

**ACCESS AND UTILISATION OF ONLINE RESOURCES  
DURING COVID-19: FORMAL LEARNING AMONG  
TRIBAL STUDENTS OF NILAMBUR**

Dissertation  
*submitted to the University of Calicut for  
the partial fulfillment of the requirements for the Degree of*  
**MASTER OF EDUCATION**

by

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2019 - 2021**

## **DECLARATION**

I, **SANDHYA CHANDRAN**, do hereby declare that this dissertation entitled, **ACCESS AND UTILISATION OF ONLINE RESOURCES DURING COVID 19: FORMAL LEARNING AMONG TRIBAL STUDENTS OF NILAMBUR** is a record of original research work done by me under the supervision and guidance of Dr.ASEEL ABDUL WAHID, Assistant Professor, Farook Training College Kozhikode and has not been submitted by me in this university or any other university for the award of any Degree/Fellowship or recognition before.

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## **CERTIFICATE**

I, **Dr. ASEEL ABDUL WAHID** do hereby certify that this dissertation entitled **ACCESS AND UTILISATION OF ONLINE RESOURCES DURING COVID 19: FORMAL LEARNING AMONG TRIBAL STUDENTS OF NILAMBUR** is a record of bonafide study and research carried out by **SANDHYA CHANDRAN** of M.Ed. Programme (2019-2021) under my supervision and guidance and that it has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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# INTRODUCTION

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- *Need and Significance of the Study*
  - *Statement of the Problem*
  - *Operational Definitions*
  - *Objectives of the Study*
  - *Hypotheses of the Study*
  - *Scope and Limitations of the Study*
  - *Organization of the Report*
-

## **INTRODUCTION**

Education is the process of facilitating learning, knowledge, skill, values, beliefs and habits of a group of people are transferred to other people through storytelling, discussion, training, teaching or research. School education aims at shaping the personality of individual by providing right kind of inputs throughout all stages. The objective of education is developing the child into self reliant, healthy adults who fulfils his day-to-day needs adequately. Education plays an important role in the progress of an individual's mind and country. Learning is a complex process and it involves not only children and their teachers but families as well. Education is a significant factor in India for its economic development. Since, its independence, India has always focused on improving the literacy rate in our country. The government of India runs many programs to improve Primary and Higher Education in India, each student is important and each one of them has the right to get complete attention during their academic growth. Therefore, it is important that schools should focus on each student's development.

Education systems in India were managed and controlled by the government and providing education to all people without any discrimination. Indian constitution has committed to provide free and compulsory education to the children up to the age of fourteen. Right to education is the fundamental right of the citizen where education is mandatory for the all children's of the age group 6 to 14 years. Education is designed by the state where government is responsibility for quality education. Presently India is blessed with various schools, colleges, universities and other institutions in India which are providing quality education to the students. Indian education system is divided into

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different levels such as pre-primary level, primary level, and elementary education, secondary education, under graduate and post graduate level.

Education is one of the most powerful means for the upliftment of the marginalized sections of the society. Tribes are one of the marginalised groups. Education plays a major role in achieving freedom from exploitation, but the condition of illiteracy forced them to be away from the main stream development path and development schemes. Education for the tribal people has today become a matter of great concern. Ever since India gained Independence a considerable amount of money has been spent so that the tribal people who are under developed and neglected could get a fair deal. Both the central and state government are exceeding facilities in various shapes for the promotion of tribal education. Generally the facilities have been extended by providing School buildings, teachers, and free textbook at selected places. Free boarding and lodging facilities and mid-day meals. Education Commission (1964-1966) states, it is necessary to pay special attention to the education of children from the backward classes which include the scheduled castes, the Scheduled Tribes, de-notified communities and a few Nomadic and the semi Nomadic groups.

The scheduled tribes is one of the socially disadvantaged sections in India who are backward educationally, economically, socially and culturally as compared to the rest of the people. Lack of education is a major factor for the slow development of program among the tribes. Article 366 (25) of the Constitution of India refers to scheduled tribes as those communities who are scheduled in accordance with article 342 of the Constitution. For the promotion of educational interest of the scheduled tribes, the constitution includes an article in the chapter relating the directive principles of the state

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policy stating that the state shall promote with special care and educational, economic interests of the weaker sections of the people and in particular SCs and STs bases and shall protect them from social injustice and all form of exploitation. Article 46 says that the state shall endeavour to provide free and compulsory education for all children until they complete the age of 14 years.

Government of Kerala has been implemented various measures to develop education for Scheduled tribes. These initiatives are-Model residential school, Peripatetic education to the primitive tribes, Tutorial scheme for students, Gothra sarathi, Samuhya patanamuri,100 community study centres in tribal hamlets, Pre-metric and post-metric hostels for ST students, Special incentives to brilliant students, Gothrabandhu- Engaging Tribal teachers in primary schools(New Initiative), Ayyankali Memorial Talent Search and Development Scheme, Assistance for Study tour to School & College going Students, Supply of Laptop to Students, Assistance to Orphans, Incentive to Parents of ST Student, Model Residential Schools In order to provide quality education to ST students, there are 20 Model Residential School/Asramam School functioning under this department, in which two MRSs follow CBSE Syllabus. Extra academic facilities are also being provided in such institutions. Model Residential schools operated by the ST department are centres of excellence achieving impressive results in SSLC and Plus Two examinations consistently over the years. About 5500 students are studying in these institutions.

Following extra academic facilities are being provided in all MRSs. Special remedial classes for the 5th standard students, Spoken English classes for all students, Medical &

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Engineering entrance coaching in 7 MRSs having Science Batch, Motivation classes for all students.

In spite of all the measure done by the central and state government in the field of tribal education. Their condition is still pathetic. The disinterest shown by the tribal folk towards education is fairly evidenced by the alarming rate of dropout of tribal students in any tribal schools in India there are many children in the rolls who are never attending schools. Wastage due to dropout and stagnation is severe in tribal schools. Lack of proper and adequate consciousness for the need of formal education parent's apathy for education, poor economic conditions and household work by children, inadequacy inefficiency and insincerity on the part of teachers, curriculum and teaching methods were some of the factors for wastage and stagnation. Tribal parents' indifferences towards education for their children are reflected in the poor enrolment in schools. A large number of teachers have pointed out that poverty is not the cause for not sending their children to schools but the problem is the tribal parents' attitude. They are not interested in educating their children. They do not even bother to know whether the child is studying in the school or not. But they want to know whether their children are getting food from school or not. This indicates the basic indifference of parents towards the education of their children and this indifference is the product of their basic ignorance of the functional advantages of formal education

Educational planning of tribes is done by non-tribes in India who cannot grasp their actual problems most of the Teacher's in tribal schools are from higher strata of the society with whom the driving students feel a sense of detachment that teaches do not get specialised training for working in the backward areas and they cannot provide appropriate educational environment to the SC/ST students. The long experience of

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tribal education leads to realise that its implementation process has to be changed or replaced by a new educational system after so many years of the movements attempts, the tribal remain even today an educationally backward community. It is a matter of serious concern since today they constitute 8.6% of the total population of our country. As such, they simply cannot be neglected any more. Disparity in the quality of education always produces by the gaps with the society because of the development of two parallel system of education the Tribes are destined to get only quantitative education and qualitative education is only a dream for them. This dual quality of education in India has always been a subject of Criticism so education of tribes is a factor which needs special care and attention.

As per the Census of 2001 the general literacy rate in Kerala is 92.1 % and the tribal literacy is only 64.4 %.The literacy rate of the panyans and the kurichiyans in Kerala is 48.5 and 78.2 % respectively (Narayana 2010). The total literacy rate as per 2011 census is 74 Kerala state having the highest literacy rate 93.92%. In Kerala Kottayam District has recorded the highest literacy rate and Wayanad district with 89.03% having the lowest literacy. In a highly literate state like Kerala about half of the total population of the tribes lives in Wayanad district which stands lowest in literacy rate.

Realizing the need to improve the overall status of tribal, their education has emerged at the forefront of recent development efforts. Empirical evidence suggests that tribal children posses the basic cognitive abilities and psychological dispositions for successful participation in schools and their low achievement levels are attributed to school related variables as would apply to non-tribal students (Gautam, 2003). Most children tend to be first generation learner whose education is not reinforced was

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supported in their homes environments. Some of these issues can be addressed through appropriate program design and strategy.

Due to COVID-19 our traditional education system is completely changed in to online. For countries like India, this is a good opportunity to strengthen the internet connectivity across rural India. Every village and towns in India should be digitally connected for better interaction between the students and teachers. This pandemic may be extended to one or two years, so our educational system is completely changed from traditional classrooms in to digital platform. The colleges and schools are closed due to the impact of COVID-19. In the present scenario online learning is the more effective option for students. Online learning is education that takes place over the internet. It is often referring to as 'e-learning' among other terms. This pandemic has made all the educational schools across the world to adopt teaching online, examinations are conducted online, assignments are submitted through email.

The strength lies in the faculty and institute nurture. Faculty need to change their traditional teaching methods and adapt to evolving technology- centred teaching. The teachers should establish themselves as complete individuals who can deliver what the students expect. Every student's home become his institute. This will reduce the demand for the infrastructure of the institute. Research collaboration can go online and can be internationalized. This is the right time to strengthen online education to be prepared for any future pandemic situations. Education is continuous and evolving process and there is no retirement for those who have the ability to render their expertise. The forthcoming academic year will start with an entirely new education system at school and university levels.

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## **NEED AND SIGNIFICANCE OF THE STUDY**

Education for the tribal people has today become a matter of great concern. Ever since India gained independence, a considerable amount of money has been spent so that the tribal people who are under developed and neglected could get a fair deal. Both the Central and State Governments are extending facilities in various shapes for the promotion of tribal education. Generally, the facilities have been extended by providing school buildings, teachers, free text books, and at selected places, free boarding and lodging facilities and mid-day meals. Education Commission [1964-1966] states, "It is necessary to pay special attention to the education of children from the backward classes which include the Scheduled Castes, the Scheduled Tribes, de-notified communities and a few nomadic and semi- nomadic groups". Realizing the need to improve the overall status of tribals, their education has emerged at the forefront of recent development efforts. Empirical evidence suggests that tribal children possess the basic cognitive abilities and psychological dispositions for successful participation in schools, and their low achievement levels are attributed to school related variables as would apply to non- tribal students (Gautam, 2003). Most children tend to be first generation learners whose education is not reinforced or supported in their home environments. Some of these issues can be addressed through appropriate program design and strategy.

All children and young people of the world with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to certain types of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all children. In most of the tribal cultures, learning is an active, pleasurable event mostly carried on

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among peers. Tribal children are initiated into new life experiences through songs, dances, riddles and folk- tales, which slowly merge them with the society of adults. But the existing system of education does not take into account their learning styles. Learning in the existing educational system which is geared to urban, non- tribal, middle class cultures, is painful and difficult for them which is partly responsible for the little spread of education among them.

For the past several decades, the governments at the Centre and the States have been following a policy of protective discrimination to serve effectively the educational and economic interests of the weaker sections of society including the Scheduled Tribes. Several programmes were launched to motivate and to assist the target populations. Schemes such as lump sum grant, monthly stipend, incentives grants to students and parents, are among the more commonly available facilities. Focus is being given to education as it is an instrument not only to heighten the awareness levels but also enable the Scheduled Tribes to access better employment and human development. Education sector interventions lays emphasis on improving functional literacy, minimizing school dropouts and enhancing academic proficiency of students. The overcrowding seen in our pre-metric and post-metric hostels is being addressed at once by creating adequate infrastructure facilities. A major area of concern is the dropout rate at the secondary, higher secondary, professional and technical levels. The gender relations and socio economic aspects of the households are important factors. The dropout issue is being addressed through a multi-faceted programme involving measures to solve language issues, training and recruitment of teachers with right aptitude, offering quality education to students, through concerted and focused effort by all concerned with a mission mode.

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In order to provide quality education to ST students, there are 20 Model Residential School/Asramam School functioning under this department, in which two MRSs follow CBSE Syllabus. Extra academic facilities are also being provided in such institutions. Model Residential schools operated by the ST department are centres of excellence achieving impressive results in SSLC and Plus Two examinations consistently over the years. About 5500 students are studying in these institutions. Extra academic facilities are being provided in all MRSs are Special remedial classes for the 5th standard students, Spoken English classes for all students, Medical & Engineering entrance coaching in 7 MRSs having Science Batch, Motivation classes for all students.

In the present scenario, online learning and teaching is very important due to the impact of covid-19. Online learning is the effective methods in this situation. There are some problems that affecting to the parents and the students due to the present pandemic situation especially in the formal education system. Students face the problems like lack of proper availability of IT devices, adaptability, computer literacy, technical issues like mobile range and internet connection etc, and the parents also suffering problems to provide the proper IT infrastructure facilities to their children. If the numbers of children are more than two, it will be a burden to all parents. In these circumstances, the investigator is decided to conduct a study among the tribal students of Nilambur, whether to what extent they are getting the IT infrastructure facilities from their parents, school and some organization.

The major aim of this study was to be finding out whether these facilities are available among the tribal students. The study also focus on the facilities giving to them by the school authorities, governments or some other organisation and its proper the utilisation of IT infrastructure devices and services for the fulfilment of their learning.

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The online classes will help to improve the quality of education the aim of this study was to find out whether the online classes would help to improve the quality of education of the students especially in tribal community.

## **STATEMENT OF THE PROBLEM**

The online mode of education is more useful for the students especially the students who are not able to reach the school properly but some practical difficulties are there. Mainly the unawareness about the mode of classes, unavailability of the facility, and unavailability of technology and lack of technical information could be the reasons. So let us open the doors for accepting new changes in the field education and try to accept the changes very positively. The Department of Education, Government of Kerala has taken a brave decision to introduce the programme named the First Bell. It helps to continue the education without any limitation and also provide more knowledge about the each subject. But in the case of the tribal students, the great changes happening in the field of education and most of them are interested to follow the traditional mode of education. Hence the problem selected for the study is entitled as **“ACCESS AND UTILISATION OF ONLINE RESOURCES DURING COVID 19: FORMAL LEARNING AMONG TRIBAL STUDENTS OF NILAMBUR”**.

## **OPERATIONAL DEFINITIONS**

The definitions of the key terms used in the statement of the problems are given the following:

- *Access*: the term access means the opportunity to approach or enter a place. In this study Access means devices like Mobile phones, Laptop, Television are used for attending online classes by the secondary school students.
  - *Utilisation*:
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The action of making practical and effective use of something, it means the proper usage of the online learning devices.

➤ *Online Resources:*

An online Resources is typically data and educational in nurture any supports software available online can considered as resources. The online platforms like, Google Meet, Google Classroom, WhatsApp and The KITE victers channel etc are called as the online resources considered for present study.

