

SUMMARY OF UGC MINOR RESEARCH PROJECT

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TEACHER INTERVENTION FOR REINFORCING GIRLPOWER FOR CAPACITYBUILDING

INTRODUCTION

Education is a basic human right, vital to personal social and national development and wellbeing. All children of our nation deserve a quality education rooted in human rights. If we provide an education to address the issues related to inequalities of girl students will gain positive educational experience.

Education for all means all children have access to basic education of good quality which is to be ensured. A school environment in which children are both able and enabled to learn is to be created. Such a protective environment which is child friendly and healthy for all is the need of the hour. Poor health and malnutrition are important impediments to school enrolment and performance. The educational programmes should focus upon the promotion of good health, hygiene and nutrition of all children. The school environment can help protect children from health hazards, abuse and exclusion.

A quality education will equip girls and boys with knowledge and skills needed to adopt healthy life styles to protect themselves from abuses to assume responsible social roles as their

transition from adolescence to adulthood takes place. As educated adults they are likely to have more awareness on social and national issues and significance of education. Hence education is the remedy for all social inequalities and social evils and through education the girls are better empowered to face the life challenges.

BACKGROUND OF THE STUDY

One of the most important focus of educational programmes is to ensure equal enrolment of boys and girls. There has been significant progress in this but there are still disadvantaged groups that need to be reached. Special measures are to be integrated in educational system to overcome the barriers related to geography, caste and community problems or physical ability. Non-discriminatory measures that ensure gender equality to enable girls to overcome their problems is to be planned and implemented. This motivates them to participate equally in society economy and politics.

Gender equality in education is a highly discussed area that focuses on equality of opportunity and equality of treatment. There is a need to focus on gender equality in the process of education. Boys and girls are to be equally treated within the process of education. Usually gender equality initiatives in education are associated with targeted programmes for girls. For sustained change, the education systems need to be revamped for systematically addressing inequalities the educational process. Adolescent is the developmental period during which growing children make transition from childhood to adulthood. The radical changes in an adolescent's body are accompanied by equally significant changes in attitudes and behaviours. The conflicts faced by a girl student is more challenging than the issues faced by a male student. The school educational process is not always helping them to equip to solve their

problems. The researcher being a teacher educator and student counsellor got several opportunities does interact with the adolescent girls. It is observed that majority of them have doubts regarding their own physical development, emotional instabilities and social inhibitions. The problems of isolation, inferiority feelings and conflicts are very crucial irrespective of their academic performance. Sexual, verbal or emotional abuse are common among girl children and they become victims of any of abuses of which they are not conscious, this lead to decline of self-concept and self-esteem. Consequently teachers have to identify their responsibility to plan and implement active strategies to scale up the confidence of girl students especially the adolescent girls.

INTER DISCIPLINARY RELEVANCE

Good health is more than just good physical health. World health organization defines health as the state of complete physical, mental, social and spiritual wellbeing and not merely the absence of disease or infirmity. Developing positive health is the major aim of education. Health professional and medical practitioners believe that developing proper sexual behavior and reproductive health among adolescent girls is an important factor for the sustainable society.

Clinical psychologists firmly advocated that teachers must take more responsibility in promoting the physical and emotional awareness girl students. The cases they deal directly emphasizes that school education in no way is helpful for children solve their conflicts and confusions. Hence schools should have some process to guide the adolescent girls to lead a well-adjusted life.

Sociologists have always concern regarding the empowerment of girl children. The social taboos that prevent girls from the mainstream of the society have to be identified and eliminated. All

social workers have deep interest in the inter- personal and social factors of adolescent girls that determining their role in the society.

Economic disparities in gender and economists have clear usages that a healthy women community is the basic requirement for the financial wellbeing of the family as well as the society. Adolescent girls with sound physical and mental health can contribute a lot for the stable and improved economy of a nation. Considering the crucial role do be played by teachers in bringing about desirable attitudinal changes among girls to make them fit physically, emotionally and socially capable persons, educators are to be enjoyed in the capacity enhancement strategies for girl students.

