**ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULAM IN KERALA**

**FOUSIYA P.**

**Dissertation submitted to
the University of Calicut for the partial fulfillment of
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# DECLARATION

I, **FOUSIYA P.,** do hereby declare that this dissertation **ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULAM IN KERALA** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**CERTIFICATE**

I, NOUSHAD P.P., do hereby certify that this dissertation **ATTITUDE OF PRIMARY SCHOOL TEACHERS’ TOWARDS ISSUE BASED CURRICULAM IN KERALA** is a record of bonafide study and research carried out by **FOUSIYA P.,** under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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**CHAPTER I**

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#### INTRODUCTION

School education is the springboard that decides the future of Kerala. School curriculum has to be designed and developed in the light of past experiences, the general needs of the contemporary world and the vision for the future. School curriculum consists of “all those activities designed or encouraged within its organizational framework to promote the intellectual, personal, social and physical development of its pupils. It includes not only the formal, programme of lessons but also the “informal” programme of extra curriculum activities as well as those features which produce the school’s ethos such as the quality of relationships, the concerns for equality of opportunity, the values exemplified by the way the school sets about its tasks and the way in which it is organized and managed. Teaching and learning styles strongly influence the curriculum and in practice cannot be divorced from it” (Skillet, 1990).

The challenges of the contemporary world can be met only if we develop a progressive and comprehensive school curriculum. We can achieve progress only if we combat the issues that trouble our society. We need to sensitize our young generation about various issues that confront us. This is possible only by discussing those issues in the curriculum. The curriculum should be flexible enough to accommodate various issues faced by us. It would give an opportunity to the learners to think about and have an insight into these issues in their own way. The learners form attitudes, opinions and make judgments about these issues. By doing so they render valuable contribution to the progress of the society. Moreover their learning proves meaningful and they become socially responsible. The curriculum is committed to provide ample scope for all these.

Education seems to promise a bright future, widen horizons and ensure mobility. The common sense understanding of schools perceives them as democratic, liberal institutions, committed to make social progress. According to Apple (2004), “schools have a history and that they are linked through their everyday practices to other powerful institutions in ways that are often hidden and complex”. The educational institutions are caught up in a nexus of other institutions, that are political, economic, and cultural, and the nature of these institutions is unequal. Schools are related to these powerful institutions because of which “they generate structural inequalities of power and access to resources”(Apple, 2004). Inequalities are reinforced and reproduced through the educational curriculum, pedagogy, and evaluative activities. The dispositions and attitudes that are developed among students are not neutral. Rather, they are selected, represented, and organized in accordance with the powerful institutions of that historical time period. These are the effective mechanisms of social control.the distribution of power in society between various social group determines the distribution, of knowledge. Apple (2004) asserts that the knowledge and skill associated with the dominant groups acquire greater significance than those of the subordinate groups. The representation of knowledge in the educational curriculum is clearly biased.

In India we can see the differences in the quality of education. All the children do not get the privilege of getting quality education. The school can be divided into two major categories- state managed schools, and privately managed schools. The former is meant for the masses, while the latter for the privileged classes. This may create a situation of inequality in the education system. The apt ideology of ‘Equality of opportunity’ is used in the Indian context for perpetuating the silent, subtle suppression.

The dominant culture gets repeatedly reproduced through specific social practices and texts in which the voices of the oppressed are silenced. Those who hold power are the ones who decide what kind of knowledge is worthwhile enough to be passed on to future generation. Naturally, this entails giving importance to knowledge of certain groups at the cost of others. Here we need to look at the content of curriculum, social relations between and among teachers and students rigorously. Also, we need to understand how specific ideologies are perpetuated through the curriculum (Freire, 1985; Apple, 1990). Is there no hope for the dominated and oppressed? Will their voices never be heard? Here there is a need for the development of a potential curriculum to meet all the needs of the pupil, which must equip the learner to challenge, question, and criticize the power relation and problems in society.

Whatever form the curriculum may eventually take in any particular school, there would appear to be certain social aims, which need to be fulfilled within that curriculum. The curriculum must try to improve the individuals power of communication, his abilities and skills for pursuing the social and economic life of our society must be elicited and expanded, his critical powers must be so organized and developed that he will find himself able to make personal judgements and to assess a wide variety of individual and social situations, he must be trained to take on responsibility relative to his abilities, his intelligence and his chosen role in life as well as his role as a citizen, or husband, or father, he must be trained to cooperate with others and to share the load of work when placed within a group situation, he must be encouraged to develops values which belong in a very real sense to himself because he has analyzed questioned and finally absorbed them (Moorish, 1972).

## *The Vision of Education in the New Curriculum*

The social order, which undergoes continuous change, necessitates changes in the vision of education and the concepts of quality. The new curriculum envisions the aim and methodology of learning as construction of knowledge. Learning is a process of constructing knowledge according to the constructivist paradigm. Every experience of life is the cause of developing a new idea. Learner constructing new ideas by correlating it with his past experience and continuously interacting with his environment. Here the process of learning occurs in a natural and continuous way. The learner is able to construct knowledge by participating in problem solving process (Parrish, 2007).

The construction of knowledge is not limited to the classrooms alone. The child actively interacts, investigates, reacts, designs, interprets and finds meaning from the world outside. Thus the child slowly integrates himself with the society of elders. Through this, the child is able to identify his personality and his place in the society as an individual. Learning would be effective in an environment, which recognizes learners as “individuals”, learning should not be related to feelings like fear, discipline or conflict. It should be related to feelings like pleasure and happiness.

With this objective in mind, we give more importance to the implementation of creative, problem-based pedagogical approaches in school curriculum (Torp and Sage 2002).

# Critical Pedagogy

Critical pedagogy is a teaching approach that attempts to help students’ question and challenge domination; and the beliefs and practices that dominate. In other words, it is a theory and practice of helping students to achieve critical consciousness.

In his book, Critical Pedagogy (2008, second edition), Joe L. Kincheloe helps us understand the central dynamics of critical pedagogy:

Advocates of critical pedagogy are aware that every minute of every hour that teachers teach, they are faced with complex decisions concerning justice, democracy, and competing ethical claims. While they have to make individual determinations of what to do in these particular circumstances, they must concurrently deal with what John Goodlad (1994) calls the surrounding institutional morality. A central tenet of critical pedagogy maintains that the classroom, curricular, school structures teachers enter are not neutral sites waiting to be shaped by educational professionals. While such professionals do possess agency, this prerogative is not completely free and independent of decisions made previously by people operating with different values and shaped by the ideologies and cultural assumptions of their historical contexts. These contexts are shaped in the same ways language and knowledge are constructed, as historical power makes particular practices seem natural as if they could have been constructed in no other way. critical pedagogy has its roots in critical theory of Frankfurt school whose influence comes from Paulo Frier. Frier’s pedagogy enables the individual learners to recognize connections between their individual problems and experiences and the social contexts in which they are embedded.

The implementation of new curriculum emphasise the need for consruction of knowledge by the learner and the learner is able to sensitise the social issues and make them capable for criticising the hidden power structure in soceity. In this context, the role of teacher in new curriculum is to inspire the children and function as co-research, guides and fellow learners in the teaching learning process. The new curriculum demands creative teachers to transact the curriculam in an effective manner to inculcate the desirable values among the students. Hence the attitude of primary school teachers have greater significance in curriculum transaction.

# A. NEED AND SIGNIFICANCE

In recent years curriculum has come increasingly to occupy a central position on the educational agenda. In a secular world the curriculum carries the increasing burden of being a majour means for socialising the young.In providing young people with a basic understanding of their society and its values the curriculum plays a vital part in maintaining the coherence of society and its continued existence. Hence the aim is to make the curriculm an ever more effective agent of social engineering.

The traditional curriculum was subject centered, narrow and one sided and it stresses on the subject matter without any relationship to practical life. It is totally so compartmentalised that the number of subjects are presented as separate entities and they do not have any corelationships. The traditional behaviouristic class room sometimes resemble a one-person show with a captive but often uninvolved audience. Classes are usually dominated by teacher centered, direct instruction and often rely heavily on textbooks for the content of the course. Informaton and instruction are separated into parts that make up a whole concept. The teachers seek to transfer their thoughts and meanings to the passive students. There is little room for student initiated questions, independent thought or interaction between students.the goal of the learner is to regurgitate the accepted explanation or methodology expostulated by the teacher. To improvise the instruction various strategies like discovery learning, joyful learning, and recently experiential learning were introduced as a result of these the traditional behaviouristic curriculum is changed in to a constructivistic paradigm (Sridevi, 2007).

At the heart of the new approach to the curriculum which emerged recently was the idea that the curriculum should be consciously designed with the needs of the learner and subject clearly in mind.(Entwistle,1990). But the needs of the individual are subject to change in the changing society. The aim of education is the development of individuality through the fulfillment of these changing needs. The traditional concept does not help this dynamic aim of education.

The modern curriculum is child centric and life centric it covers all the wider areas of individual and group life it encompasses all the meaningful and desirable activities outside the school, provided that these are planned, organised and used educationally. As such curriculum is something more than text books more than the subject matter and even more than the courses of study. It is now, viewed as a chase with no regidly fixed goal, rather a “race”, in which the goal and course, leading to that goal, are both fixed in advance.The modern concept is different from the traditional one. As new system of education developed, as new psychological philosophical and sociological principles modified the educational process, new types of curriculum came into being (Kaur, 2009).

The teacher is the principal agent in implementing educational programmes and appropriately transacting the curricula in the classroom. They makes decisions that determine the quality of learning experiences the pupils have in the classroom. The explosion of knowledge and advancement of technology have enhanced the role and responsibilities of teachers. The teachers have therefore to remain aware and ‘awake’ towards social needs and new developments.

In the context of the role of teacher in the indian education system (NPE 1992) states that “The status of the teacher reflects the socio-cultural ethos of a soceity, it is said that no people can rise above the level of its teachers.The government and the community should endeavour to create conditions, which will help, motivate and inspire teachrs on constructive and creative lines. Teachers should have the freeedom to innovate, to devise appropriate methods of communication and activities relevenant to the needs and capabilities of and the concern of community.

Teachers have a very prominent role in curriculum transaction. Teacher must transact the curriculum in a desirable way. For this the teacher must have a deep knowledge in the methods and strategies of curriculum. The present curriculum is very much helpful for the learners to sensitise the social issues. When we impliment a new curriculum the teachers must have a depth understanding about the various methods strategies and the way in wchich they transact in the class room. Lack of knowledge in the curriculum transaction will badly affect the entire educativee process and also the teacher cannot achieve their learniing objectives. Hence the teacher finally become fedup with the instructional process and fails to achieve the desireable growth of children.

Success of any curiculim is depends up on the attitiude of teachers towards that curriculum. Here the attitude of primary school teachers whether they favourable or unfavourable with curriculum transaction plays an important role.

It is sure that the effectiveness of any educational programme depends to a large extent on the research and investigation in that field.

The findings of the study may help the curriculum planners to improve the quality, or to rectify the defects that crept into the system of Issue Based Curriculum.

# B. STATEMENT OF THE PROBLEM

The Kerala school education has been undergoing radical transformation. The changing educational scenario of Kerala attracts the attention of researchers. The new curriculum (Issue Bassed Curriculum) revolutionaised the school education, with a braod aim of sensitising the learner with social issues, making them capable for criticising and challenging the hidden power structure and being a responsible and independent member in society. Here some questions arise regarding the effectiveness of new curriculum. Will the issue based curriculum is capable for making the learner socially efficient? Will the learner may ready to perform by recognising the desirable needs of future society? The educational system of Kerala is highly developed as compared to other States. But the question is, still the teachers are not ready to change their traditional stereo typed role? Where do wo placce the weight of responsibility? On society, on the educational system, on our misplaced priorities, or our unmanageable numbers in our class room, or on educationists, administrators and political ideologies, on ourselves as parents and teachers or shall we blame to all on globalisation and of the foreign hand. The intruduction of Issue Based Curriculum transformed the traditional view of teaching learning in Kerala. Ideally, in a child-centered milieu, teachers should be involved in curriculum development having a deep knowledge in what is taught and how it is taught, however, in the present scenario, this is not the case. Here the teachers feels that it is not their duty to examine critically the curriculum, since they have no role in its formulation. This kind of attitude among the teachers must be changed. This is possible only by introducing a potential curriculum like Issue Based Curriculum in Kerala. But the radical transformation in school curriculum created some tensions and pressures among the teachers, students and parents. In this context some questions arise about it. What is the attitude of primary school teachers towards the new Issue Base Curriculum? Would the teacher is capable of fulfilling the learning objectives? Will this method is suitable for learning all subjects.

Hence the present study is entitled as Attitude of primary school teahers towads Issue Based Curriculum in Kerala.

# C. DEFINITION OF KEY TERMS

##### Attitude

Attitude means an organized predisposition to think, feel, perceive and behave toward a referent or cognitive object. It is an enduring structure of belief that predisposes the individual to behave selectively toward attitude referents (Edward, 1996).

# Primary School Teachers

There are so many grades of schooling among them the primary grade of teaching learning process is one which runs from class 1 to VII. In this study the term primary school teachers denotes the teacher who teach primary classes. i.e. 1- to VII.

### Issue Based Curriculum

Critical pedagogy is a way of thinking about, negotiating, and transforming the relationship between classroom teaching and the production of knowledge, the institutional structures of the school, and the social and material relationship of the wider community, society, and nation state (McLaren, 1998). Here the term Issue Based Curriculum is the same as critical pedagogy, but we changed the name of critical pedagogy to issue based curriculum for referring Kerala school curriculum.

# D. VARIABLE OF THE STUDY

Attitude of Primary School teachers towards Issue-Based Curriculum is taken as the criterion variable of the study.

# E. OBJECTIVES

The objectives set forth for the study are of the following:

1. To find out the extent of attitude of primary school teachers towards Issue Based Curriculum in the total sample and the relevant sub samples

1. Gender
2. Type of management
3. Locale of the school
4. Teaching experience
5. Educational qualification

2. To find out whether there exists any significant difference in the attitude of primary school teachers towards Issue Based Curriculum in the relevant sub samples.

a) Gender

b) Type of management

c) Locale of the school

d) Teaching experience

e) Educational qualification

**F. HYPOTHESIS**

The hypothesis formulated for the study is the following:

1. There will be significant difference in the attitude of primary school teachers towards Issue Based Curriculum in the sub sample based on

a) Gender

b) Type of management

c) Locale of the school

d) Teaching experience

1. Educational qualification

**G. METHODOLOGY**

To achieve the objectives of the study survey method of research was used.

1. **Sample**

The study was conducted on a sample of 300 primary school teachers from different districts ie. Kannur, Kozhikode, Malappuram, Palakkad, Alappuzha, Pathanamthhitta, and Thiruvananthapuram in Kerala drawn by Stratified Random Sampling technique giving due representation to the various strata viz, gender, locale of the school, teaching experience, and type of management, educational qualification.

# Tools Used

A scale on attitude of primary school teachers towards Issue-Based Curriculum, which was developed by the investigator, was used as the tool for the present study. The attitude scale was constructed by using Lickert technique.

# Statistical Techniques Used

The following statistical techniques have been used for the analysis of data in the present study.

a. Preliminary analysis

1. Percentage analysis

c. Test of significance of difference between mean

# H. SCOPE AND LIMITAIONS OF THE STUDY

As the study was primarily aims at finding the attitude of primary school teachers towards Issue Based Curriculum. It is hoped that the attitude of primary school teachers is having great significant, because they are the sculptures and shapes the future citizens of our country. So their attitude regarding the curriculum as a whole, and the needed modification in further academic years will be revealed. The actual change of behavior among the learners and teachers after the implementation of new curriculum will be learned. It is hoped that the positive opinion of the teachers will help the successful implementation of the new curriculum and also provide the possibility for the extension of Issue-Based Curriculum in higher education. It will also give an insight about the negative attitude of the teachers will badly affect the curriculum transaction. This study also will helps to understands the extent of teachers willingness to practice the curriculum and how much this curriculum is capable of sensitizing the learner with various social issues.

In spite of putting maximum efforts to make the study the most objective, precise and reliable the investigator could not get rid of the following limitations.

i) The sample of the study is not a state wide one but confined to Kannur, Kozhikode, Alapuzha, Tiruvananthapuram, Malappuram, Pathanamthitta, Palakkad only. The investigator failed to obtain data due to lack of time from rest of the districts of Kerala State.

ii) The investigator selected only two unaided schools for study due to time constrain.

iii) The study has not used any control over the intervening variable due to lack of time.

iv) For the analysis of the data, the investigator used the statistical techniques like percentage analysis and mean difference analysis only.

v) The study was conducted on primary school teachers only.

# ORGANISATION OF THE REPORT

**Chapter I:** This chapter of report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variables, objectives, hypothesis and scope and limitations of the study.

**Chapter II:** This chapter gives theoretical overview of Issue Based Curriculum and studies related to curriculum.

# Chapter III: In this chapter investigator discusses the methodology of the study in detail with description of objectives, hypothesis, variables, tools employed for data collection, sample for the study, data collection procedure, standardization procedures, scoring and consolidation of data and the statistical techniques used for analysis.

# Chapter IV: This chapter describes preliminary analysis, details of the major statistical analysis of data, interpretation of data, discussion and conclusion.

# Chapter V: This chapter contains summary of the study, major findings, tenability of hypotheses, educational implications of the study and suggestions for further research in the area.

**REVIEW OF LITERATURE**

Review of literature is a critical summary and assessment of the range of existing materials dealing with knowledge and understanding in a given field. The literature is an integral aspect to the success of an academic research.

Review of literature is defined as the selection of available document on the topic, which contains information, ideas and evidence written from a particular standpoint to fulfill certain aims or express certain views on the nature of the topic and how it is to be investigated and the effective evaluation of these document in relation to the research being proposed. This chapter mention about the theoretical overview of critical pedagogy and the related studies in curriculum.

##### A.THEORETICAL OVERVIEW OF CRITICAL PEDAGOGY

 Here a brief evolution of the Critical Pedagogy and its theoretical aspects are described and the transition from Critical Pedagogy to Issue Based Curriculum also listed in the following headings:

* + Paulo Freire
	+ Critical Theory
	+ Critical Pedagogy
	+ Critical Pedagogy is An Alternative to Traditional Pedagogy
	+ Constructivism and Critical Pedagogy a Close Link
	+ Banking Concept of Education
	+ Problem Posing Education
	+ Dialogical Method
	+ From Critical Pedagogy to Issue Based Curriculum
	+ Schooling in India: A Retrospect
	+ National Curriculum Framework
	+ National Curriculum Framework 2005 (NCF, 2005)
	+ Kerala Curriculum Framework 2007 (KCF, 2007)
	+ Objectives of Education in Issue Based Curriculum
	+ The Vision of Education in the New Curriculum
	+ Major Recommendations of KCF 2007.

##### B. STUDIES RELATED TO CURRICULUM

 Here a brief review of the related studies in curriculum has mentioned. It may give an insight to the researcher to the sound knowledge in the field and the lack of research and the gaps in existing theory.

**C. THEORETICAL OVERVIEW OF CRITICAL PEDAGOGY**

 Schools are expected to transmit knowledge to younger generations they are, however, also increasingly criticized for distributing so called inert knowledge. The traditional class rooms are usually dominated by teacher centered, direct instruction and often rely heavily on textbooks for the content of the course.

In the last decades of the twentieth century, school education has witnessed radical transformation, it includes transmission from teacher centric stable paradigm to leaner centric flexible process, now learning should be appreciated as a participatory process, hence the learner construct their knowledge through social interaction and reflection. The major shift can be seen in the role of teacher. Now the role needs to be shifted from being a source of knowledge to being a fecilitator, another shift can be seen from learning within the four walls of classroom is shifted to the learning in the wider social context. The transformation of curriculum necessitated the need for an understanding, and the way it transact in the classroom by the teacher. Here the attitude of the teacher is having prime concern, because they are considered to be the principal agent in implementing educational programmes and appropriately transacting the curricula in the classroom. Hence, the role of teacher in central is any education system. The best curriculum, syllabi and text materials become ineffective if the teachers do not know how to handle them. The role of teacher in new Issue Based Curriculum is more dynamic, ie, they must know how to perform their role in the class room, how the social issues and sub issues to be correlated with the content, how to prepare the learner to challenge and criticize the hidden power structure and inequalities in society. In this context the study has been undertaken to assess the attitude of primary school teachers towards Issue-Based Curriculum in Kerala have prime significance. Here a brief introduction of the evolution of the critical pedagogy has been mentioned in the following.

**Paulo Freire (1921-1997)**

Paulo Reglus Neves Freire was born to a catholic middle class family in Recife (the capital of north-eastern province in Brazil). Paulo Freire studied law, which he taught Portuguese language in a secondary school in Brazil. Friere was engaged in a wide variety of activities that included teaching a language course, and lecturing on legal matters to trade union workers. The experience of dealing with illiteracy among Brazilian poor peasants and workers moved him. He came to realize that educational policies and practices have far reaching implications.

Freire realized that the current system of education would continue to perpetuate the divide. The alternate before him he presented through his important work Pedagogy of the Oppressed, first published in 1970 after he spent six months in political exile in Brazil. It was born out of the urge to empower the oppressed through education. Freire claims that to be fully human in any meaningful sense is to be a subject – ‘a conscious social actor who has the ability, the desire and the opportunity to participate in social and political life’ (Frymer, 2005). All men and women are the creators of culture, all have a right to ‘name the world’ (Freire, 1993) and all have a capacity to look critically at the world. For Freire, history is never predetermined for there always exists the possibility of people acting collectively to change the world is enveloped in a culture of silence, they come to accept that this is the way things are meant to be and they lose their tranformative capacities. Freire believed that often the process of education gets reduced to deposition of knowledge by the teachers in the students who patiently receive, memorize, and repeat from the deposits. This is the banking concept of education proposed by Freire. The solution for this is humanizing pedagogy in which permanent dialogue between revolutionary leadership and the oppressed is established. Here the critical consciousness and the awareness of the students are ignited. Freire’s theory of objectification is not limited to economic factors but encompasses social and cultural forces of domination, for Freire, the greatest task of oppressed people are to liberate themselves from the conditions, which subjugate them. The oppressed must ‘achieve a deepening awareness of both of their social cultural reality that shapes their lives and their capacity to transform that reality’ (Freire, 1985). According to Freire, the path towards conscientization is essentially and Educational project of radical humanization’ (Frymer, 2005). Paulo Freire invited participation of the community in educational programmes that led to decentralization of control and democratization of schools. What came out clearly was the thrust on praxis in education that refers to developing a sense of critical reflexive action and critical reflection based on action.

# Critical Theory

Critical theory is most often associated with a twentieth century school on contemporary Marxism, the Frankfurt school, main focus of this school was criticism ie, understanding and disclosing all that lies beneath the surface of social life and also that how and to what extent it contradicts the surface reality (Subberwal & Ranjana, 2009).

Critical pedagogy has its roots in the critical theory of the Frankfurt school, whose influence is evident in the emancipatory works of Paulo Freire, the most renowned critical educator. For Freire, liberatory education focuses on the development of critical consciousness, which enables learners to recognize connections between their individual problems and experiences and the social contexts in which they are embedded. Coming to consciousness ("conscientization") is the necessary first step of "praxis," it refers to developing a sense of critical reflexive action and critical reflection based on action. Praxis involves engaging in a cycle of theory, application, evaluation, reflection, and then back to theory. Social transformation is the product of praxis at the collective level.

Postmodern, feminist, anti- racist, post colonial and queer theories have all played a role in expanding and transforming Freirean critical pedagogy, shifting its predominant focus on class to include categories such as race, gender, sexuality, ethnicity, nationality, and age. In place of the Marxist meta narrative and essentialist categories upon which Freire's vision of liberatory education relies, many contemporary critical pedagogues have adopted more postmodern, anti-essentialist conceptions of identity, language, and power, while at the same time retaining the Freirean emphasis on critique, disrupting oppressive regimes of power, knowledge, and social change. Contemporary critical educators, such as Henry A. Giroux, Bell Hooks, and Peter McLaren, turn their critical gazes upon the impact of various issues, institutions, and social structures, including globalization, the mass media, and race relations, while also pointing out potentially productive sites of resistance and possibilities for change.