➤ *Tribal:*

A group of people consisting of families that are related to each other and who have common ancestor, common culture and they live in their enclosed society. They follow same customs, language, believes, interest, religion and often lives in particular area or remote areas.

➤ *Formal learning:*

Formal learning is education normally delivered by trained teachers in a systematic intentional way within a School, higher education or University.

➤ *Nilambur:*

Nilambur is a major town, Municipality and Taluk in the Malappuram district of Kerala state. It is located to close to the Nilgiris range of Western Ghats on the banks of the Chaliyar River.

➤ *COVID-19:*

Corona virus disease (COVID-19) is an infectious disease caused by a newly discovered corona virus. Most people who fall sick with covid-19 will experience mild to moderate symptoms and recover without special treatment. COVID-19 is a disease caused by a new strain of corona virus. 'CO' stands for

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corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel corona virus' or '2019-nCoV. COVID-19 period is the period of affecting the COVID-19 disease in India.

### **OBJECTIVES OF THE STUDY**

- To examine existing information technology infrastructure among Tribal students of Nilambur total sample and subsample based on gender male and female.
- To examine the utilisation of information technology infrastructure among Tribal students of Nilambur for learning process.
- To identify the major barriers affecting the utilisation of information technology and infrastructure among Tribal students of Nilambur for learning process.
- To examine how the teachers' parents and society support for access and utilisation of information technology infrastructure among Tribal students of Nilambur.

### **HYPOTHESES OF THE STUDY**

1. There will be favourite levels of access and utilisation of online resources among total sample and based on subsample based on gender.
  2. There exists significance difference in the levels of online resources between male and female tribal students.
  3. It is hypothesized that the teachers and families are supported to use online infrastructure facilities for tribal students.
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## **SCOPE OF THE STUDY**

The scope of the study is to identify to what extent the IT infrastructure facilities provided by the authorities are used by the tribal students of Nilambur region in the Covid pandemic situation. The investigator believes that the study will be an eye opener to all the stakeholders of education to provide more better services among the tribal students of Nilambur and that will benefit of forthcoming their future.

## **DELIMITATIONS**

Since the study has been conducted as part of the M.Ed. course, the investigator has to complete it within the limited time, so the holistic observation and evaluation has its own delimitations. Even though, the limitations are unavoidable in the present context a successive attempt has been made by the investigator to make the study comprehensive and valuable. The investigator collects data from the secondary school tribal students in the Nilambur region only. The study was delimited to the collection of data form students, teachers and parents.

## **ORGANIZATION OF REPORT**

The report of the study was arranged in five chapters

### **Chapter-I**

This chapter includes introduction need and significance, statement of the problem, operational definitions of key terms, objectives, methodology and the scope and limitations of the study.

### **Chapter-II**

This chapter presents the theoretical overview and Review of related literature relevant for the present study.

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### **Chapter-III**

This chapter describes methodology of the study.

### **Chapter -IV**

This chapter deals with an analysis of primary data collected from student's teachers and parents.

### **Chapter-V**

This chapter describes summary, Conclusions and suggestions for further research in the area of the present study.

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## CHAPTER II

# REVIEW OF RELATED LITERATURE



## **REVIEW OF RELATED LITERATURE**

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify this previous research. It should give a theoretical base for the research and help researcher to determine the nature of research. The literature review acknowledges the work of previous researchers, and in so doing, assures the reader that your work has been well conceived. It is assumed that by mentioning a previous work in the field of study, that the researcher has read, evaluated, and assimilated that work into the work at hand.

This chapter is presented into two sections

- Theoretical overview
- Related Studies

### **Section I: THEORETICAL OVERVIEW OF ONLINE EDUCATION**

During covid-19 pandemic all educational institutions were closed by the second week of March 2020 in Kerala. The schools and colleges started online classes using various e-platforms our traditional teaching learning process is completely changed into online. Teachers and students are not methodology adapted to the online learning the impact of Covid pandemic our education system has changed dramatically with the distinct rise of e-Learning, where by teaching is undertaken remotely and on digital platforms. Teachers and students are forcefully adapted to this situation.

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In this scenario Government of Kerala thought it fit to provide an online platform to students to make use of the holidays from 01/06/2020 onwards. Accordingly, Government devised a program of Online or Digital Classes named “FIRST BELL” to be broadcasted through VICTERS Educational Channel. This format being provided to the students is not intended to compensate with the minimum instructional days which a school year should hold as per the provisions of RTE Act, 2009 and the Kerala Education Rules, but instead to keep abreast with the process of education, which the students would otherwise have undergone in normal conditions. In order to avoid any kind of discrimination especially to those of the marginalised sections, government formulated programmes with the help of the community to ensure access to all children to attend the digital classes and it was decided that each and every child must come under the ambit of the programme. Apart from Television, the sessions were made available on [www.victers.kite.kerala.gov.in](http://www.victers.kite.kerala.gov.in) and on Facebook and YouTube. In case the classes could not be viewed due to power failure or otherwise, the classes could be downloaded and used later or repeatedly viewed thereby ensuring that no student is denied of the availability of the classes thus envisaging a continuing process of education.

Firstly, Specific ICT online training was provided to 81000 Primary school teachers, which was completed within 5 days, by effectively making use of Hi-Tech facilities in schools. The teachers used SAMAGRA Resource Portal for self-learning with the help of numerous digital contents available in the portal.

Secondly, necessary support systems such as Video Conferencing with a mentor for a fixed number of schools, social media and help desk for doubts clearing and monitoring were also set-up. Kerala government implemented a channel Kite Victers is

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the only complete educational channel of the state which telecast programmes of educational value, general awareness, programme and content on general interest and is fast becoming the most sought channel by students, parents, teachers and the general public. When the national lockdown was affected educational scenario Victers channel had been extensively used for the broadcast of digital classes, which ensured the continuance of education of over 43 lakh of students in the state.

Due to the COVID-19 pandemic, the schools and colleges have been closed down. But still, children are getting their education through online classes. But in this case, children with disabilities are not that lucky because for them attending online classes can be a tough job for various reasons. Samagra Shiksha kerala has started online classes titled 'White Board' for the differently-abled children living in Kerala. Kerala has more than 80,000 children with disabilities who are finding it hard to attend online classes. In these four months, differently-abled children have faced a lot of trouble since they were not able to get any training or classes.

The 'White Board' online classes do everything in a proper system, first, the teachers will record videos of the lessons. Later, these videos are forwarded to the parents via platforms like WhatsApp and Telegram. Based on children's disabilities, they have divided the classes into six categories. The whiteboard project which envisages providing lessons to the differently abled kids through various media suitable to overcome the physical or mental challenges each of them face. The lessons are adapted to suit six categories of students-hearing impaired, visually impaired, intellectually disabled, autistic spectrum, having specific learning disabilities and cerebral palsy.

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## **Section II: RELATED STUDIES OF TRIBAL EDUCATION**

Thresiamma (2002) studied tribal population in Kerala with special reference to Wayanad district and evaluated developmental programmes in tribal development. She highlighted the role played Government and Non Governmental organizations in tribal development. The study also attempted a socioeconomic profile of Paniya tribe of Wayanad and compared the tribe with mainstream population on the basis of human development indices. Paniya tribe was found to be lagging behind nontribals in areas of educational attainment, life expectancy and per capita income. Gender disparity was found to be low for Paniyas. Paniya women did not have a significant difference with that non-tribal women population in case of gender empowerment.

Kakkoth (2005) conducted a study among the Primitive Tribal Group (PTG) of Kerala and found that educationally they are far behind the other Scheduled Tribes in the state. And she identified some of the major reasons of the educational backwardness of PTGs in Kerala such as high illiteracy, distance to schools and lack of schools in their areas, apathy of parents, financial backwardness, medium of education, lack of motivation.

Chakravarty et.al (2007) enlisted the prevailing issues in educating tribals in India such as the unavailability of educated tribals, high drop out in the primary school level, high incidence of illiteracy, lack of suitable infrastructure facilities, inadequate and untimely supply of study materials. The authors also pointed out that these problems are further aggravated by the lack of proper orientation of teachers and other administrators about tribal life and culture, lack of participation by tribal communities in educational activity, lack of proper medical aid and balanced diet to tribal students,

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lack of monitoring mechanisms to motivate the drop outs for continuation of education and lack of suitable self-employment opportunities to the educated tribal youth and drop outs.

Chattopadhyay and Durdhawale (2009) analysed the situation of primary education in the tribal villages of backward district of Maharashtra with the help of quantitative and qualitative data. Despite infrastructural constraints, the study strongly recommends the introduction of local languages for basic education, provision of personnel for clerical works and proper maintenance of records that reflect the reality of primary schooling. Economic constraints and financial hardship are the contributing factors for the age-old disinterest in education among the tribes. Thus increasing the sources of income could help encourage their willing participation in basic education.

Sandhya Rani et.al (2011) *An Analysis of Tribal Women's Education in India* Education system should make an individual better suited to the needs of the ever changing dynamic world. The changes in the educational system should also reduce the social gaps by enabling proper recognition to whatever extent one is able to pursue or acquire a skill. The tribal community all over India have been subjected to various forms of deprivation such as alienation from land and other resources. Especially the tribal women though they are away from the main stream of national life, but they are not kept away from the impact of socio – economic changes effecting the society in general. In this process of change, the tribal woman is forced to adhere to certain norms which may even take away her freedom, her control over the traditional productive system, her house, family and children and even her own life. The fact remains that a large number of tribal women have missed education at different stages and in order to empower them there is a great need of providing opportunities so as to enable them to

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assume leadership qualities for economic self-reliance and even social transformation. It is often alleged that the level of aspiration of these women as a group is low and they are quite satisfied with what they are and with what they have. It is most often not true only to womenfolk but to everyone who feels helpless and frustrated. However in order to develop and raise their level of aspiration, adequate educational opportunities are to be provided so that they get motivated to participate, support and also ultimately learn to initiate their own programmes of development. Therefore, in this paper an attempt has been made to analyse the present status of educational facilities availed by tribal girls and women. It is also suggested to provide skill and vocational training programmes to tribal women living in rural areas.

Thomas (2013) pointed out that gender inequality originated due to male dominance in the society. Since the beginning to till now this system are followed. He also observed that Hindu mythology also responsible for it, because it fixed how a woman should behave, being obedient and also being a good daughter, wife and mother. Religion acts a part in perpetuating bigotry and violence against women. Major reasons for gender inequality includes demand of a male heir for the family, poverty, poor health care, lack of education, economic pressures, dowry, domestic violence, different socialization process, harmful cultural practices.

Jobin Joy and Srihari (2014) published an article on A Case study on the School dropout Scheduled Tribal students of Wayanad District, Kerala. The present study tried to find out the reasons for the increasing dropouts of tribal students in Wayanad district. Qualitative analysis and case studies were assessed to elicit the reasons for the increase of tribal dropout rate in the district. This study encompasses both quantitative and

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qualitative methods. The major reason coined out for the increased dropout rate is lack of awareness on the value of education among the scheduled tribes.

Yahiya (2014) studied about the mental health of the resettled Paniyas (a tribal community) of Aralam. The study focused on the impact of marginalization and situation of landlessness on their mental health. He opines that the cultural discontinuity which happened in the Paniya tribe after resettlement has created different issues like depression, alcoholism, suicidal tendency, and violence. The relocation has affected individual members, families and the tribal community as a whole. The experience of resettlement resulted in a loss of social network in the community. The effect of marginalization still exists among them as a dilemma. Hence marginalization and landlessness negatively affects the mental health of tribal communities.

Rath (2014) explains that public and private difference performs a vital role in constructing gender inequality. It begins from gendered nature from the connection of masculinity in the public and femininity in the private realm. Men enforced in the public and private spheres, but women only in the private sphere. But women have been often restrained to the private realm and liable to the authority of men within it.

Roy and Madhu (2014) pointed out that due to extreme poverty, compulsion for work, early marriage, lack of school in village, absence of their mother tongue as mode of instruction; female adult literacy rate adult literacy in every household of the study area.

Ramdas Rupavath (2016) published an article on Tribal Education: A Perspective From Below This article critically examines initiatives for greater participation in education by tribal communities in India, arguing that current policy does not effectively enough facilitate greater participation and may, in fact, go against

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the avowed principle of ensuring greater equity. The article relies on fieldwork-based study to support arguments for the need to be culturally sensitive in making appropriate provisions for the education of scheduled tribes in India. Reasons for high dropout rates and non-enrolment among tribal children are examined and some searching questions are asked about why so many tribal people dislike schools.

Samadarsani (2017) found that early marriage, spacing between two pregnancies, primitive and unhygienic practices for parturition, anemia, partum hemorrhage, septic abortion, rupture uterus, high birth rate, less consumption of iron, vitamin and calcium, taking alcohol, hard physical work etc. at the time of pregnancy are the main causes of tribal maternal mortality.

Mokashi (2018) pointed out that institutions like family, education, market, state and judiciary are responsible for gender discrimination in the society. In a patriarchy society generally senior male member control over the property, decision making in the family. The position of widowed and single women is more vulnerable than the married women. Glorification of motherhood is considered as goal of women. Women do not get equal share from their ancestral property mainly inheritance of property traced through male line. Political system and religion are play an vital role to create gender inequality. Women do not have their own identity; she identified either by her father or husband's name in the modern law. Women are exemplified as nurtures, self-sacrificing ever available mother and wives and as obedient daughters rather than self-esteemed individual with dignity in curricula of educational institutions. Anuloma and polygamy marriage resulted in dowry practices offered to higher caste men. When a women chastity as daughter, wife and widow; she can get salvation and happiness. She should marry and loyal towards one person with whom her family decided for her throughout

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her life. Women should eat at last whatever left after her family members eat. They encouraged to practices fasting for the wellbeing of her family. Women are more attended by home remedies in case of illness. Begetting a male child is very much prestigious and rewarding. Because male child can give salvation to their family through giving them shradha/pinda and he is the wage earner and old age supporter of the parents than the girl child along with these practices.

Saini (2018) points out that sexual Division of Labour is the reason of gender inequality in the society. Women stay at home give birth to children, rear children and undertake all the dominance chores. On the other hand, men start arduous and strenuous work. Women work was not regarded as labour but as natural to her. The men work was regarded as labour as it resulted in the production of goods and services.

Ankuran Dutta (2020) published an article on Impact of Digital Social Media on Indian Higher Education: Alternative Approaches of Online Learning during COVID-19 Pandemic Crisis Indian higher education can boast of being one of the torch bearers among many developing nations for its rich plethora of dynamic content. Due to the Novel Corona virus (COVID-19) pandemic, in all the higher educational institutions, which includes universities, standalone institutes, and colleges, a total of about 10 million academic hours are compromised, which will be rather difficult to compensate. The University Grants Commission through its advisory instructed all the institutes to continue classes in online mode as per feasibility and engage ICT tools available for use in academic discourse. Many institutions have been using different social media platforms for the dissemination of knowledge. The present crisis has revolutionized the entire higher education architecture of the country through videoconferencing based online learning since there's no other option to compensate for the compromised

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academic activities. This paper aims at exploring the kind of social media used to disseminate learning resources to the students, and the impact it crafting on their educational loss. It also elucidates the effectiveness of online classes, e-learning pedagogy, and its outcome through structured qualitative analysis.