Thus the present study which is focused an education has interdisciplinary significance well rooted in psychology, sociology, philosophy, economics and all relevant disciplines.

SIGNIFICANCE

Adolescence being the most beautiful period in one's life has its own stress and strain that makes it most sensitive and confusing period of life. The rising number of suicides, cases of depression and behavioural problems among teenagers especially among girls being the attention of the society to intervene property for in their problems the confusions and conflicts faced by adolescents are to be tackled adequately with suitable measures besides this, creating awareness on sexual and reproductive health, hygiene and development of social and cognitive skills are very important. It has been observed that peer pressure, parental pressure, abuses, role conflicts and other stigmas contribute to the various problems of adolescent girls.

If girls are given awareness on various problems in relation to the process of growing up they will become able to break the barriers of self-development. Social and economic negligence, physical emotional and social abuse inferiority feeling and lack of confidence are to be addressed with apt intervention strategies.

Girl power is paving the way for girls to build confidence, competence and pride in them; this is the process of enhancing the wellness of girls. Girl power enhancement focuses upon the emotional appraisal of girls which will motivate them to transit fruitfully from adolescents to adulthood. Capacity building is necessary to break the attitudinal barriers of girls.

When girls are able to develop a positive self-concept, sense of self-worth as equal citizens and right to have equal educational and career aspirations naturally they groom as responsible social beings. Girls are to be familiarized with various skills for life and teachers are to be trained for imparting various skills for girls.

Thus the present study motivates teacher educators, teachers students as well as parents to reinforce the girl power for their holistic development.

STATEMENT OF THE PROBLEM

The prime role of the teacher is to modify the behaviour of learners to live successfully in the society. Adolescent being the most stressful stage of development, the students is to be attended with special care and attention. Many professionals and parents seem to perceive adolescents as a stage fraught with confusion, anxiety and peril. Comprehensive programmes could play an important role in helping young people develop into well-adjusted adults. The problems faced by adolescent girls are crucial and more attention is to be paid for them. The teacher interventions

for helping the adolescent girls to identify the capacities and strengthen it are essential duties of the teacher. Hence the study is entitled as “*Teacher intervention for reinforcing girl power for capacity building*”.

DEFINITION OF KEY TERMS

Teacher Intervention is the specific programme with consciously planned steps to address existing problems and to improve the skills of learner.

Girl power indicates assertiveness, confidence and personal efficiency of girls. (Collins English Dictionary)

Capacity is the ability of individuals, organizations and systems to perform appropriate functions efficiently, effectively and sustainably” (UNESCO, 2005).

Capacity building is the process of shaping the capacities for effective functioning.

OBJECTIVES

- i. To identify the areas where adolescent girl students feel powerless, its causes and consequences.
- ii. To sensitise student teachers to incorporate capacity building strategies for girls during curriculum transaction of practice teachings period.
- iii. To prepare training package for teachers that can be utilized in schools for girl students.
- iv. To conduct awareness programme on capacity building for girls among parents, teachers and girl students.

- v. To find out the impact of the teacher intervention for reinforcing girl power for capacity building.

METHODOLOGY

The present study gives more emphasis on qualitative aspects than quantitative elements.

It includes a preliminary survey followed by experiment.

The sample includes (i) Teachers (ii) Student teachers (iii) Girl students
(IV) Parents.

142 Teachers from three schools are given the orientation for the utilization of the prepared package on girl power

40 student teachers are selected and given to training to integrate the curriculum with capacity building strategies.

120 girl students and their parents are given the capacity building awareness.

The various tools employed are 1. Questionnaire for Teachers

2. Questionnaire for students

3. Training Package for Teachers on Girl Power

PROCEDURE

a. Survey

A preliminary survey was conducted among 350 adolescent girls to identify the factors that resist the grooming of their power. A survey was conducted among 300 teachers to identify the challenges faced by girl students in their classrooms.

b. Preparation of Girl Power Training Package for School Teachers

The investigator prepared a package for teachers to use in their own class rooms for capacity enhancement among girls. It contains training modules for various factors that are significant at adolescent stage. The components of the module were decided based on the findings of the survey.

