Bidding farewell to our beloved former research coordinator Dr. Hassan Koya M.P



## Ph.D Awardees



Dr. MP Ravishanker



Dr. Anoop



Dr. Irshana Shahnaz U



## Sajmadas endowment award



B.Ed.: Athira M. (English)



M.Ed.: Shebeeha Shamsahad





## Extension as a Bridge

**E**xtension activities should be viewed as a bridge to enhancing and expanding the reach of research-based evidence and findings from members of our investigators. Faculty who hold Extension appointments should funnel energy into sharing their findings for the betterment of society. This is where extension professionals should shine and can use their expertise to develop methods for reaching and educating the audience where the findings will be

most impactful.

Powerful and impactful teaching is rarely confined to the classroom. We need to integrate the educational approaches from nonformal educational settings into classrooms and engage learners with issues relevant to our communities.

The research focus of our students is to understand their social world. Our mission is to empower educators, teachers, caregivers, and families in fostering children's social relationships by com-

binning empirical knowledge with practical strategies. The primary goal of our studies is to advance our understanding of children's social development in the hope that these discoveries will add to developmental literature and that we can continue to improve the quality of children's social worlds.

Almost all educational institutions provide students undergoing graduate and postgraduate programs to undergo courses that promote community service. But



**Dr. C. Anees Mohammed**

Research Extension Activities for Community Heightening (REACH) Director

such a trend is rarely seen at the research level. Research scholars should be able to extend the implications and benefits of their works directly to the community. The REACH project aims to fulfil this ambition of research. As a part of this, Farook Training College has released a book on Disaster Management by scholar Dr Udayasree and guide Dr P. Rekha. A learning empowerment program to strengthen the 3Rs has been implemented at our LP school, Farook College by scholar Zeenath PY guided by Dr Anees Mohammed C. REACH aims to extend more of our research contributions of these kinds to the society at large.





# WALDORF SCHOOLS: AN IDIOSYNCRATIC PERSPECTIVE ON EDUCATION



**Bindu. A.V**

Full Time  
Research Scholar, FTC

**W**aldorf school is an independent school movement founded by German philosopher Rudolf Steiner (Rudolf Joseph Lorenz Steiner 1861 - 1925). The first Waldorf school opened in 1919 at Stuttgart in Germany. There are currently over 3000 independent schools worldwide. Its aim is to enrich pupil's intellectual, artistic and practical skills with imagination and creativity. It nurtures creativity and independence through the exposure to nature and arts. In Waldorf education, the learning process is essentially threefold, engaging head, heart, and hands—or thinking, feeling, and doing.

Waldorf pedagogy mainly focuses on experiential education and imaginative play. Waldorf kindergarten and lower grades generally discourage pupil's use of electronic media such as television and computers. For this, Waldorf educators believe that use of these, conflicts with young children's developmental needs, and it contain inappropriate or undesirable content which hamper their imagination. Supporters of Waldorf education highlight that it can help children's creativity, support motivation for learning, and remove pressures on children in the 21st Century.

Sandra Bullock- screen actor, winner of 2010 Academy Award for Best Actress, Kenneth Chenault- chairman and

CEO of American Express, Jennifer Leonhardt- singer and songwriter, Thomas C. Sudhof- biochemist, co-recipient of the 2013 Nobel Prize in Physiology or Medicine, Marzuki Stevens-long distance and marathon runner, Aram Roston -television and newspaper reporter, investigative journalist etc are some the famous alumni of Waldorf schools.



## Waldorf schools in India:

There are 29 Waldorf schools in India as per the International Association for

Steiner/Waldorf Childhood Education (IASWECE) data. The first school 'Sloka' opened in 1997 in Hyderabad. Many of the Waldorf schools are offering the curriculum from KG to grade twelve. There are many Steiner-inspired schools using Waldorf methodology and mainstream syllabi.

## Criticisms of Waldorf education:

Even if the aim of Waldorf schools is highly child centred, there are many detractors to this school of philosophy.