Asha (2020) published an article about education of tribal communities in Kerala. The study was particularly concentrates on issues such as low literacy level of tribal community and high dropout rate of tribal students. The study attempts to explore the state of affairs of education of tribals in Kerala. The present study on education of tribes in Kerala particularly concentrates on issues such as low literacy level of tribal community and high dropout rate of tribal students. The investigation reveals the educational challenges of tribal students and highlights the reasons for their school dropout. Various suggestions to improve the tribal education are formulated. The study poses significant implications in the improvement of tribal education.

Aneesh et.al (2021) published an article on Attitude of Tribal Students towards Online Classes in Kerala this study mainly examine the attitude of tribal students in high school and higher secondary school students towards online classes telecast through the KITE Victors' channel in the state of Kerala. The data collected from 121 students using simple random sampling technique the information collected through telephonic conversation from the students. The result showed that the majority of the tribal students are not interested to attend the classes through the online system and most of them are interested to follow the traditional mode of education.

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# METHODOLOGY

- 
- *Variables Selected for the Study*
  - *Tool Used for Collecting Data*
  - *Data Collection Procedure*
  - *Statistical Techniques used for Study*
-

## **METHDOLGY**

Methodology is the procedure or technique employed in investigation of research study. For every piece of research work methodology is of vital importance. The source of research work depends upon the suitability of the methods adopted and the tools and techniques used for collecting data. A suitable method helps the researcher to explore the diverse stands of the study and adequately measure than so as to satisfy the requirement and thus it is the means to an end. The role of methodology is to carry on the research work on a scientific and valid manner. An appropriate method leads to unsatisfactory result and disillusionment and so mastery of the research methodology invariably enhances understanding of the research activities. The credibility of the research depends very much up on the credibility of the method used.

The present chapter is devoted to describe the methodology and procedure followed in stepwise execution of the present study. It mainly includes the following major aspects. Viz;

- Variables of the study
- Sample used for the study
- Tool used
- Data collection procedure
- Statistical techniques used

## **VARIABLES SELECTED FOR THE STUDY**

A variable is defined as an attribute of an object of study. A variable is a concept or construct that can vary or have more than one value. A variable, as the name implies,

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is “something that varies”. The present study has only one variable that is Access and utilisation of online resources.

## **TOOL USED FOR COLLECTING DATA**

Collection of relevant data is an important aspect of any research work. The selection of Suitable tool is of vital importance for a successful research. The aim of the present investigation was to’ find out the access and utilisation of online resources during Covid 19: formal learning among tribal students of Nilambur’. Hence for collecting data for the present study the investigator develop two tools for the purpose of this study with the help of supervising teacher. They are (a) questionnaire for tribal students, here the investigator used four-point scale and include 24 items in the scale having different aspects of the access and utilization of online resources (b) interview schedule for parents of tribal students here the researcher includes 19 questions about the access and utilization of online resources for their children’s formal learning during the COVID-19 pandemic situation. Interview schedule for teachers and social workers about the access and utilization of online resources during the COVID-19 pandemic situation for the formal learning of tribal students.

For the purpose of collection of data related to the present study following tools were employed.

- Questionnaire for students to find out the access and utilization of online resources for formal learning during COVID-19 pandemic situation which is given in Appendix I (Draft-Malayalam), Appendix II (Draft-English), Appendix III (Final-Malayalam) and Appendix IV (Final-English).
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- Interview schedule for parents, teachers and social workers to find out the access and utilization of online resources for formal learning of tribal students during the COVID-19 pandemic situation which is given in Appendix V (Malayalam) and Appendix VI (English).

Detailed description of each of these tools is given below.

### **Tool-1: Questionnaire for students to find out the access and utilization of online resources for formal learning during COVID-19 pandemic situation.**

The investigator prepared 24 questions in the first tool prepared for the tribal students to identify the IT infrastructure facilities for attending online classes in this pandemic situation. The questions are having four options used for getting actual situation of the tribal students about the online resources. Two questions having two options YES or NO options to know the access of online resources.

#### **Preparation of Tool**

The first and the foremost step in planning a questionnaire are to define the objectives that are to be measured by the questionnaire. Construction of a questionnaire depends more and more on content validity. The present questionnaire was prepared covering the accessibility and utilisation of online resources among tribal students. The investigator prepared questions for the secondary school tribal students. The Investigator has chosen the close-end questions.

#### **Tryout of the Preliminary Tool**

The purpose of the tryout of the scale is to select the items for the final scale by empirical testing the discriminative power of each item the preliminary scale was

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administered to a sample of 74 secondary school students selected by random sampling techniques giving due representation to gender of the pupil. The questions are having no specific dimension so the investigator selects 't'-test for standardisation process.

Description of item number of the questionnaire for access and utilisation of online resources and its corresponding critical ratio (t value) are given the table No 1.

Table 1 *Item analysis of the tool*

Item Number	t-value	Item selected/Rejected	Item Number	t-value	Item selected/Rejected
1	2.38	Accepted	15	1.97	Accepted
2	2.04	Accepted	16	2.83	Accepted
3	2.96	Accepted	17	2.01	Accepted
4	1.98	Accepted	18	3.66	Accepted
5	3.14	Accepted	19**	0.82	Rejected
6	2.87	Accepted	20	4.60	Accepted
7	4.07	Accepted	21	3.61	Accepted
8	3.33	Accepted	22	2.89	Accepted
9**	1.63	Rejected	23	3.09	Accepted
10	4.51	Accepted	24	2.63	Accepted
11	2.09	Accepted	25	4.99	Accepted
12	2.21	Accepted	26	2.03	Accepted
13	4.61	Accepted	27	2.71	Accepted
14**	1.04	Rejected	28**	1.35	Rejected

\*\* Items are rejected

### **Finalization of the Scale**

Item with critical ratio greater than 1.96 (the tabled value of “t” at .05 level of significance) were selected for the final scale. Thus from the scale from the total 28 items, 24 were selected for the final scale and 4 were rejected in which 24 items are positive.

### **Reliability**

Reliability refers to the consistency with which the tool measures what it intends to measure. The reliability of the questionnaire was established using Cornbach alpha coefficient. Cornbach alpha is a number that tells how well a set of items measure a single characteristics. The Cornbach coefficient of the tool was found to be 0.78 .The value shows that the questionnaire tool is reliable for measuring access and utilisation.

### **Validity**

According to Best and Khan (2012) validity is that “quality of data gathering instrument or procedure that enables to measure what is supposed to measure the validity of the present test was ensuring by using face validity. Each item of test was evaluated by the experts in the field of education.

### **Scoring Procedure**

A respondent has to respond 24 items for access and utilisation questionnaire by choosing any one of responses that given to each items. Scores was calculated in the 0,1,2,3 order .dichotomous questions were scored as 0 and 1 respectively. For the total

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score were calculated for each item and further analysis was done by using statistical technique.

**Tool-2: Interview schedule for teachers, parents of tribal students and social workers to find out the access and utilization of online resources for formal learning during the COVID-19 pandemic situation.**

The researcher collected the information about the access and utilisation of online resources for their formal learning from the parents, teachers and social workers , by conducting a Interview through telephonic conversation due to the pandemic situation it is not possible the face to face interview. The investigator develop an interview schedule for teacher, parents, social workers about the access and utilisation of online resources for their students formal learning during the COVID-19 pandemic situation .The interview lasted 15-20 minutes and each conversation was recorded and transcribed. Before starting the conversation, we collected the consent from each respondent verbally. The tool is prepared and standardized by the investigator with the assistance of her supervising teacher. The detailed lists of questions are presented in Appendix II.

**Sample of the Study**

Sampling is an essential item in the field of research.

A sample is small portion of a population selected for observation and analysis. By observing the characteristics of the sample one can make certain inference about the characteristics of the population from which it is drawn. Sample is the group on which information is obtained, preferably selected in such a way that the sample represents the large group (population) from which it was selected.

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The sample for the present study consists of 74 Secondary School Tribal students the students sample selected from the random sampling method the students are studying model residential school Nilambur and the parents of these students are selected as the second sample to know the support of parents in their students learning. Only 11 parents are co operated and ready to attend the interview so the parents sample have only few numbers for this study. Then the investigator selected 10 teachers from Model residential school were selected for this study and also chosen 5 social workers at Nilambur Taluk in Malappuram District of Kerala as the sample for the present study.

### **DATA COLLECTION PROCEDURE**

The investigator sought permission from the selected tribal school for collecting data. Questionnaires are given to the students and give necessary information to fill the data. The investigator collected information through survey method. The study mainly examines the access and utilisation of online resources among secondary school tribal students. The sample size of the study is 74 and data was collected from Model Residential tribal schools in Nilambur area .The data collection was carried out in online mode. The close ended questionnaire was prepared by the researcher with the help of available resources and field level experience. The study adopted the exploratory research design because no information is available about the accessibility of tribal students to online classes in Nilambur region because it is a newly started programme. It also used simple random sampling techniques to identify the students in Nilambur sub district.

The researcher collected the information about the students from the Panchayat and tribal officers, besides through telephonic conversation from the social workers and teachers who are available nearby in view of the prevailing pandemic. The interview

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lasted 15-20 minutes and each conversation was recorded and transcribed. Before starting the conversation, we collected the consent from each respondent verbally. Participants voluntarily participated in the research work. The data collected has been analysed with the help of SPSS.

### **Sample Selected for the Study**

The investigator selected secondary school tribal students (8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup>) their parents and teachers. The study was conducted on a sample of 74 students, 11 parents, 10 teachers and 5 social workers. Sample selected from the random sampling method the students are studying model residential school Nilambur and the parents of these students are selected as the second sample to know the support of parents in their students learning. Only 11 parents are co operated and ready to attend the interview so the parents sample have only few numbers for this study. Then the investigator selected 10 teachers from Model residential school were selected for this study and also chosen 5 social workers at Nilambur Taluk in Malappuram District of Kerala as the sample for the present study.

### **STATISTICAL TECHNIQUES USED FOR THE STUDY**

Analysis of the collected data and its interpretation can be done only with the help of statistical technique. For the purpose of analysing the collected data percentage analysis and t-test were used.

### **Preliminary Analysis**

The important statistical constants such as mean median mode standard deviation skewness and kurtosis were computed for the total sample.

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**Mean ( $\bar{X}$ )** is calculated by dividing the sum of all scores by the number of scores.

The following formula is used in frequency distribution: Mean can also be calculated using the formula:-

$$\bar{X} = \frac{\sum fX}{\sum f}$$

Where

$$\bar{X} = \text{mean}$$

f = is the number of occurrences

$\sum f x$  = sum of product of the f x

$\sum f$  = is the total number of occurrences

**Median (Me)** is the middle point in a distribution of scores

$$\text{Median} = l + \frac{h}{f} \left( \frac{N}{2} - c \right)$$

Where;

l = lower class boundary of the median class.

h = size of the median class interval

f = frequency corresponding to the median class

N= sum of the frequency

c = cumulative frequency preceding median class

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**Mode** (Mo) is the most frequency occurring score in a distribution. The formula is

$$\text{Mode} = 3(\text{median}) - 2(\text{mean})$$

**Standard Deviation** (s/SD) is a measure of the extent to which scores in a distribution deviate from their mean).

$$\text{SD} = \sqrt{\frac{\sum |x - \bar{x}|^2}{n}}$$

Where:

X= each value in the dataset

$\bar{x}$   
= mean all of values of the data set

N= number of values in the data set

**Skewness:** Many times it is seen that the mean, median and mode of the distribution don't fall at the same place, i.e. the scores may extend much farther in one direction than the other. Such a distribution is called a skewed distribution.

Positively skewed distribution: The distribution is positively skewed when most of the scores pile up at the low end (or left) of the distribution and spreads out more gradually towards the high end of it. In a positively skewed distribution, the mean falls on the right side of the median.

Negatively skewed distribution: The distribution is negatively skewed if the scores are concentrated towards the upper value and it is positively skewed if they cluster towards lower value. The mean of the distribution is higher than the median in

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positive skewness whereas the median value is greater than the mean in negative skewness.

### **Kurtosis**

The term “Kurtosis” refers to “Peakedness” or the flatness of a frequency distribution as compared with the normal. A frequency distribution more peaked than the normal is said to be Leptokurtic and a frequency distribution flatter than the normal is called Platykurtic. A normal curve is also termed as Mesokurtic. Positive kurtosis indicates a relatively peaked distribution leptokurtic and negative kurtosis indicates a relatively flat distribution, which is platykurtic.

### **Percentage Analysis**

Percentage analysis is one of the basic statistical tools which is widely used in analysis and interpretation of primary data. It deals with the number of respondents response to a particular question is percentage arrived from the total population selected for the study.

### **t-test (test the significance difference between means of two groups )**

The statistical technique test of significance of mean difference for large independent sample is used to find out if there exists any significant difference among the relevant sub sample gender.

The test of significance of mean difference for large independent sample is known as t-test the following formula.

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$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where

X1 - Mean of the group 1

X2 - Mean of the group II

S1 – Standard .Deviation of group I

S2 - Standard deviation of group II

n1 - sample size of the group I

n2 - Sample size of the group II

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# ANALYSIS AND INTERPRETATIONS

- 
- *Objectives*
  - *Hypotheses of the Study*
  - *Preliminary Analysis*
-



## **ANALYSIS AND INTERPRETATIONS**

This chapter deals with analysis and interpretation of data collected for the present study. Analysis and interpretation of data are two major steps in the process of research report. The data may be adequately valid and reliable to any extent but it does not serve any purpose unless which was carefully edited, systematically classified and tabulated, scientifically analyzed, intellectually interpreted and rationally concluded. The present study is entitled as the “Access and utilization of online resources during COVID-19: formal learning among tribal students of Nilambur” .The following were the objectives and hypotheses formulated for the study.

### **OBJECTIVES OF THE STUDY**

- To examine existing information technology infrastructure among Tribal students of Nilambur total sample and subsample based on gender male and female.
- To examine the utilisation of information technology infrastructure among Tribal students of Nilambur for learning process.
- To identify the major barriers affecting the utilisation of information technology and infrastructure among Tribal students of Nilambur for learning process.
- To examine how the teachers’ parents and society support for access and utilisation of information technology infrastructure among Tribal students of Nilambur.