This package is an integrated programme for physical, emotional and social skill development of girl students.

c. Implementation of Girl Power Programme

The student teachers are trained to integrate the elements of girl capacity building with their classroom interaction procedures and are helped to plan lessons accordingly. They are motivated to interact with girl students with this focus while they go for the month's teaching practice.

120 girl students of two schools were selected and trained theme as per the package prepared. Their parents are also invited to attend a session so that they can support their

girl children. 142 teachers of three schools were given orientation on the training package on Girl power.

The evidences regarding the impact of the programme was collected with the help of focus group discussions and other feedback mechanisms.

TEACHER INTERVENTIONS FOR REINFORCING GIRL POWER

Girl Power is to be focused on four main themes:

- Protection against violence and abuse
- Access to quality education at all levels
- Socio-political participation
- Economic empowerment.
- Effective alliance building
- Responsible parenthood

Education should be a tool for the promotion and protection of the rights of young girls, creating opportunities for them to participate in social and political activities and imparting training in technical, vocational and life skills. The impediments to girls' academic excellence are to identified and problems that exist within the education system is to be resolved.

Education is to be enriched with capacity building strategies for girl students which include

- Creating girl-friendly educational policies
- Establishing and supporting positive quality learning environments.
- Improving the efficiency and effectiveness of classroom practices for girls

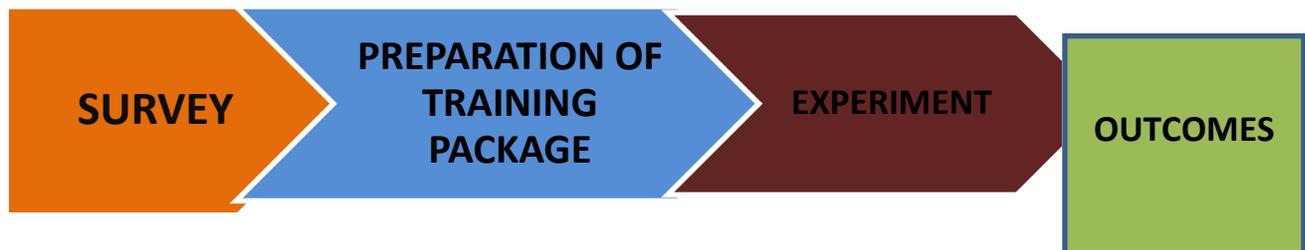
- Raising awareness on girls' right to education
- Enhancing girls' confidence and self-esteem
- Leadership training for girls
- Training communities on gender so as to improve the socio-cultural status of girls
- Imparting business skills to manage their own enterprises
- Increasing the capacity of teachers to apply effective, gender fair and relevant teaching methodologies
- Strengthening relationships and capacity among national, state and district level education agencies to sustain girls' education
- Increasing demand for and engagement in quality education within communities, particularly for girls.
- Increasing literacy and engagement with learning among adults and communities.
- Increasing the value attached to education by families

EDUCATIONAL STRATEGIES FOR GIRL CAPACITY BUILDING

- **Educational policies of the Government:** Participatory Planning and management is needed to improve state, district, and local school planning for education and girl's education in particular. Strategic Planning Workshops are necessary for effective planning and implementation of education.
- **Gender across the Curriculum:** Gender-oriented curricular components are to be integrated in the curriculum from primary to teacher training courses to enable them to become more gender sensitive.

- **School grants:** Financial supports are to be provided to schools to assist them in making local decisions regarding priorities and needs in improving girls education.
- **Community participation:** The community i.e. parents, teachers, administrators and pupils plays a significant role to change negative attitudes towards girls' education. Their role in the education of their children should not be confined to support financially or providing labor for their school buildings, but should extend into all processes that go on in the school
- **Family linkage:** It emphasizes partnerships and collaboration between parents, teachers and pupils in order to create positive classroom learning experiences. Through family linkage parents are encouraged to increase their support for girl's education
- **Gender Sensitive Pedagogy:** The curriculum transactions are to be implemented to strengthen the girl friendly school concept which includes the social climate of the classroom, learning experiences, field activities and instructional practices
- **School Clubs:** Co-curricular activities are to be planned which seek girls an opportunity to compete on equal terms with boys and to build their leadership qualities.
- **Research Initiatives:** Surveys, experiments and data collection are to be conducted in order to provide information and insight needed to identify and formulate policies and actions in support of girls' education.
- **Advocacy of NGOs:** Social agencies and Non-governmental organizations have significant role in advocating for policies which promote an enabling environment for the education of children, especially girls.

RESEARCH DESIGN



Phases	Objectives	Tools and techniques
Survey	To identify the challenges of girl students To identify the components of the training package	Questionnaire for teachers Questionnaire for girl students
Preparation of Training Package	To sensitise teachers, student teachers, parents and girl students	
Experiment	To implement the prepared training package as a teacher intervention.	Training Package on Girl Power
Outcomes	To find out the effect of the experiment on reinforcing girl power for capacity building	Feedback from teachers, student teachers, parents and girl students

PREPARATION OF TRAINING PACKAGE

Based on the survey conducted among teachers, student teachers and students the requirements of girl students were identified. The major hindrances for girl's self-development were identified and strategies were framed to make them aware of the importance of various skills.

A training package was developed with following components.

- Self-esteem development
- Appropriate behaviour
- Communication
- Problem solving
- Sexual hygiene
- Against sexual exploitation
- Beauty of intelligence
- Love
- Optimism

The package starts with a brief introduction to teachers for handling the package. Each component is presented with an introduction, objectives, way of presentation discussion points and activities. The teachers can directly take the copy of the activities and perform in the classrooms .By doing the activities followed by a discussion and guidance by the teachers the student will be able to acquire the objectives.

The prepared package was validated by a team of experts in the field of Social work, Psychology and Education.

TEACHER INTERVENTION

A. At Teacher Education Level

The student teachers are oriented for 5 hours (one hour per day) regarding the problems faced by the adolescent girls. They are given awareness about various strategies for helping young girls to act confidently. The purposes of this approach at teacher education level are

- To make student teachers aware of the various problems of the girl students
- To motivate the student teachers to think and act for girl students
- To empower student teachers to manage classroom problems of girl students
- To help student teachers to integrate girl capacity building elements with classroom interaction procedures.

Small Group Discussions

The student teachers were allowed to discuss in small groups upon the problems they faced while they were school students. They are also asked to suggest areas in which young girls need guidance and supports from elders.

The discussions revealed many important issues of adolescent girls. The views shared by the student teachers are supportive of the data collected from girl students through survey.

The student teachers were given training in preparing and transacting girl friendly classroom practices. They are directed to include suitable pedagogical approaches to help adolescent girls while they go for teaching practice.

- Prepare lesson plans with girl capacity building elements

- Select girl students as leaders of groups
- Conduct co-curricular activities ensuring that girls have adequate participation

B. At School Level

(i) Training for Girl Students

The girl students of selected schools from three districts were given sessions of girl power programme for capacity building. Face to face interaction followed by feedback from the students was conducted. The various components of the prepared package for Adolescent girls were given for them.

(ii) Training for Teachers

The prepared package was introduced for teachers of various schools and they are given orientation in implementing the module. Teachers shared their problems in handling the girl students and their difficulties in handling students. They made discussions upon the various topics of the package, reflected upon the strategies mentioned it and added their own suggestions.

The feedback was collected after the training.

(iii) Parental Interactions

The parents of the students are given orientation on the need and strategies for girl's capacity building. Initially their perceptions on girl children problems were collected.

Explanatory lecture was given for them on adolescent girl's problems, ways and means of helping them to become good problem solvers. The necessity of parental supports of upbringing them with emotional maturity and confidence is illustrated before them.

The parents asked their doubts on managing girl children and their behavioural problems. The investigator proposed the support systems to be provided at home for motivating the girl students.