**Critical Pedagogy**

Critical pedagogy is a way of thinking about, negotiating, and transforming the relationship between classroom teaching and the production of knowledge, the institutional structures of the school, and the social and material relationship of the wider community, society, and nation state (McLaren, 1998).

Critical pedagogy, emerging in the 1970s from earlier thinking of Dewey, Gramsci, Foucault, and Bourdieu, among others (Luke, 1997; McLaren, 2003), is philosophy of teaching that critically analyzes the existence of inequitable material effects growing out of hierarchies of power in American society. Three sources of thought were particularly significant in its formation. First, critical pedagogy is grounded in the philosophy of critical theory, developed by the pre-World War II Frankfurt School of Critical Social Theory, which used a class-based analytical model as the primary lens for understanding human experience (Kincheloe & McLaren, 1994), with race and gender considerations later included. Society is seen as the site of “iniquitous relations of power” (Giroux, 1997) where institutions, including schools, reproduce highly stratified, class-basedDivisions marked by significant material inequities. These inequities often seem “normal, natural, hence critical pedagogy must able the students to rise their voice against the hidden power structure in society.

The second major influence on the development of critical pedagogy is based on the theory and pedagogical practice of Paulo Freire, the most renowned critical educator. For Freire, libratory education focuses on the development of critical consciousness, which enables learners to recognize connections between their individual problems and experiences and the social contexts in which they are embedded.

Finally, postmodern theory has influenced critical pedagogy. Through deconstructing dominant meta-narratives, postmodernism unmasks how invisible, taken-for-granted dominant ideologies can reproduce inequitable power relations (McLaren, 2003). Contemporary critical educators, such as Henry A. Giroux, Bell Hooks, and Peter McLaren, turn their critical gazes upon the impact of various issues, institutions, and social structures, including globalization, the mass media, and race relations, while also pointing out potentially productive sites of resistance and possibilities for change. Other critical pedagogues, more famous for their de-schooling perspectives include Ivan Illich, John Holt, Ira Shor, John Taylor Gatto, and Matt Hern. Much of the work drawn on feminism, Marxism, post colonialism, and the discourse theories of Edward Said, and Michel Foucault. All these critical educators attempt to disrupt the effects of oppressive regimes of power both in the classroom and in the larger society. The following are the characteristics of critical pedagogy.

# Critical Pedagogy is an Alternative to Traditional Pedagogy

The traditional pedagogy treated school system of having monopoly over knowledge. As a custodian of knowledge it defines and legitimized the knowledge. Further instead of making harmony in society traditional school creates inequalities in society. It creates a wide gap between the literates and illiterates. Hence we need a critical scrutiny of this by the introduction of new Critical Pedagogy in the school. In this pedagogical model, often referred to as the new sociology of education (McFarland, 1999), teachers shift from control of knowledge to creation of processes whereby students take ownership of their learning and take risks to understand and apply their knowledge. Critical pedagogy questions not only knowledge but also the method of delivery and asks: Whose standard? Whose culture? Whose knowledge? Whose history? Whose language? Whose perspective? (Wink, 2005).

**Constructivism and Critical Pedagogy a Close Link**

A philosophy that views learning as an active process in which learners construct their own understanding and knowledge of the world through action and reflection. Constructivists argue that individuals generate rules and mental models as the result of their experiences with both other human subjects and their environments and in turn use these rules and models to make sense of new experiences.

Many of the characteristic tenets of critical pedagogy are consistent with a constructivist approach to education. Paulo Freire (1921-1997) wrote Pedagogy of the Oppressed (1970), John Dewey (1859-1952) constructivist educational theorist in the United States, rejected teaching practices that positioned students as passive receptacles, such as the rote learning of isolated facts, advocating instead for a pedagogical approach that involved students' active engagement with each other and with the world. Like Freire, who embraced both "problem posing" and dialogic educational practices, Dewey emphasized the importance of active social learning environments, rather than one-sided lectures, and argued that learning involves the active construction of knowledge through engagement with ideas in meaningful contexts, rather than the passive absorption of isolated bits of information. And just as Freire maintained that education must engage with the language and experiences of learners, drawing upon their thematic universes, Dewey had also argued that learning takes place within meaningful contexts that allow students to build upon the knowledge they already have They also draw a connection between critical reflection and politics, with Freire linking critical reflection with the fight against oppressive social conditions and Dewey linking it to responsible and ethical democratic citizenship. Lev Vygotsky a social constructivist emphasized the importance of social context in the learning process as like critical pedagogues.

# Banking Concept of Education

Freire’s (1972) explained in his book the following: education becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and ‘makes deposits which the students patiently receive, memorize, and repeat. This is the banking concept of education in which the scope of action allowed to the students extends only as far as receiving, filling and storing the deposits. (P.46)

In Banking Concept of Education, teachers treat themselves as knowledgeable and bestow the gift of knowledge the students whom they treat as completely ignorant. Evidently, such students are given to adapting to the social situation in whatever form appears before them. The solution lies in humanizing pedagogy in which a permanent dialogue between revolutionary leadership and the oppressed is established. Here the critical consciousness and the awareness of the students are ignited. What is required, however, is appropriate outlook and training which education can impart. Freire believed that education either serves as an instrument that integrates the younger generation into the existing social system and makes them conform to it or else it serves as an instrument through which freedom is achieved. A truly committed teacher has to reject their banking concept of education in its entirety. Instead of furthering the goal of deposit making in education, they have to pursue problem- posing education.

# Problem Posing Education

 Problem posing education means posing of the problems of the people in their relations with the world, that would put teacher and student contradiction to rest so that teacher-of-the student and student-of-the –teacher cease to exist. By participating in a dialogic process of problem-posing building on Marx, Freire maintained that it is only in praxis that people will not only better understand their world but more importantly work towards its humanization. By participating in a dialogic process of problem-posing, that is, naming their experience and challenging its taken-for granted nature, Freire’s students, rather than being passive objects, critiqued their experience in light of their sociopolitical context and became agents to transform those experiences (Freire,1970).

# Dialogical Method

The dialogical approach to learning abandons the lecture format and the banking approach to education in favor of dialogue and open communication among students and teachers. According to Paulo Freire, in this method, all teach and all learn. The dialogical approach contrasts with the anti-dialogical method, which positions the teacher as the transmitter of knowledge, a hierarchical framework that leads to domination and oppression through the silencing of students' knowledge and experiences Freire (2001) asserts that teachers should respect what students know and take advantage of their knowledge of their own environment and culture in planning curriculum. Incorporating the interests and concerns of students into the curriculum is a necessary precondition for a critical pedagogy, but a truly liberating education challenges students to ‘build a critical understanding of their presence in the world’ (p. 75).

# From Critical Pedagogy to Issue Based Curriculum

 The National Curriculum Framework of (2005) heralds a paradigm shift in school education. The NCF (2005), advocated child centered pedagogy along with the need for a critical pedagogy in school. Child centered pedagogy means giving primacy to children’s experiences, their voices and their active participation. According to NCF (2005), “Critical pedagogy provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails the acceptance of multiple views on social issues and a commitment to democratic forms of interaction. This is important in view of the multiple contexts in which our schools function. A critical framework helps children to see social issues from different perspectives and understand how such issues are connected to their lives”.

 The Kerala Curriculum Framework, 2007 (KCF) draws upon NCF (2005), conceptually and pedagogically. As a result the entire curriculum of Kerala is being changed. Educational experts and curriculum planners of Kerala also realized need for the introduction of Critical Pedagogy in Kerala school education. Hence they implemented and renamed it with an attractive name “ Issue Based Curriculum”. The new curriculum enlightens the student with social issues and making them capable of challenging the hidden power structure in society. The Issue Based Curriculum emphasize constructivist, child centered approach and also an issue based approach in teaching learning process. A brief evolution of the introduction of critical pedagogy in Indian context is mentioned under the following heads.

## *Schooling in India: A Retrospect*

History of curriculum making in India informs us knowledge, symbol and language systems associated with dominant castes had crept into schooling and acquired unquestioned legitimacy without much scrutiny. The educational institutions contribute to inequality by differentially distributing specific kinds of knowledge to different social groups. They ‘process’ people in accordance with their economic and cultural capital and increase societal inequality. According to Apples (2004), Hidden curriculum is the tacit teaching to students of norms, values, and dispositions that goes on simply by their living in and coping with the institutional expectations and routines of schools day in and day out for a number of years.

The educational curriculum in India does not omit the knowledge of the dominated sections, as that can make the exploitation clear. The curriculum reflects them also but in a feeble way, disenfranchising them or positioning them under the patronage of the powerful sections. Indian school – the noun – though claims to be egalitarian, democratic and inclusive, Indian school – the verb- has been unequal, undemocratic and has been excluding experience for many not only because of physical distance but also more fundamentally due to epistemological distance. The knowledge that is taught in schools, the pedagogic practices that teachers adopt, the teaching learning process that happen in class, the curriculum are a few sites of struggle. Constant struggle for voices, representations happen over curriculum teaching and policy. Kumar in social character of Learning (1989), dealt with the problem of social character of knowledge that entered into school curriculum, and writes that the knowledge system historically associated with dominant castes became authoritative school knowledge and the knowledge system that are associated with productive castes remained outside the portals of the school. The textbook when studies critically, reflect the priorities of various groups. They signify the selection and organization of knowledge. These educational processes are always the results of such compromises where dominant groups in order to maintain their dominance take the concerns of the less powerful. This becomes an effective strategy of co-opting the dissident voices so that the cultural and economic reproduction of inequality continues.

# National Curriculum Framework

By a critical analysis of Indian schooling and its curriculum many educational experts, curriculum planners and social workers recognized the need for changing and revising the existing curriculum. As a result various measures have taken to change the curriculum of our country by analyzing recommendations of various educational commissions. Till the year 1976 the Indian constitution allowed the State Government to take decisions on all matters pertaining to school education including the designed development of the curriculum. The National Policy on Education (1986) entrusted NCERT with the responsibility of developing the National Curriculum Framework (NCF) and review the framework at frequent intervals.

# National Curriculum Framework 2005

 NCF (2005) seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have. In order to realize educational objectives, the curriculum be conceptualized as a structure which articulates required experiences. For this it addresses some basic questions: (a) what educational purposes should the schools seek to achieve? (b) What educational experiences can be provided that is likely to achieve these purposes? (c) How can these educational experiences be meaningfully organized? And (d) how do we ensure that these educational purposes are indeed being accomplished? Seeking guidance from the Constitutional vision of India as a secular, egalitarian and pluralistic society, founded on the values of social justice and equality, certain broad aims of Education has been identified in this document. These include independence of thought, action, sensitivity to others’ well being and feelings, learning to respond to new situation in a flexible and creative manner, predisposition towards participation in democratic processes, and the ability to work towards and contribute to economic processes and social change. For teaching to serve as a means of strengthening our democratic way of life, it must respond to the presence of first generation school-goers, whose retention is imperative owing to the Constitutional amendment that has made elementary education a fundamental right of every child. Ensuring health, nutrition and an inclusive school environment empowering all children in their learning, across differences of caste, religion, gender, disability, is enjoined upon us by the Constitutional amendment. The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion curriculum should be developed based on certain principles in mind.

 All our pedagogic efforts during the primary classes greatly depend on professional planning and the significant expansion of Early Childhood Care and Education (ECCE). Indeed, the revision of primary school syllabi and textbooks needs to be undertaken in the light of the well-known principles of ECCE. The fact that the child constructs knowledge implies that curricula, syllabi and textbooks should enable the teacher in organizing classroom experiences in consonance with the child’s nature and environment, and thus providing opportunities for all children. Teaching should aim at enhancing children’s natural desire and strategies to learn. Knowledge needs to be distinguished from information, and teaching needs to be seen as a professional activity, not as coaching for memorization or as transmission of facts. Activity is the heart of the child’s attempt to make sense of the world around him/her. Therefore, every resource must be deployed to enable children to express themselves, handle objects, explore their natural and social milieu, and to grow up healthy. If children’s classroom experiences are to be organized in a manner that permits them to construct knowledge, then our school system requires substantial systemic reforms and reconceptualisation of curricular areas or school subjects and resources to improve the quality of the school ethos. In all the four familiar areas of the school curriculum, i.e. language, mathematics, science and social sciences, significant changes are recommended with a view to making education more relevant to the present day and future needs, and in order to alleviate the stress with which children are coping today. The NCF recommends the softening of subject boundaries so that children can get a taste of integrated knowledge and the joy of understanding. In addition, plurality of textbooks and other material, which could incorporate local knowledge and traditional skills, and a stimulating school environment that responds to the child’s home and community environment, are also suggested.

NCF (2005), Recommends need for a responsive curriculum ie critical pedagogy. Plural society like India provides and promotes multiple views and perspectives and sensitivity to cultural differences. In this regard NCF (2005) says that critical pedagogy ‘entails the acceptance of multiple views on social issues and a commitment to democratic forms and interaction. Critical pedagogy challenges educators, students, and citizens to rethink established curricula and teaching strategies to meet the challenges of confronting and dissecting cultural representation in schools of our multicultural society. In this regard NCF (2005), says: “ A pedagogy that is sensitive to gender, class, caste and global inequalities is one that does not merely affirm difficult individual and collective experiences but also locates these within larger structures of power and raises questions such as, who is a allowed to speak for whom? Whose knowledge is most valued? This requires evolving different strategies for different learners.

**Kerala Curriculum Frame Work 2007 (KCF, 2007)**

 School curriculum in Kerala has to be designed and developed in the light of past experiences the general trends of the society, the needs of the contemporary world and the visions for the future. Because school education is the springboard that decides the future of Kerala. The challenges of the contemporary world can be met only if we develop a progressive and comprehensive educational system. We can achieve progress only if we combat the issues that trouble our society. We need to sensitize our young generation about various issues that confront us. This is possible only by discussing those issues in the curriculum. With this broad objectives in mind the new Kerala Curriculum Framework 2007 (KCF, 2007) have been devised. The new curriculum is flexible enough to accommodate various issues faced by us. It gives an opportunity to the learners to think about and have an insight into these issues in their own way. The learners form attitudes, opinions and make judgments about these issues. By doing so they render valuable contribution to the progress of the society. Moreover their learning proves meaningful and they become socially responsible. The curriculum is committed to provide ample scope for all these.

As envisaged by KCF (2007), education should enable the child to construct knowledge, and use it effectively. It should enable her to think critically and be able to interact, interpret and react to social issues. The KCF (2007), treading a new path that could qualitatively improve the educational scenario of Kerala. It has included social issues as the content of the new curriculum. It is a challenging task to bring in various social issues into the framework of formal education in order to take up this challenge in its true sense; we will have to design a locally maneuverable curriculum. Also we have to consider the affinity of our contemporary society for informative learning while we try to implement an issue-based approach.

Our social life consists of physical, social and cultural spheres. Each of these spheres has numerous problems. When we examine these problems, we can identify certain common sources that generate a set of problems. The genetic issues that could commonly be identified throughout Kerala could be subjected to detailed analysis and study through the curriculum. We can list down such issue domains that affect all spheres of lives.

###### Issue Domains that are Felt Throughout the State

* Absence of a vision of universal humanism.
* Lack of human resource development
* Lack of understanding of the specificities of cultural identity and its need to develop freely.
* Inability to see agriculture as part of culture.
* Lack of scientific approach to health and public health.
* Lack of due consideration towards marginalized groups.
* Lack of scientific management of land and water.
* Lack of eco-friendly industrialization and urbanization.

We can trace the roots of many social problems that we encounter in these issue domains. Each of these genetic issues has many locally specific variants (sub issues). We cannot address all of them through our curriculum however we can help the learner develop a method for approaching each of these issues. By doing so the learner may get the ability to deal with the problems and formulate their ideas, opinions and attitudes about them. The Issue-Based Curriculum should ignite thoughts and activities among learners. Moreover they should be able to intervene in the thoughts, activities and perspectives of the people around him. Learning of this kind becomes a linking of experiences with a social aim. Thus education can become more fruitful than ever before.

# Objectives of Education in Issue Based Curriculum

When we decide on the objectives of education in Kerala, we should envision a society that would be strong enough to preserve the independence, sovereignty, secularism and democracy of India. And our curriculum should ensure the balanced development of the learner and it would result in the growth of his family and society.

The broad aims of our education are as follows;

### Social Justice

Education should enable the learners to shape a social order based on equality and justice. It should be based on democracy, secularism and gender equality. Education should become the means if liberation and social change. it should lead to enlightenment.

# Sustainable Development

A comprehensive awareness of environmental protection has to be promoted. An attitude to synchronize all developmental activities with the environment has to be promoted with the broad aim of sustainable development.

# Moulding up Good Citizens

Education should enable student to function as a responsible citizen in the society. His civic sense should include secular thoughts, historic consciousness, political outlook and a sense of justice in all walks of life.

# Promotion of Nationalism

The nationalism that we aim at should include an international outlook also. It should uphold human progress and love for the entire world. This nationalism should grow to recognize and integrate the diversity of India

# Develop Awareness about Rights

Education should ensure the implementation of the rights guaranteed by our constitution and the UN Statutes. It should ensure the protection of human rights and the rights of women and children education should promote the consciousness of rights.

# Promote an Awareness of Science and Technology

The developments in science and technology have to be imbibed and utilized in day to day life through education. Students should attain the ability to transform their knowledge and skills according to the development in science and technology.

#### *Acquire a Scientific Attitude*

Students should become equipped to approach problems on the basis of cause effect relationships and suggest solutions for them. Education should promote logical thinking. Students should be able to distinguish between science and pseudo-science. They should work for the liberation of the society from superstitions, rituals, sectarianism and prejudices. They should build a scientific outlook in life and resist unscientific practices.

# Promote Indigenous Culture

The traditional localized body of knowledge and the local understanding have to be collected preserved and utilized. The ability for doing this should be acquired through education.

# Promote Vocational Skills

Education should be able to assess the mutualism of knowledge and physical labor. Education should aim at the development of various vocational skills like farming, especially eco-friendly farming practices.

# Acquire Social and Democratic Values

Education should help to acquire humanistic values like sympathy, love, compassion and fraternity through the collaboration of individuals, family and society. Education should promote a healthy awareness about sex.

# Promote Self Reliance

Education should promote self-reliance in the socio-political, economic and cultural fields.

**Strengthen Resistance**

Education should promote the learners to resist the evils of globalization and all forms of hegemony. Students should be equipped to distinguish between needs and excesses and to control consumerism. They should be able to recognize the threats to freedom and dangers of cultural imperialism.

Construct and Use Knowledge

Education should enable the learners to construct knowledge and use it in the society. Education should also aim at the acquisition of language skills for the exchange of knowledge, ideas and needs at local, national and international levels.

# Promote Critical Approach

Learners should develop the ability to assess the achievements of humanity comprehensively. They should be able to resist all types of exploitation. They should able to critically evaluate the experiences and opportunities of life and take decisions with discretion. They should practice self-criticism and develop and the ability to resist prejudices, adamant attitudes and temptations. They should also be able to accept and integrate different ideas with equanimity

# The Vision of Education in the New Curriculum

The new curriculum envisions the aim and methodology of learning as construction of knowledge. Learning is a process of constructing knowledge according to the constructivist paradigm. Here the learning is conceived as a natural process. This means that the child constructs knowledge by continuously interacting with his environment.

The construction of knowledge is not limited to the classrooms alone. The child actively interacts, investigates, reacts, designs, interprets and finds meaning from the world outside. Thus the child slowly integrates himself with the society of elders. Learning would be effective in an environment, which recognizes learners as ‘individuals’.

# Learning and Knowledge

Man is different from other creatures because they are able to manipulate his circumstances and construct what he requires from nature. Besides man can reconstruct knowledge. But acquiring only certain facts about something does not constitute knowledge

# Social Dimension of Knowledge and Critical Pedagogy

Social constructivism defines learning as a mental construct in a problematic social situation. It is significant to identify the nature of knowledge that is constructed around us. Autocratic tendencies, business motive’s partisan attitudes and other hidden interests are prominent in our society

Hence apart from mere construction of knowledge, visions about the following are also necessary. For whom is the knowledge is constructed? Does it function as a catalystic force that leads society to progress? Visions about these have to be formulated and it should be reflected in the curriculum

# Psychological Foundation of New Curriculum

 A curriculum, which has a psychological foundation, totally disregards the ideas put forward by behaviourism. The psychological approach called cognitive approach has given a new vision about learning but social constructivists contradict the ideas of cognitive theorists that child is a lonely researcher who is not influenced by society in any way. This curriculum is based on the ideas put forward by social constructivists. Along with this, a realization that education is a social process and that the conflicts that exist in the society would affect education, is necessary. Idealistic classrooms alone are incapable of overcoming the conflicts that exist and the contradictions that are inherent in the knowledge thus acquired. Critical theorists ask us to identify the sources of social conflict and overcome it. This curriculum underlines the fact that by following critical learning the child acquires the ability not only to construct knowledge but also to overcome existing knowledge. Along with these the concept of multiple intelligence influence this curriculum significantly.

 **Concept of Knowledge in New Curriculum**

Present curriculum emphasizing productive and practical aspect of knowledge. The knowledge of crafts arts and jobs are developed and propagated traditionally through experiences and internalization. The Indian model in this regard is extensive, varied and rich. Productive knowledge should be made part of the curriculum after removing the cast and gender based divisions in them. We should approach vocational training not by just teaching certain traditional crafts but by realizing their possibilities in the modern world. In this context vocational training for processing and marketing the natural farming products of Kerala is also to be considered.

# Knowledge and Realization

Education should sensitize the learner about the traditional models of knowledge, it should question the existing and established models and search for new models, alternatives etc. and create new awareness. It is dangerous to consider knowledge as an absolute product. Along with constructing knowledge, questions like who acquire it? What do they use it for? etc. has to be examined hence the process of learning is as important as the content of learning.

The curriculum should also enable students to:

* Think logically
* Understand the world
* Promote an aesthetic sense
* Maintain communicative efficiency with others
* Develop the ability to work and take part in the economic process.

**The Revised Curriculum**

 The social order, which undergoes continuous change, necessitates changes in the vision of education and the concepts of quality. This change is reflected in the educational needs of the society also. These societal demands have led to the revision of the curriculum.

The models of education developed by nation, local governments, voluntary organizations and individuals have become the guiding light for modernization of Kerala curriculum.

The curriculum is revised on the premise that education is a social process. The following strategies are adopted for the framing of the curriculum.

* Activity based and process oriented learning strategies
* Investigative learning activities
* Learning experiences that aims at comprehensive development
* Free, democratic and child friendly atmosphere in the class
* Effective utilization of learning materials including textbooks.
* Continuous and comprehensive evaluation.
* Creative assistance and interference of the society.

The revision of the curriculum realizes the democratization of the classroom atmosphere and school activities. It envisions an investigative method of learning with an emphasis of the construction of knowledge. The realization that learning takes place not only within the classroom is applied in designing transactional strategies. Evaluation is designed as a continuous and comprehensive process. The awareness that social fraternity and interference is essential in the activities of the school has been reiterated.