### **HYPOTHESES OF THE STUDY**

1. There will be favourite levels of access and utilisation of online resources among total sample and based on subsample based on gender.
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2. There exists significance difference in the levels of online resources between male and female tribal students.
3. It is hypothesized that the teachers and families are supported to use online infrastructure facilities for tribal students.

## PRELIMINARY ANALYSIS

As a first step in analysis the basic descriptive statistics like Mean, Median, Mode, Range, Standard deviation, Skewness and Kurtosis of all the selected variables for the study were computed for the whole sample and subsample based on gender. The data are presented in Table 2.

Table 2

*Statistical Constants of the Variable Access and Utilization of Online Resources during Covid-19 among Tribal Students of Nilambur.*

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	74	38.84	39.00	41	5.505	-.393	.413
Male	42	38.60	40.00	41	5.852	-.755	.742
Female	32	39.16	38.50	44	5.087	.392	-.690

The mean, median, and mode for the total sample is 38.84, 39 and 41 respectively and this shows that there is not much variation between the three measures of central tendencies viz., mean, median and mode of the Tribal Students for the variable selected for the study. For the total sample, the standard deviation is 5.05, Skewness value is -.393 and negatively skewed. The kurtosis value (.413) is greater than the table value 0.263 so the curve is leptokurtic. It implies that the distribution is positive kurtosis larger than that of normal distribution.

From table 2 reveals that there is not much variation between the three central tendencies; viz., mean, median and mode of the tribal students the sub sample male ,For the subsample male, the mean is 38.60,median is 40 and mode is 41. For male sub sample the standard deviation is 5.852, skewness value is -.755 the value indicate that the distribution is negatively skewed. The kurtosis value is .742 it is greater than the value of 0.263 so the curve is platykurtic in nature. The distribution have negative excess kurtosis, it has less peaked distribution than normal distribution.

From the Table 2 the mean is 39.16, median is 38.50 and mode is 44, shows the mean, median and mode of the tribal students the sub sample female. For female tribal students standard deviation is 5.087.For the subsample female it reveals that there is not much variation between the three central tendencies; viz., and the value of skewnes is .392 the value indicate that the distribution is positively skewed the value of kurtosis is -.690 it is indicate the distribution is platy-kurtic in nature, it implies that the distribution have negative excess kurtosis, it has less peaked distribution than normal distribution.

The statistical constants obtained for the variable shows that the distribution is approximately normal.

Graphical representation of the scores of the variable for the total sample is presented in Figure 1.

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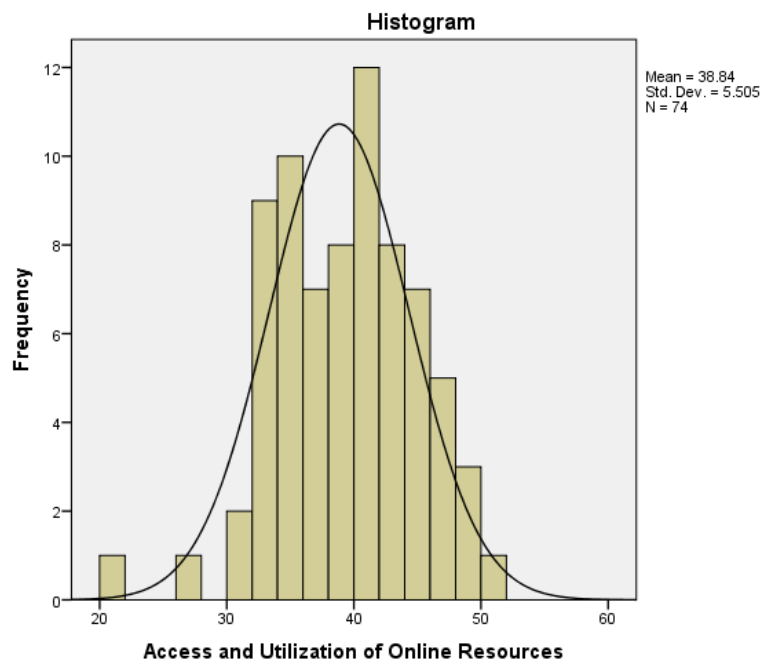


Figure 1. Smoothened frequency curve of Access and Utilization of Online Resources during Covid-19 among Tribal Students of Nilambur for Total Sample

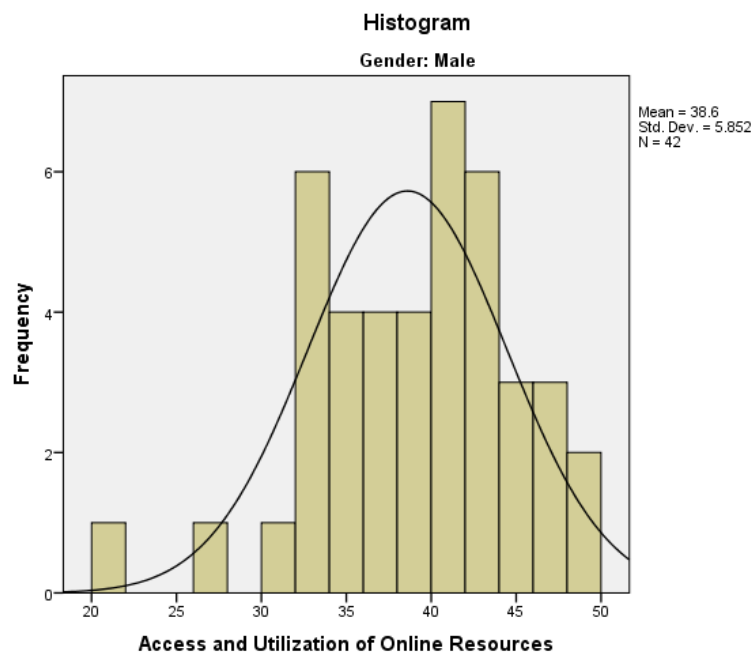
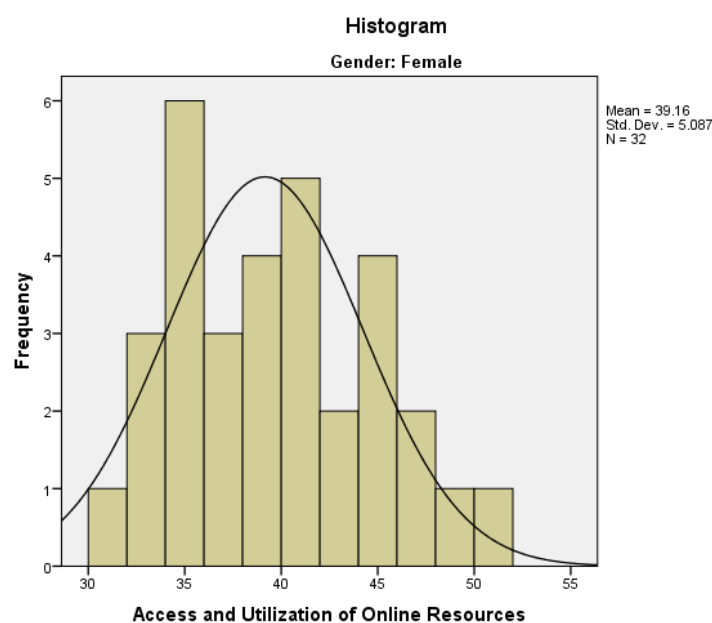


Figure 2. Smoothened frequency curve of Access and Utilization of Online Resources during Covid-19 among Male Tribal Students of Nilambur



*Figure 3.* Smoothened frequency curve of Access and Utilization of Online Resources during Covid-19 among Female Tribal Students of Nilambur

The statistical constants and the graphical representation obtained for the variable shows that the distribution is approximately normal.

## PERCENTAGE ANALYSIS

Percentage analysis was used to find out the levels of Access and Utilization of Online Resources during Covid-19 among Tribal Students of Nilambur based on total sample and subsample based on gender. For classifying the students into categories, the investigator calculated  $M \pm 1\sigma$ . By this procedure students having score above  $M + 1\sigma$  are considered students with high access and utilization groups. The group falls to  $M - 1\sigma$  are selected as the group having low access and utilization groups. The scores between  $M + 1\sigma$  and  $M - 1\sigma$  are included in the group of having average access and utilization groups in this total sample and the subsample based on gender.

### Level of Access and Utilization of Online Resources during Covid-19 among Tribal Students of Nilambur

Total sample consists of 74 tribal students of Nilambur. Access and Utilization of Online Resources during Covid-19 among Tribal Students of Nilambur is calculated from students' questionnaire on access and utilization of online resources during covid-19 among tribal students of Nilambur to measure the access and utilization of Information Technology by using classificatory techniques. The sample is divided into three categories high, average and low access and utilization groups. The details are given in Table 3.

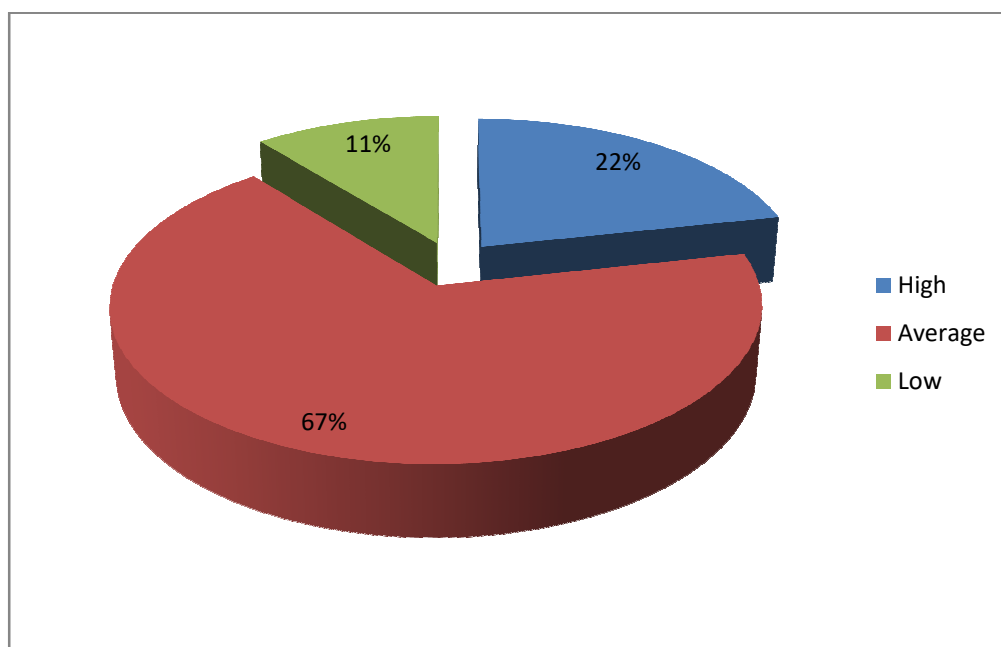
Table 3

*Levels of Access and Utilization of Online Resources during Covid-19 among Tribal Students of Nilambur (N= 74)*

Sample	Category	Number of Students	Percentage
Total (Mean=38.84 S.D=5.5)	High	16	21.62
	Average	50	67.57
	Low	8	10.81
	Total	74	100

From Table 3, it is clear that out of 74 tribal students, majority of them (67.57 percent) have average level of access and utilization of online resources during Covid-19. Only 21.62 percent students possess high level access and utilization and the remaining 10.81 percent students possess low level in their access and utilization of online resources during Covid-19. This reveals that major part of the students have average level of access and utilization of online resources during Covid-19.

The following figure shows the graphical representation of different levels of access and utilization of online resources during Covid-19 among tribal students of Nilambur.



*Figure 2.* Pie diagram of levels of access and utilization of online resources during Covid-19 among tribal students of Nilambur

#### **Level of Access and Utilization of Online Resources during Covid-19 among Tribal Male Students of Nilambur**

Total sample consists of 42 tribal male students of Nilambur. Access and Utilization of Online Resources during Covid-19 among Tribal Male Students of Nilambur is calculated from students 'questionnaire on access and utilization of online resources during covid-19 among tribal students of nilambur to measure the access and utilization of Information Technology by using classificatory techniques. The sample is divided into three categories high, average and low access and utilization groups. The details are given in Table 4

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Table 4

*Levels of Access and Utilization of Online Resources during Covid-19 among Tribal Male Students of Nilambur (N= 42)*

Sample	Category	Number of Students	Percentage
Male (Mean=38.60 S.D=5.85)	High	8	19.05
	Average	28	66.67
	Low	6	14.29
	Total	42	100

From Table 4 it is clear that out of 42 tribal male students, majority of them (66.67 percent) have average level of access and utilization of online resources during Covid-19. Only 19.05 percent male students possess high level access and utilization and the remaining 14.29 percent male students possess low level in their access and utilization of online resources during Covid-19. This reveals that major part of the male students have average level of access and utilization of online resources during Covid-19.

The following figure shows the graphical representation of different levels of access and utilization of online resources during Covid-19 among tribal male students of Nilambur.



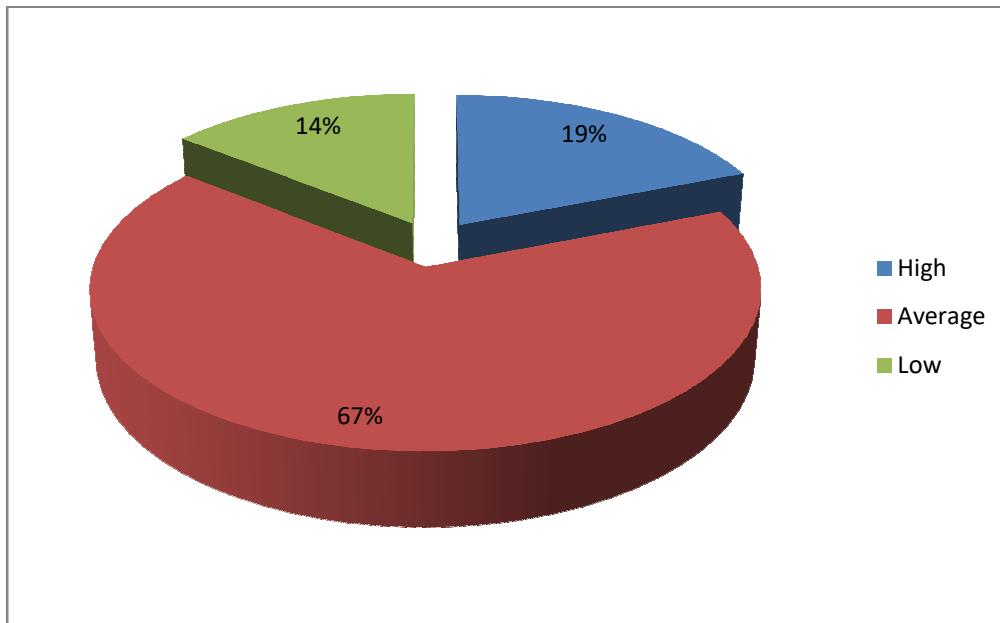


Figure 2. Pie diagram of levels of access and utilization of online resources during Covid-19 among tribal male students of Nilambur

### **Level of Access and Utilization of Online Resources during Covid-19 among Tribal Female Students of Nilambur**

Total sample consists of 42 tribal female students of Nilambur. Access and Utilization of Online Resources during Covid-19 among Tribal Female Students of Nilambur is calculated from students' questionnaire on access and utilization of online resources during covid-19 among tribal students of nilambur to measure the access and utilization of Information Technology by using classificatory techniques. The sample is divided into three categories high, average and low access and utilization groups. The details are given in Table 5.