- Many Waldorf schools don't teach traditional 'basic skills' in literacy and numeracy until later ages. Up until about age 7, most learning occurs through storytelling, drawing, and oral communication.
- Lack of technology is the second criticism. Technology is generally avoided up until about age seven. Even after this, technology

is de-emphasized. Waldorf schools prefer to focus on being in the present, using tactile objects, and social interaction. As technology becomes more and more integral to 21st Century life, the gap between unplugged Waldorf schools and tech-engaged mainstream schools widens.

- Another criticism was about Steiner schools to be an "under-vaccinated population group. Vaccines could be considered to be unnatural and therefore should be kept away from children, and a belief in a 'God-given' immune system.
- Racism Of Rudolf Steiner also had a controversy that he believed white people had an "intellectual life" while black people had an "instinctual life" In other words, white people were more intelligent.
- Teachers tend to stay with students for multiple years in Waldorf schools. It can be good for a student to experience a range of different teachers and adult influences to gain a breadth of experiences of

different teaching personas. New teachers bring fresh perspectives.

- Because Waldorf schools are private, they are often too expensive for working-class and minority families.

## Conclusion

A great deal of discussion is generated today among educators and in the education community around the world regarding just what education in the future will look like. Rote learning and knowledge become less and less relevant with the dominance of increasingly sophisticated computers and media, while critical thinking and self-awareness become more and more valuable. And overall, most of the above criticisms don't reflect the everyday reality of the movement. Still some educationists believe that there is plenty in Waldorf school to embrace from it. This philosophy focuses on developing the whole child by teaching the mind to think clearly, the heart to feel, and the body to act purposefully.



# Fostering Metacognition in Primary School Students



**Zeenath P.Y**

Full Time  
Research Scholar, FTC

Human beings are born with an inherent ability to learn. Learning occurs when people interact, consciously or sub-consciously, with their surrounding environments, and thus this interaction creates learning experiences for them. As a result of learning experiences, people would have cognitive, affective and psychomotor behavioral changes. Classroom interaction between the teacher and the student involves both cognitive development and cognitive skills. Let's focus on Metacognition, which is a cognitive skill.

Metacognition means cognition about cognition, that is, it refers to second order cognitions- thoughts about thoughts, knowledge about knowledge, or reflections about actions. Meta-cognition consists of both meta-cognitive knowledge and me-

ta-cognitive experiences or regulation. Students' learning outcomes and academic performance are significantly related to metacognitive knowledge awareness on one self's thinking, and metacognitive regulation- facilitation of learning through reflection, planning and evaluation.

## Meta cognition for primary education

Metacognitive knowledge could be trained in late childhood - of around nine years onwards. However, metacognition can take place earlier and should be taught in early primary school. Demetriou (2015), when collecting evidence for a large-scale longitudinal survey on the development of eight- to 14-year-olds, found a lack of development in 12 per cent of the 14-year-olds. His results showed that this was due

to the 'lack of awareness of mental processes'. In educational terms, this includes metacogni-

tion. He suggested that this was due to a lack of 'input and support' in the earlier years of education.

Recent evidence from neuroscience has shown that, through brain plasticity, learning continues to shape our brains throughout our entire lives, even growing more neurons in some brain areas, particularly the hippocampus, which is central to new learning and recall. Metacognition must therefore be a very important life-long learning skill. As a result, metacognitive skills are sometimes referred to as 'learning to learn' skills. In short, the sooner all learners are introduced to metacognitive skills, the better their future life chances will be.

## Strategies

Teachers can use a variety of strategies to enhance metacognition, independent of grade level and subject area, though the level of metacognitive abilities varies with age and maturation.