**Major Recommendations of KCF (2007)**

KCF (2007), Put forward certain recommendations for improving the present system of education in Kerala. The following are the major recommendations:

* Evolving a mechanism to regulate the functioning of parallel bodies at the village level so that democratic participation in development can be realized should strengthen Panchaayat Raj system
* School curriculum from the pre-primary to senior secondary stages needs to be reconstructed to realize the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple- skill formation.
* Implementing inclusive education in the schools of Kerala. Inclusive education means all learners young people with or without disabilities being able to learn together in ordinary pre-school provisions, schools and community educational settings with appropriate network of support services (MHRD, 2003).
* Neighborhood school should be promoted in Kerala education system: neighborhood concept in education means make provisions of the learner to be studied in the nearest locality of their place of birth and make sure the maximum involvement of community or society in the functioning of the school system. By encouraging this we can improve the accessibility and quality of education in Kerala.
* Promotion of mother tongue in primary levels of education. It is recognized that mother tongue have an immense influence in the early concept formation of the learner.
* Extending the mid day meal programme at all levels of education from primary to the higher secondary level. Teachers and students sit together and eat together. School should make opportunity for such a situation. It emphasis the healthy development of the learner contributes to the nations development.
* School should ensure the democratic training to the learner by conducting Balasabha at primary level and School Parliament at the high school and higher secondary level.
* Ensure proper monitoring system in all stages of the education. It should be done with the help of head master, and the members of CRC, BRC, A.E.O., D.E.O., D.D.E., DIET faculties and Panchayath education officer. Ensure the monitoring system should be teacher friendly.
* Teacher education: continuous reform of teacher education is needed for the effective function of school system. Teacher education should be capable of meeting the changing needs of the school system. In-service and pre-service teacher education should be reformed. The role of teacher must be changed from an information monger to facilitator.
* IT Enabled Learning: as the new curriculum advocated IT Enabled Learning, it means use of sophisticated equipments/software to make the process of transaction more effective. The teachers should use their discretionary power in selecting and adapting such soft wares in tune with the needs and requirements of the classroom.

These are the major recommendation put forward by the KCF (2007), some of this are practicing now in our present educational system. But the remaining recommendations are also to be recognized. But it needs cooperation from the curriculum planners, teachers, parents, and social workers.

Curriculum is the core of the whole educative process. It is the entire educative experiences of the learner under the auspicious of school. According to Stenhouses, (1975): curriculum as the means by which the experience of attempting to put an educational proposal into practice is made publicly available. It involves both content and method, and in its widest application takes account of the problem of implementation in the institutions of the educational system. (p.5). Curriculum is the reflection of a nations cultural heritage and the ethos of society. While planning and implementing the curriculum of a country one must take into consider certain principles, the present NCF (2005) proposes five guiding principles for curriculum development: (i) connecting knowledge to life outside the school; (ii) ensuring that learning shifts away from rote methods; (iii) enriching the curriculum so that it goes beyond textbooks; (iv) making examinations more flexible and integrating them with classroom life; and (v) nurturing an overriding identity informed by caring concerns within the democratic polity of the country. When we include this principle while planning curriculum it may reflect the true education of a harmonious society. Before changing and revising a curriculum we must understand the shortcomings and limitation of the existing curriculum as socializing the agent.

Curriculum transaction, after its development, is the most crucial issue in the entire process of curriculum management. Hence the role of teacher cannot be undermined; it is the teachers who are the principal agent of curriculum transaction, therefore the attitude of teachers towards the curriculum also more important. Hence the present study intended to study attitude of primary school teachers towards issue-based curriculum have great significance.

# B. STUDIES RELATED TO CURRICULUM

The major purpose of the review of literature is to demonstrate the relationship between completed research and the topic under investigation by reviewing the related literature the researcher can avoid unfruitful and useless problem areas, and the researcher can avoid unintentional duplication of well established findings.

The review of literature provides some insight regarding strong points and limitations to previous studies. It enables the researcher to improve investigation process.

The review of related literature revealed that there were no studies conducted on Issue Based Curriculum. Hence the researcher included the studies conducted on curriculum effectiveness and curriculum transaction. Most studies are conducted in foreign countries. Studies related to curriculum transaction were very few to the Indian context. The related studies in curriculum effectiveness and transaction are mentioned the following.

Kevin et al., (2008) conducted a study on Assessing information literacy instruction in the basic communication course. Information literacy is becoming a key component of general education programs nationwide. As a critical part of most general education programs, the basic communication course is on the frontlines of the charge to teach information literacy skills to first-year students. Thus, the information literacy skills of basic course students should be assessed to track the effectiveness of instruction and pedagogical practices. The present study used a pretest/posttest design with experimental and control groups to assess the effectiveness of information literacy instruction in the basic course. As predicted, students in the experimental group outperformed students in the control group on the information literacy measure. Results of the present study have implications for basic course directors and instructors, general education curriculum specialists, and librarians.

Pansiri (2008) conducted a descriptive study using questionnaires was conducted in 2004 to assess the effectiveness of instructional leadership displayed by primary school management teams following the implementation of the Primary School Management Project in Botswana. Leadership skills, Coordination of instructional activities, management of curriculum and quality of learners were key variables that guided the study. Respondents were 240 primary school teachers including school heads and 575 learners. The results reveal school management teams' lack of interpersonal skills necessary for classroom supervision, inability to mobilize parents to participate in school instructional improvement activities, teachers' unauthorized use of corporal punishment and lack of creativeness and innovativeness for management of curriculum change. Regarding quality of learning, the study identifies learners' inability and lack of freedom for self-expression and inadequate acquisition of basic literacy skill at varying degrees between rural and urban schools.

Tayyaba et al., (2008) conducted a study aimed to evaluate the effectiveness of CAI vs. classroom lecture for computer science at ICS level. The objectives were to compare the learning effects of two groups with classroom lecture and computer assisted instruction studying the same curriculum and the effects of CAI and CRL in terms of cognitive development. The research was true- experimental in nature. The research design followed by researcher is The Pre-test - Post test Equivalent groups Deign. A question paper containing 30 items multiple-choice test was compiled from the curriculum, with a representative number of questions from each of the cognitive levels. Findings of this research indicate that total gain in cognitive domain by CAI was significantly superior to the total gain in cognitive domain by CRL teaching method. This study concluded that the skills of knowledge, analysis and synthesis assured significant increase. The CAI proved to be very much effective in increasing the evaluation and application skills of students to experimental group. Comprehension skill, however, not much affected by the CAI. According to the results of this study it was suggested that CAI as an effective teaching method should be applied to improve teaching quality and by using CAI it will be possible to eliminate lingual, regional and ethical biases between teacher and student.

Imhanlahimi & Imhanlahimi (2008) assessed the effectiveness of computer assisted learning strategy and expository or traditional method of teaching biology using lumen Christi International high school, Uromi, Edo State Nigeria as a case study. The study which was a true experimental design: randomized, two groups, pre-test, post-test control group, involved sixty (60) senior secondary class one (SSC 1) students of the high school. The instrument for the study consisted of six essay questions based on three selected topics from SSC curriculum. Data were analyzed using t-test statistics and analysis of variance (ANOVA). Results showed that expository method of instruction was superior to computer assisted learning strategy in teaching biology. Besides students taught through co-operative or interactive computer assisted learning strategy achieved significantly higher than those taught through individual computer assisted learning strategy.

Shiwaku & Shaw (2007) conducted a study on Proactive co-learning a new paradigm in disaster education. The aims of this study were the effectiveness of the education at Maiko and show the direction of effective school disaster education. The questionnaire survey was conducted in 12 schools (1,065 students) from different parts of Japan, including that of Maiko, to understand the linking between disaster education and students' awareness. The Findings of the study showed that a distinct higher risk perception and risk reduction actions of the students in the Maiko, as compared to other schools. The Maiko focuses on mitigation and preparedness, mainly teaches about the social environment, and makes students think of the importance of implementation. This learning process is found to be effective in reducing the gap between intention and action.

Zimmerman &. Dibenedetto (2008) investigated on Mastery Learning and Assessment: Implications for Students and Teachers in an Era of High-stakes Testing, Federal efforts to improve American students' achievement through high-stakes testing have led to significant concerns about the fairness and effectiveness of standardized tests. We attribute these concerns to the use of summative tests to assess academic progress without the benefits of an effective formative model of assessment and instruction, such as mastery learning. The tool used for the study was interview and the sample was teachers and students. They reported the positive academic and motivational outcomes expected of a mastery learning approach and a few concerns about drawbacks associated with high-stakes testing.

Kim et al., (2006) conducted a study on impact of an Evidence-Based Medicine Curriculum. The major objective of the study was to investigate the impact of an EBM curriculum on residents' use of evidence-based resources in a simulated clinical experience. Design/Participants fifty medicine residents randomized to an EBM teaching or control group. The tool used for the study was a validated test of EBM knowledge (Fresno test). The main conclusions EBM teaching improved EBM knowledge and increased use of evidence-based resources by residents, but did not improve performance on Web-based clinical vignettes.

Matera & Gerber (2008) investigator the effects of a Literacy Curriculum. The major objective of the study was to evaluate the effectiveness of a literacy curriculum, and also it addressed the curriculum print concepts, storytelling, and writing through motivating and creative activities as a means to develop early reading and writing skills. Its primary objective was to evaluate children's English writing at the end of a 10-week intervention. Analyses of variance demonstrated that the treatment group had statistically significant gains compared with the control group in English and Spanish writing. In addition, there was a statistically significant relationship between children's initial vocabulary skills and treatment on English writing.

Catherine et al., (2008) conducted a study on short term effectiveness of an outcomes research training curriculum within a coordinated program, a survey tool was administered among graduates who went through CPs after implementation of the fourth edition of the Standards of Education showed notable improvement in attitudes, interest, and participation in most of the outcomes research skills queried, compared with those who completed their education under the earlier standards; knowledge was only slightly improved. Of these areas, only enhancements in attitudes and interest were consistently more pronounced in food and nutrition professionals trained using the University of Missouri-Columbia’s outcomes research curriculum compared with other CP graduates.

Tiralongo & Wallis (2005) studied the effectiveness of an integrated approach to the teaching of evidence-based complementary and alternative medicine (CAM) in a pharmacy curriculum. Design Evidence-based CAM education was integrated throughout the third, fourth, and fifth years of the pharmacy curriculum. Specifically, an introductory module focusing on CAM familiarization was added in the third year and integrated, evidence-based teaching related to CAM was incorporated into clinical topics through lectures and clinical case studies in the fourth and fifth years. The conclusion of the study was CAM education integrated over several years of study increases students' knowledge and application.

Demirci (2007) investigated the effectiveness of GIS-Based Application in Secondary School Geography Lessons. The purpose of the study was to investigate the barriers preventing the use of Geographic Information Systems (GIS) in secondary school geography lessons and to determine its effectiveness on students’ success. A workshop focusing on ways to implement GIS-based application in the classroom for 14 teachers from nine high schools was conducted in 2006. The study revealed that the use of GIS increased the students’ success on geography lessons by 38% at the first school and by 51% at the second one. The success rate of the students in this study substantiates the need for GIS to be better incorporated into the Geography curriculum in the secondary school level in developing countries.

Catherine et al., (2008) conducted a study on Problem Based Learning The objective of the study was to investigate the experiences of teachers facilitating a problem based learning curriculum in midwifery.. Methods Semi-structured interviews were undertaken following random selection from two groups of teachers; those more experienced as teachers and those who had entered teaching more recently. Findings and discussion Aspects of the teacher’s role identified included questioning students to draw out their knowledge and understanding and to help students challenge each other, discuss and evaluate their learning. Conclusions Problem based learning was perceived to be beneficial in helping students relate theory to practice and in encouraging an active and enquiring approach to evidence, but teachers raised important questions about its practice. Tensions were identified between the constructivist theories on which the model of PBL rests and the formal requirements of an externally regulated professional curriculum.

Leung & Wang (2008) conducted a study on Validation of the Tutotest in a hybrid problem-based learning curriculum. This study was designed to validate the Tutotest in a hybrid PBL curriculum. Study validated the Tutotest-C in a hybrid PBL curriculum and students from the Chinese educational system. The test–retest reliability measure with a 2-week interval at the end of the PBL tutorial confirmed the stability of the Tutotest, which has not been previously reported. Since most Asian medical schools adopted a hybrid PBL curriculum, a valid student evaluation instrument for this type of curriculum is valuable.

Kathleen et al., (2008) investigated the use of problem-based learning to enhance MCA education. This study suggests that Part of the Problem is the Method of Instruction often Used: lecture and demonstration of tools followed by end-of-chapter assignments. We propose that problem-based learning is an alternative instructional method that may produce more positive results for students. To examine this approach, a semester-long study involving 186 business school students enrolled in computer applications concept course of seven different sections was conducted. Student motivation, computer self-efficacy, knowledge, and satisfaction were studied. Results strongly support a problem-based learning approach as an instructional approach to teaching this class.

Nikendei et al., (2009) studied the effects of a supplementary final year curriculum on students’ clinical reasoning skills as assessed by key feature examination, the aim of this study was to examine the effectiveness of a supplementary internal medicine final year curriculum on clinical reasoning skills. Method: Final year internal medicine students from two universities participated in the study, which was based on a static-group design. The experimental group (n = 49) took part in a final year student curriculum with interactive case-based seminars and skills training sessions. A conclusion of the study was the supplementary interactive case-based seminars and skills training sessions are effective and significantly improve the clinical reasoning skills of final year students in internal medicine. Further study is warranted and should look to examine the effectiveness of a final year student curriculum on other performance measures.

 Berard & Smith (2008) conducted a study on evaluating a Positive Parenting Curriculum Package. The major objective of the study was to assess the effectiveness of a parentingcurriculum designed for parents who exhibit risk factors for child maltreatment. A written quiz containing questions corresponding to skills taught in each class was administered to participants before the series of classes, following each class session, and after completion of the course. Repeated administration of the quiz permitted an analysis of skill acquisition. A role-play assessment was conducted prior to and following the series of classes. Results demonstrate an improvement in the participants’ ability to recognize correct answers in a multiple-choice format and demonstrate the behavioral skills taught in class within a role-play context.

Ogunniyi (2007) conducted a study on teachers’ stances and practical arguments regarding a science- indigenous knowledge curriculum. The study focuses on the effectiveness or otherwise of a Practical Argumentation Course (PAC) as an instructional tool for enhancing teachers' understanding of, and ability to implement, a Science-IKS curriculum. Data collected by questionnaires, videotaped and audiotaped interviews, and reflective essays were analyzed in terms of a Practical Argumentation Framework developed for the purpose. The findings show that the PAC did enhance the teachers' understanding as well as increase their awareness of the need to implement a Science-IKS curriculum in their classrooms.

Hans et al., (2008) investigated experimental evaluation of the effects of a research-based preschool mathematics curriculum, a randomized-trials design was used to evaluate the effectiveness of a preschool mathematics program based on a comprehensive model of research-based curricula development. Thirty-six preschool classrooms were assigned to experimental (Building Blocks), comparison (a different preschool mathematics curriculum), or control conditions. Children were individually pre- and post tested, participating in 26 weeks of instruction in between. Observational measures indicated that the curricula were implemented with fidelity, and the experimental condition had significant positive effects on classrooms’ mathematics environment and teaching. The experimental group score increased significantly more than the comparison group score and the control group score. Early interventions can increase the quality of the mathematics environment and help preschoolers develop a foundation of mathematics knowledge.

Russell et al., (2008) investigated mathematics Instruction for Students with Learning Disabilities. The purpose of this meta-analysis was to synthesize findings from 42 interventions (randomized control trials and quasi-experimental studies) on instructional approaches that enhance the mathematics proficiency of students with learning disabilities. Two instructional components provided practically and statistically important increases in effect size–teaching students to use heuristics and explicit instruction.

Catherine et al., (2007) conducted A Study of Curriculum Effectiveness in Social Studies, his quasi-experimental study examines the effects on student performance of a Javits-funded curriculum designed to respond to the needs of high-ability students in elementary and middle school social studies. Data collection focuses on student performance in conceptual reasoning, critical thinking, and content learning and on teacher demonstration of specific desired teaching behaviors. Results demonstrate significant and important differences between treatment and comparison groups in the area of content learning, favoring the treatment group; no significant differences are found for the small sub sample of gifted students. Sub analyses yield differential results for specific units and schools, potentially indicating issues of treatment fidelity. Contextual challenges and implications of the study are discussed, including issues related to social studies curriculum implementation and differentiation in the current standards-based environment.

Sufen et al., (2009) conducted study on Evaluation of Undergraduate Curriculum reform for interdisciplinary learning, in this study, science faculty and educators collaboratively developed a plan to evaluate an interdisciplinary science curriculum and its administration policy. The science faculties were engaged in determining criteria for evaluation and interpreting data. The collaborative evaluation stressed graduate attributes in the affective domain and provided a dynamic for curriculum revision. . The tool used for the study was attitude scale. The conclusion of the study was students' involvement and learning loadings were crucial to the effectiveness of the reform.

Peeraer et al., (2009) conducted study on evaluating the effectiveness of curriculum change, the major objective of the study was to see whether different curricula produce different outcomes, we compared test and questionnaire results of two cohorts. The tool used for the study was questionnaire. The finding of the study revealed that no significant difference between both cohorts on the results of their knowledge test and their report on skills practice. On the OSCE, students from the new curriculum cohort scored significantly higher than old curriculum students. Conclusion: Curriculum change can lead to improvements in graduating students' outcome results.

Annie and Mathew, (2007) examined the dissonance between curricular expectations and implementations to 200 samples consisting of high school pupils (50) teachers (50) BEd trainees (100). The objective of the study was to examine the effectiveness of the present curriculum approaches in standard and to appraise the realization of relevant objectives of education as viii and ix a result of the transaction of the new curriculum and thirdly to compare the perspectives of pupils, teachers and BEd trainees with reference to the transaction of the new curriculum. Structured interview schedule was used for the collection of data .The result of the study was there is a need for qualitative improvement of SSA and lack of infrastructure badly affect the curriculum transaction.

Muthucchamy and Bharathi, (2009) studied the attitude of teachers towards the introduction of peace education in the school curriculum. The major objective of the study was to study the teachers’ attitude towards the introduction of peace education in the school curriculum. An attitude scale based on Lickert type was developed and administered to the 300 teachers of the higher secondary school of Nammakkal Educational district. The major finding of the study was higher secondary school teachers have a favorable attitude towards the introduction of peace education in the school curriculum.

Saisani and Srilatha, (2008) investigated the opinion of the school of distance learning and continuing education students towards distance education courses. The major objective of the study was to know the opinion of the distance learners that by whom they have motivated to have education through distance mode and the purpose of joining the course.2. To study the accessibility and availability of teaching learning facility, through this programeme. The methodology of the study was undertaken to collect the opinion of the SDLCE degree students towards distance education courses. A questionnaire administered to 120 SDLCE students. The study reveals that majority of the distance education learners motivated with their friends and newspapers to study through distance education to improve their qualification and job placements.

Gulhane (2008) investigated Innovative approaches to the B.Ed curriculum in the Universities of Maharashtra. The objective of the study was to analyze the present B.Ed curriculum in the universities of Maharashtra and to study the opinion of student teacher and teacher educators towards the present B Ed curriculum. Survey method was adopted for the study. Questionnaire and interview schedule was used for data collection. A stratified random sampling method was used for selecting 200 student teachers, 100 teacher educators and 25 principles from 25 BEd colleges. The major finding of the study was there is significant difference between the opinion of student practicum and practice teachings.

Sridevi and Lazac (2009) investigated Attitude of teacher educators on semester system of BEd, Programme in Kerala. The major objectives of the study were 1. To study the attitude of teacher trainers towards BEd semester scheme educators in dealing with new semester scheme. An attitude scale (likert scale) and unstructured Interview scheduled were administered to 240 sample consist of teacher trainees, teacher educators. The major finding of the study were theoretically semester system in BEd programme is good but it is having many practical difficulties and teacher educators are facing many problem especially the time factor and majority shows uncertain attitude towards semester system.

Rajaguru (2008) investigated the impact of RKMVCOE’ Teacher preparation curriculum on the value enhancement of the student teachers. The objective of the study was to study the significant impact of value oriented teacher preparation curriculum if any on the value enhancement of student teacher with special reference to certain value components. 109 BEd students selected as a sample for the study. The tool for the study was that the RKMVOCOE teacher preparation curriculum helps the student teachers to enhance their values.

Kumar (2002) in his study effectiveness of modules curriculum in the subject of science in relation to style of learning and thinking investigated the effectiveness of modulate curriculum in terms of students achievement in Science in a sample of 300 students. The tool used for the study was style of learning and thinking by Torrance, EP. 1988 and an achievement test in science. The finding of the study was the students exposed to modular curriculum achieved significantly higher than those exposed to traditional curriculum.

Yadav (2007) studied the implementation of school curriculum at primary stage in different states. The study attempted to explore the status implementation of school curriculum in term of structure, agency, working days, at primary stage in different states and union territories. Sample as taken from 35 states and union territories. Questionnaire was used as the tool for collecting data. The findings showed that there is lot of variation in terms of structure of education, agency for construction of curriculum, schoolhouses in curriculum implementation.

Ramanarayanan et al., (2007) investigate self directed learning in undergraduate physiology curriculum in an Indian medical school. The effectiveness of self directed learning sessions in undergraduate physiology curriculum based on examination scores. The sample of the study was 149 first year medical students. These sessions included presentation and evaluation of certain topics in physiology. The conclusion of the study was that self**-**directed learning provides an active learning experience as it was seen in the presentation sessions and enhances the learning process in students.

# CONCLUSION

 The review of these studies helped the investigator to acquaint with current knowledge in the field or area of the present study. These studies enlighten the researcher to proceed along the right path. The investigator reviewed studies related to curriculum effectiveness. Sufficient number of studies were conducted and reported on curriculum effectiveness. The related studies in curriculum effectiveness revealed that attitude of teachers and students have a significant role in curriculum effectiveness, and effectiveness of the curriculum determines a nations destiny. The related studies in curriculum revealed that there were no studies related to Issue Based Curriculum in Kerala. Hence the present study attitude of primary school teachers towards Issue Based Curriculum have great significance.

Top of Form

# METHODOLOGY

Research is an ongoing process that begins with a theoretical orientation and leads to the enrichment of the broader theoretical foundations. Here lies the relevance of the research process. It clarifies the existing theory, which might lead to its refinement or reformulation and it could initiate a new theory. The research process includes a series of steps beginning with the identification of a problem and formulation of hypotheses, then identification of the universe of study. The stage of data collection involves the scientific methods and techniques so that the research activity yields reliable and valid results.

Methodology of research refers the theory of how one carries out research or applies the general principles of conducting research and epistemology as theory of knowledge. The success of a research pursuit is largely determined by the methodology on which it is based. It elucidates the theoretical orientation with which the research process is to be carried out that guides the choice of methods and techniques to be used (Allen, 1991).

The present study entitled ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM IN KERALA attempts to find out the attitude of primary school teachers towards Issue-Based Curriculum. The methodology adopted for the study is described under the following major headings.

A. VARIABLE

B. OBJECTIVES

C. HYPOTHESIS

D. TOOLS USED FOR DATA COLLECTION

E. SAMPLE SELECTED FOR THE STUDY

1. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA
2. STATISTICAL TECHNIQUES USED

**A. VARIABLE**

 Attitude of primary school teachers towards Issue-Based Curriculum is taken as the criterion variable of the study.

**B. OBJECTIVES**

The objectives set forth for the study are of the following

i) To find out the extent of the attitude of primary school teachers towards Issue Based Curriculum in total sample and the relevant sub samples based on

1. Gender

b. Type of management

1. Locale of the school
2. Teaching experience
3. Educational qualification

ii). To find out whether there exists any significant difference in the attitude of primary school teachers towards Issue Based Curriculum in the relevant sub samples

a) Gender

b) Type of management

c) Locale of the school

d) Teaching Experience

e) Educational qualification

**C. HYPOTHESIS**

The hypotheses formulated for the study are the following.

1. There will be significant difference in the attitude of primary school teachers towards Issue Based Curriculum in the sub sample based on
	1. Gender
	2. Locale of the school
	3. Type of management

d) Teaching Experience

e) Educational qualification

**D. TOOLS USED FOR DATA COLLECTION**

For each and every type of research we need certain instruments to gather new facts or to explore new fields. The instruments thus employed as means are called tools. The selection of suitable instruments or tools is of vital importance for successful research. A reliable and valid instrument enhances the quality of data collected. A poorly worded tool can seriously affect precision, affecting the entire research process. The researcher must be careful in developing the instrument for survey in order to enhance its quality and purpose.

The investigator developed an attitude scale on primary school teachers’ attitude towards Issue-Based Curriculum. The investigator was constructed the tool based on Lickert (1932) method of summated rating technique.

**Scale on Primary School Teachers Attitude Towards Issue Based Curriculum**

For measuring the attitude of primary school teachers towards Issue-Based Curriculum the investigator developed and standardized a scale on primary school teachers’ attitude towards Issue-Based Curriculum. In this scale there are eighty-eight statements, out of which thirty-nine are positive statements and forty-nine are negatively scoring statements.