Table 5

*Levels of Access and Utilization of Online Resources during Covid-19 among Tribal Female Students of Nilambur (N= 42)*

Sample	Category	Number of Students	Percentage
Female (Mean=39.16 S.D=5.09)	High	8	25.00
	Average	20	62.50
	Low	4	12.50
	Total	32	100

From Table 5 it is clear that out of 32 female tribal students, majority of them (62.50 percent) have average level of access and utilization of online resources during Covid-19. Only 25 percent female students possess high level access and utilization and the remaining 12.50 percent female students possess low level in their access and utilization of online resources during Covid-19. This reveals that major part of the female students have average level of access and utilization of online resources during Covid-19.

The following figure shows the graphical representation of different levels of access and utilization of online resources during Covid-19 among tribal female students of Nilambur.

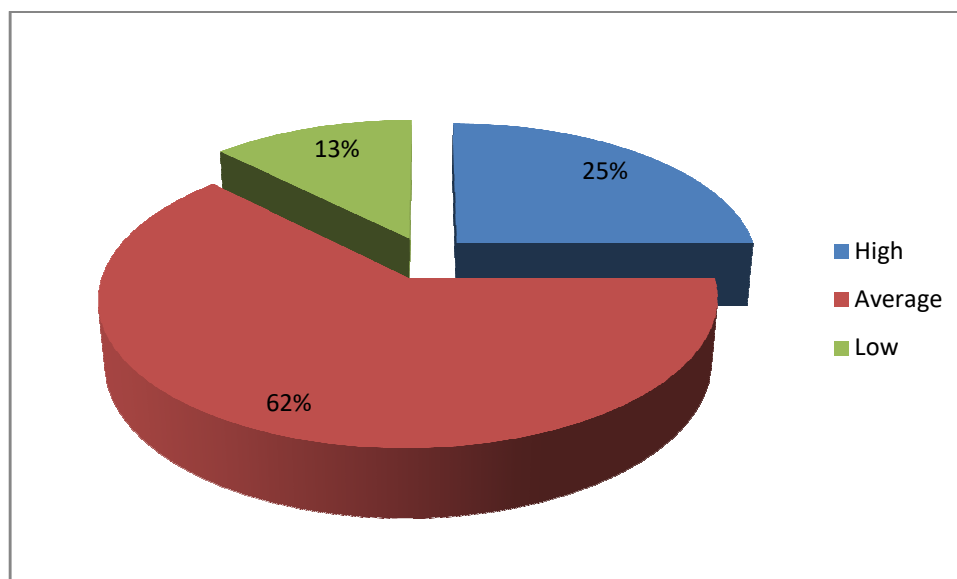


Figure 2. Pie diagram of levels of access and utilization of online resources during Covid-19 among tribal female students of Nilambur

## COMPARISON OF PERCENTAGES

Comparison of percentages of tribal students in different levels of access and utilization of online resources during Covid-19 for the total sample was carried out to study the difference between percentages. The details are given under the following sections.

### Comparison of Percentages of Access and Utilization of Online Resources during Covid-19 based on the Total Sample

To find out whether there exists any significant difference in the levels of access and utilization of online resources during Covid-19 for the total sample, test of significance of difference between percentages of tribal students having high, average and low access and utilization were employed. The total number of students,

percentages of total sample having high, average and low access and utilization and critical ratios were calculated and presented in detail.

**Test of significance of difference between percentages for the total sample having high and low access and utilization of online resources during Covid-19**

To find out if there exists any difference between percentages for the total sample having high and low access and utilization of online resources during Covid-19, test of significance of difference between percentages of students having high and low access and utilization were calculated. The details are presented in Table 6.

Table 6

*Data and Result of Significance of Difference between Percentages of Tribal Students for the Total Sample having High and Low Level of Access and Utilization of Online Resources during Covid-19*

Level of Access and Utilization	N	P	C.R	Level of Significance
High	16	21.62	0.65	Not Significant
Low	8	10.81		

Table 6 reveals that the critical ratio obtained for the variable Access and Utilization of Online Resources during Covid-19 among Tribal students of Nilambur district having high and low access and utilization is 0.65, it is less than the table value 1.96, which is significant at 0.05 levels. This suggests that there is no significant difference between the percentages of tribal students having high and low level of access and utilization of online resources during Covid-19.

**Test of significance of difference between percentages for the total sample having high and average access and utilization of online resources during Covid-19**

To find out if there exists any difference between percentages for the total sample having high and average access and utilization of online resources during Covid-19, test of significance of difference between percentages of students having high and Average access and utilization were calculated. The details are presented in Table 7.

Table 7

*Data and Result of Significance of Difference between Percentages of Tribal Students for the Total Sample having High and Average Level of Access and Utilization of Online Resources during Covid-19*

Level of Access and Utilization	N	P	C.R	Level of Significance
High	16	21.62	3.226	0.01
Average	50	67.57		

Table 7 reveals that the critical ratio obtained for the variable Access and Utilization of Online Resources during Covid-19 among Tribal students of Nilambur district having high and average level access and utilization of online resources during Covid-19 is 3.226, it is greater than the table value 2.58, which is significant at 0.01 levels. This suggests that there exists significant difference between the percentages of tribal students from Nilambur subdistrict having high and average level of access and utilization of online resources during Covid-19.

**Test of significance of difference between percentages for the total sample having average and low level access and utilization of online resources during Covid-19**

To find out if there exists any difference between percentages for the total sample having average and low level access and utilization of online resources during Covid-19, test of significance of difference between percentages of students having Average and Low access and utilization were calculated. The details are presented in Table 8.

Table 8

*Data and Result of Significance of Difference between Percentages of Tribal Students for the Total Sample having Average and Low Level of Access and Utilization of Online Resources during Covid-19*

Level of Access and Utilization	N	P	C.R	Level of Significance
Average	50	67.57	3.039	0.01
Low	8	10.81		

Table 8 reveals that the critical ratio obtained for the variable Access and Utilization of Online Resources during Covid-19 among Tribal students of Nilambur subdistrict having Average and Low level access and utilization of online resources during Covid-19 is 3.039, it is greater than the table value 3.039, which is significant at 0.01 level. This suggests that there exists significant difference between the percentages of tribal students from Nilambur district having Average and Low level of access and utilization of online resources during Covid-19.

### Comparison of Percentages between the Levels of Access and Utilization of Online Resources during Covid-19 among Tribal students of Nilambur district based on the Subsample Gender

To find out if there exist any significant difference in the levels of Access and Utilization of Online Resources during Covid-19 among Tribal students of Nilambur district based on the subsample gender, test of significance of difference between percentages of male and female tribal students having high, average and low access and utilization were employed. The number of students, percentages of the subsamples having high, average and low access/utilization and critical ratios were calculated and presented in detail.

#### Gender Difference

To find out if there exist any significant difference in the levels of Access and Utilization of Online Resources during Covid-19 between male and female Tribal students of Nilambur subdistrict, test of significance of difference between percentages of same level were employed. The details are presented in Table 9.

Table 9

*Data and Result of Significance of Difference between Percentages for the Tribal Male and Female Students having High, Average and Low Level Access/Utilization of Online Resources During Covid-19*

Level of Access and Utilization of Online Resources	Gender				C.R	Level of Significance
	Male		Female			
	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>		
High	8	19.05	8	25.00	0.287	Not Significant
Average	28	66.67	20	62.50	2.846	0.01 level
Low	6	14.29	4	12.50	1.581	Not Significant

From Table 9, it is clear that critical ratio obtained for male and female tribal students having high access and utilization of online resources is 0.287, having low access and utilization of online resources is 1.581, which are less than the table value 1.96, which is significant at 0.05 level and those having average access and utilization of online resources is 2.846 is greater than the table value 2.58, which is significant at 0.01 level. It indicates that there is no significant difference between the percentages of male and female tribal students having high and low access and utilization of online resources. But there exists a significant difference between the percentages of male and female tribal students having an average level of access and utilization of online resources.

This section discusses the data analysis and findings from 19 questionnaires completed by the parents of tribal students in Nilambur area during COVID -19 pandemic situation .The purpose of this study was to identify the access and utilisation of online resources during the COVID-19 pandemic for formal learning among tribal students in Nilambur area.

Questionnaires were given to parents of tribal students in Nilambur area. After signing the consent form indicating their willingness to participate in the study, these parents of tribal students completed the questionnaires. The investigator gave the questionnaire a total of 50 parents of tribal students but majority of data sheets are incomplete among the total sample of parents .The investigator get only 10 completed data sheet the questionnaire contains the questions related to access of online resources for their student's for formal learning during the pandemic situation.

From the completed data the researcher reach the conclusion that from the given

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data most of the parents partially agrees the online learning system because of many reasons ;the most common reason is lack of internet facilities that is range issues .Most of the students use mobile phones for their studies parents agrees that their students spent 3-5 hours per a day for their studies .Even though they face difficulties to help their students because they are illiterate and not know how to solve the mathematical problems ,English language and almost all subjects.

Majority of the parents and students not satisfy online mode of learning when the researcher asks to them whether they enjoy the online mode of learning majority marked very less from the given alternatives They are unanimously said their teachers and school authorities helped them very well and effectively for the online learning .The researcher asked them whether they submit assignments and class works on timely most of the parents responded that not regularly sometimes their students did their school works .Majority of the parents agrees that online learning helpful in this pandemic situation ,even though it has lots of drawbacks and problems .parents said that students and parents suffer mentally when their students not get proper clarifications of their doubts especially in mathematics and languages such as English ,Hindi .

From the given data the researcher reach the conclusion that the tribal students have the opportunity and access to online learning at an extent, and they use the available resources very effectively for their learning. The common difficulty they faced was ignorance of parents about school subjects. Most of the students learn collaboratively with their peers and they are clear their doubts each other.

The researcher conducted interview with social workers from the Nilambur area to know the access and utilisation of online resources for learning among the tribal

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students. Social worker's help the students for their online studies by providing facilities. The Panchayath give mobile phones for a group of students for their learning. The panchayath not able to provide separate mobile for each and every students they can provide only few mobile phones for the tribal .They agree that tribal students watch the online class as group not individually because the lack of accessibility of the tools such as smart mobile phones, television etc.

From the interview of school teachers the researcher reach the conclusion that .The online mode of learning is create psychological problems among learners, they are not fully satisfied the learning .Majority of the learners not do the follow up works timely and properly .Students not understood what the content they learn through the victors channel because online learning not consider individual learners especially the backward students and gifted learners .Majority of the students not follow the mode of online teaching ,few students asks doubts and clarify their doubts and showed interest in studies ,Majority of the learners watch the video class as merely they watch a film or cartoon .

Teachers answered that school provide help for the students for their online learning by giving phones, giving text books and work sheets ,teachers help them to visit their homes and seek their issues and clear their doubts.

The researcher reached the conclusion that the tribal students have the access for resources for their online mode of learning during the pandemic ,social workers, parents and teachers helps the tribal students by providing facilities and giving help and scaffolding whenever they needed.

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# SUMMARY, FINDINGS AND SUGGESTIONS

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- *Study in Retrospect*
  - *Major Findings*
  - *Tenability of Hypotheses*
  - *Conclusion*
  - *Educational Implications*
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## **SUMMARY, FINDINGS AND SUGGESTIONS**

Educational research is expected to provide remedial recommendations for various issues in the field of education. An important purpose of research studies is to arrive at generalization based on interpretation. The analysis of data and interpretations of result done in the preceding chapters are to be discussed in the broader perspective with findings, valid conclusions, and interpretation of the study. This chapter gives an overview of the procedures adopted for the investigation, its conclusion based on findings, educational implications and suggestions for further research.

### **STUDY IN RETROSPECT**

Education is one of the most powerful means for the upliftments of the backward sections of a society. Tribal communities are one of the backward communities in India. The scheduled tribes is one of the socially disadvantaged sections in India who are backward educationally, economically, socially and culturally as compared to the rest of the people. Lack of education is a major factor for the slow development of programme among the tribes. In spite of all the measure done by the central and state government in the field of tribal education. Their condition is still pathetic. The disinterest shown by the tribal folk towards education is fairly evidenced by the alarming rate of dropout of tribal students in any tribal schools in India there are many children in the rolls who are never attending schools. Wastage due to dropout and stagnation is severe in tribal schools. In the present scenario, online learning and teaching is very important due to the impact of covid-19. Online learning is the effective methods in this situation. There are some problems that affecting to the parents and the students due to the present pandemic situation especially in the formal education

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system. Students face the problems like lack of proper availability of IT devices, adaptability, computer literacy, technical issues like mobile range and internet connection etc, and the parents also suffering problems to provide the proper IT infrastructure facilities to their children. The major aim of this study was to be finding out whether these facilities are available among the tribal students. So the study is stated as 'ACCESS AND UTILIZATION OF ONLINE RESOURCES DURING COVID-19; FORMAL LEARNING AMONG TRIBAL STUDENTS OF NILAMBUR'

### **VARIABLE OF THE STUDY**

Present study consists of only one variable that's the Access and utilization of online resources.

### **OBJECTIVES OF THE STUDY**

- To examine existing information technology infrastructure among Tribal students of Nilambur.
  - To examine the utilisation of information technology infrastructure among Tribal students of Nilambur for learning process.
  - To identify the major barriers affecting the utilisation of information technology and infrastructure among Tribal students of Nilambur for learning process.
  - To examine how the teachers' parents and society support for access and utilisation of information technology infrastructure among Tribal students of Nilambur.
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## **HYPOTHESES OF THE STUDY**

- There will be favourite level of access and utilisation of online resources among the tribal students total sample and based on subsample gender.
- There exists significance difference in the levels of online resources between male and female tribal students.
- It is hypothesized that the teachers and families are supported to use online infrastructure facilities for tribal students.

## **METHODOLOGY**

The following method, tools, statistical technique, and sample was used in this study.

### **Method**

Descriptive Survey Method was used for the present study.

### **Sample**

The sample for the present study was consisting 74 secondary school tribal students, 11 parents of the tribal students, 10 teachers those who teach tribal students and 5 social workers from Nilambur area of Malappuram district in Kerala.