- Identifying 'What You Know' and 'What You Don't Know'

- Planning and Organizing Strategy
- Generating Questions
- Choosing Consciously
- Setting and Pursuing Goals
- Evaluating the Way of Thinking and Acting
- Identifying the Difficulty
- Paraphrasing and Elaborating Students' Ideas
- Labeling Students' Behaviors
- Debriefing the Thinking Process
- Problem Solving and Research Activities
- Role Playing
- 'Thinking Aloud'
- Keeping a Thinking Journal
- Modeling

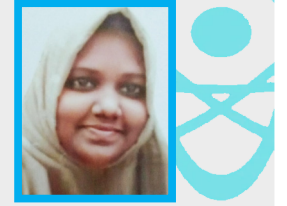
In the long run, all these strategies tend to develop self-awareness, self-control and self regulation; that is, they aim to make students independent learners and enable them to learn how to learn

Students' learning outcomes and academic performance are significantly related to metacognitive knowledge awareness on one self's thinking, and metacognitive regulation- facilitation of learning through reflection, planning and evaluation.





The new report reinforces the imperative that every country invest thoughtfully and strategically in diversified, well-articulated, and inclusive tertiary education systems by also examining the impact of the COVID-19 pandemic on this key education sector and identifying policies that can promote a resilient recovery.



**Naslamol. K**  
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## REFORMATION IN TERTIARY EDUCATION: TOWARDS RESILIENT SYSTEMS THAT DELIVER FOR ALL

Smart investments and reforms in tertiary education systems are at the heart of the big transformations required throughout economies and societies. Tertiary education is vital for the development of human capital and innovation. Effective tertiary education sectors ensure that countries have well-trained doctors, nurses, teachers, managers, engineers, and technicians who are the frontline actors to support effective education, health service delivery, and growing economies. To guide our policy advisory and operational support to countries, the new report “Steering Tertiary Education, Toward Resilient Systems that

Deliver for All” proposes a framework to respond to the present and future needs in tertiary education. The new report reinforces the imperative that every country invest thoughtfully and strategically in diversified, well-articulated, and inclusive tertiary education systems by also examining the impact of the COVID-19 pandemic on this key education sector and

identifying policies that can promote a resilient recovery. The report encourages countries, education poli-

cymakers, and stakeholders to adopt five principles to STEER tertiary systems and institutions toward greater relevance and impact:

1. Building diversified Systems – developing future-oriented strategies that center on a strong contribution of tertiary education not only to growth and competitiveness but also to social cohesion and human development; and positioning tertiary education in a lifelong learning context with flexible pathways allowing for access to different types of institutions and greater adaptability to the labor market needs and opportunities.

2. Investing smartly in new Technologies – harnessing the power of technology for tertiary education institutions in order to profit from digitalization, through an improvement of teaching and research capacity, innovation and agility in service delivery, as well as the building of a digital ecosystem which, overall, make tertiary education systems more resilient.

3. Ensuring Equity in access and financing – acknowledging that inequity is a form of injustice and acting to ensure that equity

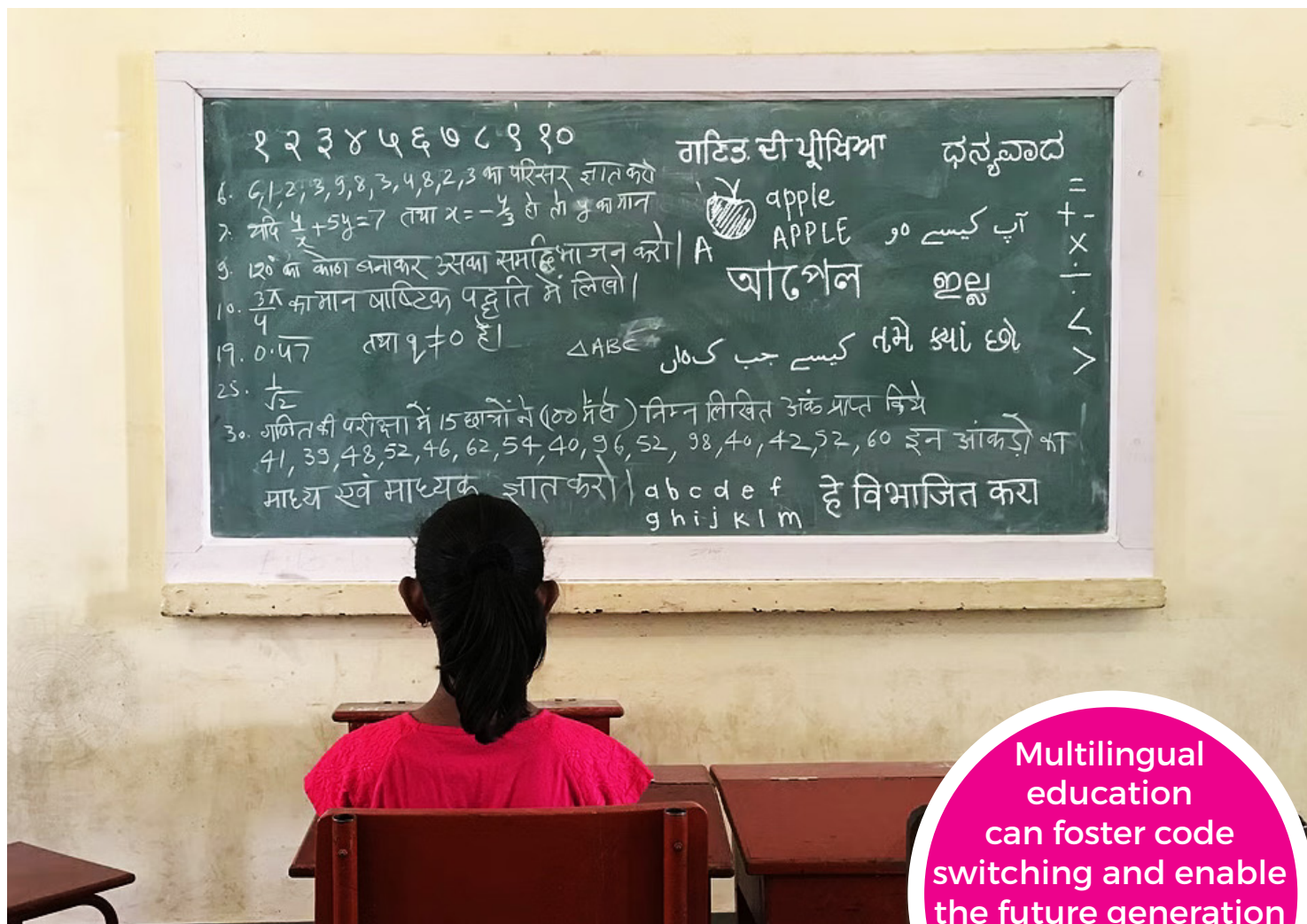
and inclusion in access and success are a driving ethos for an effective and relevant tertiary education system.

4. Achieving Efficiency in resource utilization – improving information systems by utilizing evidence and sound information to strengthen oversight and management; devising and deploying governance, financing, and quality assurance instruments that are designed to deliver more value for investments in tertiary education and weather the current and potential future crises.

5. Acquiring Resilience in service delivery so that learning continues – acknowledging the need for resilience planning, by taking stock of the successes and failures of the COVID-19 response at the systems and institutional levels; utilizing adaptive governance frameworks to embed immediate and strategic resilience interventions as well as leveraging digital technologies. Building back better tertiary education systems requires a holistic view of the tertiary ecosystem, removing the barriers that lead to isolated siloes of universities, technical institutions, colleges, and tertiary technical and vocational education insti-

tutions. The benefits in efficiently investing in tertiary education include higher employment and earnings, productivity growth and innovation, greater social stability, more effective public sector bureaucracies, increased civic engagement, and better health outcomes. To ensure the closing of the equity gaps in tertiary education, countries need to have deliberate and sound policies to concomitantly enable access to disadvantaged groups such as merit-based scholarships, grants, and student loan programs as well as remedial interventions to ensure readiness for postsecondary studies. Governments need to address the expansion of higher education low quality providers -particularly among private and online providers – by creating and implementing more robust quality assurance (QA) instruments. Digital technology and capabilities are essential to more resilient tertiary education systems. Investments in concert with policies to foster job creation and reforms in each of the pillars are crucial to support the development of agile, equitable, efficient, and dynamic tertiary education systems and institutions.