 **(i) Construction and Standardization of Scale on Primary School Teachers Attitude Towards Issue Based Curriculum**

The procedure of constructing and standardizing the scale is described under the following headings:

(a) Planning of the Scale

(b) Scoring Procedure

(c) Try out of the preliminary scale

(d) Reliability

(e) Validity

## (a) Planning of the Scale

For the preparation of the attitude scale on Issue-Based Curriculum the investigator made an extensive study on the features of the newly implemented Issue Based Curriculum and its various components. The related literature shows that the major areas are (KCF 2007).

i). Issue-Based Curriculum

ii). Method of teaching

iii) Textbooks

iv) Decentralized concept in education

v) Evaluation system

vi) In-service training of teachers

vii) IT Enabled education

viii) Availability of learning instruments

ix) Approaches to different subjects

x). General Recommendations of KCF (2007)

**(i)** **Issue-Based Curriculum:-** Critical pedagogy is a way of thinking about, negotiating, and transforming the relationship between classroom teaching and the production of knowledge, the institutional structures of the school, and the social and material relationship of the wider community, society, and nation state (McLaren, 1998). Here the term issue based curriculum is the same as critical pedagogy, but we changed the name of critical pedagogy to issue based curriculum for referring Kerala school curriculum.

 Eg. The new curriculum grooms the children to realize the social evils, to question as well as oppose them rationally

 **(ii) Method of Teaching:-** Method of teaching refers to the style of presentation of content or subject matter in the classroom. In issue-based curriculum the method of teaching is based on social constructivism and it also incorporates the core essence of critical pedagogy. The method advocated in issue-based curriculum is learner centered, here the teacher helping the student to correlate the content with social issues. It emphasizing on discussion, projects, seminars, debates, panel discussion etc.

 Eg. It is difficult to correlate the social issues with different subjects in the class room.

### (iii) Textbooks:- It is the learning instrument, usually employed in school to support a programme of instruction, or textbook is specially prepared learning instrument for imparting selective and systematic knowledge in classroom. In the new curriculum textbooks are prepared on the basis of issue based content, constructivist, critical pedagogy and continuous and comprehensive evaluation.

 Eg. Lack of the explanation of content in the new texts books is in such a way as to promote the existing market system.

**(iv) Decentralization of Education:-** KCF (2007) Emphasize the need for the participation of local self-government in education. As a result it is realize that the integration of SSA, education department and local self-government will improve the quality of learning. Consequently district educational council, Panchayat educational council setup to monitor the educative process.

Eg. Introduction of local self-government in education is acceptable.

**(v) Evaluation System:-** It is an inevitable part of educative process. It helps to asses, measure and appraise the growth of learning, changes and developments. Evaluation also helps to recognize the ability, aptitude of the learner in the educative process. Issue Based Curriculum emphasize continuous and comprehensive evaluation.

Eg. It is very difficult to carryout evaluation in a judicial way through continuous and comprehensive evaluation.

**(vi)** **In-service Training of Teachers:-** Inservice training is necessary part of the educative process. It will help the traditional teacher to adapt with the new curriculum and make necessary training on changing curriculum trends. Recently cluster meetings, courses are associated with the new curriculum transaction is organized to acquaint the teachers with new curriculum.

Eg. The monitoring system involving district resource persons is considered to be most effective.

**(vii) IT Enabled Education:-** The advancements in the field of science and technology should be effectively tapped for the effective classroom transaction of knowledge. As curriculum advocates IT Enabled learning, in all fields. A number of softwares are available as teaching aids. The teacher should use their discretionary power in selecting and adapting such softwares in tune with the needs and requirements of the classroom.

Eg. Use of computer in primary classroom helps the learner to improve the intelligence and increase the confidence to operate IT instruments.

**(viii)** **Availability of Learning Instruments:-** Issue Based Curriculum demands the availability of learning instruments in the school. Today the concept of learning have radically transformed, as a result the school environment require full facility conducive for teaching learning, the school should be well equipped enough to facilitate the teaching learning process in an effective way and it also ensure the use of community resources in learning process.

Eg. The absence of a school library with current and relevant information may create difficulty in the learning process.

**(ix)** **Approaches to Different Subjects:-** The new curriculum offer different approaches for learning different subjects, namely social studies, language, art learning, mathematics etc. This approaches helps the teacher and learner to get a sound knowledge in the field of study and also helpful for getting critical consciousness in their subjects.

Eg, Lack of detecting errors in language study may inhibit the linguistic development of the learner.

**(x) General Recommendations of KCF (2007):-** It means the KCF 2007 has put forward certain recommendations regarding the changes in the educational process, ie. mother tongue should be include in the primary sector itself, change in the ratio of teacher-pupil in the classroom, the learning environment should be suitable to the needs of the children, it should promote democratic and secularistic ideas.

Eg, The concept of inclusive education in new curriculum is a welcoming change.

The first draft of the scale consisted of 92 items. Out of this forty-one items are scored inversely the items are arranged as five response category such as strongly agree, agree, undecided, disagree, strongly disagree are possible for the statements of each item. The draft scale is provided as appendix.

# (b) Scoring Procedure

Statement of each item has five possible responses viz, strongly agree, agree, undecided, disagree, strongly disagree and are scored 4,3,2,1,0 respectively. The negative items are scored reversibly.

# (c) Try out of the Preliminary Scale

Try out of the first draft was done in order to select valid items for the final scale. The primary scale was administered to a sample of 300 primary school teachers selected by using stratified sampling technique giving due representation into gender, locale of the school and type of school management, teaching experience and educational qualification. Proper instructions were given regarding the method of responding. The response sheets were scored according to the scoring scheme and the total score of each sheet was calculated then the response sheets were arranged in descending order of the total score and the highest 27 percent and the lowest 27 percent with respect to the total scores were separated.

As the total number is 300 (27 percent) the highest 81 scripts and the lowest 81 scripts were selected. The averages of scores obtained for each item by the upper group as well as the lower group were calculated separately. The significance of difference between the two mean scores was calculated using the formula.

  (Best & Khan, 2002)

Where

 and  = the mean of two groups.

and  = the standard deviations of two groups

N1 = Sample size of the upper group

N2 =Sample size of the lower group

 The critical ratio obtained for each item together with means and standard deviations of the scores of the groups are given in Table 3.1.

**TABLE 3.1**

**Means, Standard Deviations and ‘t’ Value of each Item of the Scale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No. | LowGroup Mean | Low Group SD | High Group Mean | High Group SD | ‘t’Value |
| 1 | 2.84 | 0.80 | 3.38 | 0.49 | 5.22 |
| 2 | 2.67 | 0.88 | 3.51 | 0.57 | 7.30 |
| 3 | 2.15 | 1.152 | 3.25 | 0.70 | 7.34 |
| 4 | 1.21 | 1.36 | 2.11 | 1.30 | 4.31 |
| 5 | 1.70 | 1.22 | 2.94 | 0.81 | 7.59 |
| 6 | 2.88 | 1.12 | 3.60 | 0.65 | 5.06 |
| 7 | 1.49 | 1.22 | 2.72 | 1.19 | 6.48 |
| 8 | 0.74 | 0.10 | 2.42 | 1.38 | 8.89 |
| 9 | 2.03 | 1.36 | 3.36 | 0.95 | 7.18 |
| 10 | 1.23 | 1.19 | 3.01 | 0.97 | 10.39 |
| 11 | 1.52 | 1.36 | 2.75 | 1.22 | 6.08 |
| 12 | 2.46 | 1.08 | 3.19 | 0.75 | 5.06 |
| 13 | 1.05 | 1.12 | 2.56 | 1.22 | 8.18 |
| 14 | 0.77 | 0.71 | 2.27 | 1.24 | 9.49 |
| 15 | 1.89 | 1.31 | 3.37 | 0.82 | 8.59 |
| 16 | 0.74 | 0.95 | 1.06 | 1.11 | 1.98 |
| 17 | 1.63 | 1.03 | 2.93 | 0.90 | 8.51 |
| 18 | 1.48 | 1.13 | 2.81 | 1.11 | 7.58 |
| 19 | 2.72 | 1.10 | 3.30 | 0.68 | 4.04 |
| 20 | 2.88 | 1.04 | 3.32 | 0.59 | 3.34 |
| 21 | 0.90 | 0.92 | 2.32 | 1.22 | 8.36 |
| 22 | 0.64 | 0.76 | 1.30 | 1.23 | 4.07 |
| 23 | 2.58 | 1.11 | 3.31 | 0.56 | 5.29 |
| 24 | 0.73 | 0.96 | 1.67 | 1.17 | 5.57 |
| 25 | 1.99 | 1.17 | 2.64 | 1.03 | 3.78 |
| 26 | 0.81 | 0.88 | 2.56 | 1.05 | 11.43 |
| 2 | 1.03 | 1.09 | 2.49 | 1.21 | 8.03 |
| 28 | 1.22 | 1.06 | 2.88 | 0.99 | 10.25 |
| 29 | 1.17 | 1.02 | 2.48 | 1.18 | 7.53 |

| Sl.No. | LowGroup Mean | Low Group SD | High Group Mean | High Group SD | ‘t’Value |
| --- | --- | --- | --- | --- | --- |
| 30 | 0.95 | 1.09 | 2.51 | 1.21 | 8.60 |
| 31 | 1.28 | 1.06 | 2.80 | 0.93 | 9.59 |
| 32 | 1.07 | 0.80 | 2.91 | 0.82 | 14.39 |
| 33 | 1.03 | 0.99 | 2.17 | 1.15 | 6.73 |
| 34 | 0.86 | 0.96 | 2.23 | 1.13 | 8.31 |
| 35 | 0.86 | 0.93 | 2.31 | 1.15 | 8.79 |
| 36 | 0.96 | 0.81 | 2.18 | 1.01 | 8.46 |
| 37 | 0.97 | 0.92 | 2.26 | 1.13 | 7.94 |
| 38 | 1.40 | 1.07 | 2.80 | 0.98 | 8.73 |
| 39 | 1.14 | 0.99 | 2.93 | 0.99 | 11.43 |
| 40 | 1.59 | 1.17 | 2.86 | 0.83 | 7.97 |
| 41 | 1.17 | 0.89 | 3.10 | 0.60 | 16.09 |
| 42 | 1.89 | 1.25 | 3.07 | 0.67 | 7.56 |
| 43 | 0.95 | 1.17 | 2.23 | 1.10 | 7.16 |
| 44 | 0.85 | 1.10 | 1.56 | 1.33 | 3.67 |
| 45 | 0.86 | 1.10 | 2.05 | 1.07 | 6.93 |
| 46 | 2.17 | 1.28 | 3 | 0.92 | 4.71 |
| 47 | 1.09 | 0.92 | 2.36 | 1.05 | 8.17 |
| 48 | 1.51 | 1.32 | 2.28 | 1.01 | 4.21 |
| 49 | 0.89 | 1.10 | 3.94 | 6.48 | 4.17 |
| 50 | 1.26 | 1.20 | 2.16 | 1.20 | 4.78 |
| 51 | 1.63 | 1.18 | 3.10 | 0.78 | 9.35 |
| 52 | 1.36 | 1.24 | 3.08 | 0.78 | 10.58 |
| 53 | 0.98 | 1.15 | 2.64 | 0.88 | 10.40 |
| 54 | 0.58 | 0.91 | 1.79 | 1.23 | 7.12 |
| 55 | 2.06 | 1.43 | 2.87 | 0.98 | 4.19 |
| 56 | 0.83 | 0.95 | 2.14 | 1.16 | 7.94 |
| 57 | 1.90 | 1.03 | 1.72 | 1.18 | 3.55 |
| 58 | 1.07 | 1.21 | 2.62 | 0.96 | 8.10 |
| 59 | 2.17 | 1.38 | 3.09 | 0.76 | 5.23 |
| 60 | 1.48 | 1.17 | 2.70 | 1.00. | 7.12 |
| 61 | 0.96 | 1.21 | 2.28 | 1.23 | 6.84 |
| 62 | 0.45 | 0.77 | 1.86 | 1.14 | 9.20 |
| 63 | 1.05 | 1.12 | 3.03 | 0.84 | 12.78 |
| 64 | 1.16 | 1.25 | 2.75 | 0.96 | 9.11 |
| 65 | 2.57 | 1.15 | 2.38 | 1.21 | -0.99 |
| 66 | 1.11 | 1.15 | 2.52 | 1.10 | 8.01 |
| 67 | 0.7 | 0.97 | 1.78 | 1.30 | 5.96 |
| 68 | 1.44 | 1.21 | 3 | 0.77 | 9.72 |
| 69 | 2.27 | 1.30 | 3.11 | 0.73 | 5.06 |
| 70 | 0.70 | 0.97 | 1.58 | 1.15 | 5.25 |
| 71 | 2.84 | 1.05 | 3.17 | 0.74 | 2.33 |
| 72 | 2.75 | 1.18 | 3.27 | 0.82 | 3.25 |
| 73 | 0.93 | 1.14 | 2.09 | 1.20 | 6.33 |
| 74 | 0.59 | 1.02 | 1.44 | 1.07 | 5.18 |
| 75 | 1.19 | 1.14 | 2.82 | 0.90 | 10.14 |
| 76 | 1.21 | 1.27 | 2.04 | 1.17 | 4.31 |
| 77 | 1.47 | 1.23 | 2.51 | 0.98 | 5.96 |
| 78 | 0.83 | 1.01 | 2 | 1.21 | 6.68 |
| 79 | 0.49 | 0.78 | 2.08 | 1.20 | 10.05 |
| 80 | 0.79 | 0.88 | 2.22 | 1.10 | 9.19 |
| 81 | 2.19 | 1.27 | 3.27 | 0.67 | 6.82 |
| 82 | 2.72 | 1.90 | 3.25 | 0.58 | 3.88 |
| 83 | 0.73 | 1.00 | 1.98 | 1.22 | 7.10 |
| 84 | 2.46 | 0.87 | 2.88 | 0.85 | 3.13 |
| 85 | 1.22 | 1.07 | 2.44 | 1.16 | 6.96 |
| 86 | 1.33 | 1.11 | 2.79 | 0.80 | 9.59 |
| 87 | 2.52 | 1.09 | 3.12 | 0.53 | 4.50 |
| 88 | 2.49 | 0.99 | 3.02 | 0.63 | 4.07 |
| 89 | 1.67 | 1.36 | 2.35 | 1.19 | 3.37 |
| 9 0 | 2.02 | 1.06 | 3.38 | 0.49 | 5.22 |
| 91 | 2.53 | 1.29 | 2.83 | 0.971 | 1.65 |
| 92 | 1.78 | 1.24 | 3.0 | 0.68 | 7.83 |

Item with critical ratio greater than 2.58, the tabled value of ‘t’ required for significance at 0.01 level are selected for final scale. Four items were rejected due to the critical ratio less than 2.58. Hence only eighty-eight items were selected for final scale. The final version of tool both in Malayalam and English also given as Appendix I, II, III and IV.

# (d) Reliability

A test is reliable to the extent that it measures whatever it is measuring consistently. Reliability is the degree of consistency that the instrument or procedure demonstrates, whatever it is measuring it does so consistently (Best, 1996).

The investigator used split half reliability to find out the reliability of the test.

In split half method, the test is first divided into two equivalent “halves” and the correlation found for these half-tests. From the reliability of the half test, the self-correlation of the whole test is then estimated by the Spearman-Brown prophecy formula.

For determining the split half reliability the investigator selected 300 students who participated in the final test. The procedure used by the investigator for splitting the two equal half of the test is odd and even method of split half reliability. The investigator in order to make up two sets of scores by combining alternate items in the test. The first set of scores, for example, represents performance on the odd-numbered items, 1,3,5,7, etc. and the second set of scores, performance on the even-numbered item 2,4,6,8, etc. From the self-correlation of the half-tests, the reliability coefficient of the whole test may be estimated from the formula.


Where

 = reliability coefficient of the whole test

 = reliability coefficient of the half-test

The reliability of the test was found to be 0.97, which indicates that the test is highly reliable.

# (e) Validity

Validity is the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure (Best and Khan, 2001). Content validity is based upon careful examination of course, textbooks, syllabi, objectives and the judgments of subject matter specialists (Best and Khan, 2001).

In the present study validity of the tool was established by comparing the components of Issue-Based Curriculum and the tool was standardized by judgment of subject specialists. Thus content validity of the tool was ensured.

Validity of the present scale was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind namely what he thought he was measuring (Garret, 2005).

# E. SAMPLE SELECTED FOR THE STUDY

The population meant for the study is primary school teachers who is studying class 1 to class 7th in the government, aided and unaided schools of Kerala. Even though the size of the population is finite, because of its huge size it is impossible and impracticable to study the population characteristics as such. Therefore it was decided to take representative sample of the population, which determines the extent of generalizability of the results obtained through this study. In selecting the sample the investigator had to consider three major aspects viz.

1. Techniques of Sampling
2. Factors Represented
3. Size of the Sample

**a) Techniques of Sampling**

The population consists of large number of teachers belonging to different strata like, gender of the subjects, locale of the schools, type of management of schools, experience of the subjects and educational qualification etc. Because of this stratification in the population, the investigator had to adopt stratified sampling method to select sample, which will be a good representative of the population. According to Garret (1966) when the population is composed of sub groups or strata of different sizes, stratified sampling method is applicable.

In the present study the investigator used stratified random sampling.

**b)** **Factors Represented**

The following factors or strata of the population were taken into consideration while selecting the sample.

i) Gender of the Subjects

ii) Locale of the Schools

iii) Type of Management of the Schools

iv) Teaching Experience

v) Educational Qualification of The Subjects

# i) Gender of the Subject

 The investigator divided the population into two on the basis of gender. ie. Male and Female primary school teachers. .

## ii) Locale of the School

The investigator decided to include primary school teachers from both rural and urban schools in the present study.

## iii) Type of Management of the School

On the basis of the variable the type of management of schools includes aided, unaided, and government schools. The investigator has taken sample from government, unaided and aided schools.

# iv) Teaching Experience of the Subjects

The investigator decided to divide the subjects on the basis of their experience in to two categories. ie above(those subjects who have completed above fifteen years of experience) and below (those subjects who having below fifteen years of experience.)

# v) Educational Qualification of the Subject

In the present study the investigator decided to divide the subjects on the basis of their educational qualification.ie, graduation and above (those teachers who have secured high educational qualification above the degree level includes, M.A. BEd,MEd. etc.) and below graduation (those teachers who have an educational qualification of below degree consist of those primary school teachers having Pree-Degree and TTC required for the post.)

# TABLE 3.2

**Break Up of the Basal Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Locale** | **Gender** | **Type of Management** | **Teaching Experience** | **Educational Qualification** |
| **Rural** | **Urban** | **Male** | **Female** | **Aided** | **Govt** | **Unaided** | **Above 15n years** | **Below 15 years** | **Graduation and Above** | **Below Graduation** |
| 181 | 119 | 93 | 207 | 140 | 142 | 18 | 174 | 126 | 120 | 180 |

**c) Size of the Sample**

The size of the sample is crucial factor for the validity of the results. The investigator selected representative sample of three hundred primary school teachers of Kerala the details regarding sample selected for data collection is given as Appendix V.

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

##### (a) Administration of the Tool

After the selection of the sample, the investigator contacted the concerned institutions and sought permission to administer the test. Through the heads of the schools, teachers were informed of the test two three days prior to the day of administration of the test. The heads of the institutions, teachers and other staffs cooperated sincerely.

The attitude scale was distributed among the teachers with the help of the permission sought from the head of the institution. The respondents filled the schedule after a short period of time. Personal information regarding the subjects also included in the schedule itself.

When the test was over, the investigator collected the response sheets and separated them into two parts as boys and girls. After completing the data collection all answers sheets were arranged according to the subgroups in order to facilitate initial statistical processing.

**(b) Scoring and Consolidation of Data**

All the response sheets were scored as per the scoring scheme of the scale prepared. The incomplete data sheets were removed. The final sample of the study was confined 300 primary school teachers of seven districts.

The investigator scored the response sheets according to the scoring scheme prepared. The scale on primary school teachers’ attitude towards Issue-Based Curriculum contains both positive and negative items. The response of the positive statement, strongly agree, agree, undecided, disagree, strongly disagree were provided with scores 4,3,2,1,0 respectively. The negative statements were scored inversely.

The total score of the attitude scale was found to be 352. Hence the score lying between 0 to 176 shown negative attitude towards the curriculum and the score lying between above 176 to 352 shows favorable attitude towards the curriculum.

The data thus collected considering gender, locale of the school, type of management of the school, teaching experience of the subjects, educational qualification were consolidated on a sheet for the purpose of analysis. Thus the consolidated data was analyzed with using Excel Spreadsheet.

# G. STATISTICAL TECHNIQUES USED

The collected data were classified into five groups based on gender, locality, and type of management, teaching experience and educational qualification. Then each of the divisions were tabulated and converted into frequency distribution. The statistical techniques used were the following.

**i) Preliminary Analysis**

The important statistical constants such as mean, median, mode,standard deviation, skewness, kurtosis of the variable was computed for the total sample and sub samples based on gender, locale of the school, type of management of the school, teaching experience of the subjects, educational qualification.

**ii) Percentage Analysis**

Percentage analysis was used in order to measure the intensity of attitude of primary school teachers towards Issue-Based Curriculum to the total sample and sub samples based on gender, locale, and type of management, teaching experience, and educational qualification.

**iii) Test of Significance of Difference between Means for Large Independent Sample**

Test of significance of difference between means was used to compare the relevant variables between male and female teachers, government aided and unaided schools, urban and rural, experience above 15n years and below 15 years, educational qualification, above graduation and below graduation among the teachers. As the sample is large the following formula suggested by Garret (1981) was used.



Where

 and  = the mean of two groups.

and  = the standard deviations of two groups

N1 = Sample size of the upper group

N2 =Sample size of the lower group

#### CLASSIFICATORY TECHNIQUE

The procedure of classification of the subjects into favorable attitude and unfavorable attitude is described as follows.

The sample categorized into two on the basis of scores obtained from the scale on attitude of primary school teachers towards Issue Based Curriculum, for that the whole sample was divided into two groups favorable attitude and unfavorable attitude. Hence the score for any individual would fall between 0 and 352, if the individual shown the attitude score of above 176 then their attitude towards Issue Based Curriculum is favorable. If it below 176 then the attitude is unfavorable.

# ANALYSIS AND INTERPRETATION

The present study was intended to find out the attitude of primary school teachers towards Issue-Based Curriculum in Kerala. This chapter describes the details of statistical analysis of the data collected by means of standardized tools. The collected data was analyzed statistically and the results are presented and discussed in this chapter.

 Analysis has been classified and presented under the following heads:

1. PRILIMINARY ANALYSIS
2. PERCENTAGE ANALYSIS
3. MEAN DIFFERENCE ANALYSIS
4. CONCLUSION AND INTERPRETATION

# Objectives

Analysis was done based on the following objectives.

1. To find out the extent of primary school teachers attitude towards Issue Based Curriculum in the total sample and relevant sub samples

1. Gender

b. Type of management

1. Locale of the school
2. Teaching experience
3. Educational qualification

2. To find out whether there exists any significant difference in the attitude of primary school teachers’ towards Issue Based Curriculum in the relevant sub samples

a) Gender

b) Type of management

c) Locale of the school

d) Teaching experience

e) Educational qualification

 **Hypothesis**

The hypothesis formulated for the analysis of data:

1. There will be significant difference in the attitude of primary school teachers’ towards Issue Based Curriculum in the sub sample based on
	1. Gender
	2. Locale of the school
	3. Type of management

d) Teaching experience

e) Educational qualification

# A. PRELIMINARY ANALYSIS

As a preliminary analysis the important statistical constants such as arithmetic mean, median, mode, standard deviation, skewness and kurtosis of the variable attitude of primary school teachers towards Issue Based Curriculum was computed for the total sample and the relevant sub samples formed on the basis of the gender, locale, type of management, teaching experience, and educational qualification.