### **Data Collection Procedure**

After deciding on the sample for present study, the researcher contacted the principals of the model tribal school Nilambur and requested permission through a permission letter to administer the test and to collect data. Owing to the outbreak of the Covid pandemic, the investigator opted to collect data through online mode using the

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platform of Google form .The same is send to students by collecting their Watsapp number and explained what they ought to do through audio messaging in regards to completing and submitting the Google Form. And the second tool the interview was conducted through phone before that the researcher seeks permission from the parents, teachers and social workers .The interview is recorded and analyse the recorded interview and reached the conclusion.

### **Tools used for the Study**

The following tools used for the present study

- Questionnaire for tribal students to find out the access and utilization of online resources during COVID-19 pandemic for formal learning among tribal students. (Dr. Aseel Abdul Wahid and Sandhya Chandran). It was four point scale questionnaire. The tool consists of 24 questions.
- Interview schedule for parents teachers and social workers to find out the access and utilization of online resources during COVID-19 pandemic for formal learning among tribal students (Dr.Aseel Abdul Wahid and Sandhya Chandran).

### **Statistical Technique used for the Study**

#### **Primary Analysis**

The important statistical constants such as mean, median, mode, and Percentage analysis was used for the present study.

#### **Percentage Analysis**

Percentage analysis is one of the basic statistical tools which is widely used in analysis and interpretation of primary data. It deals with the number of respondents

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response to a particular question is percentage arrived from the total population selected for the study.

## **MAJOR FINDINGS**

A brief description of the major findings of the present study is summarized below

- From the study it is clear that from the selected sample majority of tribal students have average level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning. From the selected sample only 21.62% tribal students possess high level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning. From the selected sample only 10.81% tribal students possess low level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning.
  - The study reveals that majority of the tribal students have average level of access and utilisation of online resources during COVID-19 pandemic situation for their formal learning.
  - The study reveals that from the selected subsample male tribal students majority of male students (66.67 %) have average level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning .From the selected sub sample male tribal students only 19.05% possess high level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning. From the selected sub sample male tribal students only 14.29% possess low level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning.
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- The study reveals that majority of the male tribal students have average level of access and utilisation of online resources during COVID-19 pandemic situation for their formal learning.
  - The study reveals that from the selected sub sample female tribal students' majority of female tribal students (62.50%) have average level of access and utilisation of online resources during COVID-19 pandemic situation for their formal learning. From the selected sub sample female tribal students 25% possess high level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning. From the selected sub sample female tribal students only 12.50% students have low level access and utilisation of online resources during the COVID-19 pandemic for their formal learning experience.
  - The study found that among the female tribal students have average level of access and utilisation of online resources during the COVID-19 pandemic for their formal learning experience. The study reveals that there is no significant difference between percentage of tribal students having high and average access and utilisation of online resources for formal learning during COVID-19.
  - The study reveals that there is significant difference between percentage of tribal students having average and low access and utilisation of online resources for formal learning during COVID-19.
  - The study reveals that there is no significant difference between the percentages of male and female tribal students having high and low access and utilization of online resources. But there exists a significant difference between the percentages of male and female tribal students having an average level of access and utilization of online resources.
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- From the interview of parents the researcher reached the conclusion that majority of the parents of tribal students were not fully satisfied with the online mode of learning. Even though they provided facilities and opportunities for their students for their formal learning during COVID-19. Parents faced many problems financially, mentally and emotionally because they are worried about the future of their students.
- From the interview of social workers the researcher found that they provide opportunity to access and utilisation of online resources during COVID-19 for the formal learning of tribal students by giving smart mobile phones .They also agree that tribal students face many emotional problems especially anxieties, worries about their studies.
- From the interview of teachers the researcher found that teachers help the students by providing opportunity to access and utilization of online resources for formal learning .And also teachers provide separate WhatsApp groups for each class and each subjects to clarify doubts. Teachers points out that only few students interestingly take part learning activities especially the follow up activities.

## **TENEBILITY OF THE HYPOTHESES**

- The first hypotheses state that there exist the infrastructure facilities among tribal students of Nilambur. From the result of the study the researcher find that (62.50%) the tribal students have average level of access of online resources that means they have facilities for online learning .Hence here the first hypothesis is substantiated.
  - The second hypotheses is stated that the tribal students may be using the infrastructure facilities for learning process from the study revealed that the average tribal students use infrastructure facilities for their online learning process. The
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researcher find it from the interview of parents, teachers and social workers. Hence the second hypothesis is fully substantiated.

- Third hypotheses state that the family and teachers helping them to use infrastructure facilities. The researcher found that from the interview of teachers and social workers they provided opportunities for the use of online resources for their learning such as mobile phones, there for the third hypotheses is satisfied.

## **CONCLUSION**

From the result of the study the researcher find that the tribal students have average level of access of online resources that means they have facilities for online learning from the study revealed that the average tribal students use infrastructure facilities for their online learning process. The study reveals that they face barriers such as lack of communication facilities lack of range, not have enough mobile phones for each student. The students share with their friends. Most of the students have face difficulties in understanding what they do as follow up. Majority of not able to follow the video classes. The researcher found that from the interview of teachers and social workers they provided opportunities for the use of online resources for their learning such as mobile phones, The researcher reach the conclusion that tribal students Have the access of infrastructure facilities for their online learning though they face some difficulties lack of adequate mobile phones, T.V, broad band system, Range problems, etc.

## **EDUCATIONAL IMPLICATIONS**

Major aim of this study was to find out the access and utilisation of online resources among tribal students of Nilambur. From the study it is clear that from the

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selected sample majority of tribal students have average level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning. Majority of the tribal students have average level of access and utilisation of online resources during COVID-19 pandemic situation for their formal learning, this is because of they will have more ways to get online resources such as TV, mobile phones. Parents and their community may have helped them to get these resources.

The study reveals that from the selected subsample majority of male and female students have average level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning. This is because only these students get the facility of online resources for attending the class. Most of them face financial problems during this pandemic situation.

There exists a significant difference between the percentages of male and female tribal students having an average level of access and utilization of online resources. Because the students have minimum use of online resources. They are facing some barriers such as range issues; some students may not have enough mobile phones and other devices. Most of the students share the devices with their friends. Majority of students face difficulty in understanding what they follow up. The students are not ready to accept online method of learning they are interested in face to face learning method.

From the selected sub sample male tribal students only 14.29% possess low level of access and utilization of online resources during COVID-19 pandemic situation for their formal learning. This is because of the unavailability of resources in remote area these students are living inside the forest area so the facility not available there and

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some of them are not interested in learning. The the availability of online resources is also more prevalent for females than that of male students and the interest in learning is the main reason.

There will be favourite level of access and utilisation of online resources among the tribal students total sample and based on subsample gender. This is because of their parents, teachers, and their community have been able to provide them with the facilities they needed.

They face financial difficulties because their parents do not have high wages for their job. During the pandemic most of the parents lost their job. And the daily workers not have enough jobs, because of lock down situation the small industrial sectors and shops are closed.

The main reason is the lack of education among their parents, most of the students parents have basic education only elementary education. Our governments provide lots of policies and schemes for the education of tribal people, even though they have not aware about the value of education.

The result of study has various implications in educational field which may help in the field of education. The study reveals that majority of tribal students have average level of access and utilization of online resources during the COVID-19 pandemic because of lack of enough mobile phones, lack of television, lack of range issues, .The study also reveals that majority of the tribal students faced difficulties to follow the instructions by the online teacher especially in English and mathematics classes. Because of illiteracy of their parents especially mothers. The study is unique one which helps the programme planners, curriculum planners, educationalist, parents

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and social workers for planning and implementing new educational policies and methods .The following are the major educational implications of the present study.

- The result of the study help the authorities to provide infrastructure for students those who have not the digital tools
- The study helps the teachers to provide quality education and remedial classes.
- The result of the study helps governments and educators to apply another alternative for attending class for this pandemic time among tribal students.
- The result of the study helps to provide counselling for parents and students those who face emotional stress and strain during learning process.

## **SUGGESTIONS FOR FURTHER STUDIES**

Every Educational Research has its own limitations and shortcomings .The present research has no expectations as it focus on only a small area not a wide range. So for the continuation of the present study the researcher put forward the following suggestions.

- The study can be repeated using a sample in other educational levels viz: college level, and also professional course on state wide or any district wise sample.
  - The study can also be done on graduate and Post graduate students on different universities.
  - Can be conducted a study on health problems faced by student's during online learning process.
  - Can be conducted a study on socio emotional problems among teachers during online teaching and learning.
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- Can be conducted a study on the problems faced by single teacher school teachers during online teaching.
  - Can be conducted a study on the socio emotional issues faced by learners during online learning.
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# **APPENDICES**

ഫാറൂഖ് ട്രെയിനിങ് കോളേജ്

"കോവിഡ് കാലഘട്ടത്തിൽ നിലമ്പൂരിലെ ട്രെയിനിങ് കുട്ടികൾക്കിടയിൽ ഉള്ള ഓൺലൈൻ ക്ലാസ്സുകളുടെ ഉപയോഗവും ലഭ്യതയും" (വിദ്യാർത്ഥികൾക്കുള്ള ചോദ്യാവലി - ഡ്രാഫ്റ്റ്)

ഡോ. അസീൽ അബ്ദുൽ വാഹിദ്  
അസിസ്റ്റന്റ് പ്രൊഫസർ  
ഫാറൂഖ് ട്രെയിനിങ് കോളേജ്

സന്ധ്യ ചന്ദ്രൻ  
എം.എഡ് വിദ്യാർത്ഥി  
ഫാറൂഖ് ട്രെയിനിങ് കോളേജ്

Instructions:

I am Sandhya Chandran M.Ed. student of Farook Training College. The purpose of the survey is to collect the data regarding access and utilization of online resources during Covid-19 among tribal students at Nilambur. I assure you that this information provided by you will be used only for my research work

വിദ്യാർത്ഥിയുടെ പേര്:

രക്ഷകർത്താവിന്റെ പേര്:

ആൺ  പെൺ

ഇപ്പോൾ പഠിക്കുന്ന ക്ലാസ്സ്: 8  9  10

സ്കൂളിന്റെ പേര്:

സ്ഥലം:

1. ഓൺലൈൻ ക്ലാസ്സിനോട് നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കുന്നു?

- നല്ലത്.
- മോശം.
- കുറച്ചു പിന്തുടരാൻ പറ്റുന്നു.
- വളരെ മോശം.



2. ഓൺലൈൻ പഠനത്തിനായി ഏതു തരം ഉപകരണം ആണ് നിങ്ങൾ ഉപയോഗിക്കുന്നത്?

- ടി.വി.
- ലാപ്ടോപ്പ്.
- ടാബ്ലറ്റ്.
- സ്മാർട്ട്ഫോൺ.

3. ഓൺലൈൻ ക്ലാസ്സിൽ പഠിക്കുവാനുള്ള ഉപകരണം സ്വന്തമായി ഉണ്ടോ?

- ഉണ്ട്.
- ഉണ്ട് പക്ഷെ നന്നായി പ്രവർത്തിക്കുന്നില്ല.
- മറ്റുള്ളവരുമായി പങ്കിടുന്നു.
- ഇല്ല.

4. ഒരു ദിവസം ശരാശരി എത്ര സമയം നിങ്ങൾ ഓൺലൈൻ ക്ലാസ്സിൽ ചിലവഴിക്കും?

- 1-3 hrs.
- 3-5 hrs.
- 5-7 hrs.
- 7-10 hrs.

5. ഈ പഠനം അനുയോജ്യമായി തോന്നുന്നുണ്ടോ?

- യോജിക്കുന്നു.
- കുറച്ച്.
- ഭാഗികമായി.
- നന്നായി യോജിക്കുന്നു.

6. ഓൺലൈൻ പഠനം നിങ്ങൾ ആസ്വദിക്കുന്നുണ്ടോ?

ഉണ്ട്.

ഇല്ല.

നന്നായി.

കുറച്ച്.

7. നിങ്ങളുടെ സ്കൂൾ ഈ പഠനത്തിന് എത്ര മാത്രം സഹായിക്കുന്നു?

വളരെ നന്നായി.

നന്നായി.

കുറച്ച്.

തീരെ ഇല്ല.

8. നിങ്ങളുടെ ടീച്ചർസ് ഈ പഠനത്തിനു എത്രത്തോളം സഹായിക്കുന്നു?

വളരെ നന്നായി.

നന്നായി.

കുറച്ച്.

തീരെ ഇല്ല.

9. എനിക്ക് ഓൺലൈൻ കോഴ്സ് ഉള്ളടക്കം ആക്സസ് ചെയ്യാൻ കഴിഞ്ഞില്ല.

എപ്പോഴും

പലപ്പോഴും

ചിലപ്പോൾ

ഒരിക്കലും

10. വിക്ടേഴ്സ് ചാനലിലെ ക്ലാസുകൾ നിങ്ങൾ കാണാറുണ്ടോ?

ഉണ്ട്.

ചിലപ്പോൾ.

എല്ലായ്പ്പോഴും.

തീരെയില്ല.

11. വിക്ടേഴ്സ് ചാനലിൽ നിന്ന് തരുന്ന അസെൻമെന്റ് ചെയ്യാറുണ്ടോ?

ഉണ്ട്.

ചിലപ്പോൾ.

ഇല്ല.

തീരെയില്ല.

12. ഓൺലൈൻ പഠനത്തിന് നിങ്ങളുടെ മാതാപിതാക്കൾ സഹായിക്കാറുണ്ടോ?

ഉണ്ട്.

ചിലപ്പോൾ.

ഇല്ല.

തീരെയില്ല.

13. ഓൺലൈൻ പഠനത്തിന് വേണ്ട നിർദ്ദേശങ്ങൾ തരാൻ മാതാപിതാക്കൾക്ക് സാധിക്കാറുണ്ടോ?

ഉണ്ട്.

ചിലപ്പോൾ.

ഇല്ല.

തീരെയില്ല.

14. വിദൂരമായി പഠിക്കുന്നത് എനിക്ക് സ്വയം ബുദ്ധിമുട്ടാണ്.

എപ്പോഴും

പലപ്പോഴും

ചിലപ്പോൾ

ഒരിക്കലും

15. ഓൺലൈൻ പഠനത്തിനുള്ള ഉപകരണം സ്കൂളിൽ നിന്ന് സ്വന്തമായി നൽകിയിട്ടുണ്ടോ?

- ഉണ്ട്.
- ഇല്ല.
- പൊതുവായി നൽകിയിട്ടുണ്ട്
- സ്മാപനങ്ങളിൽ നിന്ന് കിട്ടിയിട്ടുണ്ട്.

16. ഉണ്ടെങ്കിൽ ഏതു തരം ഉപകരണം ആണ് നൽകിയിട്ടുള്ളത്?

- ടി.വി.
- ലാപ്ടോപ്പ്.
- ടാബ്ലറ്റ്.
- മൊബൈൽ.