Multilingual education can foster code switching and enable the future generation to embrace the world in a better manner.

## MULTILINGUALISM IN INDIAN EDUCATION

Language is the greatest tool that has made the human civilization possible. Languages are the documents of history and a glimpse of our past is engraved in around 7000 languages that are spoken around the world. As people around the world used more than one language, terminologies like 'bilingualism', 'trilingualism' and 'multilingualism' arose. Multilingualism is the catch word of the century. The term multilingualism is derived from the Latin words 'multi' which means many and 'lingua' that means language. Multilingualism, thus, is referred to the ability to communicate competently in several languages. India is acclaimed for its multilingual society. Neither is there

a major Indian language whose speakers do not use more than one code nor a community with a verbal repertoire of less than three unique linguistic codes.

It is a known fact that a society with a multilingual status would have a clearly defined framework supported by policies. National Education policy (2020) affirms the significance of the power of multilingualism in present India through the statement that "multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards". The multilingual education also promotes bilateral agreements be-

tween the states in order to hire teachers to satisfy the three-language formula in the respective states and to encourage the study of Indian languages across the country. It paves the way for a more inclusive school and society at large. Multilingual education can foster code switching and enable the future generation to embrace the world in a better manner.

With all its benefits, it should also be noted that the preparation of bilingual teaching learning materials and to acquire teachers competent enough in home language/ local language would be a task in itself. The dilemma of the students while migrating and being forced to learn the different subjects in new language



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is also a challenge. Accepting the complex linguistic identity of India, education in such a scenario requires positive attitude to speech variations, a high degree of planning, competency in the language of the classroom and that of learners and teaching skills of high quality.





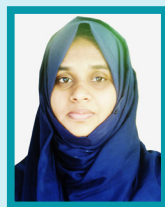
## GIRL'S EDUCATION IN NEP 2020

NEP 2020 recommended “Special Education Zones” to ensure education for the socially and economically disadvantaged groups which include gender, socio-cultural and geographical identities and disabilities

Women play a vital role in a nation's development. A famous anonymous African proverb states the importance of education for women in society- “If you educate a man, you educate an individual. If you educate a woman, you educate a nation”. Education is a powerful tool that builds confident and ambitious women through which they become aware of their rights and raise their voice against exploitation, discrimination or any form of injustice meted out to them.

The New Education Policy (NEP) 2020 is a frame work designed by Kasturirangan Committee. After 34 long years, there is a change in the education policy in India that aims at universalization of education in India and also of making 'India a global knowledge superpower'. The policy prescribed to approach gender as a cross-cutting priority to achieve gender equality in education with the partnership of states and local community organizations.

This broader goal has been broken down and vis-



**Raseena M K**

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ualized in term of ensuring 100% enrolment for girls in schooling by 2030 and 50% enrolment in higher education by 2035, decrease gender gaps at all levels, practice gender equity and inclusion in society, and improve the leadership capacity of girls through positive civil dialogues.

NEP 2020 recommended “Special Education Zones” to ensure education for the socially and economically disadvantaged groups which include gender, socio-cultural and geographical identities and disabilities. It is recommended that regions of the country with large populations from educationally-disadvantaged should be declared as ‘Special Education Zones’. The policy pro-

poses the ‘Targeted Scholarships’ to be made available to students from socially and economically disadvantaged groups (SEDGs), inclusive of gender, that will be coordinated and announced by a single agency and website to ensure that all students are aware of, and may apply in a simplified manner on such a ‘single window system’.

The policy also emphasizes on fostering women's participation and leadership in education and such women could in turn act as strong role models for the girls to attend school regularly. The policy intends to improve women leadership capacity through civil dialogues with women leading institutions, including principals, teachers, wardens, physical instructors and other staffs. The amended Maternity Benefit Act will be implemented to provide facilities for women educators. By focusing on leadership development, incentive programs, teacher education, recruitment and retention efforts, these initiatives will ensure women play a leading

role in children's education. To decrease the gender balance among the teachers especially in some rural areas, alternative pathways will be introduced for recruitment for female teacher without compromising on merit and qualification, both education and qualification. The policy emphasized on safety and security of school going girls both inside and outside of the campus.

Also all the educational institutions will be mandated to conduct awareness sessions on gender issues to break stereotyped gender roles, equal treatment of genders, harassment-free environment, and to impart legal protection and entitlements for girls and women. the Child marriage Act, the Maternity Benefit Act, Protection of Children from Sexual Offences Act (POCSO), The Sexual Harassment of Women at Workplace Act need to be included to make aware of gender-sensitive and inclusive classroom management. The policy will focus on gender-neutral curriculum.



# Ways of developing Critical Thinking



**Linisha C K**

Part time  
Research Scholar, FTC

How can this goal be achieved? Three points need to be made at the outset. First, it is not enough just to list critical thinking as the goal of an educational program or of an educational institution. Something must be done consciously to see that the education provided actually fosters critical thinking. Second, although educational reform should be motivated by a vision of a critical thinker as an ideal to be striven for, it should be recognized that in practice any educational system can only hope to move its students closer to this ideal. Not every student will reach it.

Third, all the critical thinking skills in the world will get you nowhere without content knowledge of the domain about which you are thinking. That does not mean, of course, that domain knowledge is enough. One needs to apply the strategies and skills of a critical thinker to the domain knowledge in question. There are two pure models for incorporating the enhancement of thinking in an educational program. One model is infusion, where the strategies, skills, dispositions and attitudes of a critical thinker are developed in the context of subject-matter instruction. A unit in a history course, for example, might be an occasion for teaching cat-

egorical syllogistic and using the system of enthymemes associated with it to identify assumptions implicit in the reasoning of key argumentative texts from the period. The other pure model is stand-alone instruction, in the form of a separate course in critical thinking, using everyday examples that do not require advanced subject-matter knowledge.

One can combine these pure models by having a stand-alone course that is reinforced by infusion in subject-matter courses. Infusion in subject-matter instruction has the advantage of ready-made domain knowledge as input to the critical thinking process. It faces a challenge of facilitating transfer of the skills and attitudes of a crit-

ical thinker from the subject-matter in question to other subjects and to the everyday life of the students. Separate instruction in critical thinking, in a dedicated course, can develop the skills and reinforce the attitudes across a wide range of subject matters, but faces the challenge that many students may have inadequate knowledge of some of the examples. Theoretically, therefore, a combination of infusion and separate instruction would seem ideal. However, such a combination is hard to achieve without a

such a combination is hard to achieve without a strong commitment of an educational institution, and especially its senior academic leadership, to teaching critical thinking across the curriculum

strong commitment of an educational institution, and especially its senior academic leadership, to teaching critical thinking across the curriculum. A combined approach, would require adoption of a basic core of terminology and knowledge that could be amplified and adapted in various subject-matter courses, as well as developed in a separate course dedicated to teaching critical thinking.







Blockchain can be used in the fields of healthcare, land documentation, and education because it is a secure decentralized ledger.

## BLOCKCHAIN TECHNOLOGY IN EDUCATION

The usage of blockchain in the financial sector is a topic that is frequently discussed today. Blockchain can be used in the fields of healthcare, land documentation, and education because it is a secure decentralized ledger. Education has become inescapable in today's society as the world changes, and it is one of the most important factors in the development of industries and fields like medical, agriculture, science, and nearly all others. In various institutions, there are billions of students pursuing education each year. The biggest task is keeping paper records of the students' information. The process of retrieving the information of a student who graduated 4-5 years ago gets difficult when the data are in paper format. Recovering outdated information and documents takes much longer, and storing student certificates securely becomes challenging and labor-intensive. Accounting is the challenging area of the education sector since it takes time and resources to calculate and manage



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an institution's finances. This entails figuring out the institute's maintenance and operational expenditures as well as employee and staff salaries and student fees. As there are more students and scholarships offered, it is getting harder to keep track of the scholarships for the students. These difficulties place the educational sector in a tough performance zone. This cleared the way for the use of technology in education, and "Blockchain Technology" is the most significant technology that aids education in meeting all of those issues.

Blockchain is a distributed ledger technology that offers an open and unchangeable platform for data storage.

Now, this platform may be utilized for a wide range of things, from transaction records to data and other information. A significant transformation could result from the usage of blockchain in the education industry. As the world is becoming smarter and digitalized, the time has come to transform the educational system to match. As a result, there are now more colleges and institutions offering online courses, digital certifications, etc. This could lead to a simpler and more transparent process for both students and institutions. There are a bunch of different ways that blockchain may be used in education, and they all work together to promote a strong educational system.

### Benefits of Using Blockchain in Education

Data security and data protection even when a specific node is hacked are advantages of adopting blockchain in education.

The upkeep of paper documents can be decreased by using blockchain to store

student, staff, and employee records. Additionally, it aids in preventing the possibility of loss or falsification.

Since blockchain offers digital storage, printing and handling fees for paper documents are eliminated. Additionally, there is a reduction in the time and labour required to preserve those records.

Blockchain technology is increasingly being used in education as a cost-saving measure. As is already known, blockchain is a distributed ledger technology that divides ownership among interested parties.

The use of blockchain in the educational sector can offer transparent student record storage. Its usage in the educational sector can simplify and improve the transparency of the calculations used to determine teacher and student scholarships. Although the application of blockchain in research and education is still in its infancy, there is a lot of innovative experimentation taking place that shows great promise.





**Manjusha B. S.**

Full Time  
Research Scholar, FTC

**G**ender inequality is a pressing issue in Indian society. Despite a constitution that guarantees equal rights for men and women and decades of legislation, some deep-rooted gender discrimination in India takes a brutal toll on women's lives. Even after rapid economic growth, gender disparities remain all too familiar: 1,000 girls die each day before reaching the age of five due to neglect. UNESCO calls for attention to gender equality throughout the education system in relation to access, content, teaching and learning context and practices, learning outcomes, and life and work opportunities. Guided by the UNESCO Strategy for gender equality in and through education (2019-2025) and the Gender Equality Action Plan, this work focuses on a system-wide transformation to benefit all learners equally in three key areas: better data to inform action, better legal and policy frameworks to advance rights and better teaching and learning practices to empower.

The progress of our nation will be double folded if wom-

en get the same treatment as men. If women get the opportunity to showcase their talents, people would start admiring and realizing that women are not bad either. Now things have changed drastically. Women get jobs and don't follow superstitions. There is discrimination still seen in different parts of the world. Women are paid less compared to men, they don't have as much freedom as men to get out of the house, there is less safety, women don't get many chances in sports and don't get the right encouragement for it. Gender-based discrimination in education is, in effect, both a cause and a consequence of deep-rooted differences in society. Disparities, whether in terms of poverty, ethnic background, disability, or traditional attitudes about their status and role all undermine the ability of women and girls to exercise their rights. Moreover, harmful practices such as early marriage, gender-based violence, as well as discriminatory education laws and policies still prevent millions of girls from enrolling and completing their respective education. Gender inequality in education is regarded as the major impediment within the course of overall progression of the system of education. Therefore, it is vital to formulate measures and programs that are focused upon making provision of equal rights and opportunities to girls, not only within the course of acquisition of education, but also in

the implementation of other job duties. The parents at home and teachers in school need to provide equal participation opportunities to girls. The main areas that have been taken into account are, factors causing gender inequality in education, factors influencing educational attainment, and programs promoting women's education.