Preliminary analysis was carried out to get an appropriate set of summary statistics which may provide a quick impression of the main features of the data, which in turn may provide guidance as how the analysis and interpretation should proceed.

Details of statistical constant of variable attitude of primary school teachers’ towards Issue Based Curriculum for the total sample and sub sample gender, locale, type of management, experience and educational qualification are presented in Table 4.1.

**TABLE 4.1**

**Statistical Characterization of the
Variables for the Total Sample and Sub Samples**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sample** | **Variable** | **Mean** | **Median** | **Mode** | **S.D.** | **Skewness** | **Kurtosis** |
| Total Sample N=300 | Attitude of primary school teachers towards IBC\* | 179.763 | 180 | 172 | 42.934 | -0.168 | -0.171 |
| Male N=93 | Attitude of primary school teachers towards IBC | 184 | 183 | 165 | 42.064 | -0.252 | -0.166 |
| Female N=207 | Attitude of primary school teachers towards IBC | 177.946 | 179 | 146 | 43.310 | -0.135 | -0.142 |
| Rural N=181 | Attitude of primary school teachers towards IBC | 169.215 | 172 | 165 | 40.377 | -0.153 | 0.150 |
| Urban N=119 | Attitude of primary school teachers towards IBC | 195.958 | 199 | 199 | 41.856 | -0.377 | -0.270 |
| Aided N=142 | Attitude of primary school teachers towards IBC  | 165.577 | 166.5 | 172 | 42.616 | 0.209 | 0.367 |
| Govt N=140 | Attitude of primary school teachers towards IBC | 192.35 | 195 | 179 | 37.918 | -0.591 | 0.496 |
| Unaided | Attitude of primary school teachers towards IBC | 194.777 | 203 | 230 | 48.995 | -0.124 | -1.629 |
| Teaching Experience(Above 15n years)N=174 | Attitude of primary school teachers towards IBC | 164.942 | 166 | 146 | 42.245 | 0.110 | 0.034 |
|  (Below 15n years) N=126 | Attitude of primary school teachers’ towards IBC | 200.373 | 199 | 179 | 34.763 | -0.296 | 0.327 |
| Graduation and aboveN=120 | Attitude of primary school teachers’ towards IBC | 178.483 | 179 | 165 | 44.794 | -0.375 | 0.170 |
| Below graduationN=180 | Attitude of primary school teachers’ towards IBC | 180.716 | 180 | 134 | 41.77 | 0.616 | -0.502 |

 **\***Issue Based Curriculum

Table 4.1.shows the value of arithmetic mean, median, and mode, for the variable attitude towards Issue-Based Curriculum are 180, 180, 172 respectively. These values are almost equal which shows the possibility of normality of distribution. The obtained value skewness is -0.168 that is very close to zero indicating that, the distribution is symmetrical. The value of kurtosis is -0.171 that is less than 0.263 which suggest that the distribution is slightly lepto kurtic. The above discussion shows that, the distribution of the variable attitude towards Issue-Based Curriculum is almost normal.

**B. PERCENTAGE ANALYSIS**

In this the investigator employed percentage analysis to find out the intensity in percentage of favourable and unfavourable of the total sample and the relevant sub samples like gender, locale, management, teaching experience and educational qualification of primary school teachers attitude towards Issue Based Curriculum. The respondents whose score was above 176% were considered to be favorable attitude towards Issue-Based Curriculum and those whose score was below 176% were considered as having unfavorable attitude towards Issue-Based Curriculum. For measuring the intensity of attitude the investigator used percentage analysis.

# ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM BASED ON THE TOTAL SAMPLE

 To find out the extent of attitude of primary school teachers towards Issue-Based Curriculum based on the total sample percentage analysis were employed. Hence the investigator divided the whole sample as teachers’ with positive attitude towards Issue Based Curriculum, and teachers’ with negative attitude towards Issue Based Curriculum and find out the percentage of attitude towards Issue-Based Curriculum. The data and result of percentage analysis were presented in the Table 4.2.

# TABLE 4.2

# Percentage of the Attitude of Primary School Teachers Towards Issue Based Curriculum with Respect to the Total Sample

|  |  |  |
| --- | --- | --- |
| **Group** | **Number** | **% of Attitude Towards Issue Based Curriculum** |
| Teachers’ with favourable attitude towards Issue Based Curriculum | 166 | 55.34% |
| Teachers’ with unfavourable attitude towards Issue Based Curriculum | 134 | 44.66% |

 Table 4.2 shows that 55.34% of the primary school teachers’ shows their positive attitude towards Issue Based Curriculum. Whereas 44.66% of the primary school teachers reveals their negative attitude towards Issue Based Curriculum. Hence it revealed that most of the primary school teachers shows positive attitude towards Issue-Based Curriculum. However a considerable number of primary school teachers’ showed unfavourable attitude towards the Issue Based Curriculum.

# ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM WITH RESPECT TO GENDER

For finding out the percentage of male and female primary school teachers attitude towards Issue-Based Curriculum percentage analysis were employed. The investigator then find out the extent of favourable and unfavourable in their attitude towards Issue-Based Curriculum. The data and result of percentage analysis presented in the Table 4.3.

**TABLE 4.3**

# Percentage of the Attitude of Primary School Teachers Towards Issue Based Curriculum with Respect to Gender

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **Number** | **% of Favourable Attitude** | **% of Unfavourable Attitude** |
| Male | 93 | 56.04 | 43.96 |
| Female | 207 | 54.11 | 45.89 |

 Table 4.3 reveals that 56.04 % of the male has favourable towards the Issue Based Curriculum whereas 43.96% of male teachers were unfavourable with the Issue Based Curriculum. The table also shows 54.11% of female were showing favorable attitude towards Issue-Based Curriculum and 45.89 were unfavorable to it. Hence it revealed that there is no considerable difference in their intensity of attitude towards Issue-Based Curriculum.

# ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM WITH RESPECT TO LOCALITY

In order to find out the extent of attitude of primary school teachers towards Issue-Based Curriculum based on locality percentage analysis were employed. For this the investigator divided the sub sample as rural and urban and find out the percentage of favourableness and unfavourableness in their attitude towards Issue-Based Curriculum. The data and result of percentage analysis were presented in the Table 4.4.

# TABLE 4.4

# Percentage of the Attitude of Primary School Teachers Towards Issue Based Curriculum with Respect to Locality

|  |  |  |  |
| --- | --- | --- | --- |
| **Locality** | **Number** | **% of Favorable** | **% of Unfavorable** |
| Rural | 181 | 41.99 | 58.01 |
| Urban | 119 | 73.95 | 26.05 |

The distribution of scores on the Table 4.4 indicates that 41.99% of the rural school teachers were favorable towards the Issue-Based Curriculum whereas 58.01% of rural teachers were unfavorable with the Issue-Based Curriculum. The table also shows 73.95% of urban primary school teachers were showing favorable attitude towards Issue-Based Curriculum and 26.05 % were unfavorable to it. Hence it revealed that there is considerable difference in their intensity of attitude among rural and urban teachers’ towards Issue-Based Curriculum. It revealed that the urban primary school teachers’ are more favourable as compared to the rural primary school teachers towards the Issue Based Curriculum. However a marginal number of rural (26.05) and urban teachers are unfavourable towards the Issue Based Curriculum.

# ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM BASED ON TYPE OF MANAGEMENT

To investigate the intensity of the attitude of primary school teachers towards Issue-Based Curriculum with respect to type of management, percentage analysis were employed. For this the investigator divided the sub sample as into three categories like aided, Government, and unaided schools and find out the percentage of favorableness and unfavorableness in their attitude towards Issue Based Curriculum. The data and results of percentage analysis were presented in the Table 4.5.

**TABLE 4.5**

# Percentages of the Attitude of Primary School Teachers Towards Issue Based Curriculum with Respect to Type of Management

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of management** | **Number** | **% of Favorable** | **% of Unfavorable** |
| Aided | 142 | 36.62 | 63.38 |
| Govt | 140 | 75 | 25 |
| Unaided | 18 | 55.56 | 44.44 |

Table 4.5 implies that 36.62 % of the aided primary school teachers were favorable towards the Issue-Based Curriculum whereas 63.38 % of aided school teachers were unfavorable with the Issue Based Curriculum. The table also shows 75 % of Government primary school teachers were showing favorable attitude towards Issue-Based Curriculum and 25% were unfavorable to it. 55.56% of unaided primary school teachers were agrees with the present curriculum whereas 44.44% of them are unfavourable with it. Hence it revealed that the government primary school teachers are showing positive attitude towards Issue-Based Curriculum and the aided school primary teachers are showing their negative attitude towards the present curriculum, and the unaided teachers were showing no considerable difference in their intensity of attitude towards Issue Based Curriculum. However 25% of the Government primary school teachers were unfavourable to the Issue Based Curriculum. Only 36% of the aided primary school teachers are favourable to the new curriculum. This is too less as compared to the government school.

# ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM WITH RESPECT TO TEACHING EXPERIENCE

 To know the extent of attitude of primary school teachers towards Issue-Based Curriculum with respect to experience, percentage analysis were used. Therefore the investigator classified the sub sample as above 15n years of teaching experience and below 15n years of teaching experience and investigate the percentage of favourableness and unfavourableness in their attitude towards Issue-Based Curriculum. The data and results of percentage analysis were presented in the Table 4.6.

**TABLE 4.6**

# Percentage of the Attitude of Primary School Teachers Towards Issue Based Curriculum with respect to Teaching Experience

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Experience** | **Number** | **% of Favorable** | **% of Unfavorable** |
| Above 15 years | 174 | 35.06 | 64.94 |
| Below 15 Years | 126 | 83.33 | 16.67 |

 Table 4.6. help us to infer that 35.06% of the school teachers having experience above 15 years were showed favorable attitude towards the Issue-Based Curriculum whereas 64.94% of the school teachers having experience above 15 years were showed unfavorable attitude towards the Issue-Based Curriculum. The table also shows 83.33% of primary school teachers having below 15 years of experience was favorable attitude towards Issue-Based Curriculum and 16.67% were unfavorable to it. Hence it revealed that there is considerable difference in their intensity of attitude among teachers having high and low experience, towards Issue-Based Curriculum. The teachers having low teaching experience showed more favourable attitude towards Issue Based Curriculum than those of the high experienced teachers. Although 35.06 % of above 15n years of teaching experience teachers showed favourable attitude towards Issue Based Curriculum.

**ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM WITH RESPECT TO EDUCATIONAL QUALIFICATION**

Inorder to find out the extent of attitude of primary school teachers towards Issue-Based Curriculum with respect to educational qualification, percentage analysis were employed. For this the investigator divided the sub sample as above graduation and below graduation and find out the percentage of favorableness and unfavorable ness in their attitude towards Issue-Based Curriculum. The data and results of percentage analysis were presented in the Table 4.7.

# TABLE 4.7

# Percentage of the Attitude of Primary School Teachers towards Issue Based Curriculum with Respect to Educational Qualification

|  |  |  |  |
| --- | --- | --- | --- |
| **Educational qualification** | **Number** | **% of favorable** | **% of Unfavorable** |
|  Graduation and above | 120 | 55.83 | 44.16 |
| Below graduation | 180 | 53.88 | 46.11 |

 Table 4.7 implies that 55.83% of the school teachers having above graduation were favorable towards the Issue-Based Curriculum whereas 44.16% of teachers having above graduation were unfavorable with the Issue-Based Curriculum. The table also shows 53.88% of primary school teachers having below graduation were showing favorable attitude towards Issue-Based Curriculum and 46.11 % were unfavorable to it. Hence it revealed that there is no considerable difference in their intensity of attitude in terms of educational qualification.

# C. MEAN DIFFERENCE ANALYSIS

In this section of analysis, investigation of gender, locale, management, experience and educational qualification for the selected variable attitude of primary school teachers towards Issue-Based Curriculum were computed. The intention was to find out whether any significant difference exists is the mean scores of attitude towards Issue Based Curriculum based on male and female, rural and urban, Government, aided and unaided, teaching experience below 15 years and above 15 years, education, above graduation and below graduation sample. For this purpose mean and standard deviation of the variables were calculated separately and were subjected to two-tailed test of significance of differences.

COMPARISON OF THE MEAN SCORES OF ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM WITH RESPECT TO GENDER

In order to study gender difference in attitude of primary school teachers towards Issue Based Curriculum of the total samples the mean and standard deviation of the variable male and female were subjected to two-tailed test of significance of difference between means. The data and results of ‘t’ test of the selected sub sample ie, male, female in the total sample are presented in Table 4.8.

# TABLE 4.8

Data and Results of the ‘t’ Test for
the Mean Scores of Attitude of Primary School
Teachers towards Issue Based Curriculum on the Sub Sample Gender

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **N** | **Mean** | **S.D** | **Critical ratio** |
| Male Teachers | 93.00 | 184.00 | 42.06 | 1.15 |
| Female Teachers | 207 | 177.95 | 43.31 |

Table 4.6 Shows that the ‘t’ value obtained for the variable attitude of primary school teachers towards Issue Based Curriculum with respect to gender is 1.15 which is less than 1.96, the required value of ‘t’ for significance at 0.05 level

### DISCUSSION

 This helps us to conclude that there exist no significant difference in the Mean score of attitude of Male and Female Teachers. This shows that male and female Teachers are identical in their attitude towards Issue-Based Curriculum.

COMPARISON OF THE MEAN SCORES OF ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM WITH RESPECT TO LOCALITY

 The Mean and Standard Deviation of variable attitude of rural and urban teachers of the total sample were subjected to two-tailed test of significant of difference between Mean. The basic data for test of significance and the obtained critical ratio for rural and urban teachers are presented in Table 4.9.

# TABLE 4.9

Data and Results of the ‘t’ Test for
the Mean Scores of Attitude of Primary School Teachers
towards Issue Based Curriculum on the Sub Sample Locality

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **N** | **Mean** | **S.D** | **Critical ratio** |
| Rural | 181 | 169.22 | 40.38 | 5.49 |
| Urban | 119 | 195.96 | 41.86 |

Table 4.8 shows that the ‘t’ value obtained for the variable attitude of primary school teachers towards Issue Based Curriculum with respect to locality is 5.49 which is greater than 2.58, the required value of ‘t’ for significance at 0.01 level.

### DISCUSSION

 The critical ratio is greater than the table value ‘t’ suggests that there exist significant difference in the Mean score of attitude of rural and urban teachers. This shows that rural and urban teachers are not similar in their attitude towards Issue-Based Curriculum.

COMPARISON OF THE MEAN SCORES OF ATTITUDE OF PRIMARY SCHOOL TEACHERS’ TOWARDS ISSUE BASED CURRICULUM WITH RESPECT TO TEACHING EXPERIENCE

The Mean and Standard Deviation of variable attitude based on experience of the total sample were subjected to two-tailed test of significant of difference between Mean. The basic data for test of significance and the obtained critical ratio for teaching experience above 15 years and teaching experience below 15 years are presented in Table 4.10.

**TABLE 4.10**

Data and Results of the ‘t’ Test for
the Mean Scores of Attitude of Primary School Teachers
towards Issue Based Curriculum on the sub sample Teaching Experience

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **N** | **Mean** | **S.D** | **Critical ratio** |
| Above 15years | 174 | 164.94 | 42.25 | 7.96 |
| Below15 years | 126 | 200.37 | 34.76 |

Table 4.10. Shows that the ‘t’ value obtained for the variable attitude of primary school teachers’ towards Issue Based Curriculum with respect to teaching experience is 7.96 which is greater than 2.58, the required value of ‘t’ for significance at 0.01 level.

### DISCUSSION

 This reveals that there exist significant difference in the Mean score of attitude based on teaching experience above 15n years and teaching experience below 15 years, teachers. This shows that the high experienced teachers are not identical to that of those who have least experience in their attitude towards Issue-Based Curriculum.

INVESTIGATION OF DIFFERENCE IN ATTITUDE BASED ON EDUCATIONAL QUALIFICATION

 The test of significance for difference between the mean scores of above graduation and below graduation of primary school teachers attitude towards Issue Based Curriculum based on educational qualification were calculated. The result of the test of significance is presented in Table 4.11.

**TABLE 4.11**

Data and Results of the
Test of Significance of Difference in the Mean
 Scores Attitude of Primary School Teachers Towards Issue
Based Curriculum on the sub sample Educational Qualification

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **N** | **Mean** | **S.D** | **Critical ratio** |
| Graduation and above  | 120 | 178.52 | 44.86 | 0.73 |
| Below Graduation | 180 | 18239 | 43.68 |

Table 4.11 shows that the ‘t’ value obtained for the variable attitude of primary school teachers’ towards Issue Based Curriculum with respect to educational qualification is 0.73, which is less than1.96, the required value of ‘t’ for significance at 0.05 level.

### DISCUSSION

 There is no significant difference in the Mean score of attitude of primary school teachers towards Issue Based Curriculum, based on educational qualification of teachers of above graduation and below graduation. Hence this shows that the high educated and low educated teachers are showing similar attitude towards Issue-Based Curriculum.

**INVESTIGATION OF DIFFERENCE IN ATTITUDE OF TEACHERS TOWARDS ISSUE BASED CURRICULUM IN DIFFERENT TYPES OF MANAGEMENT**.

 The test of significant for the difference between the mean score of attitude of Govt, Aided and unaided schoolteachers were calculated. Data and result of the test of significant for the difference are presented in Table 4.12.

**TABLE 4.12**

Data and Results of the ‘t’ Test for the
Mean Scores of Attitude of Primary School Teachers Towards
 Issue Based Curriculum on the Sub Sample Type of Management

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of management** | **Number** | **Mean** | **S.D.** | **Critical ratio** |
| Govt. | 140 | 192.35 | 37.92 | 5.58 |
| Aided | 142 | 165.58 | 42.62 |
| Unaided | 18 | 194.78 | 48.99 | 2.41 |
| Aided | 142 | 165.58 | 42.62 |
| Unaided | 18 | 194.78 | 48.99 | 0.20 |
| Govt. | 140 | 192.35 | 37.92 |

Table 4.12 shows that the ‘t’ value obtained for the variable attitude of primary school teachers’ towards Issue Based Curriculum with respect to type of management. Here the ‘t value obtained for govt. and aided school is 5.58, which is greater than 2.58, the required value of ‘t’ for significance at 0.01 level. And between the unaided and Aided school teachers got the t value of 2.41, which is greater than 1.96, the required value of ‘t’ for significance at 0.05 level. The value obtained for unaided and government school is 0.20 which is less than 1.96, the required value of ‘t’ for significant at 0.05 level.

### DISCUSSION

Hence it indicates that there is significant difference in the Mean score of attitude of primary school teachers towards Issue Based Curriculum with respect to type of management, ie between Government and aided, aided and unaided schools. Whereas there is no considerable difference between the mean score of unaided and government, primary school teachers’ attitude towards Issue Based Curriculum.

#### D. CONCLUSION AND INTERPRETATION

In the present study two statistical techniques are employed for analysis of the data. Percentage analysis and test of significance of difference between means of independent sample were used. From the results of analysis the following conclusions are formulated.

From the percentage analysis of the total sample and sub sample it was revealed that most of the respondents were favorable towards the Issue-Based Curriculum. However a considerable number of primary teachers were unfavourable to it. Analysis of the sub sample showed that, there was no considerable difference in the intensity of attitude of primary school teachers towards Issued Based Curriculum based on gender. The locality based attitude towards Issue-Based Curriculum showed that the urban teachers were more favorable towards issue-based curriculum than the rural teachers. Rural teachers were showed their unfavourable attitude towards the new curriculum. Attitude towards Issue Based Curriculum with respect to type of management showed that Government primary school teachers were more favorable towards the curriculum than the aided and unaided primary school teachers. The aided primary school teachers were showed their unfavourable attitude towards the Issue Based Curriculum. The teachers with high teaching experience showed unfavorable attitude towards Issue Based Curriculum whereas those teachers with below 15 years of experience were more favorable to the Issue-Based Curriculum. Based on the educational qualification, the teachers with above graduation and below graduation showed that no considerable difference in the percentage of attitude towards the Issue Based Curriculum.

Test of significance of difference between means of large independent sample was used to find out the difference in attitude towards Issue-Based Curriculum based on the sub samples. The ‘t’ value obtained for attitude of primary school teachers towards Issue Based Curriculum based on male and female, above graduation and below graduation are not significant. The ‘t’ value was found significant in comparison of government and aided primary school teachers’ attitude towards Issue Based Curriculum. But at the same time the ‘t’ value not significant in comparison of government and unaided teachers attitude towards Issue Based Curriculum. There was significant difference in the attitude of teachers towards curriculum with respect to aided and unaided primary school. The investigation of locale difference in attitude towards Issue Based Curriculum ‘t’ value found significant. Hence it showed that the rural and urban teachers are not identical in their attitude towards Issue Based Curriculum. The ‘t’ value obtained for the teacher with above 15 years of teaching experience and below 15 years of teaching experience was found significant difference in their attitude towards Issue-Based Curriculum.

# SUMMARY, CONCLUSION AND SUGGESTIONS

This chapter is concluding part of the research report, which explains briefly the entire process of the present research work. This chapter provides major findings, educational implications and suggestions for further research in this area.

## STUDY IN RETROSPECT

The present study entitled as ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS ISSUE BASED CURRICULUM IN KERALA.

**B. VARIABLE**

Attitude of primary school teachers towards Issue-Based Curriculum is taken as the criterion variable of the study.

**C. OBJECTIVES**

The objectives set forth for the study are the following

i) To find out the extent of attitude of primary school teachers towards Issue Based Curriculum in total sample and the relevant sub samples based on

1. Gender

 b. Type of management

1. Locale of the school
2. Experience of the teacher
3. Educational qualification

ii). To find out whether there exists any significant difference in the attitude of primary school teachers towards Issue Based Curriculum in the relevant sub samples

a) Gender

b) Type of management

c) Locale of the school

d) Teaching experience

e) Educational qualification

**D. HYPOTHESIS**

The hypotheses formulated for the study are the following;

1. There will be significant difference in the attitude of primary school teachers’ towards Issue Based Curriculum in the sub sample based on

a) Gender

b) Type of management

c) Locale of the school

d) Experience of the teacher

1. Educational Qualification

**E. METHODOLOGY**

**Sample**

The study was conducted on a sample of 300 primary school teachers from 35 schools in Kannur, Kozhikode, Malappuram, Palakkad, Allappuzha, Pathanamthitta, Thiruvananthapuram. The sample selection was done using stratified random sampling technique giving due representation to factors like gender, locale, type of management, experience, educational qualification.

**Tools used**

The investigator developed an attitude scale on primary school teachers’ attitude towards Issue-Based Curriculum (Lickert scale-5 point) as a tool for collecting the data.

**Statistical Techniques Used**

The collected data were analyzed using the following techniques:

1. Preliminary Analysis
2. Percentage analysis
3. Test of significance of mean difference of independent sample

# F. MAJOR FINDINGS OF THE STUDY

The major findings of the study are the following:

1. The study revealed that 55.34% of the primary school teachers showed their positive attitude towards Issue-Based Curriculum. Whereas 44.66% of the primary school teachers revealed their negative attitude towards Issue Based Curriculum. Hence it revealed that most of the primary school teachers showed positive attitude towards Issue-Based Curriculum. However a considerable number of (44.66%) were unfavourable to the present curriculum.

2. The study indicated that 56.04 % of the male was interested towards the Issue Based Curriculum whereas 43.96% of male teachers were unfavourable with the Issue Based Curriculum. This shows 54.11% of female were showing favorable attitude towards Issue-Based Curriculum and 45.89 were unfavourable to it. Hence it revealed that there is no considerable difference in their intensity of attitude towards Issue-Based Curriculum.

3. This study concludes that 58.01% of rural teachers were unfavourable with the Issue-Based Curriculum. Whereas the 73.95% of urban primary school teachers were showed favorable attitude towards Issue-Based Curriculum. Hence it revealed that the urban primary school teachers showed more positive attitude towards Issue Based Curriculum as compared to the rural primary school teachers. However 26.05% of the urban primary school teachers showed unfavourable attitude towards the new curriculum.