17. ഓൺലൈൻ പഠനത്തിൽ നേരിടുന്ന സംശയങ്ങൾ നിങ്ങൾ എങ്ങനെ പരിഹരിക്കും?

- സുഹൃത്തുക്കളുമായി സംസാരിക്കും.
- ടീച്ചേഴ്സുമായി ചർച്ച ചെയ്യും.
- ഇന്റർനെറ്റ് സഹായത്തോടെ.
- ടിവിയുടെ സഹായത്താൽ

18. നെറ്റ് വർക്ക് പ്രോബ്ലം കാരണം ഓൺലൈൻ ക്ലാസ്സിൽ പങ്കെടുക്കാൻ കഴിയാതെ വരാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- ഇല്ല.
- മിക്കവാറും.

19. ഞാൻ കോഴ്സ് അസൈൻമെന്റുകൾ സമയബന്ധിതമായി പൂർത്തിയാക്കുന്നു.

- എപ്പോഴും
- പലപ്പോഴും
- ചിലപ്പോൾ
- ഒരിക്കലും

20. കാലാവസ്ഥ വ്യതിയാനം മൂലം കറണ്ട് പോകുന്നതിനാൽ ക്ലാസ്സ് നഷ്ടപ്പെടാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- ഇല്ല.

21. ഓൺലൈൻ ക്ലാസ്സ് സാധാരണ ക്ലാസ്സ് പോലെ ആസ്വാദ്യകരമാക്കാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- ഇല്ല.

22. ക്ലാസുകൾ മിസ്സാകുമ്പോൾ മാനസിക സമ്മർദ്ദം നേരിടാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- തീരെയില്ല.

23. ഓൺലൈൻ ക്ലാസ്സിൽ നിങ്ങൾ നേരിടുന്ന പ്രശ്നങ്ങൾ അധ്യാപകരുമായി പങ്കിടാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- ഇല്ല.

24. ഓൺലൈൻ ക്ലാസ്സിൽ നിങ്ങൾ നേരിടുന്ന പ്രശ്നങ്ങൾ എന്തൊക്കെ?

- നെറ്റ് വർക്ക് പ്രശ്നം.
- പഠന ഉപകരണം സ്വന്തമായില്ല.
- ക്ലാസ്സ് പിന്തുടരാൻ കഴിയുന്നില്ല.
- മറ്റുള്ളവ.

25. ഓൺലൈൻ ക്ലാസ്സ് കണക്ക് സയൻസ് എന്നീ വിഷയങ്ങളുടെ സംശയം

പൂർണ്ണമായി മാറ്റാൻ കഴിയാതെ വരുന്നുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- തീരെയില്ല.

26. ഓൺലൈൻ ക്ലാസുകൾക്കു വേണ്ട ഉപകരണങ്ങൾ നൽകാൻ മറ്റു

സംഘടനകൾ സഹായിച്ചിട്ടുണ്ടോ?

- ഉണ്ട്.
- ഇല്ല.

27. സാങ്കേതികവിദ്യയോ ആപ്ലിക്കേഷനുകളോ അനുഭവിക്കുന്ന ബുദ്ധിമുട്ട്.

- എപ്പോഴും
- പലപ്പോഴും
- ചിലപ്പോൾ

ഒരിക്കലും

28. ഉണ്ടെങ്കിൽ ഏതു സംഘടന/സ്ഥാപനങ്ങൾ?

ക്ലബ്ബ്.

പഞ്ചായത്ത്.

വ്യക്തികൾ.

ട്രൈബൽ ഓഫീസ്.

FAROOK TRAINING COLLEGE

Questionnaire for Tribal Students to Find Out the Access and Utilization of Online Resources during COVID-19 among Tribal Students (Draft Copy)

**Dr. Aseel Abdul Wahab**  
Assistant Professor  
Farook Training College

**Sandhya Chandran**  
M.Ed student  
Farook Training College

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**Instructions:**

I am Sandhya Chandran M.Ed. student of Farook Training College. The purpose of the survey is to collect the data regarding access and utilization of online resources during Covid-19 among tribal students at Nilambur. I assure you that this information provided by you will be used only for my research work.

---

Name of Student:

Name of Parent:

Male  Female

Class in which studying      8       9       10

Name of School:

Place:

1. How do you respond to an online class?

- Good
- Average
- Follow a little
- Too bad

2. What kind of tool do you use to for online learning?

- TV
- Laptop



Tablet

Smart phone

3. Do you have your own online learning tool?

Yes

Not working properly

Share with others

No

4. How much time do you spend in online class per day?

1-3 hrs

3-5 hrs

5-7 hrs

7-10 hrs.

5. Do you think this study is suitable for you?

Yes

Partially

A little

Strongly agree

6. Do you enjoy studying online?

Yes

No

Very well

Partially

7. How much your school contribute to this learning?

Yes

No

Very well

Partially

8. How much your teachers help with this study

Yes

No

Very well

Partially

9) I have not been able to access online course content.

Always

Often

Sometimes

Never

10. Do you watch classes on the victors channel?

Yes

Sometimes

Not at all

Absolutely not

11. Do you do the assignment from the victors channel?

Yes

Sometimes

Not at all

Absolutely not

12. Do Your parents can help you to learn online?

- Yes
- Sometimes
- Not at all
- Absolutely not

13. Is your parents able to give you suggestions to study online?

- Yes
- Sometimes
- Not at all
- Absolutely not

14. Experiencing difficulty with technology or applications.

- Always
- Often
- Sometimes
- Never

15. Whether the online learning tool is provided by the school itself?

- Yes
- No
- Given in general
- From institutions

16. If so what kind of equipment is provided?

- TV
- Laptop
- Tablet

Mobile

17. How to solve the doubts you face in studying online?

Talk with friends

Discuss with teachers

With the help of TV

With help of Internet

18. Do you unable to attend online classes due to network problem?

Always

Often

Sometimes

Never

19. Having to learning remotely is difficult to myself.

Always

Often

Sometimes

Never

20. Do you have any difficulty to run out of electricity due to climate change.

Always

Often

Sometimes

Never

21. Does the online class have to be as enjoyable as the regular class?

Always

Often

Sometimes

Never

22. Do you feel stress while attending the online class?

Always

Often

Sometimes

Never

23. Do you ever share your problems to teachers while attending the online class?

Always

Often

Sometimes

Never

24. What are the problems faced during the online class?

Network problem

Device does not own

Class cannot follow

Others

25. Can you clarify your doubts especially mathematics and science subject in online mode?

Always

Often

Sometimes

Never

26. Do any organisation or charity trust helped you to buy the needy things for your class.

Yes

No

27. If yes, which organization or institutions?

Club

Panchayat

Individuals

Tribal office

28. I completing course assignments in a timely manner.

Always

Often

Sometimes

Never

### ഫാറൂഖ് ട്രെയിനിങ് കോളേജ്

**"കോവിഡ് കാലഘട്ടത്തിൽ നിലമ്പൂരിലെ ട്രെയിനിങ് കുട്ടികൾക്കിടയിൽ ഉള്ള ഓൺലൈൻ ക്ലാസ്സുകളുടെ ഉപയോഗവും ലഭ്യതയും" (വിദ്യാർത്ഥികൾക്കുള്ള ചോദ്യാവലി)**

ഡോ. അസീൽ അബ്ദുൽ വാഹിദ്.  
അസിസ്റ്റന്റ് പ്രൊഫസർ  
ഫാറൂഖ് ട്രെയിനിങ് കോളേജ്

സന്ധ്യ ചന്ദ്രൻ  
എം.എഡ് വിദ്യാർത്ഥി  
ഫാറൂഖ് ട്രെയിനിങ് കോളേജ്

**Instructions:**

I am Sandhya Chandran M.Ed. student of Farook Training College. The purpose of the survey is to collect the data regarding access and utilization of online resources during Covid-19 among tribal students at Nilambur. I assure you that this information provided by you will be used only for my research work

വിദ്യാർത്ഥിയുടെ പേര്:

രക്ഷകർത്താവിന്റെ പേര്:

ആൺ  പെൺ

ഇപ്പോൾ പഠിക്കുന്ന ക്ലാസ്സ്: 8  9  10

സ്കൂളിന്റെ പേര്:

സ്ഥലം:

1. ഓൺലൈൻ ക്ലാസ്സിനോട് നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കുന്നു?

- നല്ലത്.
- മോശം.
- കുറച്ചു പിന്തുടരാൻ പറ്റുന്നു.
- വളരെ മോശം.

2. ഓൺലൈൻ പഠനത്തിനായി ഏതു തരം ഉപകരണം ആണ് നിങ്ങൾ ഉപയോഗിക്കുന്നത്?

- ടി.വി.
- ലാപ്ടോപ്പ്.
- ടാബ്ലറ്റ്.
- സ്മാർട്ട്ഫോൺ.

3. ഓൺലൈൻ ക്ലാസ്സിൽ പഠിക്കുവാനുള്ള ഉപകരണം സ്വന്തമായി ഉണ്ടോ?

- ഉണ്ട്.
- ഉണ്ട് പക്ഷെ നന്നായി പ്രവർത്തിക്കുന്നില്ല.
- മറ്റുള്ളവരുമായി പങ്കിടുന്നു.
- ഇല്ല.

4. ഒരു ദിവസം ശരാശരി എത്ര സമയം നിങ്ങൾ ഓൺലൈൻ ക്ലാസ്സിൽ ചിലവഴിക്കും?

- 1-3 hrs.
- 3-5 hrs.
- 5-7 hrs.
- 7-10 hrs.

5. ഈ പഠനം അനുയോജ്യമായി തോന്നുന്നുണ്ടോ?

- യോജിക്കുന്നു.
- കുറച്ച്.
- ഭാഗികമായി.
- നന്നായി യോജിക്കുന്നു.

6. ഓൺലൈൻ പഠനം നിങ്ങൾ ആസ്വദിക്കുന്നുണ്ടോ?



ഉണ്ട്.

ഇല്ല.

നന്നായി.

കുറച്ച്.

7. നിങ്ങളുടെ സ്കൂൾ ഈ പഠനത്തിന് എത്ര മാത്രം സഹായിക്കുന്നു?

വളരെ നന്നായി.

നന്നായി.

കുറച്ച്.

തീരെ ഇല്ല.

8. നിങ്ങളുടെ ടീച്ചർസ് ഈ പഠനത്തിനു എത്രത്തോളം സഹായിക്കുന്നു?

വളരെ നന്നായി.

നന്നായി.

കുറച്ച്.

തീരെ ഇല്ല.

9. വിക്ടേഴ്സ് ചാനലിലെ ക്ലാസുകൾ നിങ്ങൾ കാണാറുണ്ടോ?

ഉണ്ട്.

ചിലപ്പോൾ.

എല്ലായ്പ്പോഴും.

തീരെയില്ല.

10. വിക്ടേഴ്സ് ചാനലിൽ നിന്ന് തരുന്ന അസൈൻമെന്റ് ചെയ്യാറുണ്ടോ?

ഉണ്ട്.

ചിലപ്പോൾ.

ഇല്ല.

തീരെയില്ല.

11. ഓൺലൈൻ പഠനത്തിന് നിങ്ങളുടെ മാതാപിതാക്കൾ സഹായിക്കുന്നുണ്ടോ?

ഉണ്ട്.

ചിലപ്പോൾ.

ഇല്ല.

തീരെയില്ല.

12. ഓൺലൈൻ പഠനത്തിന് വേണ്ട നിർദ്ദേശങ്ങൾ തരാൻ മാതാപിതാക്കൾക്ക് സാധിക്കുന്നുണ്ടോ?

ഉണ്ട്.

ചിലപ്പോൾ.

ഇല്ല.

തീരെയില്ല.

13. ഓൺലൈൻ പഠനത്തിനുള്ള ഉപകരണം സ്കൂളിൽ നിന്ന് സ്വന്തമായി നൽകിയിട്ടുണ്ടോ?

ഉണ്ട്.

ഇല്ല.

പൊതുവായി നൽകിയിട്ടുണ്ട്

സ്ഥാപനങ്ങളിൽ നിന്ന് കിട്ടിയിട്ടുണ്ട്.

14. ഉണ്ടെങ്കിൽ ഏതു തരം ഉപകരണം ആണ് നൽകിയിട്ടുള്ളത്?

ടി.വി.

ലാപ്ടോപ്പ്.

ടാബ്ലറ്റ്.

മൊബൈൽ.

15. ഓൺലൈൻ പഠനത്തിൽ നേരിടുന്ന സംശയങ്ങൾ നിങ്ങൾ എങ്ങനെ പരിഹരിക്കും?

- സുഹൃത്തുക്കളുമായി സംസാരിക്കും.
- ടീച്ചേഴ്സുമായി ചർച്ച ചെയ്യും.
- ഇന്റർനെറ്റ് സഹായത്തോടെ.
- ടിവിയുടെ സഹായത്താൽ

16. നെറ്റ് വർക്ക് പ്രോബ്ലം കാരണം ഓൺലൈൻ ക്ലാസ്സിൽ പങ്കെടുക്കാൻ കഴിയാതെ വരാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- ഇല്ല.
- മിക്കവാറും.

17. കാലാവസ്ഥ വ്യതിയാനം മൂലം കറണ്ട് പോകുന്നതിനാൽ ക്ലാസ്സ് നഷ്ടപ്പെടാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- ഇല്ല.

18. ഓൺലൈൻ ക്ലാസ്സ് സാധാരണ ക്ലാസ്സ് പോലെ ആസ്വാദ്യകരമാക്കാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- ഇല്ല.

19. ക്ലാസുകൾ മിസ്സാകുമ്പോൾ മാനസിക സമ്മർദ്ദം നേരിടാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- തീരെയില്ല.

20. ഓൺലൈൻ ക്ലാസ്സിൽ നിങ്ങൾ നേരിടുന്ന പ്രശ്നങ്ങൾ അധ്യാപകരുമായി പങ്കിടാറുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- ഇല്ല.

21. ഓൺലൈൻ ക്ലാസ്സിൽ നിങ്ങൾ നേരിടുന്ന പ്രശ്നങ്ങൾ എന്തൊക്കെ?

- നെറ്റ് വർക്ക് പ്രശ്നം.
- പഠന ഉപകരണം സ്വന്തമായില്ല.
- ക്ലാസ്സ് പിന്തുടരാൻ കഴിയുന്നില്ല.
- മറ്റുള്ളവ.

22. ഓൺലൈൻ ക്ലാസ്സ് കണക്ക് സയൻസ് എന്നീ വിഷയങ്ങളുടെ സംശയം പൂർണ്ണമായി മാറ്റാൻ കഴിയാതെ വരുന്നുണ്ടോ?

- ഉണ്ട്.
- ചിലപ്പോൾ.
- എല്ലായ്പ്പോഴും.
- തീരെയില്ല.