The major factors that promote gender inequality in education are, conditions of poverty, prevalence of traditional viewpoints, school infrastructure, discriminatory treatment among girls, occurrence of criminal and violent acts, child marriage, education of the parents, management of household responsibilities and lack of interest in studies. Furthermore, there have been initiation of programs and schemes that promote education among women. These are, The Right of Children to Free and Compulsory Education (RTE) Act, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Kasturba Gandhi Balika Vidyalaya (KGBV). When the girls are encouraged for getting enrolled in schools and acquisition of education, it is vital for them to receive support and encouragement from their family members. In other words, it is necessary

## UNEQUAL ACCESS OF WOMEN IN EDUCATION

for them to be efficiently prepared for pursuing their academic goals. Apart from support and encouragement, it is vital for the parents to ensure that they provide their children with educational resources and take care of their well-being to enable them to achieve academic goals. Furthermore, in schools there should be formation of a suitable learning environment, with infrastructure, resources and facilities, which would encourage the enrolment and retention of students.

All forms of discrimination against the girl child and violation of her rights shall be eliminated by undertaking strong measures both preventive and punitive within and outside the family. Removal of discrimination in the treatment of the girl child within the family and outside and projection of a positive image of the girl child will be actively fostered. All Central and State Ministries will draw up time bound Action Plans for translating the Policy into a set of concrete actions, through a participatory process of consultation with Center/State Departments of Women and Child Development and National/State Commissions for the welfare of Women.



# VERBAL FLAW OF THE TERM 'TRIBES'



**Shadiya. A**

Full Time

Research Scholar, FTC

It was an awkward situation while collecting data from the sample whom we address 'tribal students', when the term itself impugn them. I was searching for a term in place of 'tribal students' while their facial expressions change when they see the questionnaire. Hearing the word 'tribe' we perceive their songs, hum, dance, dressing style and curious to peep into their

lifestyle and culture. For the sake of data collection when the google form is circulated, it was informed from a Tribal Program Officer that 'they' are incapable of filling up the Google form and also they haven't 'devices' of their own.

When we approach their 'Ooru' promoters say they have 'all the facilities' to become a part of the mainstream of the society. What are their goals?! Education, ample opportunities, orientations, facilities etc were provided. A group who 'love' forest don't think of moving away from it. The language Malayalam itself a foreign language to them. They face caste discrimination from hostels. Go to schools walking long distances fearing ele-

phants. Sometimes class will be suspended while hearing wild animals are there in their places. During Covid times, they faced network issues. When will this gap be filled? When the qualified students didn't get admission, through spot admission they have to opt for a science group which they didn't like and it will also lead to drop out. Boys earn money from Minor Forest Produce, so they ask 'If we don't get a job, why do we want to study?'. Anganvadis are only to supply food every month.

Parents are not ready to send their daughters from the forest fearing cultural change.

'Death is to be celebrated', the motto of a group among them. Seventh day of fasting, climbing up a hill and lighting a lamp is a custom of another group. Varieties of culture and festivals. How do all these thirty six types of tribes get appropriate facilities according to their way of

Education is to modernize in their environment, to make them technologically advanced, to equip them in interested jobs with technological amenities to cater their wish to work in the forest, to encompass in their work without any apprehensiveness, to excel life systematically with their own earnings, to get away from betrayers and to form assertiveness of their own.

life? Is it possible to develop them along with sustaining their culture? Education is to modernize in their environment, to make them technologically advanced, to equip them in interested jobs with technological amenities to cater their wish to work in the forest, to encompass in their work without any apprehensiveness, to excel life systematically with their own earnings, to get away from betrayers and to form assertiveness of their own. Does education help to foreground these matters? Or the aim of formal education is to migrate them to urban areas from their motherland? It is to be made clear that a culture is to vanish or technology is inculcated in their culture.