4. The study showed that 63.38 % of aided school teachers were unfavourable with the Issue-Based Curriculum. Whereas 75 % of Government primary school teachers were showing favorable attitude towards Issue-Based Curriculum, and 55.56% of unaided primary school teachers were favourable with the present curriculum whereas 44.44% of them are unfavourable with it. Therefore it revealed that the government primary school teachers were showed positive attitude towards Issue-Based Curriculum and the aided school primary teachers 63.38% were showed their negative attitude towards the present curriculum, although 36.62% of aided primary school teachers were showed favourable attitude towards the new curriculum. The unaided teachers were showed a moderate attitude.

5. The study suggests that 64.94% of the school teachers having teaching experience above 15 years were not interested with the Issue-Based Curriculum whereas 83.33% of primary school teachers having below 15 years of teaching experience was favorable attitude towards Issue-Based Curriculum. Although 16.67% of the teachers with low teaching experience showed unfavourable attitude towards the present curriculum. Hence it revealed that there is considerable difference in their intensity of attitude among teachers having high and low experience, towards Issue-Based Curriculum.

6. The study indicated that 55.83% of the school teachers having above graduation were favorable towards the Issue-Based Curriculum whereas 46.11% of primary school teachers having below graduation were showing unfavorable attitude towards Issue-Based Curriculum. Hence it revealed that there is no considerable difference in their percentage of attitude in terms of educational qualification.

7. The ‘t’ value obtained (1.15) showed that that there exist no significant difference in the Mean score of attitude of Male and Female Teachers. This shows that male and female Teachers are identical in their attitude towards Issue-Based Curriculum.

1. The ‘t’ value obtained (5.49) revealed that there exists significant difference in the Mean score of attitude of rural and urban teachers. This showed that rural and urban teachers are not identical in their attitude towards Issue-Based Curriculum.

9. The ‘t’ value obtained (7.96) showed that there exist significant difference in the Mean score of attitude based on experience above 15 years and experience below 15 years, teachers. This shows that the high experienced teachers are not identical to that of those who have least experience in their attitude towards Issue-Based Curriculum.

10. The ‘t’ value obtained (0.73) revealed that there exists no significant difference in the Mean score of attitude Scores based on educational qualification of teachers of above graduation and below graduation. Therefore it may conclude that there the high educated and low educated teachers are showing the similar attitude towards Issue-Based Curriculum.

11. The critical ratio (5.63) indicates that there exist significant differences in the Mean score of attitude of primary school teachers towards Issue Based Curriculum based on government and aided primary school teachers. Hence it indicated that the government teachers and aided primary school teachers are not identical in their attitude towards Issue-Based Curriculum.

12. The critical ratio (2.41) indicates that there exists no significant difference in the Mean score of attitude of primary school teachers towards Issue Based Curriculum based on aided and unaided primary school teachers. Therefore it revealed that the aided primary school teachers and unaided primary school teachers are identical in their attitude towards the present curriculum.

13. The critical ratio (0.18) indicates that there exists no significant difference in the Mean score of attitude of primary school teachers towards Issue Based Curriculum based on Govt. and unaided primary school teachers. Hence this indicates that the Govt primary school teachers and unaided primary school teachers are identical in their attitude.

### G. TENABILITY OF HYPOTHESIS

 The hypothesis states that there will be significant difference in the attitude of primary school teachers towards Issue Based Curriculum in the sub sample based on Gender, type of management, locale of the school, teaching experience, educational qualification. The result of comparison of mean scores indicates that there exists no significant difference in the attitude of primary school teachers towards Issue Based Curriculum based on the sub sample male and female (t = 1.15 ), based on the educational qualification, the graduation and above and below graduation (t = 0.73) and government and unaided primary school teachers (t = 0.18). The result also reveal that there exist significant difference in the rural and urban (t = 5.49) and teaching experience above 15n years and below 15n years (t = 7.96), government and aided primary school teachers (t = 5.58) and unaided and aided primary school teachers (t = 2.41). Therefore the hypothesis is partially accepted.

# H. EDUCATIONAL IMPLICATION

Each and every educational research will be focusing on the development of educational status of the country. In the same way the present study has also some implications for the development of the teaching learning process.

The finding of the study reveals that there is considerable change or variation in attitude in terms of the total sample and sub samples based on gender, locale, type of management, teaching experience and educational qualification. The study reveals the following educational implications:

* The unfavourable attitude of primary school teachers may badly affect the curriculum transaction.
* The ongoing evaluation or formative evaluation of the new curriculum is necessary for the qualitative improvement of the country.
* Measure should be taken to develop a positive attitude as well as to implement Issue-Based Curriculum effectively among teachers.
* There is a need for taking initiatives from the government, educational experts and curriculum planners for finding out the causes of the unfavourable attitude towards the Issue Based Curriculum.
* The redesigning, revision and modification of curriculum can be done through the analysis of the attitude of teachers towards Issue Based Curriculum.
* Effective in-service training together with periodical orientation is compulsory for school teachers for their smooth functioning. Therefore, the teacher training programmes will have to be given greater attention. In these programmes different aspects of pedagogy and disciplinary knowledge including the method of integrated approach at primary level should receive greater attention.
* Problem pertaining to the non-availablity of learning materials and teaching aids also have to be dealt with. It is the responsibility of the government to provide the textbooks and teaching materials at proper time.
* Textbooks need to take more care of continuity and also proper sequencing, especially since they are based on a thematic approach, and should take conscious attempt to dissolve strict subject boundaries. The mode of narration and presentation has a vital role in ensuring the quality of a textbook. It is felt that the text is very limited in all textbooks of Kerala. However, it is necessary to have sufficient and appropriate text for students to engage with all the subjects. The text must be interactive not didactic, so that it helps, support and scaffold their own thinking, as it triggers their curiosity and stimulates their critical reflection. The language used in the text book is mostly colloquial it needs serious thought and careful planning to help the learner move confidently between the colloquial and formal academic genres used by different disciplines.
* The revision of curriculum and the introduction of new teaching strategies necessitate reassessment of the teacher student proportion of the classroom. This also has to be taken into consideration.
* The participation of local self-government in educational institution is necessary for the schools effective functioning. So measures should be taken to ensure their participation by the administrators.
* The attitude of parents and teachers towards inclusive education will strengthen the socially culturally and physically disadvantaged students’ educational attainment. Hence proper attention should take to encourage such a positive attitude towards inclusive education.
* The evaluation system in any educational institution should be judicial and objective. Hence measures should take to make the continuous and comprehensive evaluation more reliable and objective.
* The critical, reasoning, and challenging ability of the students must be developed through the transaction of Issue-Based Curriculum in order to cope up with the changing complex society.
* The teacher must identify the ability or skill of the learner in order to make the teaching learning effective. Because the advancement of technology demands a radical change in the role of teacher. Hence teacher should try to raise their level of understanding in tune with the level of students.

# I. SUGGESTIONS FOR FURTHER RESEARCH

Review of related studies and findings of the study lead the investigator to suggest the following new areas for further research:

* A critical analysis of the issue based curriculum
* Attitude of parents and students towards Issue Based Curriculum
* An experimental study can be conducted to measure the intensity of critical thinking by Issue Based Curriculum
* Academic achievement of the learner through the introduction of the new curriculum
* A comparative study of different curriculum of the states can be done
* Need for implementing critical pedagogy in teacher education can be a further area of research
* Development of process skill as a result of the introduction of Issue based curriculum.
* Difficulties faced by the teachers in an Issue Based Classrooms are an area of further research.
* A critical analysis of the textbooks in Issue Based Curriculum must be undertaken and also try to find out the issues identified for including in the content are coiled in such a manner that they create a negative impact.
* Problems encountering in correlating the issues with all subjects also can be a further area of research in Issue Based Curriculum.

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APPENDIX - V

**LIST OF SCHOOLS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Name of School** | **Local** | **Management** | **Gender** | **Experience** | **Educational Qualification** | **Total** |
| **Rural** | **Urban** | **Govt** | **Aided** | **Unaided** | **Male** | **Female** | Above15 | **Below15** | **Above Graduation** | **Below Graduation** |  |
| 1. | Nadakkavu H.S.S |  | \* | \* |  |  | 4 | 8 | \* | \* | \* | \* | 12 |
| 2. | G.M.L.P. Calicut |  | \* | \* |  |  | 1 | 5 | \* | \* | \* | \* | 6 |
| 3. | G.M.H.S.S, Calicut |  | \* | \* |  |  | 5 | 3 | \* | \* | \* | \* | 8 |
| 4. | Govt:Ganapath L.P.S Feroke | \* |  | \* |  |  | 3 | 7 | \* | \* | \* | \* | 10 |
| 5. | G.H.S.S Cheruvannur | \* |  | \* |  |  | 4 | 4 | \* | \* | \* | \* | 8 |
| 6. | J.D.T. Islam. H.S.S. Calicut |  | \* |  | \* |  | 3 | 11 | \* | \* | \* | \* | 14 |
| 7. | A.L.P.S.Feroke College | \* |  |  | \* |  | 4 | 7 | \* | \* | \* | \* | 11 |
| 8. | A.U.P.S. Feroke College | \* |  |  | \* |  | 1 | 12 | \* | \* | \* | \* | 13 |
| 9. | A.U.P.S. Peringavu | \* |  |  | \* |  | 6 | 8 | \* | \* | \* | \* | 14 |
| 10. | A,U,P,S,Cherlari | \* |  |  | \* |  | 3 | 9 | \* |  | \* | \* | 12 |
| 11. | G.L.P.S.Thirurangadi | \* |  | \* |  |  | 1 | 7 | \* | \* | \* | \* | 8 |
| 12. | Oriental U.P.S. Thirurangadi | \* |  |  | \* |  | 5 | 5 | \* | \* | \* | \* | 10 |
| 13. | G.M.H.S.S, calicut University | \* |  | \* |  |  | 3 | 9 | \* | \* | \* | \* | 12 |
| 14. | Academy H.S.S.Thiruvananthapuram. | \* |  |  |  | \* | 4 | 13 | \* | \* | \* | \* | 17 |
| 15. | G.H.S.S Thirurangadi | \* |  | \* |  |  | 5 | 8 | \* | \* | \* | \* | 13 |
| 16. | G.U.P.S Thirurangadi | \* |  | \* |  |  | 3 | 10 | \* | \* | \* | \* | 13 |
| 17. | G.H.S.S. Manjeri. |  | \* |  | \* |  | 2 | 9 | \* | \* | \* | \* | 11 |
| 18. | G.H.S.S. Kottarakkara. |  | \* | \* |  |  | 4 | 7 | \* | \* | \* | \* | 11 |
| 19. | St. Stephens. H.S.S. Pathanapuram. | \* |  |  | \* |  | 2 | 4 | \* | \* | \* | \* | 6 |
| 20. | G.H.S. Alinchuvadu | \* |  | \* |  |  | 4 | 9 | \* | \* | \* | \* | 13 |
| 21. | St, Pauls H.S.S.Thenhipalam | \* |  |  |  | \* | 3 | 6 | \* | \* | \* | \* | 9 |
| 22. | Nirmala H.S.S.,Chemperi, Kannur. | \* |  |  | \* |  | 5 | 7 | \* | \* | \* | \* | 12 |
| 24. | G.H.S.S. Sreekandapuram, Kannur. | \* |  |  | \* |  | 3 | 4 | \* | \* | \* | \* | 7 |
| 25. | G.H.S.S. Balussery, Kozhikode. | \* |  | \* |  |  | 2 | 11 | \* | \* | \* | \* | 13 |
| 26. | . G.U.P.S. Chengannur | \* |  | \* |  |  | 5 | 6 | \* | \* | \* | \* | 11 |
| 27. | G.H.S. Palakkadu | \* |  | \* |  |  | 2 | 2 |  |  |  |  | 4 |
| 28. | Mount Tabour G.H.S.S. Pathanapuram. | \* |  | \* |  |  | 1 | 3 | \* | \* | \* | \* | 4 |
| 29. | N.S.S. G.H.S.S. Panadalam. | \* |  | \* |  |  | 4 | 8 | \* | \* | \* | \* | 12 |
| 30. | N.S.S.G.B.H.S.S. Pandalam. | \* |  | \* |  |  | 1 | 5 | \* | \* | \* | \* | 6 |
|  | Total | 181 | 119 | 142 | 140 | 18 | 93 | 207 | 174 | 126 | 120 | 180 | 300 |

APPENDIX - I

**FAROOK TRAINING COLLEGE**

**SCALE ON PRIMARY SCHOOL TEACHERS' ATTITUDE
TOWARDS ISSUE BASED CURRICULUM**

**Malayalam (DRAFT)**

**NOUSHAD.P.P. FOUSIYA. P.**

Lecturer in Social Studies M.Ed student

Farook Training College Farook Training College

**\nÀt±-i-§Ä**

 Xmsg-¸-d-bp¶ Hmtcm {]kvXm-h-\bpw {i²m-]qÀÆw hmbn-¨-tijw Ah \n§sf kw\_-Ôn-¨n-S-t¯mfw F{X-am{Xw icn-bm-sW¶v Xocp-am-\n-¡p-I. Hmtcm {]kvXm-h-\¡p-t\-scbpw ]qÀ®-ambpw tbmPn-¡p-¶p, tbmPn-¡p-¶p, A`n-{]m-b-an-Ã, hntbm-Pn-¡p-¶p, ]qÀ®-ambpw hntbm-Pn-¡p¶p F¶o A©v {]Xn-I-c-W-§Ä X¶n-«p-­v. AXmXv {]kvXm-h-\¡v t\sc-bpÅ tImf-¯nÂ \n§-fpsS {]Xn-I-cWw "✓' AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸ Sp-¯p-hm³ {]tXyIw {i²n-¡p-I. CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶Xpw Kth-j-Wm-h-iy-¯n-\p-th­nam-{Xta D]-tbm-Kn-¡p-I-bpÅq F¶pw Dd¸p \ÂIp-¶p.

**PERSONAL INFORMATION**

Sex : Male/Female

Educational Qualification : Graduation and above / below graduation

Experience in completed years : Above 15 years/ Below 15 years

Type of Management : Govt./Aided/Unaided

Locality : Rural/Urban

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **{]kvXm-h\** | ]qÀ® ambpw tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-sam-¶p-anÃ | hntbm-Pn-¡p¶p | ]qÀ®ambpw hntbmPn-¡p¶p |
| 1. | ]pXnb ]mTy-]-²-Xn-bn-eqsS kmaq-lnI {]iv\-§sf ¢mknÂ hni-I-e\w sN¿m³ km[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 2. | ]pXn-b-]m-Ty-]-²Xn Ip«n-IÄ¡v kaq-l-hp-ambn \_Ô-s¸-Sm-\pÅ Ah-k-c-§Ä Hcp-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 3. | kmaq-lnI Xn³a-Isf Xncn-¨-dn-bm-\pw, tNmZyw sN¿m-\pw, bpàn-`-{Z-ambn {]Xn-tcm-[n-¡p-¶-Xn\pw Ip«n-Isf ]pXnb ]mTy-]-²Xn kÖ-am-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 4. | kvIqfnse `uXnIkmlN-cy-§Ä ]pXnb ]mTy-]-²-Xnsb DÄs¡m-Åm-¯-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
|  5. | hnZymÀ°nsb Hcp hnaÀi-I-\m-¡n Npcp-¡p-¶XmWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
|  | **{]kvXm-h\** | ]qÀ® ambpw tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-sam-¶p-anÃ | hntbm-Pn-¡p¶p | ]qÀ®ambpw hntbmPn-¡p¶p |
| 6. | A²ym-]-Isc Ae-k-·m-cm-¡n amäp-¶-XmWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 7. | atX-X-c-Xzs¯ t{]mÕm-ln-¸n-¡p-¶-XmWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 6. | c£n-Xm-¡-fnÂ \n¶pw \nc-h[n ]cm-Xn-IÄ e`n-¡p-¶-XmWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 8. | Ip«n-I-fnse hmb-\m-io\w hfÀ¯p-¶-Xn\v klm-b-I-amWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 9. | Ip«n-IÄ kmaq-lnI {]iv\-s¯-¡p-dn¨v am{Xw t\_m[-hm·mcm-¡p¶-Xn\pw AXp hgn ]T-\-{]-{In-b-bnÂ \n¶v AI-ep-¶-Xn\pw ]pXnb ]mTy-]-²Xn hgn-sbmcp-¡p¶p | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 10. | ]pXnb ]mTy-]-²Xn km¼-¯n-I-ambn c£n-Xm-¡Ä¡v \_p²n-ap«v krjvSn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 11 | A[ym-]I hnZymÀ°n \_Ô-¯n-\-¸pdw, IpSpw-\_-¯nsâ {]mXn-\n[yhpw ]T-\-{]-{In-b-bnÂ Dd-¸n-¡m³ ]pXnb ]mTy-]-²Xn {ian-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 12 | Ip«n-I-fnse in£-mco-Xn-I-fpsS A`mhw ]T-\-{]-{In-bsb {]Xn-Iq-e-ambn \_m[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 13 | ]pXnb ]m-Ty-]-²Xn Ip«n-I-fnÂ kzbw A-¨-S¡w hfÀ¯p-¶-Xn\v ]cym-]vX-amWv | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 14 | ]pXnb ]mTy-]-²Xn Hmtcm Iq«-nbp-sSbpw khn-ti-j-amb Ign-hp-IÄ ]cn-t]m-jn-¸n-¡p-¶-Xn\pw KpW-ta-·-bpÅ hnZym-`ymkw Dd-¸p-h-cp-¯p-¶-Xn\pw {i² sNep-¯p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 15 | ]pXnb ]mTy-]-²Xn So¨sd kw\_-Ôn-¨n-S-t¯mfw [mcmfw aps¶m-cp-¡-§Ä Bh-iy-ap-ÅXpw \_p²n-ap-«p-IÄ krjvSn-¡p-¶-Xp-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 16 | ]T-\-co-Xn-sb-¡p-dn-¨pÅ KmV-amb Adn-hp-Å-Xn-\mÂ A²ym-]\w AÀ°-h-¯m-¡m³ km[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 17 | inip-tI-{µo-Ir-X-amb ]pXnb ]T-\-co-Xn-bn-eqsS hnZymÀ°n-IfpsS Hcp ]T-\-Iq-«m-fn-bmbn amd³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 18 | Ip«n-I-fnse Iq«-am-bpÅ ]T-\-¯n\pw ]t©-{µn-bm-\p-`-h-§Ä¡pw DX-Ip¶ ]T-\m-\p-`-h-§Ä kzoI-cn-t¡-­Xv A\n-hm-cy-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 19 | ]-T\w ^e-{]Z-am-¡m³ {]mY-anI, ZznXob hnh-c-t{km-X-Êp-IÄ A\n-hm-cy-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 20 | P\m-[n-]-Xy-]-c-ambn ¢mkvdq-anÂ ]T-\-m\p-`-h-§Ä Hcp¡m³ {]bm-k-a-\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 21 | ]pXnb ]T-\-coXn ¢mÊnÂ Ah-ew-\_n-¡p-t¼mÄ ka-b-¡p-dhv A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

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| --- | --- | --- | --- | --- | --- | --- |
| 22 | Hcp ]T-\mw-is¯ ]e coXn-bnÂ Ah-X-cn-¸n-¡p¶ ]T-\-coXn Ip«n-bpsS Nn´m-i-ànsb D±o-]n-¸n-¡p-¶-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 23 | ¢mkv dqanÂ apgp-h³ ]mT-`m-K-t¯bpw kmaq-lnI {]iv\-§-fp-ambn tbmPn-¸n¨p ]Tn-¸n-¡p-hm³ {]bmkw krjvSn-¡m-dp-­v. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 24 | Ub-tem-Kn-¡Â coXn (Dialogical Method) Ip«n-bnse bmYmÀ° Nn´m-ti-jnsb DWÀ¯p-¶-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 25 | kwL{]hÀ¯\w (Group Activity) Ip«n-I-fnÂ t\m¡n Fgp-Xp-¶-Xn\pw, ¢mkvdq-anÂ \_lfw D­m-¡p-¶-Xn\pw CS-bm-¡p-¶-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 26 | {Kq¸v {]hÀ¯\w Nne Ip«n-IÄ t\Xr-Øm\w t\Sm-\pw, aäv Ip«n-I-fpsS Ign-hp-IÄ ]cn-K-Wn-¡-s¸-SmsX t]mhp-¶-Xn\pw CS-bm-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 27 | kmaq-lnI {]iv\-§sf Ip«n-bpsS A\p-`-h-]-cn-N-b-¯n-\pw, {]mb-¯n\pw A\p-k-cn¨v ]mT-]p-kvX-I-¯nÂ DÄs¡m-Ån-¨n-cn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 28 | kmaq-lnI {]iv\-§-sf ]mT-]p-kvX-I-¯n-eqsS hni-I-e\w \S¯n Ip«n-bnÂ {]Xn-I-c-W-tijn hfÀ¯m³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 29 | ]T-t\m-tZy-iy-§Ä ]qÀW-ambpw t\Sm³ km[n-¡m-¯-hn-[-¯-emWv ]mT-]p-kvX-Im-h-X-cWw | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 30 | ]pXnb ]mT-]p-kvX-I-¯n-eqsS {]iv\-k-µÀ`-§Äs¡m¸w AXp-]-cn-l-cn-¡m-\pÅ amÀ¤-§fpw \nÀt±-in-¡m³ km[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 31 | ]pXnb ]mT-]p-kvX-I-¯nÂ ]T-\-hn-j-b-§fpambn \_Ô-s¸« Adn-hp-Ifpw AXnsâ {]mtbm-Kn-I-h-ihpw X½nÂ \¶mbn s]mcp-¯-s¸-Sp-¯n-bn-cn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 32 | {]iv\m-[n-jvTnX ]mTy-]-²Xn \ne-hnÂ h¶n-«pw, ]mT-]p-kvX-I-tI-{µnX ]T-\-¯nÂ\n¶v ]qÀ®-ambn tamN\w t\Sm³ Ign-bmdn-Ã. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 33 | ]mT-]p-kvX-I-¯nse DÅ-S¡ hni-Zo-I-c-W-¯nsâ A`mhw \ne-\nÂ¡p¶ amÀ¡äv kwhn-[m-\s¯ t{]mÕm-ln-¸n-¡p¶ Xc-¯n-em-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 34 | ]pXnb ]mT-]p-kvX-I-¯nse Ah-X-c-W-¯n-epw, `mjm-ssi-en-bnepw \nc-h[n sXäp-IÄ ImWp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 35 | ]mT-]p-kvX-I-¯nse Nne `mK-§Ä Ah-Xm-c-Isâ at\m-`m-h-¯n-\-\p-k-cn¨v DÅ-S-¡-¯nÂ (Content)\n¶pw hyXn-N-en-¨-Xmbn A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 36 | ]mT-]p-kvX-I-¯nse Nne A`ym-k-§Ä sNbvXv XoÀ¡m³ Ip«n-IÄ¡v hfsc {]bmkw DÅ-Xmbn Icp-Xp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 37 | ]pXnb ]mT-]p-kvX-I-¯nsâ DÅ-S-¡-¯nse efn-X-amb Bhn-jvImcw ¢mkvdq-anÂ ]mT-`m-K-§Ä \¶mbn ssIImcyw sN¿m³ klm-bn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