23. ഓൺലൈൻ ക്ലാസുകൾക്കു വേണ്ട ഉപകരണങ്ങൾ നൽകാൻ മറ്റു സൗലഭ്യങ്ങൾ സഹായിച്ചിട്ടുണ്ടോ?

ഉണ്ട്.

ഇല്ല.

24. ഉണ്ടെങ്കിൽ ഏതു സൗലഭ്യം/സ്ഥാപനങ്ങൾ?

ക്ലബ്ബ്.

പഞ്ചായത്ത്.

വ്യക്തികൾ.

ട്രൈബൽ ഓഫീസ്.

FAROOK TRAINING COLLEGE

Questionnaire for Tribal Students to Find Out the Access and Utilization of  
Online Resources during COVID-19 among Tribal Students

**Dr. Aseel Abdul Wahab**  
Assistant Professor  
Farook Training College

**Sandhya Chandran**  
M.Ed student  
Farook Training College

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**Instructions:**

I am Sandhya Chandran M.Ed. student of Farook Training College. The purpose of the survey is to collect the data regarding access and utilization of online resources during Covid-19 among tribal students at Nilambur. I assure you that this information provided by you will be used only for my research work

---

Name of Student:

Name of Parent:

Male  Female

Class in which studying      8       9       10

Name of School:

Place:

1. How do you respond to an online class?

Good

Average

Follow a little

Too bad

2. What kind of tool do you use to for online learning?

TV

Laptop

Tablet

Smart phone

3. Do you have your own online learning tool?

Yes

Not working properly

Share with others

No

4. How much time do you spend in online class per day?

1-3 hrs

3-5 hrs

5-7 hrs

7-10 hrs.

5. Do you think this study is suitable for you?

Yes

Partially

A little

Strongly agree

6. Do you enjoy studying online?

Yes

No

Very well

Partially

7. How much your school contribute to this learning?

Yes

No

Very well

Partially

8. How much your teachers help with this study

Yes

No

Very well

Partially

9. Do you watch classes on the victors channel?

Yes

Sometimes

Not at all

Absolutely not

10. Do you do the assignment from the victor's channel?

Yes

Sometimes

Not at all

Absolutely not

11. Do Your parents can help you to learn online?

Yes

Sometimes

Not at all

Absolutely not



12. Is your parents able to give you suggestions to study online?

- Yes
- Sometimes
- Not at all
- Absolutely not

13. Whether the online learning tool is provided by the school itself?

- Yes
- No
- Given in general
- From institutions

14. If so what kind of equipment is provided?

- TV
- Laptop
- Tablet
- Mobile

15. How to solve the doubts you face in studying online?

- Talk with friends
- Discuss with teachers
- With the help of TV
- With help of Internet

16. Do you unable to attend online classes due to network problem?

- Always
- Often
- Sometimes

Never

17. Do you have any difficulty to run out of electricity due to climate change.

Always

Often

Sometimes

Never

18. Does the online class have to be as enjoyable as the regular class?

Always

Often

Sometimes

Never

19. Do you feel stress while attending the online class?

Always

Often

Sometimes

Never

20. Do ever share you problems to teachers while attending the online class?

Always

Often

Sometimes

Never

21. What are the problems faced during the online class?

Network problem

Device does not own

Class cannot follow

Others

22. Can you clarify your doubts especially mathematics and science subject in online mode?

Always

Often

Sometimes

Never

23. Do any organisation or charity trust helped you to buy the needy things for your class.

Yes

No

24. If yes, which organization or institutions?

Club

Panchayat

Individuals

Tribal office

### ഫാറൂഖ് ട്രെയിനിങ് കോളേജ്

രക്ഷിതാക്കൾക്കും, അധ്യാപകർക്കും, സാമൂഹിക പ്രവർത്തകർക്കുമുള്ള ഇന്റർവ്യൂ ഷെഡ്യൂൾ

ഡോ. അസീൽ അബ്ദുൽ വാഹിദ്  
അസിസ്റ്റന്റ് പ്രൊഫസർ  
ഫാറൂഖ് ട്രെയിനിങ് കോളേജ്

സന്ധ്യ ചന്ദ്രൻ  
എം.എഡ് വിദ്യാർത്ഥി  
ഫാറൂഖ് ട്രെയിനിങ് കോളേജ്

**Instructions:**

I am Sandhya Chandran M.Ed. student of Farook Training College. The purpose of the survey is to collect the data regarding access and utilization of online resources during Covid-19 among tribal students at Nilambur. I assure you that this information provided by you will be used only for my research work.

### രക്ഷിതാക്കൾ

രക്ഷകർത്താവിന്റെ പേര്:

കുട്ടിയുടെ പേര്:

സ്കൂളിന്റെ പേര്:

കുട്ടി പഠിക്കുന്ന ക്ലാസ്സ്: 8  9  10

സ്ഥലം :

1. താങ്കളുടെ കുട്ടിയുടെ ഓൺലൈൻ പഠനത്തിൽ താങ്കൾ സംതൃപ്തനാണോ?
2. ഓൺലൈൻ ക്ലാസ്സിനോട് താങ്കൾ എങ്ങനെ പ്രതികരിക്കുന്നു?
3. ഓൺലൈൻ പഠനത്തിന് താങ്കളുടെ കുട്ടിക്ക് സ്വന്തമായി ഉപകരണം

ഉണ്ടോ?

4. താങ്കളുടെ കുട്ടി ഓൺലൈൻ ക്ലാസിനു വേണ്ടി ഏതു ഉപകരണം ആണ് ഉപയോഗിക്കുന്നത്?
5. ഓൺലൈൻ പഠനത്തിൽ താങ്കൾക്കു കുട്ടിയെ സഹായിക്കാൻ കഴിയുന്നുണ്ടോ?
6. ഓൺലൈൻ പഠനം താങ്കളുടെ കുട്ടി ആസ്വദിക്കുന്നുണ്ടോ?
7. വിക്ടേഴ്സ് ചാനലിലെ ക്ലാസുകൾ താങ്കളുടെ കുട്ടിക്ക് കാണാൻ കഴിയുന്നുണ്ടോ?
8. അസൈൻമെന്റ് ചെയ്യാൻ കുട്ടിക്ക് സാധിക്കുന്നുണ്ടോ?
9. ഓൺലൈൻ പഠനത്തിനു വേണ്ട നിർദ്ദേശങ്ങൾ നൽകാൻ താങ്കൾക്ക് കഴിയുന്നുണ്ടോ?
10. ഓൺലൈൻ പഠനത്തിനാവശ്യമായ ഉപകരണം കുട്ടിയുടെ സ്കൂളിൽ നിന്ന് കിട്ടിയിട്ടുണ്ടോ?
11. ഓൺലൈൻ പഠനം താങ്കളുടെ കുട്ടിക്ക് മാനസിക സമ്മർദ്ദം നേരിടുന്നുണ്ടോ?
12. ക്ലാസ്സിൽ പങ്കെടുക്കാൻ സ്വന്തമായി ഉപകരണം ഇല്ലാത്തതിനാൽ കുട്ടി ബുദ്ധിമുട്ട് നേരിടുന്നുണ്ടോ?
13. കൊറോണ ആയതു മുതൽ ഫോൺ റീചാർജ്ജ് ചെയ്യാൻ ബുദ്ധിമുട്ട് അനുഭവിക്കുന്നുണ്ടോ?
14. ഓൺലൈൻ ക്ലാസ്സിൽ കുട്ടി നേരിടുന്ന പ്രശ്നങ്ങൾ അധ്യാപകരോട് പറയാറുണ്ടോ?

15. ക്ലാസുകൾ നഷ്ടപ്പെടുമ്പോൾ കുട്ടി മാനസിക സമ്മർദ്ദം നേരിടുന്നതായി തോന്നാറുണ്ടോ?

16. ഓൺലൈൻ ക്ലാസ്സിൽ താങ്കളുടെ കുട്ടി നേരിടുന്ന പ്രശ്നം എന്താക്കെ?

17. താങ്കളുടെ കുട്ടി ഒരു ദിവസം ശരാശരി എത്ര സമയം ഓൺലൈൻ ക്ലാസിനുവേണ്ടി ചിലവഴിക്കും?

18. ഓൺലൈൻ പഠനത്തിനായി ഉപകരണങ്ങൾ നൽകാൻ മറ്റു സംഘടനകൾ സഹായിച്ചിട്ടുണ്ടോ?

19. ഉണ്ടെങ്കിൽ ഏതു സംഘടന/സ്ഥാപനങ്ങൾ?

## **അധ്യാപകർ**

1. ഓൺലൈൻ ക്ലാസ്സിനോട് കുട്ടികൾ എങ്ങനെ പ്രതികരിക്കുന്നു.

2. ഓൺലൈൻ ക്ലാസ്സ് നായുള്ള ഉപകരണങ്ങൾ അവർക്ക് ലഭ്യമായിട്ടുണ്ടോ

3. കുട്ടികൾ ഏതുതരം ഉപകരണമാണ് കൂടുതലായി ഉപയോഗിക്കുന്നത്

4. ഓൺലൈൻ പഠനത്തിനായുള്ള ഉപകരണം സ്കൂളിൽ നിന്ന് നൽകുവാൻ കഴിഞ്ഞിട്ടുണ്ടോ

5. ഈ പഠനം കുട്ടികൾ ആസ്വദിക്കുന്നുണ്ടോ

6. ക്ലാസുകൾ കണ്ടതിനുശേഷം കുട്ടികൾ സംശയനിവാരണം വരുത്താറുണ്ടോ

7. കുട്ടികൾ ഗ്ലാസ് വർക്കുകൾ കൃത്യമായി ചെയ്യാറുണ്ടോ

8. ഓൺലൈൻ പഠനത്തിൽ കുട്ടികൾ നേരിടുന്ന പ്രശ്നങ്ങൾ എന്താക്കെയാണ്

9. ഓൺലൈൻ പഠനത്തിൽ കുട്ടികൾ മാനസികസമ്മർദ്ദം നേരിടുന്നതായി തോന്നിയിട്ടുണ്ടോ

10. ഓൺലൈൻ ക്ലാസ്സുകൾ സാധാരണ ക്ലാസ്സ് പോലെ കുട്ടികൾ ആസ്വാദ്യകരമാക്കാറുണ്ടോ

11. ഓൺലൈൻ ക്ലാസുകൾ ലഭ്യമാക്കുന്നതിൽ സ്കൂളുകൾ ഏതൊക്കെ രീതിയിൽ ആണ് അവരെ സഹായിക്കുന്നത്.

### സാമൂഹ്യ പ്രവർത്തകർ

1. ഓൺലൈൻ ക്ലാസ്സ് നായുള്ള ഉപകരണങ്ങൾ അവർക്ക് നൽകാൻ സാധിച്ചിട്ടുണ്ടോ

2. കുട്ടികൾക്ക് ഏതുതരം ഉപകരണമാണ് കൂടുതലായി നൽകാൻ കഴിഞ്ഞത്.

3. ഓൺലൈൻ പഠനത്തിനായുള്ള ഉപകരണം ഓരോ കുട്ടികൾക്കും പ്രത്യേകം നൽകുവാൻ കഴിഞ്ഞിട്ടുണ്ടോ

4. ഓൺലൈൻ പഠനത്തിനായുള്ള ഉപകരണങ്ങൾ അർഹമായ കുട്ടികൾക്ക് ലഭ്യമായിട്ടുണ്ടോ

5. ഈ കുട്ടികൾക്ക് ഓൺലൈൻ പഠനത്തിനായുള്ള ഉപകരണങ്ങൾ നൽകുവാൻ വ്യക്തികൾ തയ്യാറായി വന്നിട്ടുണ്ടോ

6. പഠനത്തിനായുള്ള ഉപകരണങ്ങൾ നൽകാൻ ഏതൊക്കെ സംഘടനകൾ ആണ് തയ്യാറായി വന്നിട്ടുള്ളത്

7. ഇവരുടെ പഠനത്തിന്റെ കാര്യത്തിൽ ട്രൈബൽ ഓഫീസ് എത്രമാത്രം പങ്കുവഹിക്കുന്നുണ്ട്

8. ഓൺലൈൻ ക്ലാസുകളിൽ പങ്കെടുക്കുന്നതിനായി ഏതൊക്കെ സജ്ജീകരണങ്ങളാണ് ട്രൈബൽ ഓഫീസിൽ നിന്നും അവർക്ക് നൽകിയിട്ടുള്ളത്.



**FAROOK TRAINING COLLEGE**

**INTERVIEW SCHEDULE FOR PARENTS, TEACHERS & SOCIAL WORKERS**

**Dr. Aseel Abdul Wahid**  
Assistant Professor  
Farook Training College

**Sandhya Chandran**  
M.Ed student  
Farook Training College

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**Instructions**

I am Sandhya Chandran M.Ed. student of Farook Training College. The purpose of the survey is to collect the data regarding access and utilization of online resources during Covid-19 among tribal students at Nilambur. I assure you that this information provided by you will be used only for my research work.

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**Parents:**

1. Are you satisfied with your child's online learning?
2. How do you respond to an online class?
3. Does your child have their own tool for online learning?
4. Which device is your child using for the online class?
5. Can you help your child with their online learning?
6. Does your child enjoy learning online?
7. Is your child able to watch the classes on Victers Channel?
8. Is the child able to do assignments?
9. Are you able to give suggestions for your students online learning?
10. Have your child got the equipment you need for online learning from your school?
11. Does online learning stress your child?

12. Whether the child is having difficulty because he does not have his own equipment to attend the class
13. Have you been having trouble recharging your phone since Corona?
14. Talk to the teacher about the problems the child is facing in the online class
15. Does the child feel depressed when classes are missed?
16. What are the problems your child is facing in the online class?
17. How much time does your child spend on class online on average each day?
18. Have other organizations helped to provide tools for online learning
19. If so which organization or institutions?

**Teachers:**

1. How children respond to an online class.
2. Do they have the tools for the online class?
3. What kind of equipment do children use the most?
4. Has the school been able to provide the tool for online learning?
5. Do the children enjoy this study?
6. Do the children clear their doubts after watching the classes?
7. Do the children do the Homework correctly?
8. What are the problems that children face in online learning?
9. Have you ever felt that children are experiencing stress in online learning?
10. Do online classes make children as enjoyable as regular classes?
11. In what ways do schools help them in making online classes available?

**Social Workers:**

1. Have you been able to provide them with the equipment for the online class?
2. What kind of equipment could the children have been given more?

3. Have you been able to provide each child with an online learning tool?
4. Whether the tools for online learning are available to deserving children
5. Are individuals willing to provide these children with online learning tools?
6. Which organizations are ready to provide learning tools?
7. How much is the Tribal Office involved in their study?
8. What arrangements have been made for them to attend online classes from the Tribal Office?