Feedbacks were collected from the parents regarding the programme.

MAJOR FINDINGS AND SIGNIFICANCE

The questionnaire were analysed based on the responses and the problems of girl students were identified. Through focus group discussions and interactions the feedback on training package was collected. The data were summarised to draw conclusions.

FINDINGS OF THE SURVEY

A survey was conducted among teachers and girl students to identify the issues they face in various areas related to girl power. A questionnaire was used for collecting the relevant data.

The table shows the percentage of responses in various aspects.

Table 1. Teachers' views on challenges faced by girl students

Sl.No.	Issues	Always %	Sometime %	Never %
1	Behavioral problems	98	2	-
2	Emotional immaturity	100	-	-
3	Lack of attention in learning	95	5	-
4	Interest in trends and fashions	93	7	-
5	In appropriate friendships	85	15	-
6	Love affairs and related stress	89	11	-
7	Addiction to communication technologies	96	4	-
8	Inability for apt communication	86	14	-
9	Lack of confidence	75	25	-

10	Depression	84	16	-
11	Anxieties on Physiological Development	78	22	-
12	Lack of Hygiene	64	36	-
13	Physical Health problems	69	31	-
14	Quarrelling Nature	67	33	-
15	Lack of motivations	74	26	-
16	Misconceptions on Sex	89	11	-

The table shows that teachers have to face all the problems mentioned in the table and they think that these are the challenges for them.

The precautions and programmes adopted by teachers of the girl students as obtained by the survey is given below

Table 2. Programmes conducting by teachers for girl students

Sl.No.	Programmes	To a great extent (%)	To some extent (%)	Not at all (%)
1	Awareness for girl students	24	58	18
2	Clarification for doubts on personal problems	32	37	31
3	Counselling for emotional problems	12	56	32
4	Training for skill acquisition	4	32	64
5	Interaction with Parents for guidance	36	38	26

The table shows that the present programmes for girl students in our schools are inadequate. Hence the survey necessitates the significance of various programmes for empowering girl students.

The survey conducted among girl students indicates the following results.

The girl student's opinion about the issues they face due to the gender discriminations are given in the table.

Table 3. Girl students' opinion on Issues faced by girl students

Sl.No	Issues	Always (%)	Sometimes (%)	Never (%)
1	Discrimination by Parents	30	60	10
2	Brother's misconduct	12	34	54
3	Lack of consideration by teachers	56	34	10
4	Sarcastic comments	67	33	-
5	Verbal abuses	79	21	-
6	Physical hurt	42	53	5
7	Sex abuse	62	37	1
8	Rigid rules	59	34	7
9	Physical insecurity	79	21	-
10	Social discriminations	83	17	-
11	Mental stress	92	8	-
12	Strain on House hold activities	24	53	23

The table shows that all problems mentioned in the questionnaire are faced by girl students.

The obtained data indicates that the adolescent girls require interventions in following aspects to improve their skills. All students (350) agreed that they like to acquire efficiency in the following factors.

Table 4. Girl students' views on the fields that require interventions

Sl. No.	Areas require interventions
1	Enhancement of Self Confidence
2	Communication Skills
3	Problem solving ability
4	Decision making skills
5	Interpersonal Skills
6	Income generating activities
7	Social status
8	Independent Thinking
9	Awareness on responsible parenthood
10	Apt Responses to exploitations
11	Awareness on rights and legal provisions
12	Emotional maturity
13	Right use of Communication Technology
14	Improvement of personal efficiency

Hence teacher intervention is required in the above areas for enhancing then capacity among girl students.

MAJOR OUTCOMES OF THE TEACHER INTERVENTION

(i) Outcomes of training for Student teachers

The student teachers' feedback highlighted that the training was helpful for them in many ways.

The student teachers

- realised the need for conscientising young girls against their exploitations
- acquired basic understanding about the problems of adolescent girls
- identified various areas where the girls are to be empowered
- Practised various strategies for the acquisition for communication skills, problem-solving skills, self-confidence etc.
- Got awareness about the ways of handling the doubts of girl, students
- Become familiarised with the significance of providing importance to girl students in co-education classes
- Explored the ways for interrelating classroom practices with gender issues
- Interacted with girl students to motivate them to acquire skills for life
- Provided opportunities for girl students of the practicing schools to come forefront in all activities
- Trained girl students by performing activities in the acquisition of various skills
- Collected feedback from girl students of the schools that reflects high positive outcomes

(ii) Outcomes of Training for Girl Students

The girl students who have participated in the capacity building programme unanimously opined that it was fruitful for them in many ways.

The girl students

- Got awareness about various components of their capacity enhancement
- Identified the significance of self and self esteem
- Enhanced communication skills through various activities
- Acquired the skills of problem-solving and interpersonal relationship
- Motivated to learn better and achieve more in academic and non-academic fields
- Recognized the significance of sexual hygiene, reproductive health and general health
- Got awareness about various sexual exploitation and ways for safeguarding the self
- Practised strategies for stress management
- Developed positive attitude towards life

(iii) Outcomes of Training for Parents of girl Students

The parents opined that the programme was really novel for them and was useful to change their mind set and attitudes towards children

The parents

- Realised the significance of supporting children at home
- Inferred the specific problems faced by the girl children in society
- Identified the role of communication between parents and girlchildren at home
- Understood the possibility of exploitation n of girl children at home and outside home
- Realised the need for helping the girls to keep sexual hygiene

- Recognised the need of a stress free home environment for mental health of children
- Realised the role of nutritious food for the sustainable development of girl children
- Understood the developmental hazards of adolescence

(iv) Outcomes of Training Package for Teachers

The school teachers were exposed to the training package and they are given orientation to use it whenever required. They can integrate the activities with curricular components so that no special time is necessary for allocation.

The teacher's feedback is summarised as follows.

The school teachers

- Comprehended the need and significance of a teacher guide for training girl students
- Acquired the process skills for integrating the elements of capacity building in teaching process
- Familiarised with various strategies for promoting capacity building of girls
- Realised the significance of classroom practices for girl capacity enhancement
- Identified the ways and means for clarifying the sex related doubts of girl students
- Explored various curricular and co-curricular activities for girl students leadership
- Elaborated the concept of capacity building in terms of own experiences in classrooms
- Added more similar activities matching the needs of school and classrooms
- Inspired to plan and implement active strategies for girls capacity building
- Identified the general causes of behavioural problems among girl students
- Decided to invite counsellors and gynaecologists to interact with students
- Developed positive attitudes towards teacher modelling for students

IMPACT OF THE PROGRAMME

The above outcomes indicate that the intervention programme was effective for making many changes among girl students. The teacher intervention thus imparted the basic awareness for the various components of Girl power and act as a capacity building strategy.

Thus teacher intervention enhances awareness on

- Access to quality education at all levels
- Socio-political participation
- Economic empowerment.
- Effective alliance building
- Responsible parenthood
- Protection against violence and abuse

The above mentioned are the girl power factors selected for the present study. Thus Teacher intervention for capacity building reinforces girl power in many ways and proved as a successful programme.

SIGNIFICANCE OF THE STUDY

Teachers are the parents of second home for children. The biological, emotional, social and intellectual development is under the guidance and supports of teachers. Girl students who suffer from various inhibition and problems require special care and attention. The teachers are to understand each girl as an individual and interact with them properly for understanding themselves. The planned teacher activities can make drastic changes in the attitudes and behaviour of girls. The communication skills, problem solving skills and interpersonal skills are to be enhanced

through classroom practices. This requires a positive self-concept and self-esteem. Teacher can motivate and inspire girl students to understand own potentialities and shortcomings so that they can use the talents to the fullest and improve their backwardness. Teacher as a scaffolder can provide supports to a girl child and mentor them to become independent problem solvers. The success of a girl student is determined by the effective intervention of a class teacher. Consequently the teachers are to be empowered to strengthen the capacities of students especially girl students to lead a successful life.