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| --- | --- | --- | --- | --- | --- | --- |
| 38 | ]pXnb ]mT-]p-kvXIw So¨-dpsS A¡m-Z-anIv kzmX-{´y-¯n\v ISn-ªm-Wn-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 39 | ¢mknÂ DbÀ¶v hcm-\n-S-bpÅ Nne kwi-b-§Ä¡v aXn-bmb hni-Zo-I-cWw \ÂIm³ "A[ym-]-I-k-lmbn' Fs¶ klm-bn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 40 | ]pXnb ]mT-]p-kvX-Iw Ip«n-bnÂ ]T-\-¯n-\pÅ {]tNm-Z\w \ÂIm³ ]cym-]vX-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 41 | ]mT-]p-kvX-Ihpw A[ym-]I klm-bnbpw DÅS¡ hni-Zo-I-c-W-¯nÂ H¯p-t]m-hm-dnÃ. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 42 | hnZym-`ym-k-¯n-epÅ Xt±-i-kz-bw-`-c-W-Øm-]-\-§-fpsS CS-s]-SÂ kzmK-XmÀl-amb Hcp amä-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 43 | ¢mkvdq-anse Ct¸m-gpÅ So¨À-þ-Ip-«n-IÄ A\p-]mXw ]pXnb kao-]-\s¯ DÄs¡mÅm³ ]cym-]vX-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 44 | tem¡Â Xe-¯n-epÅ ]©m-b¯v tamWn-ä-dnwKv kwhn-[m\w A[ym-]-I-cpsS kzmX-{´y-¯n\v ISn-ªm-Wn-Sp-¶-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 45 | SRG (Schooll Resource Group) bpsS {]hÀ¯\w Imcy-£-a-aÃm¯XmWv | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 46 | VEC (Village Educational Committee) bpsS CS-s]-SÂ ^e-{]-Z-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 47 | Xt±-i-kz-bw-`-c-W-Øm-]-\-§-fp-ambn \_Ô-s¸« hyàn-I-fpsS CS-s]-SÂ ]T\ {]{In-b¡v XSÊw krjvSn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 48 | ]pXnb aqey-\nÀ®-b-co-Xn-IÄ Ip«n-bpsS bYmÀ° Ign-hns\ Af-¡m³ ]cym-]vX-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 49 | ]pXnb aqey-\nÀ®b coXn-sb-¡p-dn-¨pÅ bYmÀ° Adn-hn-Ãmbva aqey-\nÀ®b {]{Inb {]bm-k-I-c-am-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 50 | ¢mkvdq-anÂ A\p-hÀ¯n-¡-s¸-Sp¶ ]pXnb aqey-\nÀ®b coXn-IÄ ]T-t\m-t±-i-§-fp-ambn s]mcp-¯-s¸-Sp-¶-h-bm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 51 | ]pXnb aqey-\nÀ®-b-coXn Ip«n-bpsS \_lp-apJ \_p²n-hn-I-k-\-¯n\v klm-bn-¡p¶ Xc-¯n-ep-Å-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 52 | ]pXnb apey-\nÀ®-b-¯n-eqsS Ip«n-bpsS hnZym-`ym-k-t\-«s¯ hkvXp-\n-jvS-ambn Af-¡m³ Ign-bmsX hcp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 53 | \nc-´-c -aq-ey-\nÀ®bw aqew A[ym-]-IcpsS tPmen-`mcw hÀ²n¸n-¨-Xmbn A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 54 | \nc-´c aqey\nÀ®-b-¯n-eqsS ]T-\-\n-e-hmcw Ipdª Ip«n-tbbpw apJy-[m-c-bn-te¡v sIm­p-h-cm³ Ign-bp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 55 | ]pXnb aqey-\nÀ®b coXn-bn-eqsS aqey-\nÀ®b {]{Inb \nÝnX ka-b-]-cn-[n-¡p-ÅnÂ ]qÀ¯n-bm-¡m³ Ign-bm-dn-Ã. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 56 | aqey-\nÀ®-b-¯nÂ kl-A-[ym-]IcpsS klmbw Bh-iy-ambn hcp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 57 | \nc-´c aqey-\nÀ®-b-¯n-eqsS aqey-\nÀ®bw \oXn-]qÀÆ-ambn \nÀÆ-ln-¡m³ km[n¡m-sX-h-cp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

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| --- | --- | --- | --- | --- | --- | --- |
| 58 | ]pXnb aqey-\nÀ®-b-¯nÂ Ip«n-bpsS am\-knI kwLÀjw hÀ²n-¨-Xmbn A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 59 | c£n-Xm-¡-fpsS CS-s]-SÂ Krl-]mT-¯nsâ hkvXp-\n-jvT-Xsb {]Xn-Iq-e-ambn \_m[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 60 | hÀj-¯nÂ c­p-am-{X-apÅ ]co£m k{¼-Zmbw Ip«n-bpsS s]mXp-hmb hnZym-`ymk \ne-hmcw Af-¡m³ ]cym-]vX-a-Ãm-¯-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 61 | ]pXnb aqey-\nÀ®-b-co-Xn-I-fnÂ amä-§Ä htc-­-Xp-­v. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 62 | t{KUn§v k{¼-Zmbw aqey-\nÀ®-b-¯nÂ kzmK-XmÀl-amb Hcp amä-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 63 | Ct¸mÄ \S-¶p-h-cp¶ ¢ÌÀ seh-en-epÅ A[ym-b\coXn-I-fpsS ¹m\nwKv ^e-{]-Z-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 64 | ¢ÌÀ aoänw-KnÂ cq]-s¸-Sp¯n FSp-¡p¶ So¨nwKv am\z-enÂ amä-§Ä hcp-¯p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 65 | On the Spot Support System (OSS) ^e-{]-Z-am-sW¶v Icp-Xp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 66 | ]cn-io-e\ thf-bnÂ ]cn-io-e-I³ ]d-bp¶ FÃm ]T-\-km-a-{Kn-Ifpw ¢mkvdq-anÂ D]-tbm-Kn-¡m³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 67 | PnÃm-X-e-¯n-epÅ dntkmgvkv t]Àk-Wp-IÄ DÄs¸-Sp¶ tamWn-ä-dnwKv kwhn-[m\w DNn-X-am--Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 68 | hnh-c-km-t¦-XnI hnZy ¢mkv{]-hÀ¯-\-¯n-\pw, \nc-´c aqey-\nÀ®bw tcJ-s¸-Sp-¯p-¶-Xn\pw hfsc klm-b-I-am-Wv.  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 69 | FÃm ]mTy-hn-j-b-§-fp-sSbpw ]T\w Ffp-¸-am-¡p¶ I¼yq-«À kuIcyw kvIqfnÂ ]qÀ®-ambpw e`n¡msX hcp¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 70 | 'Smart Class Room' F¶ ]pXnb kao-]\w kzmK-XmÀl-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 71 | sNdn-b ¢mknse I¼yq-«À D]-tbmKw Ip«n-bpsS \_p²n-hn-I-k-\-¯n\pw hnh-c-km-t¦-XnI D]-I-c-W-§Ä D]-tbm-Kn-¡m-\pÅ Bß-hn-izm-khpw hÀ²n-¸n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 72 | IT D]-tbmKw Ip«n-Isf {]Ir-Xn-bp-ambn CW-§n-t¨-cp¶ Ifn-I-fnÂ\n¶v hn«p-\nÂ¡p-¶-Xn\v CS-h-cp-¯p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 73 | ]pXnb ]mTy-]-²Xn \nÀt±-in-¡p¶ Xc-¯n-epÅ ]T-\-km-a-{Kn-IÄ apgp-h\pw kvIqfnÂ e`y-amhm-dn-Ã. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 74 | Ip«n-IÄ¡v t\cn-«pÅ ]T-\m-\p-`-h-§Ä \ÂIp-¶-Xn\pth­n hnZym-e-b-¯n\v ]pd-¯pÅ hn`-h-§sf ^e-{]-Z-ambn D]-tbm-Kn-¡m³ Ign-bp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 75 | B\p-Im-en-I-hpw, {]k-à-hp-amb hnÚm\w \ÂIp¶ School LibrarybpsS A`mhw ]T-\-{]-{In-b-bnÂ {]bmkw krjvSn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 76 | Ip«n-I-fnÂ\n¶v e`n-¡p¶ "]T-t\mÂ]-¶-§Ä' []-T-\-{]-{In-b-bpsS ^e-ambn] ^e-{]-Z-ambn D]-tbm-Kn-¡m³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 77 | Ip«n-IÄ¡v imkv{Xob ]T-\m-\p-`-h-§Ä \ÂIp-¶-Xn\v A\p-tbm-Py-amb ]co-£-W-ime (Laboratory) kuIcyw e`y-am-hmdnÃ. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 78 | ]pXnb ]mTy-]-±-Xn-bnse ]T-\-{]-hÀ¯-\-§fpw aäp-ti-J-c-W-§fpw kzIm-cy-{]-ko-²o-IcW§sf B{i-bn-¡m³ Ip«n-I-sf \nÀ\_-Ôn-Xcm-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 79 | Ip«n-bnÂ bpàn-Nn´ hfÀ¯p-¶-Xn-\m-h-iy-amb ]T-\-km-a-{Kn-IÄ (Learning aids) Hcp-¡p-hm³ So¨-dn\v {]bmkw A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 80 | ss\kÀ¤n-I-amb Ip«n-I-fnse `mjm-Nm-Xp-cy-s¯ FÃm-X-c-¯nepw t{]mÕm-ln-¸n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 81 | Bi-b-hn-\n-a-bw, Bi-b-k-¼m-Z-\w, F¶nh `mjm-[ym-]-\-¯n-eqsS hfÀ¯n-sb-Sp-¡m³ km[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 82 | `mjm-]-c-am-bp-­m-hp¶ sXäp-IÄ bYm-k-abw Xncp-¯m¯Xv Ip«n-I-fnse `mjm-hn-Im-k-¯n\v XSÊw krjvSn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 83 | imkv{X-]-T\w kl-I-c-Wm-ßI ]T-\-co-Xn-bn-eqsS IqSp-XÂ ^e-{]-Z-am-¡m³ {ian-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 84 | {]{In-bm-[n-jvSnX coXn-bn-eqsS (Activity Method) kmaq-ly-im-kv{X-]-T\w ^e-{]-Z-am-¡m³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 85 | ]pXnb kao-]-\-¯nÂ P\m-Xn-]-Xy-aqey§sf Du«n-bp-d-¸n-¡m³ kmaq-ly-imkv{X ]T-\-¯n-\v km[n¡msX hcp¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 86 | imkv{Xob ]co-£-W-§-fnÂ t\cn«v CS-s]-Sm-\pw, A]-{K-Yn-¡m\pw, hnZymÀ°n-IÄ¡v A-h-kcw \ÂIp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 87 | ]pXnb I­p-]n-Sn-¯-§-sf Ipdn¨pw, imkv{X-¯nsâ Zpcp-]-tbm-K-s¯-¡p-dn¨pw Ip«n-IÄ¡v Adn-hv\ÂIm³ Ign-bp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 88 | ]T-\-am-[yaw amXr-`m-j-X-s¶-bm-hWw F¶ ]mTy-]-²Xn \nÀt±iw icn-b-Ã. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 89 | ]pXnb ]mTy-]-²-Xn-bnse DÄs¸-Sp-¯nb hnZym-`ymkw (Inclusive Education) F¶ Bibw kzmK-XmÀl-amb Hcp amä-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 90 | "45' an\n-«pÅ ]ncn-b-Up-IÄ "1' aWn-¡qÀ Bbn amäWw F¶ \nÀt±iw A\n-hm-cy-amb H¶m-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 91 | AbÂ]¡ hnZym-`ym-ks¯ t{]mÕm-ln-¸n¡p¶ ]mTy-]-²Xn \nÀt±iw hnZym-`ym-kw FÃm-h-cnepw F¯m³ klm-bn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

APPENDIX - II

**FAROOK TRAINING COLLEGE**

**SCALE ON PRIMARY SCHOOL TEACHERS' ATTITUDE
TOWARDS ISSUE BASED CURRICULUM**

**English (DRAFT)**

**NOUSHAD.P.P. FOUSIYA. P.**

Lecturer in Social Studies M.Ed student

Farook Training College Farook Training College

## Instructions

The objective of this scale is to know about the attitude of primary school teachers towards Issue Based Curriculum. Therefore knowledge of your attitude and opinion about Issue Based Curriculum is necessary. Following pages contain a number of statements carries five responses viz., strongly agree, agree, undecided, disagree, and strongly disagree. Please read each statement carefully and indicate your attitude by ticking only one alternative that is most appropriate for you. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

##### PERSONAL INFORMATION

Sex : Male/Female

Educational Qualification : Graduation and above / below graduation

Experience in completed years : Above 15 years / Below 15 years

Type of Management : Govt./Aided/Unaided

Locality : Rural/Urban

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.****No** | Statements | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 1. | The social problems can be analysed in classrooms using the new curriculum. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 2. | The new curriculum provides opportunities to the students to interact with the society | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 3. | The new curriculum grooms the children to realize the social evils, to question as well as oppose them rationally. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 4. | The infrastructure of schools does not get along with the new curriculum. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
|  5. | The new curriculum confines the student into being a critic. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 6. | The new curriculum makes teachers idle. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 7. | Secularism is encouraged in the new curriculum. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 8 | Parents complain a lot about the new curriculum. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 9 | The new curriculum aids reading habit among children. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 10 | The new curriculum makes children more aware of the social problems at the same time are alienated from the actual academic process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 11. | The new curriculum creates economic difficulties to parents. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 12 | The new curriculum tries to ensure the family’s participation in learning process beyond the teacher pupil relationship. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 13 | The absence of punishment system is negatively influences the learning process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 14 | The new curriculum fosters the development of self-discipline in every child. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 15 | The new curriculum fosters the specific skills of the learner as well as ensures in giving quality education to each children. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 16 | The new curriculum demands much preparation and creates difficulties as far as teachers concerned. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 17 | The deep knowledge about the new curriculum makes teaching meaningful. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 18 | Through the learner centred curriculum it is difficult to transform into a co-learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 19 | It is necessary to include the learning experience that suits to the learners group learning as well as the sensory experiences. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 20 | To make the learning process more effective it is important to include primary and secondary data resources in learning. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 21 | Setting learning experiences that are democratic is difficult. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 22 | Time limit is a problem when it comes to implement the new method in classroom. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 23 | Presenting a topic with an integrated method is capable enough to stimulate the thinking capacity of the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 24 | It is difficult to correlate the social issues with different topic in classroom. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 25 | Dialogical Method enlightens the child’s actual thinking potential. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 26 | Group activities may create opportunities for the students to copy from another student and to make noise in the classroom. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 27 | Group activities make way for the chance of some students being the leader and thus the views of others being suppressed. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 28 | The social problems are incorporated in the textbooks according to the life experience and age level of the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 29 | It is very difficult to raise the responsive power of the learner by analysing the social problem through textbooks. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 30 | The textbook is presented in such a way that not all learning objectives are attained. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 31 | It is possible to suggest solutions for the problematic situation through the new textbooks. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 32 | In the new textbooks, subject oriented knowledge and its practical sides are correctly matched. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 33 | Though the issue-based curriculum has came into existence, it is unable to change completely from the textbook oriented system. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 34 | The lack of content in the new textbooks is in such a way as to promote the existing market system | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 35 | There are many mistakes in the presentation and linguistic style of the new textbooks. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 36 | Some portions of the textbook have been written according to the author’s stance thus deviating from the actual contents. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 37 | Some learning exercises in the new textbooks are quite difficult for the learners to do. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 38 | The simple depiction of the textbook contents makes the management of the portions very easy in the classroom. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 39 | The new textbook curbs the teacher’s academic freedom. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 40 | Handbook helps me to give enough explanation regarding the possible doubts that can arise in class. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 41 | The new textbooks are capable enough to motivate the learner for learning process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 42 | The textbooks and handbooks are not equates in its content explanation. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 43 | The intervention in education by the local self-governments is a welcoming change.  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 44 | The present teacher-pupil ratio in classroom is capable enough to adapt the new approach. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 45 | The Panchayat Monitoring System in the local level restrains the freedom of teachers. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 46 | The SRG’s (School Resource Group) function is not adequate. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 47 | The Panchayath Educational Committee’s intervention is satisfactory. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 48 | The intervention of the members of local self-governing institution, obstruct the learning process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 49 |  The new evaluation procedure is sufficient enough to measure the actual ability of the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 50 | The inadequate knowledge about the evaluation procedure makes the evaluation process more difficult. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 51 | The new evaluation procedure practicing in the classroom environments is completely according to the learning objectives. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 52 | The new evaluation procedure helps to develop multiple intelligence of the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 53 | The Childs academic achievement cannot be measured objectively through the new evaluation method. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 54 | Continuous evaluation has increased the teachers’ workload. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 55 | Continuous evaluation can bring academically backward students to the mainstream. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 56 | Evaluation process cannot be completed with in the fixed time schedule through the new evaluation system. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 57 | The helps of colleagues are needed during the evaluation process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 58 | It is very difficult to carryout evaluation in a judicial way through continuous and comprehensive evaluation. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 59 | Due to the new evaluation system the mental stress among the students have increased | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 60 | The intervention of parents may inversely affect the objectivity of the homework. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 61 | The two examinations in an academic year cannot be considered a valid means to evaluate a student. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 62 | There should have to be changes in the present evaluation scheme. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 63 | Grading system in evaluation process is a welcoming (gratifying) change. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 64 | The planning of the current cluster level academic procedure is effective. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 65 | The teaching manual postulated during the cluster meetings are being edited. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 66 | On the Spot Support System is considered to be effective | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 67 | All the learning instruments that the trainer suggests during the training process is difficult to be used during the real classroom situation. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 68 | The District Level Monitoring System that includes Resource Persons is suitable. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 69 | Information Technology is very much helpful in classroom activities and documenting the Continuous Evaluation. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 70 | The computer facility that facilitates the learning of all subjects is not adequately received in school. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 71 | The Smart Classroom concept is acceptable. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 72 | Using a computer in a small classroom enhances he child’s intelligence in cognitive level as well as confidence in using the instruments that are related to Information Technology. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 73 | IT use estranges the students from nature oriented playing. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 74 | The learning materials suggested by the new curriculum are not completely obtained in schools. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 75 | It is possible to use effectively the resources that are outside the school for giving direct experiences to the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 76 | The absence of a school library that gives current and relevant knowledge to the learner is a setback to learning process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 77 | The products of the learning process by students cannot be effectively used. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 78 | Suitable laboratories to provide scientific learning experiences to children are not available. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 79 | The learning activities and other collections in the new curriculum compel the learner to be depend on the private publications. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 80 | The teacher faces difficulty in organizing the learning instruments that is sufficient for developing rational thinking among learners. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 81 | The natural linguistic abilities of the learners are encouraged in all ways. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 82 | It is possible to develop communication skill and concept attainment through the language classes. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 83 | Lack of detecting errors in language study may inhibit the linguistic development of the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 84 | Science education is made more acceptable through cooperative learning method. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 85 | Activity method is appropriate for teaching social sciences. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 86 | The teaching of social sciences fails to enrich the democratic values through the new approach.  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 87 | Students are given opportunities to take part as well as interpret the scientific experiments. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 88 | It is possible to give knowledge to the learner about the new inventions, discoveries and the disastrous effect of science through teaching of science.  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 89 | The recommendation that the medium of instruction should be in vernacular is not apt. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 90 | The inclusive education concept is an acceptable change. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 91 | The class time to be changed from 45 minutes to 1 hour is an essential change. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 92 | The curriculum recommendation that promotes the neighbouring school increases the accessibility of education. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

APPENDIX - III

**FAROOK TRAINING COLLEGE**

**SCALE ON PRIMARY SCHOOL TEACHERS' ATTITUDE
TOWARDS ISSUE BASED CURRICULUM**

**Malayalam (FINAL)**

**NOUSHAD.P.P. FOUSIYA. P.**

Lecturer in Social Studies M.Ed student

Farook Training College Farook Training College

**\nÀt±-i-§Ä**

 Xmsg-¸-d-bp¶ Hmtcm {]kvXm-h-\bpw {i²m-]qÀÆw hmbn-¨-tijw Ah \n§sf kw\_-Ôn-¨n-S-t¯mfw F{X-am{Xw icn-bm-sW¶v Xocp-am-\n-¡p-I. Hmtcm {]kvXm-h-\¡p-t\-scbpw ]qÀ®-ambpw tbmPn-¡p-¶p, tbmPn-¡p-¶p, A`n-{]m-b-an-Ã, hntbm-Pn-¡p-¶p, ]qÀ®-ambpw hntbm-Pn-¡p¶p F¶o A©v {]Xn-I-c-W-§Ä X¶n-«p-­v. AXmXv {]kvXm-h-\¡v t\sc-bpÅ tImf-¯nÂ \n§-fpsS {]Xn-I-cWw "✓' AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸ Sp-¯p-hm³ {]tXyIw {i²n-¡p-I. CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶Xpw Kth-j-Wm-h-iy-¯n-\p-th­nam-{Xta D]-tbm-Kn-¡p-I-bpÅq F¶pw Dd¸p \ÂIp-¶p.

**PERSONAL INFORMATION**

Sex : Male/Female

Educational Qualification : Graduation and above / below graduation

Experience in completed years : Above 15 years / Below 15 years

Type of Management : Govt./Aided/Unaided

Locality : Rural/Urban

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SlNo | **{]kvXm-h\** | ]qÀ® ambpw tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-sam-¶p-anÃ | hntbm-Pn-¡p¶p | ]qÀ®ambpw hntbmPn-¡p¶p |
| 1. | ]pXnb ]mTy-]-²-Xn-bn-eqsS kmaq-lnI {]iv\-§sf ¢mknÂ hni-I-e\w sN¿m³ km[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 2. | ]pXn-b-]m-Ty-]-²Xn Ip«n-IÄ¡v kaq-l-hp-ambn \_Ô-s¸-Sm-\pÅ Ah-k-c-§Ä Hcp-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 3. | kmaq-lnI Xn³a-Isf Xncn-¨-dn-bm-\pw, tNmZyw sN¿m-\pw, bpàn-`-{Z-ambn {]Xn-tcm-[n-¡p-¶-Xn\pw Ip«n-Isf ]pXnb ]mTy-]-²Xn kÖ-am-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 4. | kvIqfnse `uXnIkmlN-cy-§Ä ]pXnb ]mTy-]-²-Xnsb DÄs¡m-Åm-¯-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
|  5. | hnZymÀ°nsb Hcp hnaÀi-I-\m-¡n Npcp-¡p-¶XmWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
|  | **{]kvXm-h\** | ]qÀ® ambpw tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-sam-¶p-anÃ | hntbm-Pn-¡p¶p | ]qÀ®ambpw hntbmPn-¡p¶p |
| 6. | A²ym-]-Isc Ae-k-·m-cm-¡n amäp-¶-XmWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 7. | atX-X-c-Xzs¯ t{]mÕm-ln-¸n-¡p-¶-XmWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 8 | c£n-Xm-¡-fnÂ \n¶pw \nc-h[n ]cm-Xn-IÄ e`n-¡p-¶-XmWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 9. | Ip«n-I-fnse hmb-\m-io\w hfÀ¯p-¶-Xn\v klm-b-I-amWv ]pXnb ]mTy-]-²Xn | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 10. | Ip«n-IÄ kmaq-lnI {]iv\-s¯-¡p-dn¨v am{Xw t\_m[-hm·mcm-¡p¶-Xn\pw AXp hgn ]T-\-{]-{In-b-bnÂ \n¶v AI-ep-¶-Xn\pw ]pXnb ]mTy-]-²Xn hgn-sbmcp-¡p¶p | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 11. | ]pXnb ]mTy-]-²Xn km¼-¯n-I-ambn c£n-Xm-¡Ä¡v \_p²n-ap«v krjvSn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 12 | A[ym-]I hnZymÀ°n \_Ô-¯n-\-¸pdw, IpSpw-\_-¯nsâ {]mXn-\n[yhpw ]T-\-{]-{In-b-bnÂ Dd-¸n-¡m³ ]pXnb ]mTy-]-²Xn {ian-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 13 | Ip«n-I-fnse in£-mco-Xn-I-fpsS A`mhw ]T-\-{]-{In-bsb {]Xn-Iq-e-ambn \_m[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 14 | ]pXnb ]m-Ty-]-²Xn Ip«n-I-fnÂ kzbw A-¨-S¡w hfÀ¯p-¶-Xn\v ]cym-]vX-amWv | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 15 | ]pXnb ]mTy-]-²Xn Hmtcm Iq«-nbp-sSbpw khn-ti-j-amb Ign-hp-IÄ ]cn-t]m-jn-¸n-¡p-¶-Xn\pw KpW-ta-·-bpÅ hnZym-`ymkw Dd-¸p-h-cp-¯p-¶-Xn\pw {i² sNep-¯p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 16 | ]T-\-co-Xn-sb-¡p-dn-¨pÅ KmV-amb Adn-hp-Å-Xn-\mÂ A²ym-]\w AÀ°-h-¯m-¡m³ km[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 17 | inip-tI-{µo-Ir-X-amb ]pXnb ]T-\-co-Xn-bn-eqsS hnZymÀ°n-IfpsS Hcp ]T-\-Iq-«m-fn-bmbn amd³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 18 | Ip«n-I-fnse Iq«-am-bpÅ ]T-\-¯n\pw ]t©-{µn-bm-\p-`-h-§Ä¡pw DX-Ip¶ ]T-\m-\p-`-h-§Ä kzoI-cn-t¡-­Xv A\n-hm-cy-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 19 | ]-T\w ^e-{]Z-am-¡m³ {]mY-anI, ZznXob hnh-c-t{km-X-Êp-IÄ A\n-hm-cy-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 20 | P\m-[n-]-Xy-]-c-ambn ¢mkvdq-anÂ ]T-\-m\p-`-h-§Ä Hcp¡m³ {]bm-k-a-\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 21 | ]pXnb ]T-\-coXn ¢mÊnÂ Ah-ew-\_n-¡p-t¼mÄ ka-b-¡p-dhv A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

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| 22 | Hcp ]T-\mw-is¯ ]e coXn-bnÂ Ah-X-cn-¸n-¡p¶ ]T-\-coXn Ip«n-bpsS Nn´m-i-ànsb D±o-]n-¸n-¡p-¶-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 23 | ¢mkv dqanÂ apgp-h³ ]mT-`m-K-t¯bpw kmaq-lnI {]iv\-§-fp-ambn tbmPn-¸n¨p ]Tn-¸n-¡p-hm³ {]bmkw krjvSn-¡m-dp-­v. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 24 | Ub-tem-Kn-¡Â coXn (Dialogical Method) Ip«n-bnse bmYmÀ° Nn´m-ti-jnsb DWÀ¯p-¶-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 25 | kwL{]hÀ¯\w (Group Activity) Ip«n-I-fnÂ t\m¡n Fgp-Xp-¶-Xn\pw, ¢mkvdq-anÂ \_lfw D­m-¡p-¶-Xn\pw CS-bm-¡p-¶-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 26 | {Kq¸v {]hÀ¯\w Nne Ip«n-IÄ t\Xr-Øm\w t\Sm-\pw, aäv Ip«n-I-fpsS Ign-hp-IÄ ]cn-K-Wn-¡-s¸-SmsX t]mhp-¶-Xn\pw CS-bm-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 27 | kmaq-lnI {]iv\-§sf Ip«n-bpsS A\p-`-h-]-cn-N-b-¯n-\pw, {]mb-¯n\pw A\p-k-cn¨v ]mT-]p-kvX-I-¯nÂ DÄs¡m-Ån-¨n-cn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 28 | kmaq-lnI {]iv\-§-sf ]mT-]p-kvX-I-¯n-eqsS hni-I-e\w \S¯n Ip«n-bnÂ {]Xn-I-c-W-tijn hfÀ¯m³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 29 | ]T-t\m-tZy-iy-§Ä ]qÀW-ambpw t\Sm³ km[n-¡m-¯-hn-[-¯-emWv ]mT-]p-kvX-Im-h-X-cWw | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 30 | ]pXnb ]mT-]p-kvX-I-¯n-eqsS {]iv\-k-µÀ`-§Äs¡m¸w AXp-]-cn-l-cn-¡m-\pÅ amÀ¤-§fpw \nÀt±-in-¡m³ km[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 31 | ]pXnb ]mT-]p-kvX-I-¯nÂ ]T-\-hn-j-b-§fpambn \_Ô-s¸« Adn-hp-Ifpw AXnsâ {]mtbm-Kn-I-h-ihpw X½nÂ \¶mbn s]mcp-¯-s¸-Sp-¯n-bn-cn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 32 | {]iv\m-[n-jvTnX ]mTy-]-²Xn \ne-hnÂ h¶n-«pw, ]mT-]p-kvX-I-tI-{µnX ]T-\-¯nÂ\n¶v ]qÀ®-ambn tamN\w t\Sm³ Ign-bmdn-Ã. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 33 | ]mT-]p-kvX-I-¯nse DÅ-S¡ hni-Zo-I-c-W-¯nsâ A`mhw \ne-\nÂ¡p¶ amÀ¡äv kwhn-[m-\s¯ t{]mÕm-ln-¸n-¡p¶ Xc-¯n-em-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 34 | ]pXnb ]mT-]p-kvX-I-¯nse Ah-X-c-W-¯n-epw, `mjm-ssi-en-bnepw \nc-h[n sXäp-IÄ ImWp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 35 | ]mT-]p-kvX-I-¯nse Nne `mK-§Ä Ah-Xm-c-Isâ at\m-`m-h-¯n-\-\p-k-cn¨v DÅ-S-¡-¯nÂ (Content)\n¶pw hyXn-N-en-¨-Xmbn A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 36 | ]mT-]p-kvX-I-¯nse Nne A`ym-k-§Ä sNbvXv XoÀ¡m³ Ip«n-IÄ¡v hfsc {]bmkw DÅ-Xmbn Icp-Xp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 37 | ]pXnb ]mT-]p-kvX-I-¯nsâ DÅ-S-¡-¯nse efn-X-amb Bhn-jvImcw ¢mkvdq-anÂ ]mT-`m-K-§Ä \¶mbn ssIImcyw sN¿m³ klm-bn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

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| 38 | ]pXnb ]mT-]p-kvXIw So¨-dpsS A¡m-Z-anIv kzmX-{´y-¯n\v ISn-ªm-Wn-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 39 | ¢mknÂ DbÀ¶v hcm-\n-S-bpÅ Nne kwi-b-§Ä¡v aXn-bmb hni-Zo-I-cWw \ÂIm³ "A[ym-]-I-k-lmbn' Fs¶ klm-bn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 40 | ]pXnb ]mT-]p-kvX-Iw Ip«n-bnÂ ]T-\-¯n-\pÅ {]tNm-Z\w \ÂIm³ ]cym-]vX-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 41 | ]mT-]p-kvX-Ihpw A[ym-]I klm-bnbpw DÅS¡ hni-Zo-I-c-W-¯nÂ H¯p-t]m-hm-dnÃ. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 42 | hnZym-`ym-k-¯n-epÅ Xt±-i-kz-bw-`-c-W-Øm-]-\-§-fpsS CS-s]-SÂ kzmK-XmÀl-amb Hcp amä-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 43 | ¢mkvdq-anse Ct¸m-gpÅ So¨À-þ-Ip-«n-IÄ A\p-]mXw ]pXnb kao-]-\s¯ DÄs¡mÅm³ ]cym-]vX-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 44 | tem¡Â Xe-¯n-epÅ ]©m-b¯v tamWn-ä-dnwKv kwhn-[m\w A[ym-]-I-cpsS kzmX-{´y-¯n\v ISn-ªm-Wn-Sp-¶-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 45 | SRG (Schooll Resource Group) bpsS {]hÀ¯\w Imcy-£-a-aÃm¯XmWv | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 46 | VEC (Village Educational Committee) bpsS CS-s]-SÂ ^e-{]-Z-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 47 | Xt±-i-kz-bw-`-c-W-Øm-]-\-§-fp-ambn \_Ô-s¸« hyàn-I-fpsS CS-s]-SÂ ]T\ {]{In-b¡v XSÊw krjvSn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 48 | ]pXnb aqey-\nÀ®-b-co-Xn-IÄ Ip«n-bpsS bYmÀ° Ign-hns\ Af-¡m³ ]cym-]vX-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 49 | ]pXnb aqey-\nÀ®b coXn-sb-¡p-dn-¨pÅ bYmÀ° Adn-hn-Ãmbva aqey-\nÀ®b {]{Inb {]bm-k-I-c-am-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 50 | ¢mkvdq-anÂ A\p-hÀ¯n-¡-s¸-Sp¶ ]pXnb aqey-\nÀ®b coXn-IÄ ]T-t\m-t±-i-§-fp-ambn s]mcp-¯-s¸-Sp-¶-h-bm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 51 | ]pXnb aqey-\nÀ®-b-coXn Ip«n-bpsS \_lp-apJ \_p²n-hn-I-k-\-¯n\v klm-bn-¡p¶ Xc-¯n-ep-Å-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 52 | ]pXnb apey-\nÀ®-b-¯n-eqsS Ip«n-bpsS hnZym-`ym-k-t\-«s¯ hkvXp-\n-jvS-ambn Af-¡m³ Ign-bmsX hcp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 53 | \nc-´-c -aq-ey-\nÀ®bw aqew A[ym-]-IcpsS tPmen-`mcw hÀ²n¸n-¨-Xmbn A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 54 | \nc-´c aqey\nÀ®-b-¯n-eqsS ]T-\-\n-e-hmcw Ipdª Ip«n-tbbpw apJy-[m-c-bn-te¡v sIm­p-h-cm³ Ign-bp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 55 | ]pXnb aqey-\nÀ®b coXn-bn-eqsS aqey-\nÀ®b {]{Inb \nÝnX ka-b-]-cn-[n-¡p-ÅnÂ ]qÀ¯n-bm-¡m³ Ign-bm-dn-Ã. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 56 | aqey-\nÀ®-b-¯nÂ kl-A-[ym-]IcpsS klmbw Bh-iy-ambn hcp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 57 | \nc-´c aqey-\nÀ®-b-¯n-eqsS aqey-\nÀ®bw \oXn-]qÀÆ-ambn \nÀÆ-ln-¡m³ km[n¡m-sX-h-cp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

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| 58 | ]pXnb aqey-\nÀ®-b-¯nÂ Ip«n-bpsS am\-knI kwLÀjw hÀ²n-¨-Xmbn A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 59 | c£n-Xm-¡-fpsS CS-s]-SÂ Krl-]mT-¯nsâ hkvXp-\n-jvT-Xsb {]Xn-Iq-e-ambn \_m[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 60 | hÀj-¯nÂ c­p-am-{X-apÅ ]co£m k{¼-Zmbw Ip«n-bpsS s]mXp-hmb hnZym-`ymk \ne-hmcw Af-¡m³ ]cym-]vX-a-Ãm-¯-Xm-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 61 | ]pXnb aqey-\nÀ®-b-co-Xn-I-fnÂ amä-§Ä htc-­-Xp-­v. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 62 | t{KUn§v k{¼-Zmbw aqey-\nÀ®-b-¯nÂ kzmK-XmÀl-amb Hcp amä-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 63 | Ct¸mÄ \S-¶p-h-cp¶ ¢ÌÀ seh-en-epÅ A[ym-b\coXn-I-fpsS ¹m\nwKv ^e-{]-Z-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 64 | On the Spot Support System (OSS) ^e-{]-Z-am-sW¶v Icp-Xp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 65 | ]cn-io-e\ thf-bnÂ ]cn-io-e-I³ ]d-bp¶ FÃm ]T-\-km-a-{Kn-Ifpw ¢mkvdq-anÂ D]-tbm-Kn-¡m³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 66 | PnÃm-X-e-¯n-epÅ dntkmgvkv t]Àk-Wp-IÄ DÄs¸-Sp¶ tamWn-ä-dnwKv kwhn-[m\w DNn-X-am--Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 67 | hnh-c-km-t¦-XnI hnZy ¢mkv{]-hÀ¯-\-¯n-\pw, \nc-´c aqey-\nÀ®bw tcJ-s¸-Sp-¯p-¶-Xn\pw hfsc klm-b-I-am-Wv.  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 68 | FÃm ]mTy-hn-j-b-§-fp-sSbpw ]T\w Ffp-¸-am-¡p¶ I¼yq-«À kuIcyw kvIqfnÂ ]qÀ®-ambpw e`n¡msX hcp¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 69 | sNdn-b ¢mknse I¼yq-«À D]-tbmKw Ip«n-bpsS \_p²n-hn-I-k-\-¯n\pw hnh-c-km-t¦-XnI D]-I-c-W-§Ä D]-tbm-Kn-¡m-\pÅ Bß-hn-izm-khpw hÀ²n-¸n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 70 | IT D]-tbmKw Ip«n-Isf {]Ir-Xn-bp-ambn CW-§n-t¨-cp¶ Ifn-I-fnÂ\n¶v hn«p-\nÂ¡p-¶-Xn\v CS-h-cp-¯p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 71 | ]pXnb ]mTy-]-²Xn \nÀt±-in-¡p¶ Xc-¯n-epÅ ]T-\-km-a-{Kn-IÄ apgp-h\pw kvIqfnÂ e`y-amhm-dn-Ã. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 72 | Ip«n-IÄ¡v t\cn-«pÅ ]T-\m-\p-`-h-§Ä \ÂIp-¶-Xn\pth­n hnZym-e-b-¯n\v ]pd-¯pÅ hn`-h-§sf ^e-{]-Z-ambn D]-tbm-Kn-¡m³ Ign-bp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 73 | B\p-Im-en-I-hpw, {]k-à-hp-amb hnÚm\w \ÂIp¶ School LibrarybpsS A`mhw ]T-\-{]-{In-b-bnÂ {]bmkw krjvSn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 74 | Ip«n-I-fnÂ\n¶v e`n-¡p¶ "]T-t\mÂ]-¶-§Ä' []-T-\-{]-{In-b-bpsS ^e-ambn] ^e-{]-Z-ambn D]-tbm-Kn-¡m³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 75 | Ip«n-IÄ¡v imkv{Xob ]T-\m-\p-`-h-§Ä \ÂIp-¶-Xn\v A\p-tbm-Py-amb ]co-£-W-ime (Laboratory) kuIcyw e`y-am-hmdnÃ. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 76 | ]pXnb ]mTy-]-±-Xn-bnse ]T-\-{]-hÀ¯-\-§fpw aäp-ti-J-c-W-§fpw kzIm-cy-{]-ko-²o-IcW§sf B{i-bn-¡m³ Ip«n-I-sf \nÀ\_-Ôn-Xcm-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 77 | Ip«n-bnÂ bpàn-Nn´ hfÀ¯p-¶-Xn-\m-h-iy-amb ]T-\-km-a-{Kn-IÄ (Learning aids) Hcp-¡p-hm³ So¨-dn\v {]bmkw A\p-`-h-s¸-Sp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 78 | ss\kÀ¤n-I-amb Ip«n-I-fnse `mjm-Nm-Xp-cy-s¯ FÃm-X-c-¯nepw t{]mÕm-ln-¸n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 79 | Bi-b-hn-\n-a-bw, Bi-b-k-¼m-Z-\w, F¶nh `mjm-[ym-]-\-¯n-eqsS hfÀ¯n-sb-Sp-¡m³ km[n-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 80 | `mjm-]-c-am-bp-­m-hp¶ sXäp-IÄ bYm-k-abw Xncp-¯m¯Xv Ip«n-I-fnse `mjm-hn-Im-k-¯n\v XSÊw krjvSn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 81 | imkv{X-]-T\w kl-I-c-Wm-ßI ]T-\-co-Xn-bn-eqsS IqSp-XÂ ^e-{]-Z-am-¡m³ {ian-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 82 | {]{In-bm-[n-jvSnX coXn-bn-eqsS (Activity Method) kmaq-ly-im-kv{X-]-T\w ^e-{]-Z-am-¡m³ {]bm-k-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 83 | ]pXnb kao-]-\-¯nÂ P\m-Xn-]-Xy-aqey§sf Du«n-bp-d-¸n-¡m³ kmaq-ly-imkv{X ]T-\-¯n-\v km[n¡msX hcp¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 84 | imkv{Xob ]co-£-W-§-fnÂ t\cn«v CS-s]-Sm-\pw, A]-{K-Yn-¡m\pw, hnZymÀ°n-IÄ¡v A-h-kcw \ÂIp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 85 | ]pXnb I­p-]n-Sn-¯-§-sf Ipdn¨pw, imkv{X-¯nsâ Zpcp-]-tbm-K-s¯-¡p-dn¨pw Ip«n-IÄ¡v Adn-hv\ÂIm³ Ign-bp-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 86 | ]T-\-am-[yaw amXr-`m-j-X-s¶-bm-hWw F¶ ]mTy-]-²Xn \nÀt±iw icn-b-Ã. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 87 | ]pXnb ]mTy-]-²-Xn-bnse DÄs¸-Sp-¯nb hnZym-`ymkw (Inclusive Education) F¶ Bibw kzmK-XmÀl-amb Hcp amä-am-Wv. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 88 | AbÂ]¡ hnZym-`ym-ks¯ t{]mÕm-ln-¸n¡p¶ ]mTy-]-²Xn \nÀt±iw hnZym-`ym-kw FÃm-h-cnepw F¯m³ klm-bn-¡p-¶p. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

APPENDIX - IV

**FAROOK TRAINING COLLEGE**

**SCALE ON PRIMARY SCHOOL TEACHERS' ATTITUDE
TOWARDS ISSUE BASED CURRICULUM**

**English (FINAL)**

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## Instructions

The objective of this scale is to know about the attitude of primary school teachers towards Issue Based Curriculum. Therefore knowledge of your attitude and opinion about Issue Based Curriculum is necessary. Following pages contain a number of statements carries five responses viz., strongly agree, agree, undecided, disagree, and strongly disagree. Please read each statement carefully and indicate your attitude by ticking only one alternative that is most appropriate for you. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

##### PERSONAL INFORMATION

Sex : Male/Female

Educational Qualification : Graduation and above / below graduation

Experience in completed years : Above 15 years / Below 15 years

Type of Management : Govt./Aided/Unaided

Locality : Rural/Urban

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Statements | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 1. | The social problems can be analysed in classrooms using the new curriculum. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 2. | The new curriculum provides opportunities to the students to interact with the society. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 3. | The new curriculum grooms the children to realize the social evils, to question as well as oppose them rationally. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 4. | The infrastructure of schools does not get along with the new curriculum. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
|  5. | The new curriculum confines the student into being a critic. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 6. | The new curriculum makes teachers idle. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 7. | Secularism is encouraged in the new curriculum. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 8 | Parents complain a lot about the new curriculum. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 9 | The new curriculum aids reading habit among children. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 10 | The new curriculum makes children more aware of the social problems at the same time are alienated from the actual academic process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 11. | The new curriculum creates economic pressure to parents. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 12 | The new curriculum tries to ensure the family’s participation in learning process along with the teacher pupil relationship. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 13 | The absence of punishment system is negatively influences the learning process | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 14 | The new curriculum fosters the development of self-discipline in every child. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 15 | The new curriculum fosters the specific skills of the learner as well as ensures in giving quality education to each children. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 16 | The deep knowledge about the new curriculum makes teaching meaningful. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 17 | Through the learner centred curriculum it is difficult to perform as a co-learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 18 | It is necessary to include the learning experience that suits to the learners group learning as well as the sensory experiences. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 19 | To make the learning process more effective it is important to include primary and secondary data resources in learning | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 20 | Setting learning experiences that are democratic is difficult. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 21 | Time limit is a problem when it comes to implement the new method in classroom. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 22 | Presenting a topic with an integrated method is capable enough to stimulate the thinking capacity of the learner | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 23 | It is difficult to correlate the social issues with different topic in classroom | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 24 | Dialogical Method enlightens the child’s actual thinking potential. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 25 | Group activities may create opportunities for the students to copy from another student and to make noise in the classroom. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 26 | Group activities make way for the chance of some students being the leader and thus the views of others being suppressed. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 27 | The social problems are incorporated in the textbooks according to the life experience and age level of the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 28 | It is very difficult to raise the responsive power of the learner by analysing the social problem through textbooks. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 29 | The textbook is presented in such a way that not all learning objectives are attained. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 30 | It is possible to suggest solutions for the problematic situation through the new textbooks. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 31 | In the new textbooks, subject oriented knowledge and its practical sides are correctly matched. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 32 | Though the issue-based curriculum has come into existence, it is unable to change completely from the textbook oriented system. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 33 | The lack of content in the new textbooks is in such a way as to promote the existing market system. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 34 | There are many mistakes in the presentation and linguistic style of the new textbooks. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 35 | Some portions of the textbook have been written according to the author’s stance thus deviating from the actual contents. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 36 | Some learning exercises in the new textbooks are quite difficult for the learners to do. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 37 | The simple depiction of the textbook contents makes the management of the portions very easy in the classroom. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 38 | The new textbook curbs the teacher’s academic freedom. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 39 | Handbook helps me to give enough explanation regarding the possible doubts that can arise in class. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 40 | The new textbooks are capable enough to motivate the learner for learning process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 41 | The textbooks and handbooks are not complementary in its content explanation. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 42 | The intervention in education by the local self-governments is a acceptable change.  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 43 | The present teacher-pupil ratio in classroom is capable enough to adapt the new approach. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 44 | The Panchayat Monitoring System in the local level restrains the freedom of teachers. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 45 | The SRG’s (School Resource Group) function is not adequate. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 46 | The Panchayath Educational Committee’s intervention is satisfactory. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 47 | The intervention of the members of local self-governing institution, obstruct the learning process | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 48 |  The new evaluation procedure is sufficient enough to measure the actual ability of the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 49 | The inadequate knowledge about the evaluation procedure makes the evaluation process more difficult. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 50 | The new evaluation procedure practicing in the classroom environments is completely according to the learning objectives. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 51 | The new evaluation procedure helps to develop multiple intelligence of the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 52 | The Childs academic achievement cannot be measured objectively through the new evaluation method. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 53 | Continuous evaluation has increased the teachers’ workload. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 54 | Continuous evaluation can bring academically backward students to the mainstream. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 55 | Evaluation process cannot be completed with in the fixed time schedule through the new evaluation system. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 56 | The helps of colleagues are needed during the evaluation process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 57 | It is very difficult to carryout evaluation in a judicial way through continuous and comprehensive evaluation. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 58 | Due to the new evaluation system the mental stress among the students have increased. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 59 | The intervention of parents may inversely affect the objectivity of the homework. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 60 | The two examinations in an academic year cannot be considered a valid means to evaluate a student | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 61 | There should have to be changes in the present evaluation scheme. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 62 | Grading system in evaluation process is a welcoming (gratifying) change. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 63 | The planning of the current cluster level academic procedure is effective. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 64 | On the Spot Support System is considered to be effective. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 65 | All the learning instruments that the trainer suggests during the training process is difficult to be used during the real classroom situation. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 66 | The District Level Monitoring System that includes Resource Persons is suitable. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 67 | Information Technology is very much helpful in classroom activities and documenting the Continuous Evaluation. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 68 | The computer facility that facilitates the learning of all subjects is not adequately received in school. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 69 | Using a computer in a small classroom enhances he child’s intelligence in cognitive level as well as confidence in using the instruments that are related to Information Technology. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 70 | IT use estranges the students from nature oriented playing. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 71 | The learning materials suggested by the new curriculum are not completely obtained in schools. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 72 | It is possible to use effectively the resources that are outside the school for giving direct experiences to the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 73 | The absence of a school library that gives current and relevant knowledge to the learner is a setback to learning process. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 74 | The products of the learning process by students cannot be effectively used. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 75 | Suitable laboratories to provide scientific learning experiences to children are not available. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 76 | The learning activities and other collections in the new curriculum compel the learner to be depending on the private publications. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 77 | The teacher faces difficulty in organizing the learning instruments that is sufficient for developing rational thinking among learners. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 78 | The natural linguistic abilities of the learners are encouraged in all ways. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 79 | It is possible to develop communication skill and concept attainment through the language classes. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 80 | Lack of detecting errors in language study may inhibit the linguistic development of the learner. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 81 | Science education is made more acceptable through cooperative learning method. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 82 | Activity method is appropriate for teaching social sciences | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 83 | The teaching of social sciences fails to enrich the democratic values through the new approach.  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 84 | Students are given opportunities to take part as well as interpret the scientific experiments. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 85 | It is possible to give knowledge to the learner about the new inventions, discoveries and the disastrous effect of science through teaching of science  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 86 | The recommendation that the medium of instruction should be in vernacular is not apt. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 87 | The inclusive education concept is an acceptable change. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 88 | The curriculum recommendation that promotes the neighbouring school increases the accessibility of education. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |