

**EFFICACY OF COMMUNITY PARTNERSHIP CURRICULUM
PACKAGE ON CHARACTER DEVELOPMENT AMONG
COASTAL UPPER PRIMARY SCHOOL
STUDENTS IN KERALA**

Thesis
submitted for the Degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

By
ONATHARA BINITA
UGC Senior Research Fellow

Supervised by
Dr. M. JESA
Associate Professor



**FAROOK TRAINING COLLEGE
RESEARCH CENTRE IN EDUCATION
UNIVERSITY OF CALICUT**

2020

DECLARATION

I, **ONATHARA BINITA** do hereby declare that this thesis entitled, **EFFICACY OF COMMUNITY PARTNERSHIP CURRICULUM PACKAGE ON CHARACTER DEVELOPMENT AMONG COASTAL UPPER PRIMARY SCHOOL STUDENTS IN KERALA** is a record of genuine research work done by me under the supervision of **Dr. M.JESA**, Associate Professor, Farook Training College, Research Centre in Education, University of Calicut, and that no part of the thesis has been presented earlier for the award of any Degree, Diploma, or Associate ship in any university.

Place: Farook College
Date :

ONATHARA BINITA

Dr. M. JESA

Associate Professor

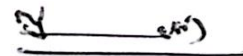
Farook Training College and Research Centre

Farook College

Kozhikode

CERTIFICATE

This is to certify that the thesis entitled, **EFFICACY OF COMMUNITY PARTNERSHIP CURRICULUM PACKAGE ON CHARACTER DEVELOPMENT AMONG COASTAL UPPER PRIMARY SCHOOL STUDENTS IN KERALA** is an authentic record of research work carried out by Mrs. **ONATHARA BINITA** for the degree of Doctor of Philosophy in Education, under my supervision and that no part thereof has been presented before for any other Degree, Diploma, or Associateship in any other university.



Place: Farook College

Date:

Dr. M.JESA
(*Supervising Teacher*)

ACKNOWLEDGEMENT

The current era is replete with an increasing need for emphasizing on character development along with intellectual development in education. It was an obligation on my part to come with this important topic for my research. I am ever grateful to the universal soul to have put this conviction in my heart and paved the way for me to select the topic and move forward with this rather demanding task with a joyful heart.

This is one of the studies where lots of people were involved starting from the inception to the closure. I had the distinct privilege of working with an incredible team of tireless and dedicated people who helped me face the challenge of bringing and putting the many pieces of this study together to come up with very valuable findings which would be used in the field of education.

I would like to thank my supervising teacher Dr. M. Jesa for her patient guidance, encouragement and advice she has provided throughout my time as her scholar. I have been extremely fortunate to have found a supervisor who cared so much about my work and who was prompt at responding to my questions and queries.

My deepest gratitude is to the Principal Dr. T. Salim for having extended the much needed support and counsel during my research period, I have had to put into this study. Dr. C. A. Jawahar, Former Principal was too supportive with throughout the period of the study.

My grateful ness knows no bounds when I mention the support and contribution of the Research Advisory Committee, Members of teaching faculty, librarian Mrs. Sabira, and members of administrative staff of Farook Training College.

Data collection forms the basis and integral part of research. My appreciation extends to the head masters, teachers, parents' administrative staff and students who helped me obtain the best quality of data for my study. I am indebted to the councilors who shared the excitement of findings and discoveries.

No amount of thanks can be enough for the headmaster, teachers and students of GVHSS Payyanakkal, Kozhikode, and Kerala who had been with me providing the free stage for carrying out the study with different phases of data collection.

Thanks to my friends and fellow scholars who were all incredibly supportive. This space is not big enough for me to adequately thank my parents in-laws for their patience , counsel and encouragement that I spent busy in conceptualizing my dream. I thank my siblings, co-sister, and sister in laws, brother in laws, nephews and nieces who did the best they could with whatever time they had and for never giving up on me.

Last but not the least in the list is my husband whose continuous encouragement, patience and partnership over the last few years of my work were the most valuable to me.

*Farook College
Date:*

Onathara Binita

CONTENTS

LIST OF TABLES
LIST OF FIGURES
LIST OF APPENDICES

<i>Chapter No.</i>	<i>Chapter</i>	<i>Page No.</i>
I	INTRODUCTION	1-14
II	REVIEW OF RELATED LITERATURE	15-64
III	METHODOLOGY	65-222
IV	ANALYSES AND INTERPRETATION OF DATA	223-252
V	SUMMARY OF FINDINGS, CONCLUSIONS AND SUGGESTIONS	253-264
	BIBLIOGRAPHY	265-278
	APPENDICES	

LIST OF TABLES

<i>Table No.</i>	<i>Title</i>	<i>Page No.</i>
2.1	Cognitive Domain under Character Education Curriculum	36
2.2	Affective Domain under Character Development Curriculum	36
2.3	Behavioral Domain under Character Development Curriculum	37
2.4	Other outcomes that come under Character Development Curriculum	37
3.1	The number of items that come under different character traits of teachers scale	76
3.2	The number of items that come under different character traits of parents	78
3.3	The number of items that come under three domains of character traits	79
4.1	Details on problems felt by teachers and percentage of responses	233
4.2	Details of remedial measures and responses of teachers	235
4.3	Mean score of character traits	237
4.4	Details of preliminary analysis of parents' opinion	240
4.5	Details of Preliminary analysis of the data	249
4.6	Comparison of mean pretest post test of experimental group	251

LIST OF FIGURES

<i>Figure No.</i>	<i>Title</i>	<i>Page No.</i>
2.1	The Principles summarized as Character Education	35
4.1	Character Traits of Students' obtained from parents	240

LIST OF APPENDICES

<i>Appendix No.</i>	<i>Title</i>
I	Character Assessment Inventory for Coastal Upper Primary School Students.
II	Scale for Teachers on Character Problems of Coastal Upper Primary School Students.
III	Scale for Teachers on Character Development and Remedial Measures of Coastal Upper Primary School Students
IV	Scale for Parents of Coastal School Students on Character of Their Ward
V	Interview Schedule for Head Masters of Coastal Upper Primary Schools
VI	Interview Schedule for Administrative Staff of The Institution on The Existing Strategies for Character Development and the School Philosophy
VII	Interview Schedule for officials of village/Panchayath Education Committee and Local Bodies for coastal development on Strategies to be Developed for Character Education

INTRODUCTION

-
- ❖ Need and significance of the study
 - ❖ Statement of the problem
 - ❖ Operational Definition of Key Terms
 - ❖ Variables
 - ❖ Objectives
 - ❖ Hypothesis
 - ❖ Methodology
 - ❖ Sample selected for the study
 - ❖ Tools used for data collection
 - ❖ Techniques used for analysis of Data
 - ❖ Delimitations of the study
 - ❖ Scope and Limitations of the Study
 - ❖ Overview of the Research Report
-

“Character is the belief in self -worth and your work ethic”

(Rudd, 1999)

Character is broadly conceived to encompass the cognitive, emotional, and behavioural aspects of moral life. Good character is developing real understanding and taking care of others. It is all about using core ethical values in actual life situation. (Lickona, Schaps and Lewis 2002). Character is that characteristic which refines a person from all wrong things. For character development UNESCO has mandated a movement which co-ordinates central government, state government, non-government organizations, civic society and the media. The partnership works together for the achievement of international goals of UNESCO’s mission: to ensure “full and equal opportunities for education for all.” Ensuring that all peoples, the world over, receive proper schooling is the greatest moral challenge (Daudet and Singh 2001). Government of India and state governments have brought new strategies such as concept of having one trained health care counselor at every school, psychotherapy if needed, organizing expert classes, student police, Junior Red Cross, scouts and guides, National Cadet Corps and Sarva Siksha Abhiyan. (Nair, Leena & Ajithkumar, 2016)The ventures aim to meet learning need which directly and indirectly influences character of tomorrow’s citizens. Character education is defined as any school–instituted programme, designed in cooperation with other community institutions, to shape directly and systematically the behaviour of young people by influencing explicitly the non-relativistic values believed directly to bring about that behaviour (Lockwood, 1997).

The main motto of character education is to increase the ability to realize right and wrong which increases the motivation to do pro – social things, improves students’ behaviour and attitude. Character education helps the child

to grow into perfect human beings and a lovable person. It develops feeling of love, gratitude and appreciation in students' heart, boosts immune system, increases vitality and vigour and reduces stress hormones. Character education is about practicing and modeling eminent personalities, civic life habits and skills such as life skills, problem solving skills, good planning skills, principled moral reasoning etc. which is most universally understood as making people good human being. Character education works as a frame work and helps in developing good manners, citizenship, moral values, traditional values, healthy habits, and social values for achieving success in life. Habits are in-gained at a young age. Therefore character education has to be revised with clear rules and repetitive drilling in a fairly enforced and orderly classroom. School environment helps the student instill right habits so that he can participate actively in the global village.

The reason for intentional teaching of good character in coastal school is to prepare the students to gain many opportunities and unknown dangers relevant in today's society. They are pestered with bad fortune by media and other exterior sources prevailing in today's life. Character education will give them the tool which makes them aware of dangers and helps them to deal properly without any pressure. The percentage of young people are advancing without a clear understanding and perseverance to core values needed to educate and reinforce the conscience

As a result they lack mechanism, to help them know the reality, and develop the ability of self -control and repeatedly practice right things. The majority of time is spent in school; it is the ideal place to build character education through interesting curricular and co-curricular activities. People living in coastal areas of Kerala are found illiterate and the first generation learners do not get proper exposure and favourable environment. Due to the ignorance and unawareness of character education programmes in coastal areas

of Kerala, students seem to be misled by social and political influences and a yearning motive. This leads to behaviour problems, indiscipline and proceed them towards an undisciplined life.

Lickona (1996) describes character education as “deliberate efforts to cultivate virtue.” The question of virtue depends on the context, especially the socio-cultural context. Character education is important in coastal schools as per the case of any other sector to raise the awareness of pupils and make them understand the issues and problems involved in the society. Character education along with general education helps develop knowledge, attitude and skill required for participation in sustainable development of coastal regions. As lower academic performance, higher absence level, violence, abuse and vandalism are common in coastal schools academic portion covering educational system alone cannot bring in the desired behavioural changes in students.

Need and significance of the study

Kerala has changed vastly over a short period of time and has shaped in a new era of development. On the other hand, coastal areas are still out dated and are lands of miserable life. Rapid changes are seen in cities but the change has not deeply affected the coastal area. Social, educational, cultural and economic backwardness keep coastal people away from main stream. Moreover poverty, unemployment, crimes, antisocial behaviour, depression, suicide, early marriages and great increase in population have turned the coastal area into coastal slum.

Socio-cultural, economic and educational barriers affect the students of coastal area and they are sometimes away from educational opportunities. Primary education is the building block for the development of a child. Children living in coastal area could not complete their education due to their parent’s

negligence, poverty, unawareness of educational importance and opportunities. As many of their parents are either illiterates or failures in completing primary education they never become helping hands to their kids in academics and other educational activities. So students spend most of their time, wandering and yearning for pocket money.

A child brought up in such a socio cultural background automatically gets influenced by its surroundings. He spends most of the time in wandering and misuses his time for leading a comfortable life, affording expensive things and start searching for the opportunity for making money fast so that he/she could enjoy at least a few things. All these lead to commitment of crime and anti-social activities. When children realize that their parents will not provide them all these things, they start looking for other chances to make money to buy at least a few luxury things and consistently repeat crime.

People living in coastal Kerala are not much aware or interested in education but they deny the fact that only through education they can overcome poverty and crime. If they are provided with proper guidance, counseling and education, they can be polished into good human beings. This transforms him to accept reality and succeed his life in a legal way.

Education is a platform for a person's all round development which includes social, economic, academics and character development in which character development plays a vital role. Character education helps an individual think socially and makes him/her capable to differentiate between right and wrong. As we are witnessing degeneration of character traits, character education has become one of the basic needs of modern time. Children get involved consciously and unconsciously in good or bad deeds. The main reason behind it is that they do not get proper guidance; everything is done for name's sake in educational institutions. It can be resolved only by widening our education system involving parents and community in their school

curriculum. When schools get full support from parents and community for a unique education process for acquiring social and moral principles, which automatically develop appropriate character, the school could help them make better choices and decisions in their future. The key to developing moral character is selecting and designing the environments that influence the intuitions that the child develops (Hogarth , 2001) and parents and teachers should market morality; that is they should capture children's attention and influence preconscious and subconscious processing (Quart, 2003).

The curriculum for coastal upper primary school students must be designed such that students at a formative stage could distinguish what is good and what is bad. Moral values are values that express ideas about leading good life. As such, concern for the moral virtues, such as honesty, responsibility, and respect for others, is the domain that should be focused.

Character education refers to helping children acquire those virtues or traits that will help them lead good life and become a productive supportive and contributing member of the community. Character education should contribute social cohesion that is; it should expand from students to parents and to the entire community. Practical learning should be administered as the environment where they live influences a lot than bookish learning. The curriculum for coastal upper primary school students must be designed such that students at a formative stage could distinguish what is good and what is bad.

There is need for coastal schools to encourage the younger generation to understand why people do one thing and not another. They should be able to make choices in order to become ethically mature adults. They should be assisted to learn how to take a position and consider facts relevant for a moral issue. The study of morality is vital because we live in a world of rapid change where there are various cultures coming into conflict, in which people are not guided by a single code of ethics but by many different values and rules. The differences are often not easily reconciled and in fact, many are irreconcilable.

It is important to understand the nature of these differences, as most discussions and debates about morals address them.

The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact of media, misuse of information technology, globalization and consumerism are putting immense pressure on children, families and schools, leading to distortion of values.

Statement of the problem

The problem was to investigate how effective the self-developed character partnership curriculum package will be on developing character of coastal upper primary school students. The problem is entitled, “Efficacy of Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala”

Operational Definition of Key Terms

Efficacy

It is the ability of something to bring about the desired result.

Character

Character refers to self-concepts, individual differences in goals and values which influence voluntary choices and intentions. It is the representation of moral and ethical traits that is doing right things when no one is observing.

Character Development

Character development is the learning process that enables students, parents and community members to understand core moral and ethical values and act on it.

Community Partnership

Partnership of community is strengthened support and transforms school Programme through sharing of variety resources. They complement the school curriculum with service and activities to improve school culture.

Community Partnership Curriculum Package for Character Development

Curricular package for character development through parental and community involvement based on the specific socio-cultural and economic background and philosophy of a school in a particular coastal area. Initiatives are to be taken by the school and community for organizing differential programmes for developing character.

Coastal Upper Primary School Students

Coastal Upper Primary school students are students who study in grade 5th, 6th and 7th in coastal schools of Kerala. In the present study standard 7 is considered.

Variables

Character development is treated as the dependent variable and community partnership character development curriculum package is the independent variable. Community partnership character development curriculum package is defined as a characteristic that the researcher manipulates to effect character development in coastal upper primary school students of Kerala.

Objectives

The objectives of the study are classified into two:

Major Objectives

- (i) To develop community partnership character education curriculum package for coastal upper primary school students.
- (ii) To find the effect of developed community partnership package on character development for coastal upper primary school students.

Minor objectives

- (i) To analyze components of character development in the content of course book, work book and source book prepared by SCERT for upper primary classes in Kerala.
- (ii) To find the problems arising from misconduct of coastal school students as felt by teachers.
- (iii) To find the opinion of parents of coastal school students on the character traits of their wards.
- (iv) To identify strategies for community partnership character education curriculum for coastal school, from the Headmaster
- (v) To collect details on the existing character development programmes and strategies of implementation in coastal schools from school administrative staff.
- (vi) To identify strategies for community partnership character education for coastal school, from Village/Panchayath Education Committee and Local bodies for Coastal Development.

Hypothesis

There will be no effect for the developed community partnership character education curriculum package on developing character of coastal upper primary school students.

Methodology

The major objectives of the study were to develop the character education curriculum package for the selected group of students and find out its effect on character development. Appropriate methods of research were followed at each step to realize the minor objectives also.

Method

Mixed method research was followed to satisfy the different objectives of the study. Content analysis, Survey, Interview and Experimental methods were applied as the methodology. The data were interpreted using qualitative and quantitative techniques.

(i) Content and Document Analysis

The curricular content of upper primary school stream of SCERT in Kerala was qualitatively analyzed. The course books, work books and teachers' handbooks were studied to see the components and issues presented directly or as hidden, with respect to student discipline and character development. To collect relevant data to understand the strategies that have been followed, the technique of document analysis was followed. School documents on curricular and co-curricular programmes of the school were analyzed to see the character education components.

(ii) Survey Method

Survey method was followed to identify the problems of misconduct that the teachers face from the part of coastal students , and also the character development strategies that they have been implementing in the school. To collect data from parents on the character traits exhibited by the wards, survey was carried out.

(iii) Interview Method

Interviews were held with the Headmasters, administrative staff , officials of Village Education Council /Panchayat Education council and local bodies for Coastal Development for formulating the strategy of community involvement.

(iv) The Experiment

An inventory to evaluate the general character of students was used as pretest. Based on the analysis of the data, a curriculum package with involvement of parents, community and school is developed. The package was implemented with 6 months of time period, and the effect was assessed using the same inventory as post-test. A pre-test - post- test single group experimental design was followed.

Sample selected for the study

Based on the objectives of the study, data were to be collected from different categories of samples. To identify the character problems of coastal school Students, data were collected from 72 Upper Primary coastal school teachers from the selected school. The scale for parents was used for 30 parents of the students from GVHSS Payyanakkal Kozhikode. Three Headmasters and three members of administrative staff from three coastal schools in the same district were interviewed. Data from ten officials from village /panchayath

Committees and local bodies for coastal development were collected to find their involvement in programmes and also to get suggestions. The experiment was conducted on a sample of thirty five, standard VII students of GVHSS Payyanakkal, Kozhikode district in Kerala.

Tools and Documents Used for Data Collection

The tools and documents used for collecting different types of data were:

- (i) Course books, Work books and Teachers handbooks prepared by Kerala SCERT for upper primary classes
- (ii) School documents of current curriculum and curricular and co-curricular programmes and work schedule.
- (iii) Character Assessment Inventory for Coastal Upper Primary School Students .Inventory to assess the character of coastal upper primary school students used as pre- test and post -test.
- (iv) Scale for Teachers on character problems of coastal upper primary school students. Scale for teachers to find the problems that they face in terms of misconduct of students and on remedial measures.
- (v) Scale for Parents of Coastal School Students on Character of their Ward, scale for parents to collect their opinion on areas of strength and weakness of the character of their wards.
- (vi) Interview Schedule for Head Masters of Coastal Upper Primary Schools, Interview schedule to identify strategies for community partnership character education curriculum for coastal school, from the Headmasters
- (vii) Interview Schedule for Administrative staff. Interview schedule for administrative staff of the institution on the existing strategies for character development and the school philosophy.

- (viii) Interview Schedule for Officials of Village/Panchayath Education Committee. The schedule was for officials of village/panchayath education committee and local bodies for coastal development on strategies to be developed for character education

Techniques used for analysis of Data

Qualitative interpretations, Percentage analysis, Test of significance of difference between means (t-test) and Cohen's d were the techniques applied.

Delimitations of the study

The community partnership character education curriculum was developed for upper primary coastal school students and was experimented only in class VII in one coastal school. The study is an initiative as the package deals with the character traits that were identified to be dealt with seriously for developing character among the selected group. The study is limited contextually to the case of the single school.

Scope and Limitations of the Study

If effectively implemented, Character Education will equip learners with tools of judgment in various situations leading to make responsible choices and decisions. Therefore, moral education should be an integral part of the school and college curriculum. Character education programmes can be organized effectively only through collaborating voluntary organizations, private trusts, government departments, village educational councils and panchayath educational councils systematically in the schools and the initiatives are to be taken by the school and community for organizing such differential programmes for developing character. Curricular package for character education developed through parental and community involvement based on the specific socio-cultural and economic background and philosophy of a school in a particular coastal area, when implemented through collaboration of

groups, may prove effective in its true sense. Thus a study has been undertaken on the Efficacy of Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students of Kerala. The study which emphasizes the importance of character education in coastal upper primary students would bring changes such as change in student's behaviour, change in school climate and change in parent's attitude. The curricular component would give a clear understanding of difference between right and wrong. It would help in developing life skills, social skills, problem solving skills, good planning skill etc. It would help to develop pro-character, pro-social and productive citizenship through values and reasoning. It would encourage schools to provide good moral environment so that students can confidently confront their issues and deal with them in mature and respectful manner. It would help in creating friendly, tolerant, calm and relaxed atmosphere at school that would help students morally and intellectually. It would encourage the school to examine the school ethos, its hidden curriculum, its rituals and celebration, its rules and procedure, its building and ground. It would enhance the roles of moral leaders of school and form a character education team by enrolling the support of teacher, student, administrator, staff, neighborhood, business people, village education committee etc. It would encourage teachers to make aware of essential life skills and values beyond the black board. It would encourage in creating successful schools which would be concerned with the character of its students. It would encourage parents to exhibit good habits and virtues as children learn by example. It would help parents to be part of school group activities and character development programmes.

The study was designed to be an experiment on a case of coastal school students. The limitations that have crept into the study are that no parallel study has been undertaken. The tools for data collection were not standardized as these were not being generalized for the specific group of students. The inventory items were also targeted for the special problems and experiences of the specific group.

Overview of the Research Report

The report of the study is presented systematically in five chapters

Chapter 1 is an introduction to the study establishing the need and significance of the study, statement of the problem with the key terms defined. The objectives of the study and the methodology in brief are presented. The delimitations and scope and limitations of the study are also presented.

Chapter 2 gives a theoretical overview and review of related studies on character education, role of community partnership and coastal school hazards.

Chapter 3 describes the methodology followed, with details on construction of tools, samples, data collection procedure and techniques of analysis of data.

Chapter 4 presents the process of analysis of data collected through different methods.

Chapter 5 gives the conclusions, implications and suggestions for further research.

Chapter **2**

REVIEW OF RELATED LITERATURE

-
- ❖ Theoretical overview
 - ❖ Review of related studies
-

A literature review is a body of text that targets to estimate the critical points of current literature and research findings as well as theoretical and methodological syllabi of a particular topic. Any worthwhile research study in the field of knowledge requires an adequate familiarity with the work, which has already been done in the same area. Review of related literature is a significant aspect of any research work. The research worker needs to acquire up to date information about what has been thought and done in particular area from which he/she tends to take up a problem for research. Review of related literature is an exacting task calling for a deep insight and clear prospective of the overall field and is a crucial aspect of the planning of the study.

The review of literature involves the systematic identification, location and analysis of documents which include periodicals, abstracts, reviews, books and other research reports. The cardinal purpose of reviewing the literature is to determine what has already been done that relates to the thrust area of a study. The reviewing of literature provides the understanding and insight necessary for the development of a logical framework to the problem at hand. According to Cooper (1988) "a literature review uses as its database, reports of primary or original scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, theoretical, critical, analytic or methodological in nature. A literature review also seeks to describe, summarize, evaluate, clarify and integrate the content of primary reports." The review of literature functions as a link between the research proposed and the studies already done.

As Best and Khan (2005) pointed out, "Since effective research is based upon past knowledge review of related literature help to eliminate the duplication of what has been done and provide useful hypotheses and helpful

suggestions for significant investigation.” It is a valuable guide to defining the problem, recognizing its significant study and source of data. This adds existing knowledge in the problem area and provides a back ground for the research project. This step helps to eliminate the duplication of what has already been done in the concerned area. Review of related literature is also important to highlight difference in opinions, contradictory findings or evidence and the different explanations given for their conclusions. In short, review of related literature is a very important aspect of any research both for planning work as well as to show its relevance and significance.

Review of Literature is presented in two sections: first section is the theoretical overview of character education and community partnership and the second section deals with the review of studies conducted in this area.

Theoretical Overview

Theories enrich and enlarge the information network that provides primary foundation to character education. In the area of character education the basic concept of character, its components, objectives, benefits, strategies and outcomes of character education are to be understood. Under the head community partnership programmes the benefits and different types help one to understand the essentials. Before entering into the theory, it is necessary to define related terminologies in the area in terms to express knowledge and information in a precise and meaningful manner.

Character Education

The General Concept of Character

The character is an ancient Greek word form of “Charakter” which refers as an impression on a coin. Later the word character transformed a remarkable mark through which things were discriminated. There are two approaches that

exhibit right and wrong conduct. It is the outset of proper behaviour and determining what is right.

A person with good character acts, thinks and feels in a way that matches some commonly accepted good traits like being honest, respectful, caring and fair. Good traits may also be good values or moral because they are traits societies generally agree.

“Character is who you are when no one is looking” (J C. Watts).

Character Education

Character education is a process of learning that empowers the school community. It develops core ethical values and enables learners with the ability of understanding, caring and acting. It develops values such as justice, respect, civic virtue, responsibility and citizenship. Attitudes and actions are formed by such core values that are hall mark of safe, healthy and informed communities that serve as the foundation of our society (US Department of Education 1994).

Character education is teaching kids about good traits that help them get along well in society. It is about that core value we all need to co-operate and keep our society running smoothly. Character education is a subordinate word used for educating children that develops children's character that is social and moral understanding, critical and logical knowledge. Character education makes aware of unknown threats of present world.

Character refers to inculcation of good and strong moral values in children. Character education is meant to help children develop as socially accepted beings with corporate notions of civic duty and moral standards. Developing positive character traits among young is vital in today's society. The Character Education Partnership (CEP) is the national advocate and leader for quality character education that takes initiative for the advancement of

effective character education programmes. CEP is one of the world's premier character education organizations. It leads young people in developing good character and civic virtue. 'Project Wisdom' is one of the respected character education programmes aligned on eleven principles of effective character education. The eleven principles are explained in a detailed way.

The idea of character education is to improve the behaviour and attitude of students at school. It develops the feeling of love, gratitude and appreciation in student's heart and helps them grow into a perfect human who loves others and who is being loved by all. "Good character is not formed automatically; it is developed over time through sustained process of teaching, learning and practice. It is developed through character education"

(Thomas Lickona 1996).

Character education is not a new trend but one that has re-emerged because of the behaviour observed among students in and out of the school. We live in a culture where children see violent behaviour being accepted by the masses. The intended practice of good character is very important in today's society as our youth come across many unfamiliar opportunities and challenges. The negative influences of social media and other exotic sources are common in modern culture and upbringing which creates a negative impact in students' life.

However in current education system character building is not focused on core standards. Therefore we must encourage the adoption of character to help students understand why it is important to have good character and this helps them to build it. Character education is not a cure for bad behaviour. It is simply a strategy used consistently which will change the way students act and behave.

Character education includes and complements a broad range of educational approaches such as whole child education, service learning, social emotional learning and civic education. All shape a commitment for helping young people become responsible, caring and contributing citizen. To be effective in schools, character education must involve all: teachers, office staff, parents, students and community members.

Components of Good Character

A person's good character is possessed through his actions. It is not limited to a single value but the traits are demonstrated in the "good" choices they make and bad choices they avoid. Character education is so important to society that it is promoted as an essential component of one's identity. Good character is characterized and defined by virtue. A trait is guided by ethical or moral compass that improves character and intelligence.

(i) Character Traits

Developing positive character traits among youth has become vital for today's society. Character education must be included in daily routine in school. The character education network aids by providing teaching learning materials for teacher that could be used for making learning easy and in an understanding format. The character education network has identified the following most common and broad ranging group of character traits:

- (a) Responsibility:** Being accountable in word and deed; having a sense of duty to fulfill tasks with reliability, dependability and commitment.
- (b) Perseverance:** Pursuing worthy objectives with determination and patience while exhibiting fortitude confronted with failure.
- (c) Caring:** Showing understanding of others by teaching them with kindness, compassion, generosity and a forgiving spirit.

- (d) ***Self-Discipline:*** Demonstrating handwork by controlling their emotions, words actions, impulses and desires, giving their best in all situations.
- (e) ***Citizenship:*** Being liable and involved in service to school, community and country.
- (f) ***Honesty:*** Telling the truth, admitting wrong doing. Being trustworthy and acting with integrity.
- (g) ***Coverage:*** Doing the right things in face of difficulty and following conscience instead of the crowd.
- (h) ***Fairness:*** Practicing justice, equality and being cooperative with one another. Recognizing the uniqueness and value of each individuals within our diverse society.
- (i) ***Respect:*** Showing high regard for an authority, other people, self and country. Taking others as you would want to be treated, understanding that all people have values as human being.
- (j) ***Integrity:*** Being honest, trustworthy and incorruptible and giving respect to social and moral values.
- (k) ***Patriotism:*** Love and loyalty for one's own country.

(ii) Moral Feeling

- (a) ***Empathy:*** Moral feeling, the ability to understand the perspective of another person and identifying the state of mind.
- (b) ***Loving the Good:*** Being genuinely attracted to the good. When people love the good they take pleasure in it.
- (c) ***Self-control:*** Moral feeling, emotions can over whelm reason, helps to be ethical even when we don't want to be.

- (d) **Conscience**: Moral feeling. The emotional side of moral awareness, feeling obligated to do what's right.
- (e) **Self Esteem**: Having a healthy measure of self-esteem equals to value ourselves and be more resistant of peer pressure and the following our own judgment.
- (f) **Humanity**: A genuine openness to the truth and a willingness to act to correct our failing. Helps us to overcome our pride and avoid becoming self-righteous.

(iii) Moral Knowledge

- (a) **Moral awareness**: Involves understanding what it means to be moral and why we should be moral.
- (b) **Perspective Taking**: The ability to take the view point of other people see a situation as they see it, imagine how they might think, react and feel.
- (c) **Self-knowing**: Ability to review our own behaviour and critically evaluate it. Becoming aware of the strength and weakness of our individual character and how to compensate for weakness.
- (d) **Decision making**: Being able to think one's way through a moral problem. Like what are choices what are consequences.
- (e) **Moral reasoning**: Use intelligence to see when a situation requires moral judgment and then to think carefully about the right course of action.
- (f) **Knowing Moral values**: What each value means and understanding how to apply it in various situations

(iv) Moral Action

- (a) **Competence:** Having the ability to turn moral judgment and feeling into effective moral action. Be able to execute a plan of action.
- (b) **Will:** To put duty before pleasure and think through the moral dimensions of a situation.
- (c) **Habit:** To do what is right by force of habit. Moral conduct benefits from this.

Objectives of Character Education

The real goal of character education is building a character that defines a good human being. “Intelligence plus character that is the goal of true education. The complete education gives one not only power of concentration but worthy objectives upon which to concentrate.”(Martin Luther King Jr.)

As the need for developing character has become an important factor, the modern education system emphasizes character building education from the primary level. Character education helps students develop good morals, soft skills and skill for life. Main aim of school should be to help students to bring out the three outcomes of skills – what our students are able to do, knowledge – what they know and character – the kind of people they become.

Character education gives importance to the five areas of competency: self-awareness, responsible decision making, relationship skills, social awareness and self-management. For enhancing education for coastal community and to improve education opportunities for quality education teacher should go through certain objectives such as liberal and efficient education for the social schools located in coastal areas, attain and inculcate discipline in terms of regularity, sincerity and punctuality among students, aim at over all personality development of the student through extracurricular

activities, collaborate activities, camp etc. Organize various extension activities for cultivation of values like national integration, patriotism, equality, humanism, socialism, secularism and peace, provide efficient mechanism for self-appraisal and performance appraisal of the teacher, promote literary activities, encourage students to participate extracurricular activities and team activities, organize teachers' debate discussions, speech of eminent and experienced personalities, attain community and social development through infra-structure facilities, arrange programmes for total personality development of the students and form various committees, associations and clubs for extra-curricular activities, discipline, guidance and motivation, promote literary activities like publishing magazines, periodicals and organizing exhibitions for creative thinking and writings.

Benefits of character education

There is no doubt that students are enrolled to learn the academic subjects so that children grow up as a well-mannered individual. If someone wishes to become successful in their real life, character education is the main tool used by students in their daily life than academic subjects. Character education fosters to practice good values for the development of a moral and ethical values and creating an ideal individual. It encourage student to practice important traits that make them an understanding citizen.

Students' climate improves, students, teachers and staff perceive school as a caring safe child centered place, students behave more appropriately and pro-socially. Misconduct, drug use and violence decline significantly. Academic motivation and achievement scores increase, students improve their problem solving skill, develop greater emotional competence, greater empathy towards others feelings and less feeling of loneliness in school (D.I.Walker, M.P.Roberts, and K.Kristjansson, 2015).

Strategies for Character Education

Character building is a lifelong process that involves experience, leadership and constant education. Character can be built through different ways.

- (a) ***Gaining Experience***: Character is built only when a person faces failure. When we are committed with difficult tasks we try our best to make productive risks. Character building doesn't mean acting recklessly actually working in a reverse process is real character education.
- (b) ***Keep in touch with people who have high character***: Try to spend time with people whom one respects the most and with those who exhibit desirable character traits. Make time to learn from their perspective.
- (c) ***Keep away from negative atmosphere*** : It is character education that makes aware of negative atmosphere and people help to learn and handle uncomfortable situation involving in service activities and helping others when they are in need.
- (d) ***Engage in difficult tasks***: For identifying the struggle of other people one has to engage in difficult tasks to make them an understanding and open-minded person.
- (e) ***Commitment for self-improvement***: One should make efforts for building character. It doesn't happen all of a sudden only through patience of mind it happens.
- (f) ***Become a leader***: One should always try to learn from past experiences and create a clear vision and mission in their life.

- (g) ***Make control on expression:*** When emotions burst, try to control on emotions but make some space for venting emotions. Make time for relaxation, meditations and involving in creative activities.
- (h) ***Develop communication skill:*** Get interacted with many people through different means of communication to learn and adopt best things from others.
- (i) ***Make capable to face failure:*** A feeling that no one is perfect and it comes from lot of efforts and experiences. Students should not be tortured to compete with others to prove themselves. Let them compete with their inner soul to make them better than before
- (j) ***Challenging oneself:*** This makes them more committed to do their best and do it with full sincerity.
- (k) ***Use setbacks as fuel:*** Failure is just an experience that makes us clear what we really want and how we can get it and how much more we have to work to prove us better.
- (l) ***Don't get scared of results:*** Work hard to prove yourself not for others, do things what you feel right not to please others .Self-satisfaction is prime thing, don't get worried what others will think; act if you think it is right
- (m) ***Dream big:*** Think big and work hard for achieving the dream.
- (n) ***Make clear planning:*** First decide what you want find the route. Work hard and learn how to do things properly and systematically.
- (o) ***Choose right paths:*** A person who has good character will always choose right path and that leads to social recognition and reputation.

(p) *Stay engaged:* Engage for right reason, do good things that make you happy and satisfied, make planning to engage you in different creative and social service activities.

Instructional Strategies of Character Education

Instructional strategies make an independent and accomplished learner. Variety of instructions, approaches, learning material, practices, models, supports and opportunities that help students to do their work effectively, systematically and independently. The instructional strategies encourage students to show case their intelligence and self- monitoring skill. It provides innovative ideas for planning self- evaluation. Tool for reflection, assessment and evaluation of self –made learning materials.

(a) Co-operative learning

Co-operative learning activities promote students understanding, groove on other's success, develop respect for one another, and create healthy relationship for communication and constant participation in co-operative activities establish awareness of unity with the community outside the school.

(b) Group Discussion

Group discussion is a basic component for the development of character and citizenship. Group discussion develops understanding on specific concepts and issues. It helps to search innovative ideas and information. Discussions develop student's confidence that help students to respond to the thoughts that differ from their own thinking. Participation in group discussion develops problem solving abilities in students.

(c) Brain Storming

A variety of functions are handled by brain storming. It can be used for introduction of the topic, assessment of knowledge at the initial and final part of the topic. It sets reviews for tests, assignments, projects, problem solving and group discussion. It provides an outline for the expression of views and thoughts on a particular topic and allows students to organize their knowledge for innovative thoughts. By expertizing brain storming student develops great enthusiasm and interests for understanding new concepts, topic and learning. Brain storming will be useful and supportive for the development of character and citizenship.

(d) Journals and Learning logs

Journals and learning logs extend thinking ability, inspire confidence, and support comprehension. Teachers can make use of information, key ideas, questions, connections and reflections in classroom teaching learning process. This gives an opportunity to students to express their view and clarify their doubts. Teachers can work with students to develop self-assessment tool that encourage them for setting higher learning goals.

(e) Role Playing

It is the spontaneous act of situation without costumes or scripts. In a minimal planning time context is selected and the roles are played. At the end students discuss what they have learnt and discuss their feeling with follow up. It provides students with opportunities to practice communicative social skills in a safe and nonthreatening environment. Role playing allows students to think in a different perspective.

(f) Drama

Drama is an important strategy as it prepares students how to live and work in this competitive world. It is an effective way to develop emotional intelligence and soft skills. The drama helps to develop self-confidence, imagination, empathy, cooperation, concentration, communication, express range of emotions, coordination, memory and appreciation for arts and culture

(g) Stories

Stories encourage students for critical thinking when they feel difficulty to take decisions. It helps view situations through the different perspectives of the character of the story. Stories help students to analyze the thoughts, intentions and emotions of the character and check how these characters affect behaviour and decision.

(h) Service Learning

Service learning is the pedagogy that includes community partnership in school curriculum for the development of an individual as an ideal citizen, who positively thinks and acts for mankind. Service learning provides meaningful experience that enhances the entire learning process. Students upgrade their growth in academic subjects and character. Service learning not only increases the intelligence level of students but it makes students a responsible person of their community, country and the world.

(i) Issue Based Inquiry

Issue based learning is the task of bringing social issues in the formal school curriculum. Issue based learning focuses on social problems and its solution. Students formulate their ideas, decisions and belief to deal the real life situations. Students develop critical, logical and problem solving ability to solve real life issues.

(j) Communication

At all levels of education students need communication skill for advocating their thoughts in meaningful words. Communication skill builds friendly relationship, confidence, knowledge, presence of mind and memory and enhancement. Communication skill helps to communicate nicely and build healthy relationship. Teacher can arrange conversations for developing the skill.

(k) Written Discourse

The main purpose of written discourse is for expressing ideas, practicing reasoning and thinking. It helps in improving communication skill, language development and students learning process. Including discourses like: notice, diary, poster, sign board, announcement, essay writing and auto biography helps the child to express their views in a creative way.

Eleven Principles of Character Education

Character Education Partnership (CEP) has published a document titled *Eleven Principles of Effective Character Education* (Lickona, Shaps & Lewis, 1995). Character education is effective to the extent that it widely accepted principles of character education. These principles define the essential elements of character education. The principles are:

Principle 1. Character education promotes core ethical values.

Principle 2. Character is defined comprehensively to include thinking, feeling and behaviour.

Principle 3. Character education is intentional, proactive and comprehensive.

Principle 4. The school is a caring community.

Principle 5. Students have opportunities for moral action.

Principle 6. The academic curriculum challenges all learning and helps them to succeed.

Principle 7. The programme develops student's intrinsic motivation to learn and to do the right thing.

Principle 8. All school staff shares responsibility for modeling and promoting good character.

Principle 9. There is leadership from both staff and students.

Principle 10. Parents and community members are fully partners in the character building effort.

Principle 11. Evaluation assesses the character of the school, the school staff's functioning as character educators and the extent to which student manifest good character.

Explanation of eleven principles is given below:

Principle 1: Project wisdom is a character education programme that inspires students, encourages character building skills and promotes core ethical values on the basis of good character. Project wisdom aligns with principles. The centerpiece of the programme is collection of thoughts and provoking message designing home television system. It daily broadcasts messages and this encourages students to reflect their thoughts and core ethical values. Encourage schools to adopt daily routine for reaching all students. Values included in it are – civility, citizenship, confidence, courage, compassion, cooperation, diligence, empathy, education, forgiveness, fairness, gratitude, human dignity, human excellence, integrity, kindness, love, love of learning, nonviolence, conflict resolution, patience, patriotism, perseverance, work, positive attitude, positive work, respect responsibility, social service and tolerance.

Principle 2: Defines “Character” comprehensively to include thinking feeling and behaviour. Just like the project wisdom programmes schools should broadcast messages, weekly journals and lesson plans that address the cognitive, emotional and behavioural aspects and moral life. Students should be taught to understand, care and act upon core ethical values.

Students can be taught positive character traits and values by using maximum number of quotations and proverbs. “Role modeling” of historical and contemporary lives can be provided that helps students to care their core values which helps in developing their character. Caring and helping nature can be fostered through it. When direct and indirect situations are provided students get opportunity for exposing their positive traits they copy their role models. Use maximum number of quotations and proverbs. Hence they reduce their teasing bully and in disciplined behaviour and make a child a responsible citizen.

Principle 3: Uses a comprehensive, proactive and effective approach to character development. Just as project wisdom, schools should encourage to use comprehensive approach, examining concepts and traditional character education, forming character education, relating a vision statement, examining and discussing values, examining the need for moral leadership and role modeling caring and ethical behaviour. Examining school ethos including rituals, rules and procedures, involving the community, integrating values in the classroom, creating service learning project, establishing a baseline of social behaviours and academic performance for assessment purpose are suggested. Recognizing and rewarding honorable behavioural third party evaluation is an effective method. By implementing this more comprehensive imitation as intentional and proactive approach for character education is considered.

Principle 4: Create a caring school community. We should make sure that this programme should reach everyone: students and staff, for creating a feeling of unity in everyone. With this, expectations of respect, responsibility and caring behaviour can be established. Head master should make time to narrate character building clearly and establish kids 'role. Councilors and administrators can provide inspirational messages. It fosters more caring school climate and shall encourage respectful behaviour and kindness that will decrease incidents like bullying, teasing and disruptive behavior. The third party evaluation affects school climate in a positive way.

Principle 5: Provide students with opportunities for moral action. Encourage students to apply character lesson in daily lives. Messages and lessons should be included and provide opportunity to apply them in daily basis. Helping others and service programmes should be part of it .Lesson plans should be thought provoking and discussions should provide opportunities to reflect real life challenges. It must provide opportunities to apply positive character traits at school, home and community.

Principle 6: Incorporate relevant and challenging curricular and co-curricular programmes for developing character development and achieving successful life. The project wisdom educators' resources site lesson plans deal with engaging issues relevant to students such as a substance abuse bully. The lesson plans support the academic programme by integrating character education into academic programme. Classroom discussions should include meaningful topics that encourage kids to think and deal the challenges that come to them. Decision making and service learning should be encouraged.

Students should get voice in classrooms for discussion, writing prompts, creative and independent thinking. The concept of choice and personal responsibility should be fundamental. Teachers and staff should encourage the themes and messages of daily conversations. Lesson plans should be

specifically designed to connect character with academic content. Follow up activities should be integrated with academic subjects.

Principle 7: Strive to foster student’s self-motivation

Doing the right thing when no one is looking. It is the most common definition of character. One should follow the rules in respect for the rights and need of others. Fear of punishment or desire for reward should not be the reason for following the rules. Similarly students should be kind to others. There should be an inner belief that kindness is good and a desire to be a kind person. The core ethical values should be explored. Students should be encouraged to do their best. Responsible behaviour is not only a right thing to practice but it helps become more successful in life. Students are encouraged to evaluate their own character through discussion and writing prompts. Through this they explore natural consequences and the benefits of decision making and they internally become motivated for making wiser choices.

It should provide content that fosters an understanding of rules, how one’s behaviour impact others as well as character strengths like conflict resolution and perspective taking and self-management relationship. Skilled and responsible decision making journals, weekly journals and worksheet are provided that allow students to make wiser choices in the future.

Principle 8:

Engages the school as learning and moral community that shares responsibility for character education and attempts to adhere to the same core value that guide education of students. Engage school and community in character education process. Such engagement conforms responsibilities, rules and core values for guiding students’ education.

The message provides an excellent opportunity for all adults on campus to be directly involved in the character education efforts. Staff members also contribute their efforts by narrators’ entire school community. Positive impact

of the programme boosts students morally and academically maximum number of resources motivational stories etc. should be provided. Group discussion should be provided in a meaningful way. Tolerance and understanding of the different races, culture religions and socioeconomic backgrounds is promoted.

Schools are encouraged to examine the schools ethos, its hidden curriculum rituals and celebration its rules and procedures, its buildings and ground.

Principle 9:

Head master considers teachers, parent, staff and leaders should frequently narrate the messages of moral leaders and moral life. School is encouraged to form a character education team with the support of teachers, students, administrators, officer staff, parents and neighbourhood. Schools should encourage in forming a character education team to build a best citizen who thinks well and acts well.

Principle 10

Engage family members and community partnership in character development programmes. School should invite parents, grandparents and community members for narrating messages. Schools should also allow community to involve in school activities and students should contribute their services to the community. In this way both school and community can work together and enhance their abilities. Character education clears doubts and makes our mind and heart clean and clear.

Principle 11:

Evaluation of the school character. Assign duties and responsibilities to school staff for the smooth functioning of character education process. It

provides practical assessment tool that schools can assess the school personnel's of the character education.

Practical assessment tool includes the following:

School Problem Inventory

Schools should establish backline data of students. This should include positive and negative data that should be recorded. The data points should include truancy, absenteeism, cheating, theft, teacher absentees.

(a) A Student Survey

This survey will provide details like how students understand manifesting core ethical values.

(b) A Parent Opinionnaire

Opinion of parent can be collected regarding how schools take initiative and how behaviour of students can be improved at home.

The Principles can be summarized as Character Education

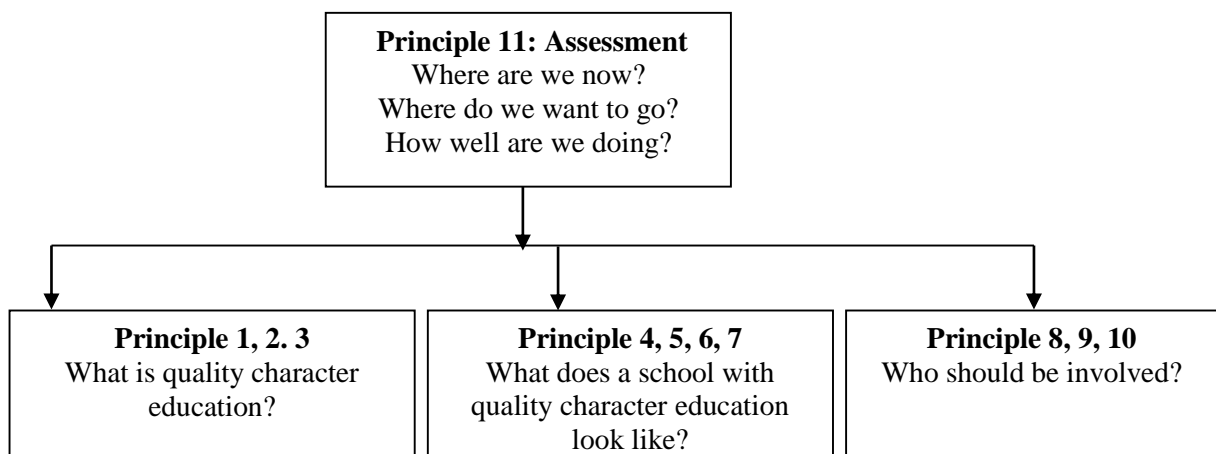


Figure 2.1. Principles of character Education

Taxonomy of Character Education Outcomes

There are three main domains of learning and all teachers should know about them and use them to construct lessons. These domains are cognitive, (thinking), affective (emotions/feelings) and psychomotor (physical/kinesthetic). Each domain has a cluster of components associated with it (AE Person 2009).

Table 2.1

Cognitive Domain under Character Education Curriculum

<i>Knowledge</i>	<i>Reasoning</i>
<i>Understanding values/norms Risk prevention. Interpersonal knowledge Intra personal knowledge Academic content</i>	<i>Moral reasoning Ethical reasoning Critical thinking Decision thinking</i>

Table 2.2

Affective Domain under Character Development Curriculum

<i>Attitudes/motives</i>	<i>Attitudes emotions</i>
<i>Pro social disposition attitude towards school attitude towards risk/ health civic disposition Attitudes towards diversity intra personal strengths (self -esteem, self- efficacy) Internalizing problems.</i>	<i>Caring (empathy) Reflecting School bonding School engagements Justice Farness</i>

Table 2.3

Behavioural Domain under Character Development Curriculum

Competency/Skill	Pro-social Behaviour	Risk Behaviour
Resistance Responsibility Integrity Respect Leadership Inter personal competency (self-control, self-discipline, self-regulation) Inter personal competency Communication Copying	Service Health life style Kindness Trust worthiness Justice, Fairness Positive participants	Substance use Several risk taking Violence Absence/tardiness Discipline issues Crime

Table 2.4

Other outcomes that come under Character Development Curriculum

Teacher/Admin – level outcomes	Present – Community Level Outcomes	School Level Outcomes
Knowledge of child development Support Understand values/norms Attendance Staff morale Professional efficacy	Parent skills Participation in school Parent support of school/programme Community climate/environment.	School climate Collective norms/values Interactions among students, staff, parent. Social system Positive physical environment Positive academic environment Positive leadership.

Socio-Economic and Educational Background of Coastal Kerala

The state Kerala is one of the marine states of India. The state has changed a lot in the past few years. But the socio-economic, cultural and educational background tend to be different from the main stream society. Due to the weak linkage of coastal communities with school the people living in coastal area fail to meet today's challenges.

Living condition and standard of living in coastal Kerala

The areas where the people live near coast are quite congested as they are over populated. The roads are narrow and houses are congested without basic facilities of open air and ventilation people use common water taps. They live in unhygienic environment so they are affected by viral and epidemic diseases that are transmitted through air, water solid and food. The provision for garbage collection and health care is inadequate hence parasitic and infectious disease spreads rapidly (Nanda Kumar 2005) but these conditions differ in many coastal areas. The living condition of the people is extremely difficult as they have the natural disaster like rains, flood that wash their homes and man made threats are also there like homes bulldozed by municipal slum clearance effort.

Drinking water sanitation and unhygienic surrounding is common and it also becomes the reason for social conflict. People depend on public taps for drinking water and traditional sanitation technology is not suitable for coastal area as it is water logged and shallow ground water region (K Pushpangadan 2002). Lack of hygiene awareness, inadequate sanitation facilities and drinking water become the reason for long term disease. Poor and unemployed people find it difficult to treat and get rid of these diseases.

Life change in Kerala context

Social and health development is taken place in Kerala but coastal Kerala present different picture. The coastal community lives in a difficult situation and their living status is low. The unhygienic and low accessibility for health care status also has indicated a high rate of diseases (Panniker 1999). Coast also faces natural disasters. Lack of housing facilities lack of basic requirements, lack of space fresh water make them backward.

(i) Social Condition

Social exclusion, low income, population sprout, poor planning, high unemployment, poverty, social conflicts, natural disaster and migration force people living in coasts to lead miserable life. The socio-economic condition of coastal Kerala is one of the most backward in India. Almost 70% of their income is used for food. As fishing is seasoned they have to search for subsidiary jobs.

Financial shortage is the main reason why people normally live in unsafe homes. But in certain cases it is exceptional houses constructed with the help of government grants subsidies, and loans from fisheries department and other housing schemes. But many still live in coastal slums, they live in unstructured houses. Kerala is one of the highest alcohol consuming states where alcohol is easily available. People working in coast work hard and invest their earning for alcohol and kids of such parents face stress, lack of self-esteem, illiteracy, poverty, and poor goal orientation. (Johnson and Paul)

(ii) Economic Condition

The coasts have great socio-economic importance. The major activities undertaken here are fishing both traditional and modern methods of fishing are used. Aqua culture is another source of livelihood. These activities provide

them income, food and employment. But the Laurent environment condition has brought a great loss in economic condition. This give rise to unemployment and the major reason behind it is the set of flexible and low paid workers and huge amount of people migrating from other states and countries gives rise to informal economy in coastal slums (Mohan 2001).Fishing is seasonal in Kerala coasts. Poverty and unemployment is common in coastal Kerala (Krishnan and Lakra 2013).

People prefer alcohol and drugs believing it take away the pain of hunger, negative attitude and gives peace of mind (George and Varghese 1994). Increased rate of criminal kids come across these things everyday and it is influenced is children's. It disturbs family atmosphere, communication and understanding. People residing here are more argumentative bold and courageous; same thing is reflected is child's behavior (R. Shankaranarayanan and M. K. Nair) negative effects like early pregnancy, child abuse, polygamy etc. (Johnson and Paul, 2017).

(iii)Educational

The coastal area of Kerala remains socially backward. They also remain educationally backward. Coastal areas of Kerala are separated from mainstream population socially, economically, culturally and educationally stagnant. Poverty and illiteracy of parents influences child's mental ability. Parental income and ill health indicate the inability of parents to finance the cost of their children's education. (Bhaawathi, 1973). Children of coastal area remain illiterate due to their family background among which parents illiteracy, low earning for livelihood is common.

Dropout is common phenomenon in educational process. Students dropout in different level of education due to lack of motivation, migration of parents, for helping their parents defaulting in learning or inadequate follow up.

Literacy rate of coastal area is below the state average, higher education is under developed in that area and level of aspiration to learn are low (M.K George, J Domi 2002)

Nitya Rao has pointed out in 1993, without mass organization of the poor, without mass participation in programmes of social and economic development and without the universalization of primary education, the gains of literary campaign will be difficult to sustain. Only with back up and appropriate supportive measures educational backwardness can be improved.

Character Development Curriculum

Education is that tool which can inculcate national and cultural values and liberate people from false prejudice, ignorance and representations. Education provides knowledge technique, skills and information and makes them aware of their rights and duties towards their family society and nation. For the better output curriculum should be planned and implemented systematically so that we can reap the real fruits of growth and achievements of our nation. To ensure access quality and equality in education, the curriculum should function as a tool to bring up the target groups to the main stream.

Curriculum

“A curriculum doesn’t mean only the academic subjects which are traditionally taught in the school but it includes the totality of experiences that a public receives through the manifold activities that goes on in the school workshop, playground, library, and laboratory and in the formal contact between teachers and pupil. In this sense the whole life of the school becomes the curriculum which can touch the life of the student at all points and helps them to form a balanced personality” (The secondary school commission 1953)

The focal point that determines the quality and effectiveness of curriculum in any education system is contextual in nature. In fact quality curriculum is the function of four factors – Educational objectives, learning experience, methods and materials of instruction and evaluation techniques.

Character Development Curriculum

Character education is that wide movement that has to be supported by state, government, central government, boards of education and professional organization. (Andrew J Milson 2000). Today character education has become a rising issue due to the number of terminal factors in crimes, behaviour issues, disrespect and bully.

Once character education is being incorporated into school curriculum all the issues like indiscipline, crimes, behavioural problems and bullying could be brought under control. Children are often confused and uncertain about appropriate and inappropriate behaviour. Children are raised in different ways and in different cultures that have great impact on how they behave. Now a days parents try to be their best friends instead of transmitting moral values and traits. Parents do not want to upset their child hence the number of children with behavioural problems and their attitude issues hits the hike. Both parents and teachers are much concerned with their academic progress. Due to the influence of social media parents are eager to give new platform in middle class and upper class family. Students living in lower middle class and below poverty level rarely get exposure to exhibit their skill. The growing poverty demolishes child's opportunities. These kids divert their mind towards negative activities for seeking pleasure and this leads to major crimes (Sociales, 2001).

The frequency of crimes and violence should come under control and then it can be gradually eliminated. Awareness programmes like seminars, workshops, dramas, one act play and storytelling should be planned including

parents, community and students. Once character education is accepted with open arms by parents, community teachers and students the main problem will be solved (Brannon, 2008).

Everyone who is the part of character education will get opportunity to participate in teaching, learning, and process. Practicing and modeling civic life habits help in making good human beings. Once character education is included with main stream education behaviour, attitude and character can be improved (H.R. Stiff Williams 2010).

Schools should arrange programmes that address drug free safe campus, social service activities, emotional literacy, prevention of violence and bully. The school should take initiatives of character education of students for those who remain helpless to face the challenges alone which leads to suicide attempts, death, violence, early pregnancy, criminal behaviour, alcohol and drug abuse. School should provide opportunities and platform in classroom activities and encourage them overcome from their fear and face the real life situations. Students also get awareness of their negativity through daily practicing. School should provide arrangements to transform the negativity into positivity. Schools should set regular awareness counseling programmes that include antidrug information campaign with refusal skills, self -management skills and social skill training. (M. Lemstra, N Bennett and U Nannapanair, 2010).

Community partnership

Community partnership is an active process developed by school for sustaining a meaningful relationship with various communities. The modern education constantly emphasise the unique relationship with its community partnership for democratic society. Specific phase of the school programmes should be community partnered as it is one of the easiest ways to get started,

experimented and lead into a much larger community council. Every child needs the practical experience sense for reality for exhilaration that community serves. It gives the lay citizen a chance to learn by firsthand experience. On the other hand school contributes its service to the community. Give and take policy is maintained through school community partnership. In return it epitomizes a good community school. The six traditional objectives of community development are citizenship and civic education, health promotion, environmental sustainability, economic development, rural urban development and social development.

The community educational sociologist Francis 1961 enunciated these principles as appropriate for school and community relationship.

- (a) **Flexibility:** To meet the changing services of other organizations, the school should be flexible to re-adopt the services of agencies that belong to other community.
- (b) **Adaptability:** The role and function of the school should be determined as per the needs of child and its specific community background.
- (c) **Capability:** Schools should develop programmes in which activities and services that could extend, refine and integrate human experience in all level of education.
- (d) **Responsiveness:** The school must relate with large community extending to nation and world needs. Enlightened with current status and environment of the school, clear idea about the resources provided and the utilization details should be audited. The community witness the enthusiasm, interest, dedication while performing social service activities, community access its own resources helpful for school service connect education and reality and students learn beyond their school environment.

Community Partnership Programme

“The more families and community get linked to learning the more students focus on learning and better results can be seen.” (John Adams)

There are two types of education. One should teach us how to make a living and the other should teach us how to live. When community and families are involved in teaching and learning, children do their best in their personal and academic and when schools form partnership with families and the community, the children benefit. (JL Epstein 2001)

Strategies have for community partnership involvement and community partnership enhances educational process. It provides platform for parents to share their insight and knowledge that can strengthen the skills of teachers, students, when community partnership is contextually planned and designed in school curriculum. They can be involved in all levels of school life, through their general moral and financial support, active participations in school curricular and co-curricular activities. Parents can support in teaching and learning activities for establishing academic and social goals. (J P Comer, N M Haynes 1991). Schools should take initiative for planning community involvement after making discussion considering time and interest area, they could handle this carefully and in interesting way.

Advantages of Community Partnership

Schools and community have to work together as it strengthens the relationship in a synergistic way and makes gain to both. It makes them aware about the world of education and helps them to increase the knowledge while planning the benefits they can transmit to the community inside the school. On the other hand school can gain experience, thoughts, ideas and strategies that will enhance the education system. School could go into the community with the service they can ensure.

Community partnership gives opportunity to and community members to involve in the school improvement and development programmes. There is coordination of efforts of organization and individual for the betterment of community inside and outside school, to develop public understanding and support, to ensure democratic action in school curriculum and co-curricular and social service activities. It gives greater understanding and appreciation about current demands and need of the school.

In relation to the community the school performs two functions. It transmits a formally authorized body of knowledge. Effect secondary socialization is another service. This would not otherwise be available to the community.

Community Partnership Character Education Curriculum for Coastal School

Community is that place where students spend their time when they are not at home and school itself is a community as a group of people unite here and share their experiences and knowledge. While planning a curriculum, history culture and customs of a society should be given more weightage than individual needs and interests. An individual is one of the insignificant members of a large group or the community. From that itself it is clear that community influence a lot in the daily life of an individual. Education combined with community or community partnership curriculum can bring a great change in their day to day life.

In this context of social and educational life in Kerala the students' community and local environment form the primary context in which learning takes place and in which knowledge acquires its significance. It is in interaction with the environment that the child constructs knowledge and derives meaning. The area has been gradually neglected both in conceptualization of textbooks

and in pedagogic practices because the local environment and child's own experience are best entry points into the study of disciplines of knowledge, but more so because the aim of knowledge is to connect with the world. The national curriculum framework 2009 precursor of the right to education act also emphasized co-participation as a means to enhancing quality and accountability in education. It is decentralized planning in enhancing education community and other local bodies.

When the entire school headmaster, teachers, school educational counselors, staff collaborate with families and community members to foster it strengthens the entire partnership. The school community partnership is able to implement community based programmes and intervention to support and empower student as well as community. This support strengthens positive relationship with adult and child, fosters academic and success, promotes caring create friendly environment- (J. Bryngs L Henry 2008)

Different Types of Family Partnership Programmes

Community family and school partnership foster a friendly atmosphere. The partnership of sharing their experiences and resources help child to develop healthy behaviour and improve the quality of education. Teachers should view children as their own family members. The main resources of the partnership are to help the younger generation to succeed in school and in personal life.

Programmes like community literacy programme, community conference, workshops, seminars, guidance and counseling and curriculum fair. There are different types of community partnership programmes that could be included in school:

(i) Awareness programmes:-Awareness programme organized by schools provides support and education to parents. It gives a positive and proactive approach to discuss student behaviour. Awareness programmes suggest parents

and community to advocate and support their children. They become more confident and achieve more. Community should have the knowledge about the operations of the school, participate in PTA and community involvement programmes organized by school as a parent should be positive and confident about the abilities of kids.

(ii) Provide platform for parents:-Parental involvement is considered as one of the integral parts of educational reforms and initiatives. (S.Wilder, 2013). When parents participate in school curriculum students come to know the best of their dreams and try to imitate good things from their elders. Parental involvement is an important strategy for the advancement of the quality of education and its aim is to expand the social and cognitive abilities of students. (Driessen, 2007) School curriculum should be redesigned and replanned involving community proactively.

(iii) Community Partnership:-Discourse school development programmes are out growth of community support. Community partnership often manifests by creating different venues for communication between school and community and as a result healthy relationship is built. Healthy relationship can be maintained through different means of communication like letter, notice, mails, telephones communication, messages through telephones. These are the indirect method of communication. Schools can also create opportunity to work closely through community volunteers, meeting like PTA, cultural programmes, expert classes for parents and teachers, guidance and counseling programmes etc. Give opportunity to understand the wellness and problems of their kids.

“It takes a whole village to raise a child” (African proverb) Partnership allows the whole village to encourage children to reflect their best.

(iv) Expanding the vision of the school:-Schools have to find different measures to connect with core curriculum. Schools should open doors for the community partnership. Partnership of community helps to maintain friendly rapport that helps in improving the quality of both school and community.

(v) Schools reach out the community:-It is not always possible that community reaches school and contributes to its efforts. Schools should provide opportunities to students for firsthand experience. The members involved in community partnership also get opportunity for sharing their experiences, skills that is applied in real teaching learning process.

(vi)Community Resource Chart:-Schools have to make discussions with community members. Charts can provide how to do more and what all things are available. Later collaborate with families and communities to find resources (D Griffin and A Farris 2010). School should list out the community members who can help them with different resources, teacher makes a list of materials and voluntary services that could be supplied free of cost. Schools have to list the activities and efforts and connect it with school curriculum and then chart the activities in school timetable. All above open the doors for community partnership for sharing school resources like playground, auditorium, library and garden. Human resource could be invited for verity programs for academic purposes and personality development.

(vii) Project Based Learning:-Project based learning encourages and include the community members in the project. Students get opportunity to explore real life situations and real life experiences. Hence project based learning is more effective than the traditional classroom learning. Project based learning helps develop skills in children. (R.D Langhoo, J. Rappaport, D Simmons 2002).

Project based learning helps students for preparing for future life with new technology which is effective for both students and community. Project

Based Learning includes critical thinking, problem solving project management and collaborative thinking cortical thinking. Students drive their own learning through inquiry and collaborative work completes their work by adopting new technical skills. Communicative proficiency is an advance problem solver. (S Bell 2010). In this process students use the information in the learning process that provide students intellectual challenge and promote critical thinking. Critical thinking is that which provides both instruction and practice and enhance learning (L.G Snyder, M.J Snyder 2008).

Problem Solving helps the learner to a better problem solver, develop positive value, attitude and improve their application and problem solving strategy (Costantinov 2008). The project based learning not only enhances students' motivation, but it facilitates their problem solving ability (Chaing and Lee 2016). Problem based instruction provides students direct experience for solving. It empowers learners integrate theory and practice, conduct research and apply skills and knowledge for solving the problem.

(viii) Project Management: - Project Management combining community partnership in learning enhance project outcome and promote positive team experience (S.W. Van Rooij 2009).Project management helps the learner to change negative feelings with positive one.

(ix) Collaborate Thinking: - Collaborate thinking with community scaffolds support in acquiring knowledge. In this process students actively participate in the learning process while solving a problem in inter and intra group. It involves not only a specific learning goal but also cognitive and social goals (C. Betty 1997).

(x) Equally Distributing Leadership among School Community:-It is necessary to distribute leadership equally among school community for a world class education. It is only possible through collaborative and comprehensive

approach: a positive impact on academic and personal life. It enriches students by preparing them for high school, career and citizenship. Distributing equal role responsibilities helps enhance the effectiveness and efficiency of school and community. Distributing leadership leaves a positive impact and outcomes in students (Timperly 2009). There are many leaders not just one leadership is distributed. It resides not solely in the individual at the top, but in every person at every level who in one way or another, acts as a leader (Coleman, 2002).

(xi) Evaluation of the Effectiveness

School and community should have a better understanding. Community partnership must be well planned before implementation in the curriculum and it should be valued regularly for better outcomes (FD Butterfoss, 2006).

School should appoint members from school and community for evaluating the effectiveness of partnership. The first and foremost step is to prepare a checklist of the activities that has to be evaluated regularly, monthly and yearly, arrange meetings for discussing the effectiveness and deadness of the school development programmes. Participation of community members must be ensured for implementing different strategies and methods for maintaining the effectiveness and proactively changing the deadness with full support.

Review of Related Studies

A review of studies was carried out on three related areas of the study: Character education, community partnership and coastal school education

(i) Related studies on character education

Milson and Mehlig (2002) focused on efficacy beliefs of practicing character education in elementary school teachers. Efficacy belief instrument of character education was developed and validated. Sample of 254 elementary school teachers in a large Midwestern suburban school district were used. The results suggested that teachers of elementary school felt efficacious on most aspects related with character education and teachers who qualified undergraduate degrees from private, religiously affiliated universities had a greater sense of efficacy for character education.

Woltz and Drew (2006) in a critical analysis studied the need for character education and found it is apparent due to the rise in school violence, absenteeism, dropout rates, and achievement. The manuscript examination of character education programmes revealed that a number of studies claim to provide evidence that character education programme work, and provide evidence on less supportive work. The research synthesized the conclusion that conceptual and methodological weaknesses were common in this area of research. The study pointed out that character education research failed to examine evaluation questions and reports that lack of attention are paid on behavioral outcomes.

Althof and Berkowitz (2006) reflected the socialization of citizens as a duty of any democratic society. The study focused on the moral development, character development, teaching of civics and citizenship, development of citizenship skills and dispositions. School played a crucial role in the process. In the North American context the interrelations of educating character and

citizenship were explored. The study pointed out that citizenship education entails character and moral formation, but the integration was hindered by negative stereotyping between moral education and character education and it complicated the synthesis. After the exploration of each domain, similarities and differences were identified.

Revell and Arthur (2007) Investigated attitude and experience of student teachers to identify character and values applied in school. The study looked at the opportunities provided by schools for the development of character. The data included 1000 student teachers of two universities. The result indicated that teachers favour for developing their skills in the area of moral development, but opportunities were uneven and were dependent on their course and placement of the school, The study concluded that character education is not a part of formal curriculum and character education is only a part of citizenship education in the school curriculum of England.

Cooley (2008) analyzed the North Carolina General Assembly Legislation's epistemology and explanation of character education. Domestic law was used to represent the trends of nation for character education. Initially Richard Rorty work was used by researcher for critique and analysis as a theoretical lens. Study concluded through commending aspects of the legislative effort and suggested that greater emphasis must be placed for the strengthening of students' ethics through democratic action inside and outside schools.

Makoto Ishii (2010) studied the implementation of character education at public schools focusing Satya Sai education in human values. This case study examined why and how the Satya Sai school education had achieved venerable results in spiritual and academic domain. The study utilized semi- structured and open ended interviews, direct and participant observation and reflective journals. Highly qualitative self – examination and introspection were used for

analysis. The result revealed that implementation of character education depends on the insight goal of life and education represented by teachers inside and outside the school and applicable core essence of character education.

Agboola and Tsai (2012) aimed to bring character education inside the classroom. The intentional attempt was to enhance self-discipline, ethical and moral behaviour. Character education eventually and repeatedly inspire younger generation with action plans to develop as a good citizen. Researcher pointed the education policy that accomplishes moral educational camp incorporating parents, teachers and administrators for exhibiting good character traits. The layout of the paper provided definition, reviewed historical perspective and disclosed the problems in character education. The study discusses the challenges and controversies in implementing character education. It presents suggestion for conducting future researches.

Cubukcu (2012) pointed out the views of students and supportive activities for revealing the importance of hidden curriculum of elementary schools. The case study model is utilized as a qualitative method. This research was carried out in 2009-2010 academic year in three elementary schools in Eskisehir. Document analysis and content analysis was used for analyzing the sample consists of 40 ongoing students of 6th, 7th and 8th grade. The result determined that values are included in curriculum of elementary schools, and supportive activities and internalizing values have great importance in hidden curriculum.

Taufik (2013) aimed to identify character education background in different elementary schools and implementation problems of character education. The study employed qualitative method and interview technique for collecting data from 11 teachers. The result indicated that teachers understand the aim of character education but they don't have proper knowledge to apply

practically in schools and teachers do not provide support for the implementation of character education program.

An examination of teacher and student perceptions of student behaviour following the implementation of a character education curriculum in Taxa high school was the study of Bays (2013). Researcher examined the implemented three year character education curriculum in rural high school. Qualitative survey instrument was used to collect data from teachers and students. A point-biserial correlation analysis and descriptive statistics were used for answering the research question. Teachers mean score increased positively. No meaningful relationships were identified and teachers mean increased positively. Research suggested the need for future planning in education and its approaches.

Jakubowski (2013) addressed the gap between the wealth and dearth of resources and practice of character education in schools. Data were collected from 103 secondary school teachers of Urban Southern California. The non-experimental correlation study used survey instrument to collect data. Multiple regression analysis and two way analysis were used to find difference between gender group and years of teaching experience. The result clarified the gap that existed in the theory and practice of character education. It suggested more prevalent opportunities and comprehensive approach as a next step for character education.

Lee (2013) focused on character education of Korean children at school and home. The study investigated the early education system of Korea that assures positive change in children's character. It also studies the relevance of context in character education that dominate competitive and data-driven standardized examinations The focus on character education was to set counter balance between materialistic and selfish tendencies to define academic success. The study warranted to promote caring cooperation, cultivate respect

for cultural differences and cultural heritage, pride in one's cultural heritage, and respect for cultural differences.

May (2014) in a qualitative study explored the necessity of departmental leaders and teaching curriculum to enhance the pre-service teacher curriculum. The main objective of the study was to build social emotional character development in future teachers. Perception of three departmental leaders and four professors from Wichita were collected. Data were collected online and through personal interviews and departmental document analysis. The result indicated the possibility of integrating new standards of social emotional character education in the curriculum.

The Research development learning model of character education through e-comic in elementary school was carried out by Buchori and Setyawati (2015). The study focused on the development of a learning model through e-comic for developing character. Development theory was used to design the learning model. The mixed method research used field study, literature study, media and design model. Pre-test post-test experimental design was employed to check character education learning model. The study explored the effectiveness of character education model in developing student achievement and observation.

Satrainawati (2015) emphasized the importance of character education and its influence in Mathematics. The objectives were to identify the influence of philosophy of Dewantara in character formation and its result in students' achievement. The study used a quantitative research paradigm and survey method was adopted to collect data. The study revealed the positive relationship between character education and skills, attitude and knowledge in Mathematics.

Wardhayani (2015) tried to explain the importance of developing a character of environmental care with the help of character education. The

researcher developed a conceptual frame with clear definitions of clean living, noble moral values, good habits, environmental care, healthy living etc. The paper explored clearly that character development is needed to grow nation's character to deal with rapid changing of time and information.

Fahmy, Bachtiar, Rahim and Malik (2015) focused of the case study to measure perception on building personal character of students. The researchers developed a 21 item instrument to access personal character of high school students. A multiple item scale was used to measure conceptualization and operationalization. Data were collected from 91 respondents of 9 high schools. The result indicated the effectiveness of 21 items for building personal character and academic achievement.

Samong and Suryadi (2016) conducted a study on the development of character through the enhancement of school culture. One of the main objectives was to determine the school culture. This qualitative study used an observation schedule to access the school culture. Twenty two elementary schools in West Java, Indonesia constituted the sample. The study revealed that there is a positive relationship with school culture and character education.

Dodds (2016) brought out the importance of character education in school curriculum for the success in academics, social and emotional behaviour. The study aimed to find out the effects of character education on the social and emotional behaviour of Montessori elementary school. The sample consisted of 18 students of grade 1 to 4 classroom for five weeks of time period. Researcher tallied negative behaviour from cumulative school records and observation incidents daily basis .Pretest and posttest evaluation method was used for collecting data. Finding indicated that overall improvement in understanding of values increased and negative behaviour decreased and it also suggested the need for continuation of education for definite results.

Rohmanarmeta (2017) in a qualitative descriptive study on implementation of character building of home land in elementary schools aimed to find out the implementation result of character education. The researcher used observation, documentation, and interview as techniques to collect data from elementary schools. Triangulation method was used for the study to find out the result of integrating character education in self-development and integration in school subjects. Satisfactory value in quality of school performance was found, in which 80 percentages of students went for higher education and 15percentage students were admitted in their favorite schools. The study concluded that such types of integration have positive impact on school curriculum.

Marca, Longo and Gulbay (2017) aimed to identify the strategies and principles for primary school students' character development through children literature and innovative practice. The study was conducted on 170 primary school students and metacognitive inventory was used for collecting data. The result concluded that reading improved student's character and helped to cope with contemporary world and acquire skills with literature centered character education.

Masruki (2018) emphasized on enhancing students character based on conservation of values. The case study method was used through daily life interaction. The study applied principles of togetherness and shared vision of multiple approaches namely affective moral development, cognitive moral development and behaviour moral development .The studies revealed that the framed formula of physical, social and cultural conservation expected character development was established and help the students after graduation when he works in the community as a conversation member.

Karokaro, Sinulingga and Dewi (2018) experimented the improvement of quality of character education intellectually, physically and emotionally with

positive value concept of full day school .Aim of the study was to determine character education formation at mid-day school extracurricular activities and athletics. School authorities, teachers and students of primary school of Medan participated in the programme. Opinionnaire from experts was used to collect data. The results indicated that character education in full day school improves the quality of students in all aspects and suggested that additional hours must be included for extracurricular activities for the three core balance in shaping character of students.

Suhartini, Sekarinagarom, Sulaeman and Gunawan (2019) examined the social construction of students' behaviour based on local wisdom and character education. The major focus of the study was to identify social values to assert local wisdom reconstructed to define character education. A case study with qualitative approach and document analysis was used to inquire the phenomenon in depth. Ten heads of education of Purwakarta district and 10 from regency level, 20 principals and 44 elementary school teachers participated in interview and observation. The results of teaching social integration in local wisdom for the development of character education were built through continuous integration of students, teachers and parents. Local community knowledge, cultural and traditional values will support positively in shaping students future.

Lustyantie, Septiarini, Qurrat and Rasyid (2019) provided an over view of character values and its cultivation in the French literature. One of the main objectives was to develop character education value model for students. Thirtyfive students from French Language department of Jataka State University constituted the sample. Interview, document review, observation and direct learning in class were used for data collection and pretest -posttest design was employed for experimentation. Qualitative and quantitative approaches were used for the analysis of data. The results revealed the

effectiveness of character education value models on increased students outcome and learning process in French literature.

(ii) Review related to community partnership

Kinsley and Pherson (1995) reviewed 21 specific service-learning projects that enhanced the curriculum in schools across the United States and improved learning process. The study listed out the details collected from the contributors like encouragement of service learning in school curriculum, community service as a vehicle for active learning, changing culture of school with the involvement of service learning, making difference in school community and encouraging teachers for service learning. The study aimed to enrich the curriculum through service learning.

Homel, Hauritz, Wortley, McIlwain, and Carvolth (1997) implemented a project on the prevention of alcohol-related crime through community action. Community based initial phase was implemented in 1993 at Queensland gold coast. The specific aspects of implementation and results of the evaluation was presented. Team of students from Ross Home School of Justice Administration, Griffith University were observed. The main objective of the project was to report the manner of implementation and check the result of the community-based intervention designed to reduce crime and violence related with alcohol and disorder in and around major tourist location. The project included a partnership of a university research team, police, health, government agencies and community and was extremely successful in the short term in reducing crimes and offences and was less successful in the long term.

Niemi and Chapman (2000) conducted a study to see community service as a crisis in civic attitudes and participation, involve school students in school based curriculum activities and less in formal volunteer community service. The study used nationally representative sample of 9th–12th graders from 1996,

and documented a high participation rate but also noted that many of the students perform service once or twice in a year of in limited capacities. Participation rates were related with student, family, and school characteristics in which school policies were also significant, discussions with parents enhanced participation skills, and higher political efficacy.

Leming (2001) studied on the integration of a structured ethical reflection curriculum into high school community service experiences and its impact on students' socio-moral development. The determined reflection decision making on ethical community service has some special value in the achievement of service learning goals. Community services and service learning has to develop a relationship between theory, practice and research. Specification of students' reflection with community service has to work together for students' personal socio-moral development. Reflection decision-making scale was used on 476 high school students for collecting data. It was found that students become more systematic in their ethical reasoning when practice of knowledge with community was done.

Sanders and Harvey (2002) in a case study described how one urban elementary school in a high-reform district and state was able to develop strong connections with community or as part of a programme of school, family, and community partnerships. The case study identified four factors that allowed the school to build successful bridges to its community. These factors are the school's commitment towards learning, the support and vision of principal for community involvement, the receptivity and openness of the school with community involvement; and the willingness of the schools to engage in communication with potential community partners. The study discussed on implications of the study's findings for school, district, and state educational leaders.

Sanders (2003) reviewed the current theoretical and empirical literature and how community involvement in school fosters greater understanding in key concepts, themes, and issues in the field. The researcher pointed out differing rationales for community involvement. The study focused on four major forms of school-community partnerships and factors that influence their implementation and results. The study concluded with suggestions to increase the opportunities of community involvement in schools for positive effect in student and community.

Swaminathan (2007) conducted interview with community supervisors who are members of high school for gathering perspective on service learning. The interviews highlighted the role of the hidden curriculum designed that facilitated supervising, meditating and mentoring helps in structuring learning experiences for students. The research study concluded that community supervisor's decisions about curricular experiences leaves a positive impact on social justice and school should consider community supervisors perspectives and interpretations in service learning experiences.

(ii) Review related to coastal education

Corbett (2002) studied the connection between education and experience and decision making migration of coastal community. The major objective was to study the problems of learning and leavings of the coastal community of Atlantic Canada. The researcher also answered for the question why people make the decision to stay in the community. Both qualitative and quantitative methods were used. Data from more than 750 individuals who drop out in an elementary education from 9 fishing villages of Nova Scotia from 1957-1992 were explored. Analysis of migration patterns of historically ethnographic educational and interviews on work history of stayers and leavers found that difficulty rate in learning was high due to migration.

Boadu (2013) aimed to determine teachers' perception on teaching Citizenship Education to primary school children in Cape Coast Ghana. Questionnaire was designed to collect data and data was analyzed using percentage mean and standard deviation. Findings revealed that teachers in the area had realized the importance of character education. The study recommended to make deliberate effort by teachers for imparting the acquired knowledge of citizenship education to the children and teachers should be well equipped and motivated with cash and kind by administrators for effective citizenship.

Tripathy, Kamath, Bilinga, and Jain (2014) researched the perceived responsibilities and operational difficulties of anganawadi workers at coastal south Indian city. The study focused on perceived responsibilities, work load, operational difficulties and satisfaction level of anganawadi workers. In the cross sectional study with 66 anganawadi workers data were collected through pre-designed proforma. The result clarified teachers had to maintain other responsibilities other than preschool education, work load and operational difficulties were identified, dissatisfaction reported by 89.4 percentages. Primary duties were given less emphasis such as supplementary nutrition, health education and immunization the study commented on inadequate staff and equipment should be provided timely.

Abu baker, kariuki and Tumaini (2015) in a qualitative study have identified the community perception and behavioural problems of students residing in Kenyan coast. Data were documented through interview and focus group discussions from 70 participants that included parents, teachers and children. Content analysis was used as an instrument to analyses data. The study revealed that students face social difficulty, cognitive deficit and under achievement in academics.

An analysis of drug abuse along the coastal region of Kenya was the research study of Weldon (2019). The major objective was to find out the extent of damages by the usage of drugs among the youth of Coastal Town Kenya. Descriptive survey method was used to collect data with a sample of fifty. The result showed the higher rate of drug abuse. Forty five among the 50 respondents were the victims of drug abuse and 60% of drug abusers were below the age of 30.

Conclusion

The main purpose of reviewing the related literature was to understand the background of the researches done earlier, to identify the gap and for strengthening the present research. The theories explain that character education improves the behaviour of students; community involvement supports students learning and reveals the social, economic and educational backwardness of coastal community. The surveying of related studies reflects that only a few researches are conducted on the character development of coastal school students. Studies on original curricular interventions that also with community partnership was lacking. There exists a huge gap and this paved a way for the present research.

Chapter **3**

METHODOLOGY

-
- ❖ Statement of the Problem
 - ❖ Objectives of the Study
 - ❖ Hypothesis of the Study
 - ❖ Method of the Study
 - ❖ Tools and Documents Used for the Study
 - ❖ Procedure for Construction of Tools
 - ❖ Sample Selected for the Study
 - ❖ Data Collection Procedure
 - ❖ Scoring and Consolidation of Data
 - ❖ Statistical Technique Used for Analysis
 - ❖ Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students
-

The description of the adopted procedure for research based on the objectives of the study is presented as methodology of the study. The method followed along with the rationale is described under methodology. It provides the information on various stages of the research work. A research methodology or strategy is determined by the nature of the research question and the subject being investigated. As a result the research format used in investigation should be seen as a tool to answer the research question. (Denzin and Lincoln 2005)

The study aimed to explore and understand the disciplinary problems of students living in coastal area and their hazards in inculcating good character for leading a better life in future. A curriculum package with the partnership of community was designed for developing character in coastal upper primary school students.

The main steps followed by the investigator for deciding the research approach, identifying the required data and subjects and the tools and techniques by which data were gathered are given under the subsections:

- ❖ Statement of the Problem
- ❖ Objectives of the Study
- ❖ Hypothesis of the Study
- ❖ Method of the Study
- ❖ Tools and Documents Used for the Study
- ❖ Procedure for Construction of Tools
- ❖ Sample Selected for the Study

- ❖ Data Collection Procedure
- ❖ Scoring and Consolidation of Data
- ❖ Statistical Technique Used for Analysis

Statement of the problem

The problem was to investigate how effective the self-developed character partnership curriculum package will be on developing character of coastal upper primary school students. The problem is entitled, “Efficacy of Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala”

Operational Definition of Key Terms

Efficacy

It is the ability of something to bring about the desired result.

Character

Character refers to self-concepts, individual differences in goals and values which influence voluntary choices and intentions. It is the representation of moral and ethical traits that is doing right things when no one is observing.

Character Development

Character development is the learning process that enables students, parents and community members to understand core moral and ethical values and act on it.

Community Partnership

Partnership of community is strengthened support and transform school program through sharing of variety resources .They complement the school curriculum with service and activities to improve school culture.

Community Partnership Curriculum Package for Character Development

Curricular package for character development through parental and community involvement based on the specific socio-cultural and economic background and philosophy of a school in a particular coastal area. Initiatives are to be taken by the school and community for organizing differential programmes for developing character.

Coastal Upper Primary School Students

Coastal Upper Primary school students are students who study in grade 5th, 6th and 7th in coastal schools of Kerala. In the present study standard 7 is considered

Variables

Character development is treated as the dependent variable and community partnership character development curriculum package is the independent variable. Community partnership character development curriculum package is defined as a characteristic that the researcher manipulates to effect character development in coastal upper primary school students of Kerala.

Objectives

The objectives of the study are classified into two:

Major Objectives

- (i) To develop community partnership character education curriculum package for coastal upper primary school students.
- (ii) To find the effect of developed community partnership package on character development for coastal upper primary school students.

Minor objectives

- (i) To analyze components of character development in the content of course books, work books and teachers' handbook prepared by SCERT for upper primary classes in Kerala.
- (ii) To assess the character traits of the coastal upper primary school students
- (iii) To find the problems arising from misconduct of coastal school students as felt by teachers.
- (iv) To find the opinion of parents of coastal school students on the character traits of their wards.
- (v) To identify strategies for community partnership character education curriculum for coastal school, from the Headmaster
- (vi) To collect details on the existing character development programmes and strategies of implementation in coastal schools from school administrative staff.

- (vii) To identify strategies for community partnership character education for coastal school, from Village/Panchayath Education Committee and Local bodies for Coastal Development.

Hypothesis

There will be no effect for the developed community partnership character education curriculum package on developing character of coastal upper primary school students.

Methodology

The major objectives of the study were to develop the character education curriculum package for the selected group of students and find out its effect on character development. Appropriate methods of research were followed at each step to realize the minor objectives also.

Method

Mixed method research was followed to satisfy the different objectives of the study. Content analysis, Survey, Interview and Experimental methods were applied as the methodology. The data were interpreted using qualitative and quantitative techniques.

(i) Content and Document Analysis

The curricular content of upper primary school stream of SCERT in Kerala was qualitatively analyzed. The text books, work books and Teacher handbooks were studied to see the components and issues presented directly or as hidden, with respect to student discipline and character development. To collect relevant data to understand the strategies that have been followed, the technique of document analysis was followed. School documents on curricular

and co- curricular programmes of the school were analyzed to see the character education components.

(ii) Survey Method

Survey method was followed to identify the problems of misconduct that the teachers face from the part of coastal students , and also the character development strategies that they have been implementing in the school. To collect data from parents on the character traits exhibited by the wards, survey was carried out.

(iii) Interview Method

Interviews were held with the Headmasters, administrative staff , officials of Village Education Council /Panchayat Education council and local bodies for Coastal Development for formulating the strategy of community involvement.

(iv) The Experiment

An inventory to evaluate the general character of students was used as pre- test. Based on the analysis of the data, a curriculum package with involvement of parents, community and school is developed. The package was implemented with 6 months of time period , and the effect was assessed using the same inventory as post-test. A pre-test - post- test single group experimental design was followed.

Sample selected for the study

Based on the objectives of the study, data were to be collected from different categories of samples. To identify the character problems of coastal school students, data were collected from seventy two Upper Primary coastal school teachers from the selected schools. The scale for parents was used for

Thirty parents of the students from GVHSS Payyanakkal Kozhikode where the experiment was carried out. Three Headmasters and three members of administrative staff from three coastal schools in the same district were interviewed. Data from ten officials from village /panchayath committees and local bodies for coastal development were collected to find their involvement in programmes and also to get suggestions. The experiment was conducted on a sample of thirty five, standard VII students of GVHSS Payyanakkal, Kozhikode district in Kerala.

Tools and Documents for Data Collection

(i) Content Analysis

Content analysis of standard V, VI and VII SCERT course books, and work book and teachers handbooks was carried out as the first step of data collection. All the text books were thoroughly analyzed. It included all the subjects: English, Hindi, Malayalam, Mathematics, Social Science and Basic science. A detailed analysis was done to check whether there is explicit or implicit presentation of any theme or issue related to coastal area included in the school curriculum. Teachers' handbooks were analyzed to examine the activities and to check whether there are activities related to coastal life and especially student character in coastal school environment. Theme and issues in the form of text, examples and exercises were analyzed using selected components of character education curriculum. The qualitative procedure was carried out as preliminary stage for development of character education curriculum

(ii) Document Analysis

The school documents on curricular and co- curricular programmes including time table were analyzed to identify nature of school work and philosophy which will be targeted at character development. The qualitative

data collection was also to see the scope of parental and community involvement in the school programmes, especially those related to student discipline and character.

(iii) Character Assessment Inventory for Coastal Upper Primary School Students .Inventory to assess the character of coastal upper primary school students used as pretest and posttest.

Inventory for students was developed with the help of experts in field. It was difficult to get actual character traits of the target group from any other type of tool. So inventory was developed considering the objectives under cognitive, affective and psycho motor domains. Different situations related to coastal school life situations and home life style formed the items in the tool. Expert's suggestions and opinions were used to develop the inventory and it was designed to collect the actual behaviour of students in different situations. The items were context specific.

(iv) Scale for Teachers on character problems of coastal upper primary school students. Scale for teachers to find the problems that they face in terms of misconduct of students and on remedial measures.

The scale for teachers was developed to identify the problems faced by teachers in terms of misconduct of students and the measures adopted in the respective schools. The data were collected from seventy two teachers working in the three coastal upper primary schools. Three point scale was employed for the study.

(v) Scale for Parents of Coastal School Students on Character of their Ward, scale for parents to collect their opinion on areas of strength and weakness of the character of their wards.

Scale for parents was developed to collect areas of strengths and weakness of the character of their wards. With the help of school head master, teachers and school support groups of the school data were collected

(vi) Interview Schedule for Head Masters of Coastal Upper Primary Schools, Interview schedule to identify strategies for community partnership character education curriculum for coastal school, from the Headmasters

Interview schedule was developed to check whether character is part of curricular programme of three coastal upper primary schools in Kozhikode district of Kerala. Interview was conducted on Head masters to find out the vision and mission of school, involvement of non-teaching staff in school activities, teachers' contribution in character development programme, maintenance of rules and regulation, involvement of parents in character education programme and community participation in character education of coastal school.

(vii) Interview Schedule for Administrative staff. Interview schedule for administrative staff of the institution on the existing strategies for character development and the school philosophy.

The schedule for administrative staff of the coastal upper primary school was used to collect details on their involvement in existing strategies for character development and the schools' rules and regulation regarding student discipline.

(vii) Interview Schedule for Officials of Village/Panchayath Education Committee. The schedule was for officials of village/panchayath education committee and local bodies for coastal development on strategies to be developed for character education

Interview schedule for councilors to know the existing educational development strategies and programme and interview was conducted with two village panchayat members and one block panchayat member to identify the activities and programmes implemented if any for improving character of the school students. Interview was conducted with 10 councilors of coastal area to identify the programmes and project designed for the improvement of education and behaviour of the students.

Construction of Tools for Data Collection

(i) Content and Document analysis

Content analysis

Content analysis of standard V, VI and VII SCERT course book , work book and source books was carried out as the first step of data collection. All the text books were thoroughly analyzed. It included all the subjects: English, Hindi, Malayalam, Mathematics, Social Science and Basic science. A detailed analysis was done to check whether there is explicit or implicit presentation of any theme or issue related to coastal area included in the school curriculum. Teachers 'source book were analyzed to examine the activities and to check whether there are activities related to coastal life and especially student character in coastal school environment. Investigator came to the conclusion that curriculum for upper primary Kerala SCERT does not carry any content related to coastal life or their problems. There is no reference to theme or issues in the form of text, examples, exercises etc.

Document analysis of coastal upper primary school was done with the help of head master and staff. The cumulative records of school, admission record, students' official school records, time table attendance record of student, teachers and staff was done separately. Journals and publications, school calendar and parents register was analyzed thoroughly to understand the coastal students in a detailed way.

(ii) Development of Character Assessment Inventory for Coastal Upper Primary School Students

Inventory is that systematic activity which focuses on collecting strategies and information. The inventory developed defines the perimeter of character. The items were based on three domains of character traits: cognitive, affective and psychomotor. Situational statements were developed that coincide with their life situations.

Cognitive domain: The domain involves knowledge development and intellectual skills. Mastering patterns and completely understanding concepts that help to develop their ability and skill, i.e., how they act and react on particular situations. Statements that highlighted the character were 20 in number. The developed statements gave emphasis on character of an individual based on how he/she react on a particular situation. Therefore cognitive domain is also called thinking domain. (Furst, 1981)

Affective domain: Affective domain deals with attitudes values and emotions. So it is also called valuing domain. Twenty statements were developed to understand the affective side of students' character.

Psycho motor domain (Behavioural): The most important domain was used to know Child's manual and physical skill, so this domain is also known as doing domain .

The items selected are based on three domains of character traits: cognitive, affective and behavioural. Cognitive domain includes Knowledge and intellectual skills, affective domain, values and emotions and the behavioural domain with behavioural skills

Table 3.1

The number of items that come under three domains of character trait

Domain	Total number of items	Item number
Cognitive	20	1 -20
Affective	20	21- 40
Behavioural	20	41-60

Equal numbers of items were distributed in each domain

Development of scale for teachers on character problems of coastal upper primary school students. Scale for teachers to find the problems that they face in terms of misconduct of students and on remedial measures.

Scale for upper primary teachers of coastal school was developed to find out the problems that they face in terms of misconduct of students and measures taken. Qualitative description was used in rating scale to collect data from experienced teachers who have been working in coastal area for a long duration of time. The identified traits are:

Responsibility: Being accountable in word and deed. Sense of reliability and commitment in completing the task.

Perseverance: Completing the duty with determination and patience. Acceptance of failure with an attitude to succeed in future.

Caring: Treating others with kindness compassion, generosity and having a spirit of forgiving others.

Self-discipline: Having control on emotions, actions and demonstrating hard work and do their best in all situations.

Honesty: Telling the truth, admitting wrong doing, acting with integrity and being trust worthy.

Courage: Doing and supporting right things even in difficult task. Instead of following others follow one's conscience.

Fairness: Identifying the uniqueness and value of each individual and being co-operative and practicing equality and justice.

Respect: Showing high regard for self, people, authority and country. Treat others as you want to treat. Understanding and valuing every individual as human being, respecting others emotions and actions.

Integrity: Committed to use moral principles. The one who is honest, trustworthy, and incorrupt.

Citizenship: One who is obedient to the laws of society and interested in serving school, community and country.

Patriotism: Love for motherland and Universe.

A three point scale was developed to find out the measures taken by teachers to have a control over students' indiscipline, misbehaviour and to create a healthy atmosphere.

Table 3.2

The number of items that come under different character traits

Character traits	Item Number
Self –discipline	1, 3, 15, 18, 21, 30, 33, 38, 41, 49
Perseverance	9, 20, 31, 34, 36, 50
Caring	4, 45, 35, 37
Responsibility	7, 12, 19, 29, 43
Courage	11, 22, 42
Respect	2, 25, 39, 40, 48
Integrity	10, 28, 32, 44, 46
Citizenship	13, 47
Patriotism	51, 52
Fairness	5, 6, 8, 14, 16, 17
Honesty	23, 24, 26, 27

Maximum number of item was based on the character traits of self-discipline, caring, responsibility and courage.

(iv) Development of scale for parents of coastal school students on character of their ward, scale for parents to collect their opinion on areas of strength and weakness of the character of their wards.

Scale for parents was developed by the researcher to collect data on the areas of strengths and weakness of the character of their wards. Discussions were made with head masters, experienced teachers, and community members to identify the merits, demerits and nature of students living in coastal line. Informal discussion helped know how seriously they take education, positive attitude to do right things with interest and enthusiasm, problem solving ability,

leadership, creativity potentiality, and relationship with parents, family and school and as to how they behave in different situations.

Scale was developed that consisted 64 questions, three point scale was used to collect accurate data. Strengths and weakness were categorized under the traits identified by character Education Network.

Table 3.3

The number of items that come under different character traits in parents scale

Traits	Items
Respect	12, 25, 31, 34, 42, 59
Self-discipline	2, 5, 11, 17, 19, 23, 24, 28, 29, 30, 36, 43, 45, 56, 60
Caring	3, 4, 14, 18, 21, 26, 32, 53, 58
Responsibility	46
Fairness	8, 10, 15, 27, 38, 41, 55
Honesty	1, 25, 49, 54
Courage	7, 16, 47, 50
Perseverance	37, 39, 44, 48, 62, 64
Citizenship	33, 51, 61
Integrity	6, 9, 20, 22, 35

Maximum number of items were based on the character traits of self-discipline, caring, fairness, respect, perseverance and citizenship.

(v) Interview Schedule for Head Masters of Coastal Upper Primary Schools, Interview schedule to identify strategies for community partnership character education curriculum for coastal school, from the Headmasters

Interview schedule was developed to collect details on existing character development programmes and strategies of implementation in the identified coastal school from the Heads. Face to face interview was conducted as it provides an opportunity to observe the administrators' attitude and behaviour and record the information accurately in words. Interview was conducted to collect deep information, suggestions and solutions on the topic.

The interview was scheduled for one hour. The interviewees were the head masters from the identified coastal upper primary schools. Adequate in-depth data with minute details about the institution on the existing strategies for character development, existing school philosophy were collected. Researcher also collected information on the character education activities and programmes included as curricular or co-curricular activities. To collect the real content of character education practice in the coastal based institution, seven areas were included: School wide system, administrative staff, teachers, students, parents, students and community. The schedule carried thirty six items based on these areas.

1. School wide system: The items reflected the vision and mission of the institution. The mission here described the learning environment provided by educational institution to help students in achieving knowledge, values and wisdom in their lives and improve the quality of their present and future life. Vision of the institution was to bring changes in their life condition, nature and character. Twelve items were included in school wide system that reflects the vision and mission. Two statements plug in the importance on the steps through

which the system assured implementation of rules and regulation among the students.

What are the measures that could be taken to change the general view point that there are different kinds of problem in coastal schools? Mention an instance of solving a problem in your school.

Another item, for example, was to cite some opportunities for developing character inside and outside the school.

Would you cite some opportunities for developing character inside and outside your school?

Administrative staff: The nature of involvement in activities, responsibilities and duties of the office staff other than their technical and paper work was collected. Three items were included for gathering information in the specific area. Instances in which non-teaching staff registered any case on students' misbehaviour and way they responded in such context was one item.

Teachers: Teacher leaves a great impact on students' lives beyond the classroom. Teachers' nurturing and encouragement influence the students to do their best. Effective teaching invests in shaping of students behaviour, honor and integrity. When teachers show care and concern for students they work hard. Teacher encourages students so that students understand and accelerate the process of social cohesion, integration and unity. Academic achievements and quality of pupils, both are upheld in our education system. Both outcomes are achieved by teachers who are committed to their students and help students open the door to the world. Its opening gives light on the positive learning and discovering. The items in the tool helped the researcher collect data on strategies for maintaining discipline and collaborating character education programme.

What is the strategy initiated for teachers collaboration in keeping discipline in class room?

Would you please suggest how teachers can be collaborated in character education programme?

Students: Discipline helps for moving, keep on working and keep on dreaming until one achieves success. Teachers show the correct path to the tender minds through guidance and counseling. Teacher can redirect students in the right direction. Rules and regulations help students remain in their ethical and moral boundaries and help them become good humans who are loved and respected inside and outside the school. The area was selected to know the details of rules and regulations followed by school. A few questions asked to head masters' justify why the area was selected under the category.

Have you formed ethics committee? How does it function?

What is the extent of cooperation of school students in character development?

How are students involved in activities for character development?

Parents: Parent's contribution means a lot when parents, teachers and students foster collectively to child's development. "If parents do not contribute to moral education of their own children, teachers cannot reasonably be expected to make the deficit reduction" (David Nyber 1990)

The area selected gives the clear picture of the parents' involvement in school curriculum and character education programme. These items explain the purpose:

Do you organize any awareness campaign on behaviour problems for parents?

Do you ensure confidentiality of student's problem whenever necessary?

Community Partnership: Community partnership in coastal school is an important aid to identify local issues of education. It is an effective means for advocating and mobilizing the resources to improve the quality of education. Activities and programmes must be planned and informed early so that community members could contribute their best. School should initiate for making space for community partnership like organizing meetings, assisting in school construction and developing projects, supporting teachers and voluntary activities.

The area aimed to identify the activities and programmes organized by school including community members. Five items were included to identify the participation of community. The attention given to student behaviour by the community, for example, was collected through the item: Is there any mechanism to collect evidences from local people to know students' behaviour.

The attention given to student behaviour by the community was collected through the item community partnership. For example:

Is there any mechanism to collect evidences from local people to know students' behaviour?

(vi) Interview Schedule for Administrative staff. Interview schedule for administrative staff of the institution on the existing strategies for character development and the school philosophy.

Interview schedule was used to collect details on the existing strategies that administrators practise for the character development of students and to maintain discipline of the school. An interview that consisted 12 questions were scheduled. The interviewees were the administrators and it was scheduled for

15 minutes. Due importance was given to the strategies that were applied for the development of character in the schools. Two items in the schedule:

Has your school developed character development strategies?

Do you provide awareness and counseling classes to lead a peaceful and happy life?

(vii) Interview Schedule for Officials of Village/Panchayath Education Committee. The schedule was for officials of village/panchayath education committee and local bodies for coastal development on strategies to be developed for character education

Interview schedule was used to collect data from village/ committee panchayat members and councilors. The investigator conducted interview with three panchayat members from the jurisdiction of the schools to collect data on how they work for the benefit of the school that come under their panchayat. The interview collected details on how panchayat supports for the improvement and development of the school.

Ten councilors were selected for collecting data. Ten items were developed to collect data about their social, economic and educational background, programmes, activities and services arranged by the councilors, strategies to deal with criminal and anti-social activities, social financial and other additional benefits provided by government and trusts, interactions, meetings and services arranged for supporting school and provision for character development programme. A few items of the schedule, that explains the criteria are:

What are the additional financial and social benefits you receive from government and other trusts for the welfare of the school?

Is there any provision under your control that enhances character education that helps to select right and wrong?

Data collection procedure

The data required for developing community partnership character development package was collected through different sources. Content analysis of standard 5th, 6th and 7th source books was planned to find out if coastal background, life situations or any of their behavioural problems are represented in educational curriculum and to check if there exists any character development strategy directly or indirectly. The next step was to conduct survey; the researcher administered different tools like scale, interview and inventory. The researcher took permission from head masters to administer the developed tool.

The researcher approached head of the institution for getting permission to conduct pretest with sufficient number of instrument. A pretest with sufficient number of instrument items in single group of 7th standard of GVHSS Payyanakkal Kozhikode was conducted. Soon after the pretest was applied character education module was administered that included both lecture and activity oriented lesson transcripts. After the module was applied post test was conducted with the same tool. Data were analyzed soon after the post test was completed.

Scoring and Consolidation of Data

After data collection researcher scored the data sheet of survey sample and experimental samples.

Scoring of Interview Schedule for Head Masters of Coastal Upper Primary Schools: The head masters who performed their duties and

responsibilities with full effort for maintaining discipline and character development were rejected. The responses of head masters who fail to reflect the vision and mission of head master, involvement of non-teaching staff in discipline related activities, contribution of teachers in character development programmes and activities, maintenance of rules and regulation of students, involvement of parents in character education programmes and participation of community in character education programmes were accepted and registered as problems. In the interview schedule of councilors all irrelevant , incomplete and the responses in which they performed their duties to fulfill the educational needs of the students and gave importance to character education was rejected. The responses that found gap in performing their duties and organizing character development classes were accepted.

In interview of administrative staff all the responses that gave relevant data on the present and past philosophy of the school were included and registered and the strategies that were applied to maintain school discipline and character education were included and the others were excluded.

Scoring of scale: Three point scale was used for calculating data (Always, sometimes and never). The responses were weighted as 3, 2 and 1. The respondent was asked to mark cross mark in the rectangular boxes for each statement. The responses that weighted 3 and 2 were taken for calculation. In teachers scale percentage analysis of each question was done. The questions that scored above 60 % were identified for developing community partnership character education curriculum package. In the beginning of the tool proper instructions were given. In the inventory three option were given. One point was given for the correct answer the rest was given zero point.

Statistical Technique used for the Study

In the present study statistical technique used for the study were Preliminary analysis, Test of significance of difference between means (t-test) and Cohen's d. SPSS was used for data analysis.

Preliminary analysis

The data were analyzed to find mean, median and mode, and standard deviation, skewness and kurtosis.

Test of significance of difference between means (t-Test)

In the present study, the test of significance of difference between means of independent samples was used to find out if there exists any significant difference in the character trait development of total sample.

The formula used to calculate critical ratio is given below.

$$t = \frac{\text{Difference between means}}{\text{Standard Error of the difference (Best and khan 2006)}}$$

If the obtained 't' value is greater than the required table value at 0.05/0.01 levels of significance, the mean difference is considered to be significant.

Cohen's d

Cohen's d is used to find out the effect size to indicate the standard difference between two means. The formula used for calculating difference is given below.

$$d = \frac{M2 - M1}{\text{Pooled standard deviation}}$$

Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala

Standard: 7th

Subject

**COMMUNITY PARTNERSHIP CHARACTER
DEVELOPMENT**



Description of Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala

The package provides useful information, activities, learning experiences and opportunities that help the students of coastal upper primary schools of Kerala to identify their strengths and weakness and build a good character with the support of school, parents and community members. The structured programmes and exercises give opportunity to learn and practice



Unit 1

Basic concepts of Character Development

1.1 Character?

1.2 Character Development

1.3 How can one develop as a good human being?

1.4 How?

1.5 How to Stay Positive

1.6 Why Character Education?

1.7 Character Traits

1.8 What are the important character traits?

Unit 2

Community Partnership Teaching learning Process

2.1 What is community partnership learning process?

2.2 Why community partnership?

2.3 How it can be included in school curriculum?

Unit 3

Frame work of Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala

3.1 Structure of the Curriculum

3.2 Objectives of the Curriculum

3.3 Frame work of the Curriculum

3.4 Steps involved in Curriculum

Unit 4

Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala

- 4.1 Purpose of Community Partnership Curriculum Package on Character Development
- 4.2 Community Partnership Character Development Syllabus
- 4.3 Modules for Community Partnership Curriculum Package on Character Development Coastal Upper Primary School Students in Kerala
- 4.4 Strategies and Learning Resources

Details of Community Partnership Character Development Modules

<i>Sl No.</i>	<i>Topic of the module</i>	<i>Learning Outcomes</i>	<i>Strategies</i>	<i>Learning resources</i>
1		Grasps the term value. Identifies different values the learner have developed Develops awareness of the importance of different values Maintains desirable value system in his daily life	Explanation a discussion Explanation, Discussion on Classroom contexts situations and classroom interaction.	Pictures
2	Handling of value crisis	Identifies the reason for value crisis. Becomes aware of the need to overcome value crisis Grasps the strategies to modify behaviour with values	Explanation, Discussion on classroom contexts, Situations and role play	Video on Newspaper.
3	Character Education	Develops desirable behaviour Develops to reduce violence, anti-social activities, indiscipline, and less vandalism Identifies pro-social thoughts, values, and behaviour	Explanation, Discussion on Classroom contexts, Situations and descriptive writing	videos
4	Character Traits	Identifying character traits Applying character traits in daily life	Explanation, Discussion on classroom contexts,	Story pictures
5	Respect	Develops and understands the concept of respect Identifies respectful behaviour.	Explanation, Discussion on Classroom contexts and checklist	Pictures

6	Responsibility	Becomes responsible Sets goals for life	Explanation, Discussion on Classroom contexts, Situations and Role play	Pictures
7	Kindness	Brings the goodness of life	Explanation, Discussion on Classroom contexts, Situations and Role Play	Video
8	Fairness	The learner understands the qualities of equity and equality and Justice in life.	Explanation, Discussion on Classroom contexts, Situations and Drama	Picture video Drama.
9	Understanding	Develop positive attitude in life	Explanation and Discussion on Classroom Contexts	Video
10	Expert class on How to motivate students to behave well?	Develops healthy body, mind and soul. Develops healthy habits behaves well	Explanation and Discussion on Classroom contexts	Slides
11	Good Habits	Recognizes the need for develops healthy body, mind and soul. Develops healthy habits	Explanation and Discussion on Classroom contexts and speech	Pictures
12	Healthy Life style	Tries to be healthy Develops attitude to promote healthy lifestyle	Explanation, Discussion contexts and checklist	Pictures. Sign board.
13	Self-Discipline	Understands the importance of self – discipline Tries to maintain in self- discipline in personal life	Explanation, Discussion, Checklist and Notice writing	Pictures

14	Citizenship	Strives to become a good citizen gets awareness of a good citizen	Explanation, Discussion on Classroom contexts and Seminar Presentation	Picture of a Video
15	Integrity	Explores the role of integrity. Develops integrity to equip people as world citizens.	Explanation and Discussion on Classroom contexts	Pictures
16	Communication Skill	Understands the importance of communication skill and will be able to communicate well.	Explanation, Discussion on Classroom contexts and Debate	Picture videos
17	Tolerance	Respects and learns from others Values differences Bridges cultural gaps	Explanation, Discussion on Classroom contexts and Role Play.	Picture
18	Self-Control	Controls emotions Thinks before acting Maintains peace	Explanation, Discussion on Classroom contexts, Illustrations on Yoga and Aerobics	Pictures
19	Self-Engagement	Makes learning meaningful. Encourages collaborative learning. Develops students self -engagement skill	Explanation, Discussion on Classroom contexts and Practice creative skills.	Pictures
20	Caring	Behaves to be a caring person Understands others' feelings and pain	Explanation, Discussion on Classroom contexts, Situations and Essay writing	Pictures
21	Risk Preventions	Gets awareness on management practices for misbehavior Prepares for disaster management	Explanation, Discussion on Classroom contexts, Situations and Essay writing	Chart and Pictures

22	Non violence	Understands the goals of the non-violence Understands and learns how to practice non-violence	Explanation, Discussion on Classroom contexts, Situations and Essay writing	Video and Pictures of Images
23	Courage	Recognizes the need to develop the character trait courage Gets trained in handling difficult tasks	Explanation, Discussion on Classroom contexts, Situations and essay writing	Picture and video
24	Perseverance	Develops an understanding of perseverance Completes work with determination. Accepts failure.	Explanation, Discussion on Classroom contexts, storytelling and biography	Video
25	Expert class on Role of Family in Character Development	Creates healthy relationship at home Respects family members	Explanation and Discussion on Classroom contexts	slide show
26	Role of Community	Develops healthy relationship with community Involves in social service activities	Explanation and Discussion on Classroom contexts, short note	Pictures and newspaper cutting

Unit 1

Basic concepts of Character Development

Educating a child is the prime aim of school. Only with academic achievement it is not possible, to lead a peaceful and successful life character education is the only way. Character education help a child to distinguish what is right and what is wrong and child develops as a good citizen who thinks well and acts well.

1.1 Character ?

Character is what you do when no one is watching.

Character refers to self-concepts, individual differences in goals and values which influence voluntary choices and intentions. It is the representation of moral and ethical traits that is doing right things when no one is observing.

1.2 Character Development

Character development is task for developing inner self and making a good human being. It is a continuous process that nurtures and promotes the ethical, intellectual, social and emotional development of individuals. Character development is the learning process that enables students, parents and community members to understand core moral and ethical values and act on it.

1.3 How can one develop as a good human being?

Being good means discovering oneself and finding out the role of oneself in this world that is accepting oneself as they are and loving and respecting oneself only then one can sincerely put positive energy into universe that is to do good things for the universe.

1.4 How ?

Following strategies helps to be a good human being

Find out the negatives and determine to improve

Focus on talents

Don't make comparisons

Acceptance and love yourself

Be yourself

Stay true to yourself

Don't act to be good just be good

Make time for Prayer and Meditation

Meditate for inner peace and for cleansing negative thoughts

Set small goals and review it every day

1.5 How to Stay Positive

Develop positive attitudes and involve in social service activities.

Try to give back instead of taking from the world.

Practice forgiveness

Involving small gestures in daily routine

Accepting others

Control on emotions

Try to be a good listener.

Be supportive and encouraging.

Try to be a role model.

Respect everyone.

1.7 Why Character Education ?

It builds trusts to reach the goals

Help to reflect and perform better

Motivate others to behave well and be a better human being with good character

Gives a view point to see things from others view point

1.8 Character Traits

Character traits are the aspect of a person's behaviour that is valued by community and society around them.

1.9 What are the important character traits?

Practice of character traits helps to lead a positive and peaceful life. The important character traits are:

Respect: Respecting oneself and showing high respect others and country

Responsibility: Being accountable in word and deed

Perservance: Being worthy with objectives and determination. Being patient when confronted failure.

Caring: Understanding others feeling and difficulties showing kindness

Self-discipline: Have control on emotions, words, actions and desire.

Citizenship: Obeying law and order of school, community and country

Honesty: Telling truth and admitting wrong doing and acting with integrity

Courage: Doing right things in difficult situation. Following conscience

Fairness: Practicing, justice, equality and co-operation

Integrity: Showing respect to social and moral values

Kindness: It is a kind act of being friendly and generous

Understanding: Sympathetically aware of other people's feeling, tolerant and forgiving.

Tolerance: Being patient, accepting, understanding and respecting others belief and practice.

Self –control: The ability to control one self, in particular one's emotions and desires, especially in difficult situations

Self –engagement: The degree of attention shown during learning or being taught. Utilizing time by engaging different activities and challenges.

Non- violence: Personal practice of being harmless to one self and others.

Communication skill: It is an ability of communicating new ideas, feelings and thought with others.

Risk-prevention: Techniques and practices used to prevent risks.

Healthy life style: It's an ability to keep and improve one's health and well-being.

Unit 2

Community Partnership Teaching learning Process



Community Partnership Teaching learning Process

To make teaching learning more effective and resourceful school should involve community partnership in school curriculum. Schools should make proper planning for incorporating community experts' classes, experiences, practices and services. Proper planning gives coastal school students first hand experiences.

2.1 What ?

It is a quality teaching learning process of imparting quality education by utilizing local experts like: parents, professionals and community members. Local experts provide deeper learning and learning experiences that help students to mastery the subject.

2.2 Why ?

Community as a source in Community Partnership Character Development Curriculum

Coastal upper primary school students gather information and experiences from the community experts on character development topics. Community partnership provides learning experiences and opportunities for social, cultural, educational and personal development. Schools can make use of financial support, human experiences and services and make learning more innovative , real and understanding.

2.3 How ?

- Invite community expert for assisting and providing experiences on different topics of character development.
- Organize programmes: Interview, debate, speeches, and field trips helps in building healthy relationship with community.
- Invite community members to teach different skills and techniques like: self-defense instructors, yoga instructors, motivation speakers and counselors.
- Organize field trips and travelling experiences
- Community Feedback: Use community members for observing and evaluating students work.
- Civic Engagement: Engage students in service learning such as cleaning of garbage, survey works, volunteering patients and elderly, disabled community.
- Provide opportunities for sharing expertized experiences of students with community.

Organizing exhibitions, cultural fair and competition.

Unit 3

Framework of Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala

The framework of community partnership character education curriculum is the guidelines which explains the learning outcomes, content and standards to be achieved by coastal school students

3.1 Structure of the Curriculum Kerala is ranked as the most literate state of our nation. The literacy has helped the state towards the development of new era. But people who live in coastal area are entirely different. The coastal areas are out of the date. People living here are socially, culturally, economically and educationally backward. The main reason behind is that they don't have stability and security in their job. Majority of people are engaged in fishing and activities related with fishing. It is a seasonal and unorganized activity so socio economic condition of coastal people is low and they are the depressed and isolated from main stream. Modern education could not help much to uplift the life condition due to the socio economic and cultural backwardness. People struggle to fulfill the basic needs of their family. Majority of people are drop outs who fail to complete their education. These directly and indirectly affect the lives of their children. Parents don't have much time to look after the education of their children and this negligence affects literacy. They do not regularly attend school and participate actively in school activities. Students imitate the people near by their society. Students are attracted towards modern world and for that they involve themselves in a negative way for satisfying their needs .Students are much attracted towards the outer world of the school so they wonder outside the school. Students know their parents cannot afford many things they wish, for the fullfillness they get into criminal activities for which they are paid. Such students misbehave with parents, teachers and society. This problem can only be solved by proper guidance and counseling.

School can play an important role by integrating community partnership character education in the coastal school curriculum

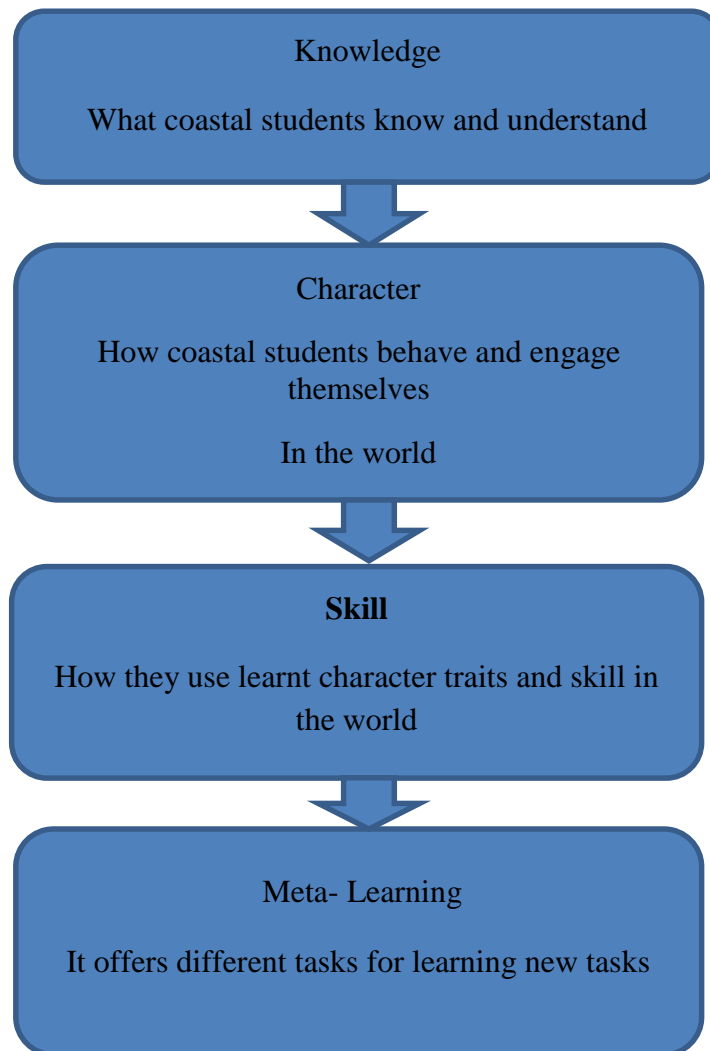
3.2 Objectives of Community partnership character development package

Curricular package for character education developed through parental and community involvement based on the specific socio-cultural and economic background and philosophy of a school in a particular coastal area. Initiatives are to be taken by the school and community for organizing differential programmes for developing character. The main objectives are:

- Gives clear understanding of difference between right and wrong.
- Developing life skills social skills, problem solving skills, good planning skill etc.
- Develop pro-character, pro-social and productive citizenship through values and reasoning
- Encourage schools to provide good moral environment so that students can confidently confront their issues and deal with them in mature and respectful manner
- Creating friendly, tolerant, calm and relaxed atmosphere at school that would help students morally and intellectually.
- Encourage the school to examine the school ethos its hidden curriculum its rituals and celebration, its rules and procedure, its building and ground.
- Enhance the roles of moral leaders of school and form a character education team by enrolling the support of teacher, student, administrator, staff, neighborhood, business people, village education committee etc.

- Encourage teachers to make aware of essential life skills and values beyond the black board. It would encourage in creating successful schools which would be concerned with the character of it students.
- Encourage parents to exhibit good habits and virtues.
- Help parents to be part of school group activities and character development.

3.3 Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala



3.4 Steps involved in the process of Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala

Steps	Objectives
Step1	Content analysis of text books, source book and work book.
Step2	Find out the problems of misconduct of students, from teachers
Step3	Find out strengths and weakness of students from parents
Step4	Identified strategies for community partnership character education for coastal school, from the Headmaster
Step5	Collected details of existing strategies and programmes implemented
Step 6	To identify involvement of community for the enhancement of character development of coastal school students
Step7	Evolved content for community partnership character education curriculum for coastal school
Step 8	Syllabus development on community partnership character education of coastal upper primary school students.
Step 9	Development of lesson transcripts based on community partnership character education for coastal upper primary school, Organizing community Expert learning experiences (excercises, drill, yoga practice, motivation classes, counseling and social service activities etc.)
Step 10	Experimentation on single group. Found out the effectiveness of community partnership character education curriculum package.(pretest and post test)

Unit 4

Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala

Community partnership character development curriculum is a proactive effort intentionally taken by coastal school involving parents and community to instill important character traits in upper primary students. Teaching character is the most difficult task but it is the very most important in day to day life as it helps a child life long for leading a peaceful and healthy life. The topics, traits and motivational classes of experts will help the coastal upper primary school students to learn and practice the qualities and make good choices.

4.1 Purpose of Community Partnership Curriculum Package on Character Development

The time has come to change the false concept that relying on academics is the real aim of education. Developing a person who thinks and act for the wellbeing of oneself and others should be the ultimate aim of education. This is possible when character education is included in school curriculum. Only theoretical knowledge is not enough for character development. First hand and practical experiences must be provided for understanding and practicing character traits in real life situations. This can be done when coastal school makes use of the experiences and services of community by rearranging the school curriculum. The main aim of community partnership character development curriculum is character development of coastal school students with the co-operation and support of community partnership. The curriculum will benefit both the community inside and outside school. A positive relationship with community will built positive environment. When the mind

body and soul is healthy students act positively and stay away from behavioural problems and anti-social activities.

4.2 Community Partnership Character Development Syllabus

The community partnership character development syllabus for coastal school was developed to understand the socio cultural background of coastal area and community partnership. It gives a brief description of the units included character education, coastal background of coastal schools, community partnership character development and character syllabus for teachers teaching in coastal school for under

Character Education

Character: General concept, character Education, definition, need, eleven principles, approaches, strategies, components, objectives and traits.

Coastal Background of coastal schools

Socio-economic, cultural and educational background, of coastal area, need for life skill and character education in coastal area, program & policies , agencies for coastal development , major problems faced by coastal people, behavioral problems of coastal school and three 'c' developing character education.

Community Partnership

Meaning of participation, definition of community partnership in coastal school, need and purpose of community partnership advantages, strategies, key dimensions of school, community collaborations, concept of localized learning, and process of community, principles and village education committee.

Character Education Curriculum

Why character education curriculum in 21st century, value crises, reasons for value crises, four dimensions of education (*knowledge, skill, character and metacognition*) why character virtues strengthened, how to develop qualities of character, how to make good citizens, , types of character education curriculum (Overt, explicit, or written curriculum , the hidden or covert curriculum). Character education curriculum, need content and product. Traits (discipline, respect, kindness, responsibility fairness, self -control, self-engagement, honesty, understanding, healthy life style, risk prevention, communication skill and non- violenc references.

4.3 Modules for Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala

1 Topic: Value

Strategy: Explanation, Discussion on Classroom contexts situations and classroom interaction.

Learning Outcomes

The learner

grasps the term value.

identifies different values the learner have developed

develops awareness of the importance of different values

Maintains desirable value system in his daily life

Learning Resources: Pictures on values, Indian constitutional values.

THE PHASES

Reflection on Practice: Learners share *Practice at Home*

Introduction

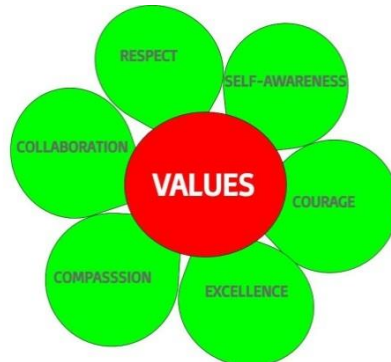
Teacher introduces the term *Value* in the class.

The term is explained by the teacher.

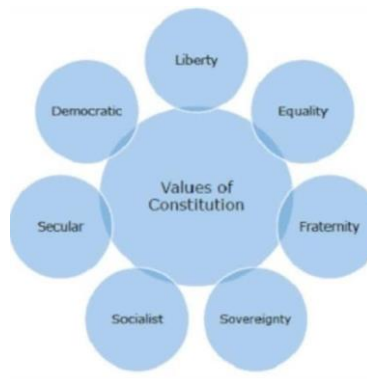
Value is a fundamental belief that guides the attitude and actions of an individual.

Picture presentation

- Teacher displays pictures of values and constitutional values



<https://sites.google.com/site/pduenglishmediumschoolcom/culture>



https://www.tutorialspoint.com/indian_polity/images/guiding_values.jpg

Teacher asks students after displaying pictures.

- Give some examples of values?
- Give some examples of constitutional value/

Teacher list out the responses on black board.

Teacher asks learners if they try to maintain values and how.

- How do they try to practice desirable values in real life contexts?
- Do they divert their thoughts for other peoples?

Teacher explains students how they should stick on to their own values.

Teacher makes students clear about what is value and why they should be real?

- Explains with different examples of eminent personality.

Teacher explains strategies to develop values

Strategies for value development

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Reading moral stories• Practicing them in real life situations• Follow good people• Praising and appreciating when good things are done or imitated by yourself or others |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Teacher makes sure that all students are following what the teacher is trying to convey through questions.

Classwork

Teacher initiates an interaction on the presentation.

- Do you try to be yourself?
- Do the group members influence you not to be yourself?
- How do you know what is right and what is wrong?
- How do you learn values?

Group work

- Teacher asks learners to make a list of values to be developed for becoming a good human being.

Teacher support every group for developing the list.

Teacher gives different situations and asks them to act on given situation.

Different situations for acting

- You see your classmate stealing your book
- Your friend writes on classroom wall.
- You get a beautiful pen from school ground.
- You see your teacher outside school.
- You find an old lady, who feels difficult to cross the road.

Teacher appreciates groups for their acting skill.

- Teacher asks how you will overcome from such situations.

Individual work

- Who is the hero of your life? Describe his values.

Practice at Home

- Do you receive appreciation from your parents when you exhibit good values? Give a few instances.

2. Topic: Handling of value crisis

Strategy: Explanation, Discussion on Classroom contexts, Situations and role play

Learning Outcomes

The learner

identifies the reason for value crisis.

becomes aware of the need to overcome value crisis

grasps the strategies to modify behaviour with values

Learning Resources: Video on people asking for sorry and forgiving each other.

Newspaper cutting son murder of family members: Son of victim couple confesses the crime.

THE PHASES

Reflection on Practice: Learners share *Practice at Home*

Introduction

Teacher asks a few questions on value crisis to check previous knowledge

Teacher explains value crisis and the need to overcome it

Teacher asks for a few instances where one can apply their values in daily life

Teacher list them on black board

Teacher asks students how they built these values from parent, school or society.

Lists different values in each category. (BB)

Teacher asks the reason for not applying the values in real life?

Illustration of video



<https://www.youtube.com/watch?v=TUdIJCt6H10&t=104s>

- Teacher makes discussions on displayed video on people asking sorry and forgiving each other.

Teacher asks students, if they have the habit of saying sorry for their mistake?

- Do you forgive your friend who says sorry after realizing his/her mistake?

Discussion on Newspaper:

- Newspaper cuttings on murder of family members : Son of victim couple confesses the crime



<https://newsable.asianetnews.com/kerala/nathancode-murders-son-kills-family-cadell-jeansen-raj>

Teacher asks a few questions to clarify the topic.

- Is it fair to do these things?
- How you should behave with your parents?

Teacher illustrates the massive erosion of values.

The massive erosion of values

Political: Corruption and scandals scams
Economical: Robbery
Social: Anti-social & anti-national
Teacher explain with direct and indirect experiences

Classwork

Ask pupil which value erosion is felt, from the displayed items?

- How it can be rectified?

Lists the measures suggested by the learners.

Individual work

Distributes the slips that have different values written, ask each one to select their individual slip and to add the value to his character

Asks them to write down the reasons for value crisis. Suggest few strategies to overcome.

Group work

Creates a situation and act on that value crisis

- Students disrespecting teachers
- Son beating father
- Daughter in-law hurting elderly mother in-law
- Child disobeying parent
- Committed towards social medial than real life.

Teacher support group in developing the act.

Teacher praise the well-presented group. Ask class to give a huge round of applause and encourage the group.

Teacher appreciates every group for presenting their acting skill differently.

- Teacher asks group to write a brief note how to overcome the situation?

Practice at Home

- Have you experienced value crises at your home? Explain one incident.

3. Topic: Character Education

Strategy: Explanation, Discussion on Classroom contexts, Situations and descriptive writing on the qualities of a great person

Learning Outcomes:

The learner

develops desirable behaviour

helps to reduce violence, anti-social activities, indiscipline, and less vandalism

identifies pro-social thoughts, values, and behaviour

Learning Resources: videos on how to improve character

THE PHASES

Reflection on Practice: Learners share *Practice at Home, school and with friends.*

Introduction

Teacher initiates an interaction on good and bad habits

Teacher asks about a few good habits that student's exhibit.

Teacher asks about a few bad habits that they have seen around them.

Teacher enlists both habits on the blackboard.

Teacher explains the bad impact of exhibiting bad ideas.

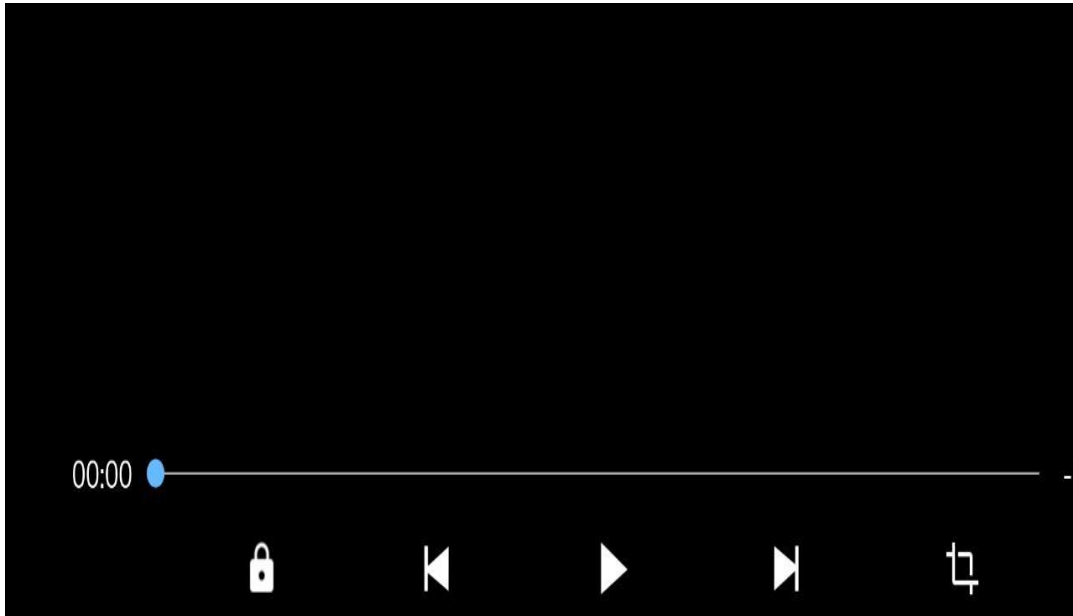
Teacher explains with a few personal and direct experiences why one should behave well.

Teacher asks students the difference between right and wrong.

Class work

Illustrating video

- Teacher shows the video clipping which teaches our children to value others, put others first and to respect each other.



<https://www.youtube.com/watch?v=qWKeyaomZ7A>

Teacher asks questions after watching the video.

- What are the strategies to improve personality?
- Why it is important to improve your character?
- How can we improve our character?
- Teacher asks the students to list out the best qualities seen in the video
- Teacher list the qualities pointed out by the learners

Group work

- Explain any eminent personality who is well known for his good quality
- Prepare a list of the qualities and write a paragraph about that person

Individual work

- Explain why it is important to understand and develop character

Practice at Home:

- Do you get opportunity to exhibit your best qualities? Write about one such experience.

4. Topic: Character Traits

Strategy: Explanation and discussion on classroom contexts.

Learning Outcomes: Identifying character traits

Applying character traits in daily life

Learning Resources: Story on trustworthiness and pictures of different character traits, six pillar of character.

THE PHASES

Reflection on Practice: Learners share *Practice at home and school.*

Learners share experiences with *friends and society members.*

Introduction

Introduce the class the concept of character traits.

Explain them that character traits describe the behaviour or attitude of a person.

Character Traits are aspects of a person's behaviour that is valued by community and society around him.

Teacher introduces Abdul Kalam, Sachin Tendulkar Kiran Bedi and Sunder Pichai Google CEO, who have achieved success with their determination and hard work. The reason behind their success is they never give up and work hard even if things are complicated.

- Teacher provides few differences of physical traits and character traits.

Differences of physical traits and character traits.

Physical trait	Character trait
Physical trait is how the person looks Fair, short, fat and thin	Character trait is what the person behaves Caring, honesty, self-discipline and self-control
It is act of becoming visible	It is a set of traits a person exhibits
Visible	Invisible

To make them clear what really character traits is and can also give example what character traits are not.

Present a few adjectives of people that describe their physical structure

- Black hair, chubby chicks, fair etc.

Class work

Story telling

Teacher tells a story of a honest auto rickshaw driver who returns money of customer found in his back seat.

- Teacher asks what the moral of the story is.
- Why do you feel people should develop this quality?

Teacher gives opportunity to tell their life experiences

Picture Presentation

- Teacher displays pictures of important character traits.



<https://charactercounts.org/program-overview/six-pillars/>

Make discussion on the presented traits.

Instruct students to note the important traits in note book.

Group work

Asks students about the difference between physical trait and character trait

Character traits describe behaviour and attitude.

- Teacher give opportunity to tell their life experiences when they were praised for exhibiting character trait.
- Teacher instructs to write the experience in their note book

Independent Work

Ask each student to select their favorite character traits and describe the importance of these traits in your life.

Practice at Home

- Do your parents or elders advise you as to how to develop good character?
- Do you like their advice? Why?
- Do you imitate character traits represented by parents?

5. Trait: Respect

Strategy: Explanation, Discussion on Classroom contexts and checklist

Learning Outcomes: The learner

develops and understands the concept of respect

identifies respectful behaviour.

Learning Resources: Pictures of Indian ways of showing respect

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School.*

Learners share *Practice with friends, elders, relatives and society.*

Introduction

Teacher wishes the students.

Teacher notice those students who do not wish her back.

Ask them the reason.

Picture Presentation

- Teacher displays pictures of Indian ways of showing respect.



<https://www.dreamstime.com/indian-man-woman-saying-namaste-famous-monuments-india-white-floral-design-background-th-january-republic-day-image167472748>



<https://www.wikihow.com/Greet-in-Islam>



<http://uditarora25.blogspot.com/2016/03/scientific-reason-for-touching-elders.html>

Teacher asks, do you try these good manners in their real life?

Class room

Teacher asks few questions:

- How do you behave with elders?
- Do you respect others?

Family

- Do you daily wish your parents and grandparents?
- Do you obey your elders?
- Do someone advice you if you disrespect others in your family?

School

- Do you stand up when a teacher enters the class?
- Do you respect ideas and thoughts of your friends?

Group work

- List out what to do and what not to do.(Do's &Don't)

Teacher note down the list on black board.

Teacher advice some points that help students to develop respect.

Teacher writes those points on black board.

Important points for developing respect

- Don't talk about people behind their back.
- Be sensitive to other people's feelings.
- Don't pressure someone to do something he or she doesn't want to do don't insult people or make fun.
- Listen to others when they speak.
- Value other peoples opinion.
- Consider other people like and dislike.
- Don't mock or tease other.

Individual work

List out what you will do now onwards for practicing respect.

- Like: Stand up when we see elders.
- Wish teachers and elders.
- Obey the rules of the school.

Practice at Home

- Do your parents include you in thoughts and ideas while taking important decisions?
- Do your parents scold you in front of others?
- Do your parents advice you politely when you do something wrong?
- Do your parents suggest measures to develop the trait respect?

6. Trait: Responsibility

Strategy: Explanation, Discussion on Classroom contexts, Situations and Role play

Learning Outcomes: The Learner

becomes responsible

sets goals for life

Learning Resources: Pictures on responsibility of school student.

THE PHASES

Reflection on Practice: Learners share *Practice at Home and School*

Learners share *Practice with friends, relatives and society.*

Introduction

Teacher asks students about their responsibilities.

Teacher gives some example

- Attend school regularly on time
- Complete learning activities in time
- Keep school neat and tidy

Teacher writes students' responses on black board.

Teacher reads out one by one and initiates interaction.

Class work

Teacher asks students about their classroom responsibilities.

- Do you actively participate in classroom activities?
- Do you clarify your doubts during teaching and learning?
- Do you keep your class clean?

Picture Presentation

- Teacher displays the picture on students' responsibility



<https://in.pinterest.com/emzieron/boards/>

Make discussion on the topic.

Teacher instructs students to write down the responsibilities in their note book.

Teacher distributes list and reads out the important responsibilities of a person in group.

Important Responsibilities of a Human being

- When you agree to do something, do it.
- Answer for your own action.
- Take care of your own matter.
- Take your responsibilities and do it by yourself.
- Be trust worthy.
- Think properly before taking judgments and decisions.
- Do things on time.

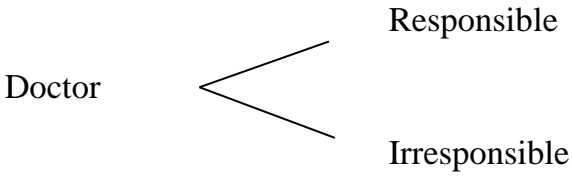
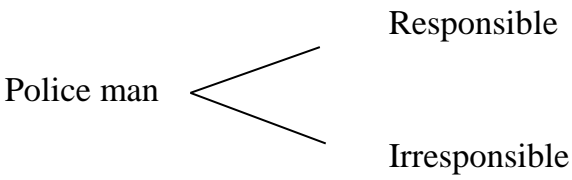
Teacher explains it with example.

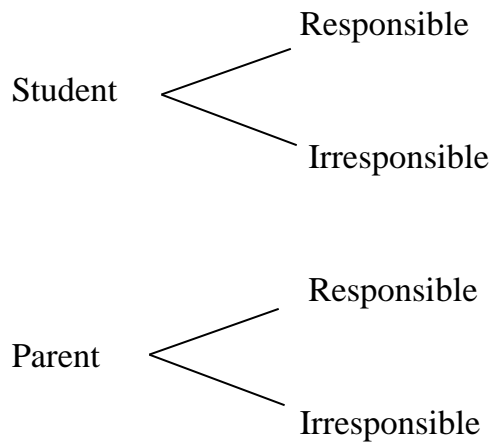
- If you are assigned any duty don't give excuses, do it on time.
- Don't respond without thinking, think for a while and respond.

Role Play

Teacher distributes the roles to each group for acting.

- Teacher distributes character to each group and asks to act as responsible person and irresponsible person.





Teacher appreciates students acting skill.

Each group makes criticism after presentation.

Individual Work

Teacher asks students to identify the responsibilities towards – (One example for each)

- Themselves
- Family
- Friends
- Community
- Nation
- Environment

Practice at Home:

- Many a time your parents scold / advice you although they know it is their irresponsibility but it is also their responsibility to make you realize the fact, do they?

7. Trait: Kindness

Strategy: Explanation, Discussion on Classroom contexts, Situations and Role Play

Learning Outcomes: The learner brings the goodness of life

Learning Resources: Video of a small boy helping old lady & Pictures showing kindness for other living being.

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School and Neighborhood.*

Introduction

Teacher asks a few questions.

- How do you feel when you help others?
- How do you feel your kindness really become helpful for others
- Does it motivate you to do it again?
- If yes, why do you feel so?

Teacher explains the term kindness.

'It is a quality of being kind'

Class work

Teacher asks students about the responsibilities of a person in different sectors.
Interacts on the value of kindness in such behaviours.

Home

- Do you take care of parents when they are sick?
- How do you help them?
- Do you help your grandparents?

School

- Do you share your things with others who are poor?
- Do you take care of your friends when they are sick?
- Do you help your friends, when they are in need?

Community

- Teacher asks students to list out how they can help their society and nation. When they are in need?

E.g. collecting fund for other disasters.

Contribute students help in health and social services

Picture Presentation

- Helping old lady.



<https://www.indiamart.com/proddetail/old-people-care-17083802791.html>

- Helping blind to cross the road.



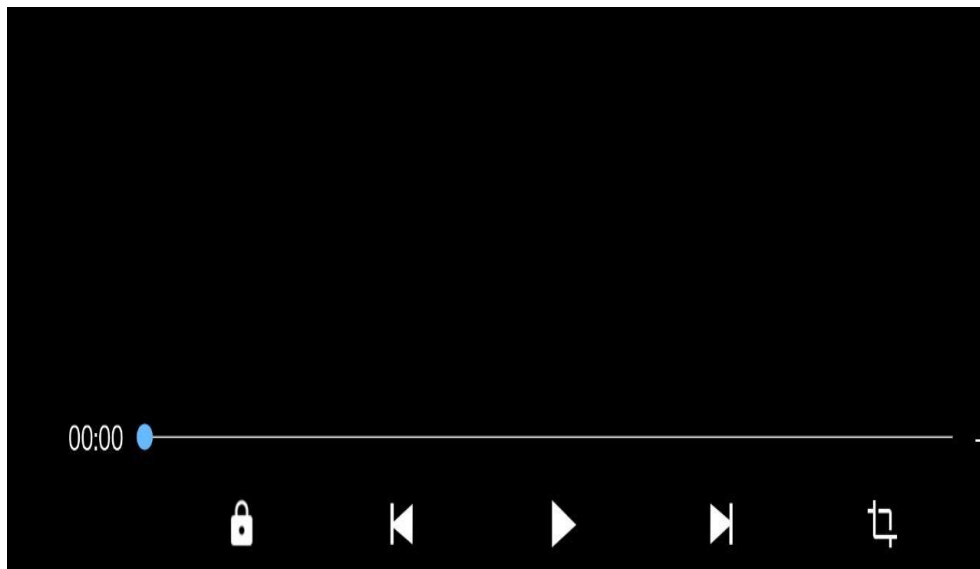
<https://www.thebetterindia.com/11954/invention-blind-smartcane-mobility-visually-impaired-innovation/>

Teacher asks students if they experienced such activities.

Illustration of video

- Teacher plays a video of the small boy who helps an old lady by using his saving.

Teacher asks students if they help the needy.



<https://www.youtube.com/watch?v=HeYno2c8nbQ>

Group Work

Teacher gives a situation for acting.

- Hungry students begging for food and others members of group giving positive and negative reactions.

Teacher appreciates groups

Individual Work

- Identify a differently abled person of your society, List out the difficulties he/ she faces. How can you help them?

Characteristics of a caring person

- Treat people with kindness.
- Help people in need.
- Be sensitive to people's feelings.
- Never be mean or hurtful.
- Think – how your actions will affect others.
- Think – always remember we become caring people by doing caring things

Practice at Home

- How do your parents motivate when they observe your kind activity?
- Do your parents try to be a model of kindness in front of you?

8. Trait: Fairness

Strategy: Explanation, Discussion on Classroom contexts, Situations and Drama

Learning Outcomes: The learner understands the qualities of equity and equality and Justice in life.

Learning Resources: Picture on equality, video on equality and script for drama.

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School and Neighbourhood*

Learners share *Practice with friends, relatives and elderly persons*

Introduction

Teacher explains the term Fairness:

It is the act of doing things that treat all people equally and with respect: Giving everyone equal opportunities to succeed, cooperating with one another, celebrating the uniqueness and value of everyone and making sure others are not treated badly.

Classwork

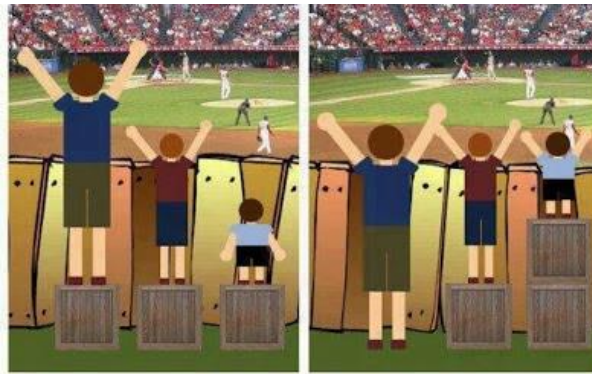
Teacher asks a few questions to students.

- Why one should be fair?
- To make sure that everyone has the chance to succeed.
- To make our school, Community and world a better place for all.

Teacher notes down students points on black board and read it aloud.

Picture Presentation

- Teacher presents pictures on the quality of equality



<https://interactioninstitute.org/illustrating-equality-vs-equity/>

Teacher asks two questions

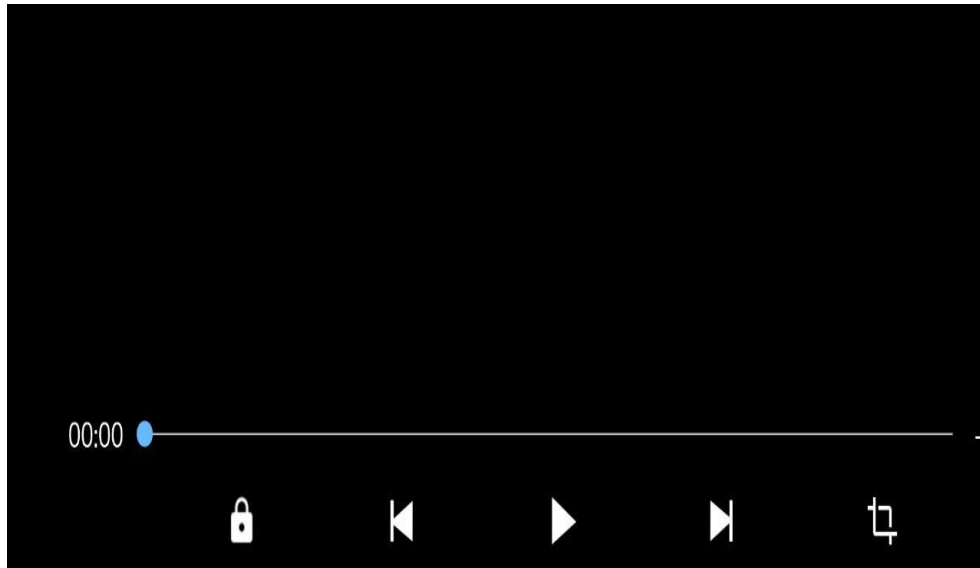
- Why do you think that your teacher treats everyone equally?
- How do you feel when you are treated unequally?

Teacher presents some qualities of fairness

Qualities of fairness

- Treat everyone with equality.
- Cooperates with one another.
- Be respectful and listen to what others have to say.
- Be willing to do the best for everyone.
- Stand up for everyone.

Illustration of Video



<https://www.youtube.com/watch?v=4BgWg2EAmww>

- Teacher displays the video of Abdul Kalam where he was ill-treated and disrespected.

Teacher asks a few questions to collect student's view of perspective.

- How would you react if you were in the place of Abdul Kalam.
- What is the moral of the story?

Group Work

Teacher asks students to write script on the displayed video.

Teacher helps students in the development of scene.

Cast, prop selection and dialogue writing.

- Teacher helps students in creating a background for the drama.

Groups present the drama in a given time.

Teacher appreciates groups.

Individual Work

- The most unfair incident you came across and explain in a detailed way how you reacted in that situation.

Practice at Home

- Do your parents react when they notice someone is treated unfairly? Explain how.

9. Trait: Understanding

Strategy: Explanation and Discussion on Classroom Contexts

Learning Outcomes: Develop positive attitude in life

Learning Resources: Video of father teaching daughter how to be positive.

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School and Neighborhood*

Introduction

Teacher asks the meaning of the term ‘Understanding’.

After gathering students’ responses teacher explains the meaning of the term ‘Understanding’

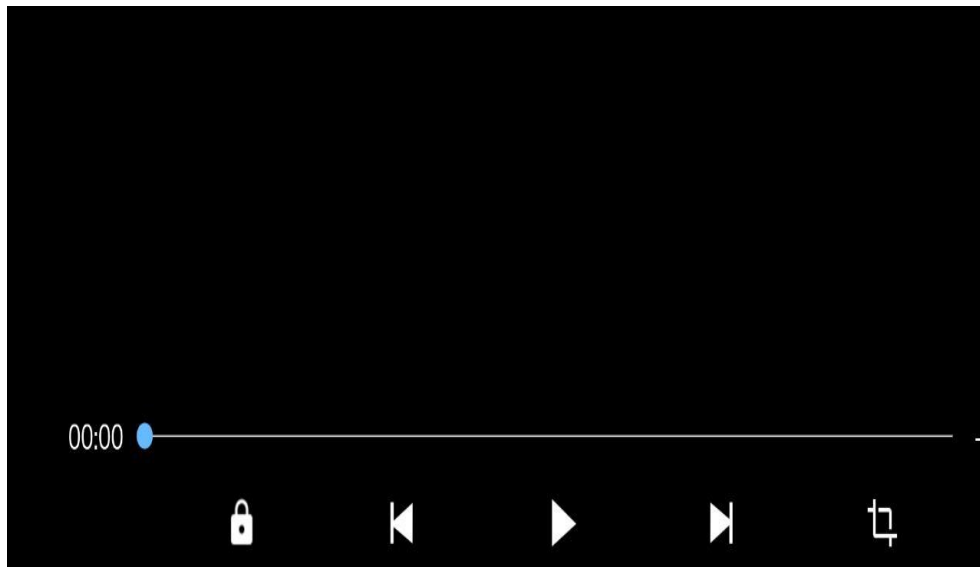
It implies abilities and disposition with respect to an object of knowledge that are sufficient to support intelligent behavior: Sympathetically aware of other people feeling, tolerant and forgiving, having insight and good judgment.

Class work

Teacher asks a few questions to check students’ understanding.

- Do you forgive your friend who misbehaves with you?
- How do you react when someone asks your help?
- Do you respect your friend’s feelings and thoughts?
- Teacher asks students if they forgive their friends when they mistake.
- Do you say sorry when you make mistakes or realize your mistake?

Illustration of video

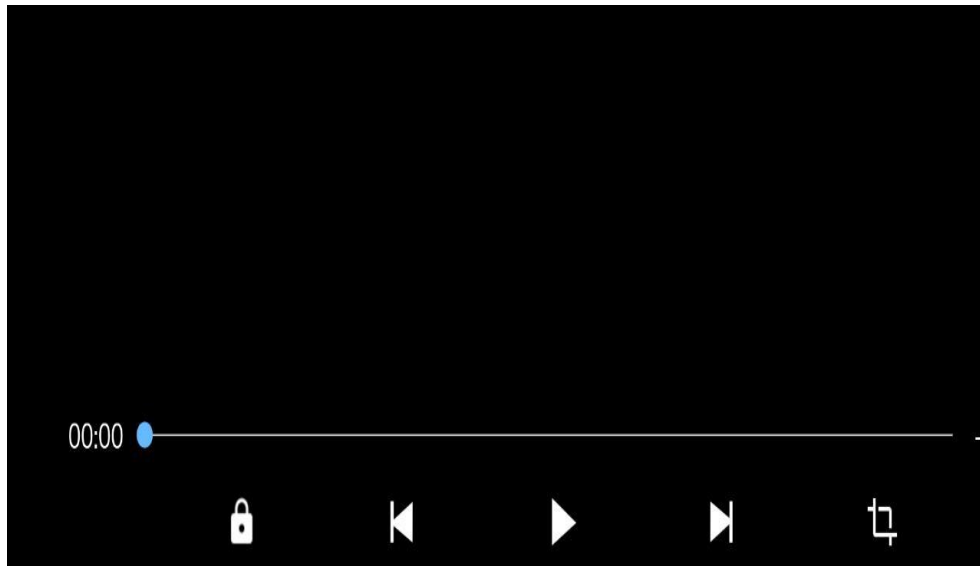


<http://bit.ly/1lUAgR> .

- Teacher displays video that gives a positive message that we should always have positive mind, positive soul and positive vibes
- Teacher asks students if they are understanding persons.
- **Group Work**
- Teacher asks group to collect the qualities of a good understanding person.

Lists their points on black board.

Teacher explains the qualities of understanding person



<https://www.youtube.com/watch?v=uaWA2GbcnJU>

Qualities if an understanding person

- Good judgment.
- Having insight.
- Forgiving.
- Tolerant.
- Respecting others' feelings, knowledge.
- Being aware of others feelings.
- Communication skill.
- Good observers

Teacher displays a video of an understanding person who cares everything around.

- Teacher asks student to identify the qualities they lack? What is the reason behind it?
- Ask them to find out the strategies that can help to rebuild those qualities?
- Asks students to note down in their note book.

Individual Work

Teacher assigns individual work to students

- Who is an understanding person in your friend circle? List out the qualities you have observed.
- What are the qualities you have tried to implement in your daily life?

Practice at Home

To collect details on parents' understanding, teacher asks a few questions.

- Do your parents understand others' feeling and react accordingly?
- What qualities have you noticed in your parents?

Motivational class by expert

10. Topic: How to motivate students to behave well?

Strategy: Explanation and Discussion on Classroom contexts

Learning Outcomes: The learner

develops healthy body,

mind and soul.

develops healthy habits

behaves well

Learning Resources: Slides on good habits and good habits of a successful student.

THE PHASES

Reflection on Practice: Learners share *Practice at Home* and *Society*

Introduction

Teacher gives a brief description of the chief guest Mrs.Sabna, Educational Counselor of Olavanna Panchayath.

Teacher invites Mrs Sabna to interact with students and parents

Mrs Sabna handles the class with full enthusiasm.

Classwork: Counselor starts with warm up exercises.

Asks students to follow the exercises as instructed by the counselor.

After a few exercises she asks what the role of a student is.

Allows students to respond.

Lists out their responses and gives a brief description on role of students.

Details of a role model

- Obey teachers
- Maintain discipline in school
- Keep school neat and clean
- Be helpful
- Obey the rules and regulation
- Complete assigned work in time.
- Participate in school activities.
- Co-operate with programmes and activities organized by school.

Explains each point in a detailed way

Extends the topic by asking questions

- What are the basic needs of a student?

Gives opportunity for responding.

Explains the basic need of a student.

Healthy body mind and soul

Asks students about their food habits.

Explains healthy meal.

‘Having correct balance of proteins fats and carbohydrates’

Including farm fresh vegetables and fruits.

- Asks who all are interested in growing fruits and vegetables in their houses?
- What type of vegetables is grown?

- Explain the diet one should have in breakfast, brunch, lunch and dinner.

Expert explains the importance of food

‘Breakfast is the brain food’

Explains the importance of eating healthy meals

Importance of eating healthy meals

- Provides energy to focus and stay alert
- Better memory power
- Faster information processing
- Higher grades

Teacher asks strategies for maintaining a healthy mind set.

Explains strategies to develop healthy mindset.

Strategies for developing healthy mindset

- Replace negative with positive.
- Engage in creative activities.
- Practice gratitude.
- Regular exercise.
- Healthy diet.
- Focus on what you have and how you can make it better.
- Over take obstacles into opportunities.
- Spend quality time with parent’s friends and one who share positive thoughts.

Discuss some strategies for healthy soul.

Details of strategies for healthy soul

- Smile
- Read inspirational and value oriented related books
- Write feelings in diary
- Practice meditation
- Spend time in nature
- Eat farm fresh fruits and vegetables
- Exercise regularly
- Volunteer in social service activities

Explains each point in detail.

Individual work:

- Asks students to find out the strategies they maintain regularly remain healthy and find out the activities they avoid and explain the reason why they avoid?

Group work:

Expert assigns group work

- Write down the activities you enjoy the most in school and why do you enjoy it?
- Write down the activities they dislike in school. Why do they dislike?

After the given time, asks groups to present their topic.

Encourages group

Explains the benefits of healthy body, mind and spirit.

Benefits of healthy body mind and spirit. Improve health

- Increase growth
- Strengthen relationship
- Self –realization
- Keeps us happy
- Reduce conflicts
- Improve motivation
- Improves self-engagement
- Display good character trait Increase growth
- Strengthen relationship
- Self –realization
- Keeps us happy
- Reduce conflicts
- Improve motivation
- Improves self-engagement
- Display good character trait

Expert asks a few questions and proceeds' the topic.

- Do you feel you are a perfect human being?

If yes why? If no why

- What are the best qualities you find in your best friend?
- Explain the qualities of your role model.

Expert discusses the best qualities of a good human being.

Qualities of a good human being.

- Listen intently
- Learn continuously
- Ability to see things from others prospective
- Stay away from negative people and antisocial activities
- Obey the rule and regulation of institution and nation
- Respect elders
- Stay Positive and happy
- Exhibit good traits
- Engage in social activities, creative work and reading

After the discussion on best qualities expert asks two questions

- What are the ways you can get rid of your bad habits and behaviour?
- Explains that habits and behaviour can be changed with self-efforts and practices.

Suggests some strategies to get rid of bad habits and mis-behavior.

Details of strategies to get rid from bad habits and mis- behaviour

- Recognize the bad habits and mis-behaviour
- Make a mindset you have to replace it with good trait
- Practice good traits daily
- Keep yourself away from negative people
- Engage in creative activities
- Practice meditation
- Try to be happy with what you have and stop bothering on what you don't have

Explains

- *No one is born perfect; it is the experiences and practices that make man perfect.*

Advice students to practice good habits and keep their body, mind and soul healthy for developing themselves as a good citizen.



Follow up class of expert by teacher

11. Topic: Good Habits

Strategy: Explanation and Discussion on Classroom contexts and speech

Learning Outcomes: The learner

Recognizes the need for develops healthy body, mind and soul.

develops healthy habits

Learning Resources: Pictures on good habits and good habits of a successful student.

THE PHASES

Reflection on Practice: Learners share *Practice at Home and Society*

Introduction

Teacher asks few questions to check previous knowledge.

- How can we maintain discipline in school?
- What are the benefits of healthy body, mind and soul?
- How can we stay away from bad habits?

Class work

Picture presentation

- Teacher displays pictures on good habits



<https://www.thebetterindia.com/11954/invention-blind-smartcane-mobility-visually-impaired-innovation/>

- Teacher displays good habits of successful students



<https://www.lumoslearning.com/llwp/teachers-speak/seven-habits-of-successful-students.html>

Teacher displays seven happy habits



<https://sites.google.com/a/ucps.k12.nc.us/sandy-ridge-elementary-school-counseling/character-education>

- Teacher asks what all habits they practice and what activities they ignore.
- What is the reason behind ignoring those habits?

Group work

- Teacher asks students to write a speech on "Good Manners"

Teacher gives 10 minutes for developing speech.

Teacher asks each group to present their speech.

Teacher encourages and appreciates each group for their presentation

Teacher lists out strategies to develop good habits

Strategies for developing good habits

- Start with small adjustment
- Mind set with decision and commitment
- Identify obstacles
- Identify what is holding you back
- Be positive
- Create plan to succeed with failure
- Give yourself to overcome
- Take advices support from family and friends
- Rehearse daily or utilize opportunities for practicing it.
- Appreciate or reward when you succeed it

Individual work

- Teacher asks students to identify their good habits and bad habits.
- How will try hard to overcome from bad habits?

Practice at Home

- Do your parents appreciate you when you exhibit good habits?
- Do they scold you when you misbehavior?
- What are the good habits and bad habits that you have noticed?

12. Trait: Healthy Life style

Strategy: Explanation, Discussion on Classroom contexts and checklist

Learning Outcomes: The Learner

tries to be healthy

develops attitude to promote healthy lifestyle

Learning Resources: Pictures on healthy diet, meditation and exercises. Sign board on “don’t waste water and don’t pluck flowers.”

THE PHASES

Reflection on Practice: Learners share *Practice at Home*

Introduction

Teacher addresses some healthy habits like –

- Healthy diet.
- Keeping things neat and tidy.
- Washing hands before taking food
- Wake up early.

Classwork

- Teacher assigns the entire class to write healthy habits in their note book.
- Teacher assigns students to write healthy food habits and read it out loud.

Teacher suggests some healthy habits one should develop:

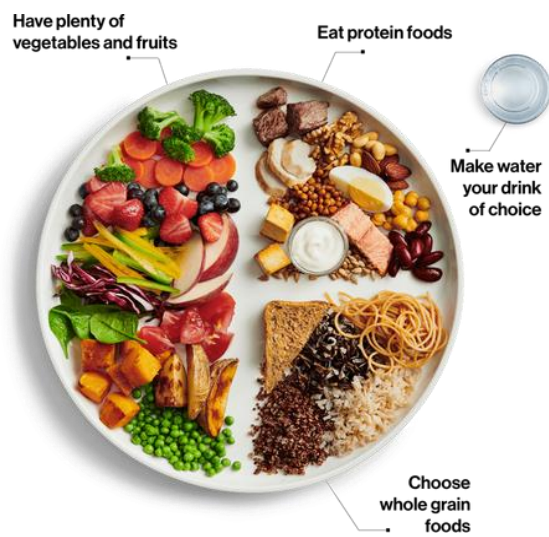
- Daily exercise

- Healthy meals
- Maintaining healthy relationship
- Clean Surroundings

Picture presentation

Teacher displays pictures for giving more clarity on

Healthy diet



<https://nationalpost.com/health/health-canada-new-food-guide-2019>

Meditation



<https://www.artofliving.org/meditation/srisri-meditation/meditation-karma>

Doing exercises



<https://handsonbodyworks.com/easy-way-to-use-your-posture-to-reduce-pain/adult-aerobics-backlit-248139/>

Group Work

- Teacher assigns group work to list out some healthy and unhealthy habits.

Teacher gives few examples –

Healthy	Unhealthy
Clean dressing	Untidy dressing
Cutting nails	Growing nails

Teacher writes the important points contributed by each group.

Sign board Presentation

- Teacher displays sign board to make students aware of healthy habits

Signboard



Teacher asks about the healthy habits students practice daily and writes them on black board.

Individual Work

Teacher asks students to identify their bad habits and suggest measures for changing it.

- Have you identified any unhealthy habits of your parents? Discuss.
- Do your parents advise you when they observe you bad habits?

Details of healthy habits and unhealthy habits

Healthy Habits	Unhealthy Habits
<ol style="list-style-type: none"> 1) Wake up early. 2) Wash hands before eating. 3) Early to bed. 4) Playing out door. 5) Daily exercise. 6) Spend time or meditation. 7) Eat fruits and vegetables in my mean. 8) Have bath daily. 9) Wear clean dress. 10) Eat food in time. 11) Cutting nails. 12) Eating food at correct amount/ balanced diet. 13) Brushing teeth thrice. 14) Plants trees and vegetables. 	<ol style="list-style-type: none"> 1) Wake up late. 2) Eat food without washing hands. 3) Sleeping late. 4) Playing indoor. 5) No exercise. 6) Eat deep fry items (junk food). 7) Eating fast food, Soft drinks. 8) Don't Bath. 9) Use same dress for much dress. 10) Eating food whenever you want or skipping food. 11) Growing nails. 12) Wasting Food. 13) Forgetting to brush teeth. 14) Wasting time.

After discussion teacher asks a few questions.

- Do you treat others with respect?
- Do you often smile?
- Do you shout on others?

Teacher suggests some ideas on how one should behave with others

Measures for behaving well

Speak politely
Use good words
Be obedient
Treat everyone with respect
Have gentle thoughts
Be humane

Practice at Home

- Do your family members do their work in a systematic way?
- Do your family members practice exercises daily?
- Do your parents take care of serving healthy diet?

13. Trait: Self-Discipline

Strategy: Explanation, Discussion, Checklist and Notice writing

Learning Outcomes: The learner

Understands the importance of self -discipline

tries to maintain in self- discipline in personal life

Learning Resources: Pictures of Indian army and Yoga Practice and chart on Code of student conducts

THE PHASES

Reflection on Practice: Learners share *Practice at Home and School*

Introduction

Define self – discipline

- *Having control on emotions, actions and demonstrating hard work and do their best in all situations.*

Class work

- Teacher asks student to identify and provide examples of self- discipline.

Teacher explains why self – discipline is important

Picture presentation

Teacher displays pictures for making class interesting and informative

Indian army



<http://gallantryawardwinners.blogspot.com/2016/11/PARA-COMMANDO-Men-apart-every-man-an-emperor.html>

Yoga Practice



<https://www.glassdoor.co.in/Photos/Extentor-Tquila-Office-Photos-IMG253506.htm?countryRedirect=true>

Chart Paper Presentation

Teacher describes a few examples of developing self- discipline.

- Respecting school, teacher, & staff at all time.
- Not damaging school property.
- Do not litter waste.

Teacher Presents Chart on Code of student conduct

- 1) Regular Attendance
- 2) Punctuality
- 3) Work Habits. Complete classwork and practice work in accurate time & and daily prepare for competitions , tests and quizzes
- 4) Respect for oneself and others
- 5) Respect the rules and regulations
- 6) Respect and care school Property
- 7) Safe and fear free school environment

- Do you obey the rules and regulations of school?

Teacher distributes the code of conduct in groups and asks them to read aloud.

Teacher asks the reason for obeying rules at school.

- Teacher explains the reasons briefly.

Teacher Presents Chart on Code of student conduct

Personal safety: - Rules are intended to protect you. Specific rules include: don't touch in chemical lab; leave the school after school time; Don't climb on trees walls roofs. Taking risk with personal safety on the school campus can have dangerous consequences for your personally but also creates a liability for school administration.

Peer Consideration:- Self Preservation, obedience to school policies and Procedures show that you respect your peers and consider their personal safely.

E.g. If you don't dress well, exhibit different hair style and dressings – it disturbs their mind set.

When you exercise self – control and respect for your peers, the community atmosphere is better for everyone

Academic Reputation

Even if no one notices when you follow neither the rules, nor anyone appreciates your good behaviour but instructors do notice when you follow the rules and they will appreciate you. It improves your relationships with your teachers. You show that you care about your education and academic reputation. It helps your teachers to know you are serious about learning.

Respect for Authority

When you follow the rules at school, you show that you understand the importance of the rules and you respect the governing authority – it shows you care about those who create the rules. You trust their decision even if you don't understand the purpose.

Group Work

- Teacher asks groups to design a list of class room discipline for notice board

Individual discipline

- Prepare a 'Do's and don'ts' list

Practice at Home

- How do your parents react when you break the rules of your family and school?

Do's	Don'ts
1) Make planning	I keep things neat and tidy

Details of 'Do's and Don'ts'

- How do your parents motivate you to be disciplined?

14. Trait: Citizenship

Strategy: Explanation, Discussion on Classroom contexts and Seminar Presentation

Learning Outcomes: The learner

strives to become a good citizen

gets awareness of a good citizen

Learning Resources: Picture of a soldier saluting Indian Flag and Video on how to be a good citizen

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School and Neighbourhood*.

Introduction

Teacher describes the term citizenship.

One who is obedient to the laws of society and interested in serving school, community and the country.

Class work

- Teacher asks pupil –Are you a good citizen?

Details of self -evaluation sheet

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• I try to be a good human• I try to contribute my service to make my school, my community and the world a better place• I take the responsibility if I have done something wrong• I try to obey rules and regulations• I love to work in social service, environment protection activities |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Before presenting, teacher asks a few questions

- What are the qualities of a good citizen?
- Is there any person in your life whom you think is a good citizen?
- Do you think you are a good citizen, if yes explain?

Picture presentation

- Teacher presents picture of Indian soldier saluting national flag.



<https://www.thequint.com/news/india/unconventional-ways-to-serve-the-army>

Teacher asks students if they stand up when they hear national anthem.

If you notice someone destroying our national property how do you react?

Illustration of video

- Teacher displays video on developing citizenship.



<https://www.youtube.com/watch?v=LKCtzuvBZPc>

- Teacher asks students if they practice the displayed activities in their life.
- Do you practice it by own or on others' pressure?

Group work

Teacher asks students to list the 'do's and don'ts' of a citizen.

- Describe a person from your school or society who works for the improvement of others.

Individual work

- Teacher asks students to prepare a seminar on the topic

'The duties and responsibilities of an Indian citizen '

Practice at Home

- Do your parents suggest measures for being a good citizen? Discuss the measures in a detailed way?

15. Trait: Integrity

Strategy: Explanation and Discussion on Classroom contexts

Learning Outcomes: The learner

explores the role of integrity.

develops integrity to equip people as world citizens.

Learning Resources: Pictures on National Integration and Indian map of different Indian cultural dance, food and costumes.

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School and Neighbourhood*

Introduction

Teacher presents a few personal experiences that indicate the importance of integrity

Teacher gives opportunities to students to share their personal experience.

Class work

Teacher asks student if they are involved in integration programmes.

Let students' present their experience

- How do they feel if they are involved in such programmes?

Picture Presentation

- Teacher displays map of India with dances of India

Individual work

- Teacher asks students collect paper cuttings on national integration.

Practice at Home

- Does your family maintain healthy relation with your neighbours?
- Do your parents invite other religious friends or neighbours in your festivals and celebration?

16. Trait: Communication Skill

Strategy: Explanation, Discussion on Classroom contexts and Debate

Learning Outcomes: The learner

understands the importance of communication skill and will be able to communicate well.

Learning Resources: Picture on conversation between two students and videos on healthy conversation.

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School and Neighbourhood*.

Introduction

Teacher asks a few questions on previous knowledge.

Why should we stay united?

What are the classical dance forms of India?

Do you respect other culture?

Teacher displays pictures

to present new topic

Picture presentation





<https://core.ac.uk/reader/10597902>

Teacher asks students the importance of communication skill

Teacher lists out the benefits of communication skill.

Benefits of communication skill

- For getting opportunities.
- To advance in career
- Stronger decision making
- Convincing and compelling
- Clear understanding
- Good relationship
- Help people to adopt your ideas

Class Work

- *Teacher explains the communication skills to be developed by students for success in their lives.*

Details for developing communication for successful lives.

- Listening
- Non-verbal communication (body language, eye contact, gesture and tone of voice)
- Clarity and concision

- Think before you say it helps in avoiding excessive talk and conducting others.
- Friendliness
- Confidence
- Empathy (when you disagree – it is important to understand and respect their point of view)
- Open mindedness – (flexible, understanding others point of view)
- Respect
- Feedback – Give and receive feedback through words or gestures – thank you, welcome and good
- Consider listener’s interest.

Group Work

Debate on Merits/ Demerits of the following

Details of Debate topics

- Mobile Phone
- Working Women
- Strict Parents
- Gender Equality

Teacher appreciates the well-defended groups

Individual Work

- Teacher asks students to write merits and demerits of social media

Practice at Home:

- Do your parents make time to communicate with you?
- Do you discuss daily happenings with your parent?
- Do your parents share their experiences with you?
- What strategies are applied by your parents to encourage your communication skills?

17. Trait: Tolerance

Strategy: Explanation, Discussion on Classroom contexts and Role Play.

Learning Outcomes: The learner

respects and learns from others

values differences

bridges cultural gaps

Learning Resources: Picture on religious tolerance.

Reflection on Practice: Learners share *Practice at Home, School and Neighbourhood*.

Introduction Teacher explains the term ‘Tolerance’.

Tolerance refers to an attitude of openness and respect for difference that exists among people. Tolerance means respecting and learning from others, valuing difference, bridging cultural gaps, discovering common ground and creating new bonds.

Tolerance is about accepting people for who they are not about accepting bad behaviour like disrespecting, hurting, bullying, being mean and breaking social rules.

In short tolerance means treating others the way you would like to be treat

Picture presentation

Teacher displays picture on religious tolerance.



<http://www.hajij.com/en/articles/religious-articles-viewpoints/item/1942-religious-tolerance-in-islam>

Class Work

Teacher asks a few questions.

- Do you respect others?
- Do you have friends of other religions?
- Do you tolerate when someone steals your friends belongings?
- Do you react when you know your friend is lying?
- Do you respect people who are physically handicap?
- Do you appreciate your friend's 'achievements'?

Characteristics of a tolerant person

- Respect others thoughts, values and diversity
- Do not make fun or jokes on others
- Point out unfair attitude and behavior
- Accept others' abilities, differences, value the uniqueness of every one
- Try to involve in activities with people who are differently abled
- Learn about others' culture and religion
- Honour your family tradition
- Learn to forgive others

- Do you forgive your friends if they come and apologize?

Role Play illustration

Group Work:

Invites groups to act upon different topics

- Your friends accidently broke your favorite pen.
- You mother scolds you for your younger brother's mistake.
- Your brother takes bag without your permission.
- Your friend keeps hurting without being sorry

Group acts in the given time.

Teacher appreciates each group.

Individual work

- Teacher asks students to describe an incident of tolerance.

Practice at Home:

- Are your parents tolerant toward you?
- Do they motivate you to practice tolerance?

18 Traits: Self-Control

Strategy: Explanation, Discussion on Classroom contexts, Illustrations on Yoga and Aerobics

Learning Outcomes: The learner

Learning Resources: Pictures on Martial art Practice.

Videos on Yoga Practice and Aerobic exercises.

THE PHASES

Reflection on Practice: Learners share *Practice at Home and School*

Introduction

Teacher asks a few questions

- Do you cry when your elders scold you?
- Do you scold back if you are punished for what you are not involved?
- Do you indulge in arguments when your elders warn you?

Class work

Teacher defines the term 'self-control'.

Self- control is the ability to control one self, in particular one's emotions and desires, especially in difficult situations. It is the ability to not show your feelings or not do the things that your feelings make you want to do.

Teacher presents some situations to check students' self-control

- you want to cry aloud but you control yourself

- You want to laugh but you control according to the people
- Teacher asks students why we should have control on our emotions and feelings
- Registers students' contributions on black board
- Teacher distributes the benefits of self- control in group. Asks group leaders to read aloud each benefit

Picture presentation

Teacher shows pictures of martial art practice.



<https://www.apnedeshkojano.com/stories/ten-interesting-facts-kalaripayattu/>



<https://www.indiatoday.in/education-today/news/story/maharashtra-government-to-include-compulsory-self-defence-classes-in-school-curriculum-1457713-2019-02-16>

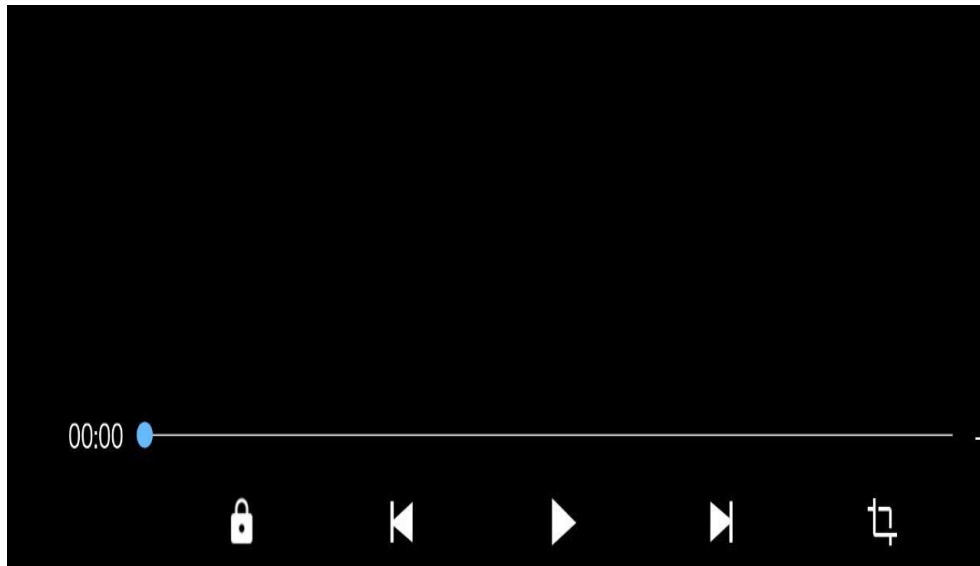
Teacher suggests a few strategies to develop self –control

Details of strategies for developing self-control

- Can change attitude
- Goals :the more the specific the goal, measurable attainable, realistic and time based the goal is, it is better able to reach it
- Self- monitor .I is a form of feedback monitoring progress helps one to concentrate on goal relevant activities)
- Motivation: the more you want the goal, the, more likely you are willing to make the efforts and sacrifices required to achieve it. It's the strength of peoples commitment to achieve it at any cost)
- Self -confidence :person having strong beliefs are more likely to continue their efforts to master a task when difficulties arise
- Will power: it is that energy one uses to resist other temptations in order to work towards one goal. As Plato's counseled: do one thing and do it well.
- Temptation: avoiding unwanted desires
- The why & how mindsets: why questions can benefit people to keep going on maintaining new habits. How questions consider the goal attainability or feasibility.
- Self- control: control over unwanted needs
- Automated goals: simple planning strategies meditation

Illustration of Yoga and Aerobics video

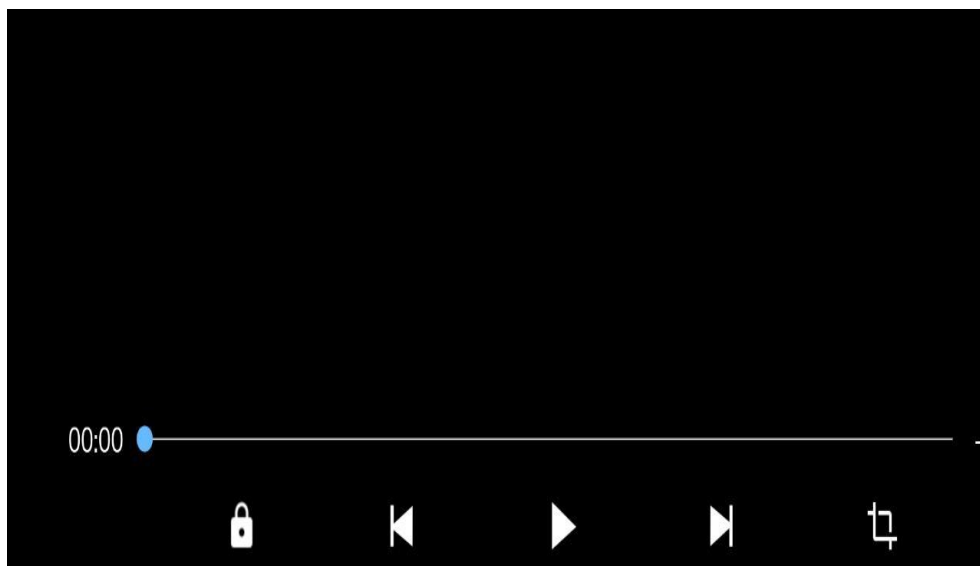
- Teacher asks to practice the yoga as presented in video.



<https://www.youtube.com/watch?v=E2OAeaKOlak>

- Teacher presents some warm up exercises that students can practice daily.

Teacher explains the importance of practicing exercises.



<https://www.youtube.com/watch?v=eJhO6JYEiEI>

Importance of practicing exercises.

- Helps to reduce stress and anxiety
- Helps in improving memory
- Improves posture, and flexibility
- Encourage self- realization
- Helps in managing weight
- Relaxed mind
- Brings peace of mind

Individual work

- Point out your emotion on which you do not have control?
- How will you try to build self-control on it?

Practice at Home

- Do your parents try to keep stress free environment at home?
- Have your parents set boundaries at home? What are they?
- Does your family make time to meditate regularly?

19 Traits: Self-Engagement

Strategy: Explanation, Discussion on Classroom contexts and Practice creative skills.

Learning Outcomes: The learner

makes learning meaningful.

encourages collaborative learning.

Develops students self -engagement skill

Learning Resources: Pictures on socially useful productive works

THE PHASES

Reflection on Practice: Learners share *Practice at Home*

Introduction

Teacher asks students hobbies and passions.

- Teacher asks students to identify their skill that they can represent with self -confidence.

Picture Presentation

Teacher displays various craft work pictures to make students familiar with the topic



http://www.sharadamandir.edu.in/photoalbum_disp.php?type=CPL&albumid=103

- Teacher gives opportunity to students who sing very well.

Asks students what all creative skill they have?

Picture presentation

- Teacher displays some pictures on socially useful productive work



<https://www.abhyasaschool.com/html/arts-and-craft-exhibition.html>

Picture presentation

Teacher displays some pictures on socially useful productive work.

Picture of science exhibition



<https://giiscdaily.com/2015/02/20/cbse-science-exhibition/>

Engineering work of a bridge.



<https://in.pinterest.com/pin/547468898445500540/>

Students engaging in agriculture



<https://timesofindia.indiatimes.com/city/trichy/panchayat-school-attracts-kids-by-teaching-organic-farming/articleshow/64153601.cms>

Developing reading habits



<https://pioneerconventloknayakpuram.com/library/>

Teacher writes some effective strategies to stay healthy happy and motivated.

Details of effective strategies to stay healthy happy and motivated

Prepare yourself - accept your failures, be realistic in your approach towards life

- Challenge yourself every now and then

- join or practice art, like paintings – dancing – material arts, yoga –

Doing of beat things will always keep you up beat

- Don't accept failure without putting up a fight :fighting will give you satisfaction you did everything you could have
- Be affirmative about being positive :make your own voices for positivity so load that you can't hear negative voice that tend to pull you back
- Have a positive self –image

Keep up right posture

Maintain eye contact

Speak slowly

Smile

Keep yourself well dressed

You will feel confident instantly that can be felt by others

- Inspire yourself

Read, listen and watch motivational life stories how people made it

- Spent time with the people you love.

Spending quality time with friends and family, is a great way to de-stress – it you are away from them make a phone call

- Boosting yourself – you can do it, believe in yourself, work hard
- Don't give up.

Group work –

- Teacher assigns students to prepare sign boards for garden, wash area and toilet.

Individual work:

- Observe daily routines of their parents and to write a brief description on how they work hard to make you happy for fulfilling your wishes and dreams

Practice at Home

- Do your parents encourage you for doing creative activities?
- Have your parents identified any of your creative skill, how do they motivate you.

20. Trait: Caring

Strategy: Explanation, Discussion on Classroom contexts, Situations and Essay writing

Learning Outcomes: The learner

behaves to be a caring person

understands others' feelings and pain

Learning Resources: Pictures on caring elderly person, physically disabled person, animals and environment

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School and in Neighbourhood*.

Introduction

Teacher introduces the term care:

Treating others with kindness compassion, generosity and having a spirit of forgiving others

- Feel concern or interest; attach importance to something
- Displaying kindness and concern for others
- Asks students how do they care others?

Class Work

Teacher explains the qualities of a caring person.

Qualities of a caring person

- Treat people with kindness
- Help people in need
- Be sensitive to people's feelings
- Never be mean
- Think about: how your actions will affect others
- Remember: we become caring person by doing caring things

Teacher initiates discussion on which we should take care.

Picture Presentation

- Teacher presents pictures of caring person.



<https://www.care.com/c/stories/6259/puppy-care-stages-newborn-to-48-weeks/>



<https://almayasabdam.com/do-we-care-for-our-environment/>



https://www.freepik.com/free-vector/set-volunteers-helping-people-caring-about-environment_6703835.htm



<https://www.facebook.com/pg/Above-Beyond-Caring-LLC-416043395012/reviews/>

Teacher asks students to try these activities presented in pictures. Teacher make awareness that we should take care of human being, animals, plants, air and water

Illustration of video

Teacher displays video of a caring person

Asks questions from the displayed videos

- Who takes care of you?
- Do you take care of your family members in they are in need?

Group work

- List out a few activities that school can do to help individual, society, nation, world and environment

Individual work

- Describe the incident when you helped others and you felt happy and proud?
- Describe the incident when some others have helped you in need

Practice at Home

- Do your parents involve in social service activity?
- Do your parents help your neighbor when they ask you for help?
- What all efforts do your parents put to make you a caring person?

21. Trait: Risk Preventions

Strategy: Explanation, Discussion on Classroom contexts, Situations and Essay writing

Learning Outcomes: The learner

gets awareness on management practices for misbehavior

Prepares for disaster management

Learning Resources: Chart on management practices for misbehavior and Pictures on disaster management activities,

THE PHASES

Reflection on Practice: Learners share *Practice at Home* and *Society*.

Introduction

- Teacher asks the reason why students exhibit mis-behaviour.

After students' response teacher writes down the reasons

Social and family background, loneliness, lack of ethics

How do they react?

Bullying, throwing tantrum, crying

Teacher introduces the term Risk Prevention

It is a technique and management practice that helps prevent unnecessary risks.

It increases the qualities planning methods.

Class Work

- Teacher asks how can we get rid of mis-behaviour?

Teacher explain a few strategies of management practices for misbehavior in a chart paper

Strategies of management practices for misbehavior

- Model appropriate behavior
- Stay calm
- Stay with positive people
- Discuss with parents and teachers
- Meditation
- I will do it, I can do it attitude
- Remain in control
- Accept when you are wrong
- Say what you have to say and move on
- Involve in creative activities
- Play, swim, dance, draw, read, write
- Keep yourself engaged
- Understand what is wrong why it was wrong and what they should have done differently
- Do not argue
- Be fair

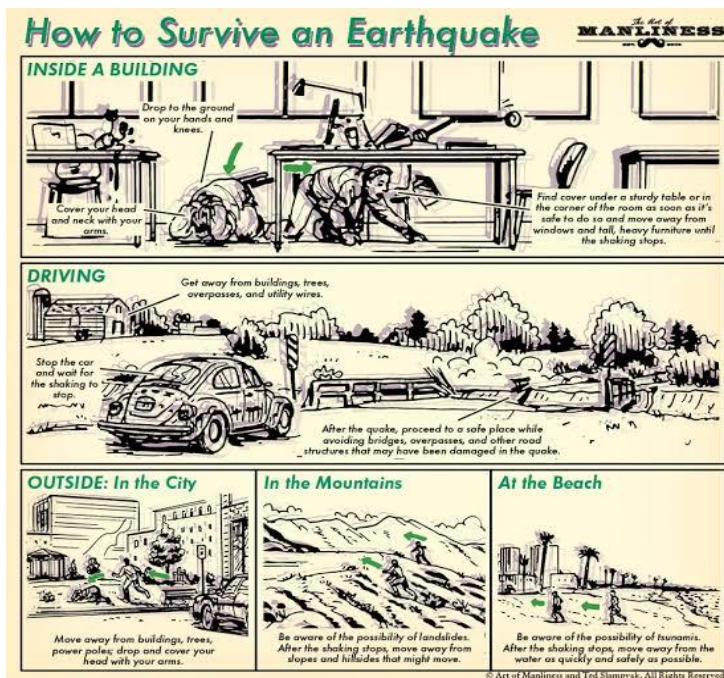
- Teacher asks students to write down these qualities in their note book.
- Teacher asks students to identify the qualities they already have and those to be developed.

Picture presentation

- Teacher presents pictures of disaster management and first aid kit that helps to overcome natural and manmade disasters.



<https://www.unicef.org/eca/topics/natural-disasters>



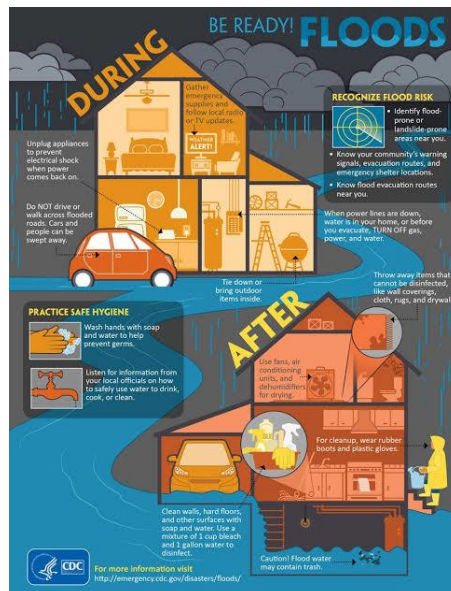
<https://www.artofmanliness.com/articles/how-to-survive-an-earthquake/>

Teacher gives details about the survival kit and explain each point in detail



<https://in.pinterest.com/pin/518688082069252244/>

Teacher explains how we have to act during flood how we have to react after flood?



Teacher suggests measures to overcome from the difficult situations

Group work

- Essay on the topic ‘Role of teachers, parents and community in overcoming from mis-behaviour.’

Individual Work

- Have you identified your misbehavior?
- Why do you behave like that: how can you correct yourself?

Practice at Home

- Do your parents check your kid’s bag daily?
- Do you enquire about your kid with his friends and teachers?
- How do you help your kid to stay away from mis-behaviour?

22. Trait: Non violence

Strategy: Explanation, Discussion on Classroom contexts, Situations and Essay writing

Learning Outcomes: The learner

understands the goals of the non-violence

Understands and learns how to practice non-violence

Learning Resources: Video on Non-Violence, a man spitting daily in front of a home. Pictures of Mahatma Gandhi and Nelson Mandela and symbols of Non-violence

THE PHASES

Reflection on Practice: Learners share *Practice at Home*

Introduction

Teacher asks a few questions

- What does it mean to be non-violent?
- Why is non-violence important to our community?

Teacher explains the meaning of the term

Non-violence is the absence of violence with action to make change. Non-violence is rooted community, cooperation and collaboration.

Changing minds and uniting heart is the aim of non-violence

Non-violence consists of a set of values that sets the path for non-violent life

Picture presentation

Teacher displays picture of Mahatma Gandhi and Nelson Mandela who represented non-violence.



<https://wallpapercave.com/mahatma-gandhi-wallpapers>

Nelson Mandela



<https://www.britannica.com/biography/Nelson-Mandela>

Class Work

Teacher explains the values included in non-violence

Details of the values included in non-violence

- 1) Courage
- 2) Compassion
- 3) Truth
- 4) Trust
- 5) Fearless
- 6) Forgiveness
- 7) Selfless service
- 8) Self –restraint

Teacher helps to convey message of Mahatma Gandhi's beliefs in non-violence

- Non- violence is willing to die but not to kill
- It is not only in action but also in speech
- People need to take positive social actions that help others to do right thing
- Teacher makes students recall instances where they got violent for meager things.

Picture Presentation

Teacher shows symbols images of non-violence



https://en.wikipedia.org/wiki/The_Non-Violence_Project



<http://www.earthdancehealingarts.com/ahimsa-non-violence/>

Slide presentation

Teacher displays the six principles

Details of steps followed in six principles

- | |
|----------------------------------------------------------|
| Step1- Information gathering (understanding the problem) |
| Step2- Education |
| Step3- Personal commitment |
| Step4- Negotiation |
| Step5- Direct action |
| Step6- Reconciliation |

Teacher asks students to answer the question

- How can we stop violent behaviour?

Teacher suggests measures to be away from violent behaviour.

Measures for being away from violent behaviour

- Involve yourself in social activities
- Do not involve inappropriate talk
- When come know about illegal activities – inform administrators
- Do not involve with people who are have violence in their behavior /elder than you
- Educate yourself – with conflict solution and anger management skills
- Discuss everything with parents

Illustration of Video on non-violence

- Teacher displays videos to develop non-violence trait



<https://www.youtube.com/watch?v=kN92po64Xho>

- Teacher asks do you ask such strategies as displayed in the video.
- Teacher asks students if they have control over their emotion.
- Teacher lists out the strategies used by students for conflict resolution.

Group Work

- Teacher asks each group to present strategies for anger management
Prepare a poster on 'Non-violence'

Individual Work

Teacher asks students to identify why they get angry and how they can overcome it.

Practice at Home

- Do your parents show tantrums in front of you?
- Do your parents fight when you are around them?
- What techniques your parents to have control on violence?

23. Trait: Courage

Strategy: Explanation, Discussion on Classroom contexts, Situations and essay writing

Learning Outcomes: The learner

recognizes the need to develop the character trait courage

gets trained in handling difficult tasks

Learning Resources: Pictures of Abdul Kalam and video on his life story of success

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School and Society*

Introduction

Teacher asks a few questions to check previous knowledge.

Teacher introduces the topic 'Courage'.

Explains the term courage.

Doing and supporting right things even in difficult task. Instead of following others follow one's conscience

Picture Presentation

Teacher projects the picture of Dr.A.P.J Abdul Kalam



https://commons.wikimedia.org/wiki/File:A._P._J._Abdul_Kalam.jpg

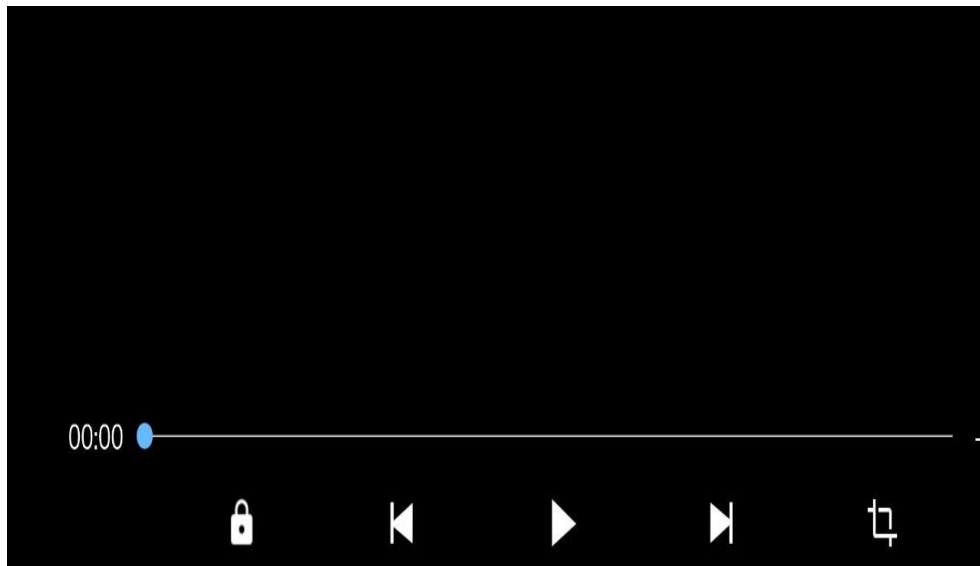
Class Work

- Who all feel they are brave?
- Who all have the courage to do right things?
- How do you respond when you find anti-social activity?
- Teacher explains the qualities of courage.

Qualities of courage

- Trust yourself
- Develop positive sense
- Social justice
- Perseverance

Illustration of videos



<https://www.youtube.com/watch?v=Ot41d8kbUn0>

<https://www.youtube.com/watch?v=mQMOHHxBJMA>

- Teacher plays video on life story of Abdul Kalam, the journey of a small country boy achieving name, fame and recognition
- What is the moral of his life story?
- Do you have ambition in your life? What efforts do you put to achieve them?

Group work

- Teacher asks groups to write an essay on the topic ‘courage’.

Individual work

- Teacher asks students to find out the qualities that make them courageous and what makes them afraid off?

Practice at Home

Are your parents courageous? If yes what made them courageous; if no what’s the reason behind it.

24. Trait: Perseverance

Strategy: Explanation, Discussion on Classroom contexts, storytelling and biography

Learning Outcomes: The learner

develops an understanding of perseverance

completes work with determination.

accepts failure.

Learning Resources: Video on life story of Sunder Pichai, CEO of Google and Sachin Tendulkar

THE PHASES

Reflection on Practice: Learners share *Practice at Home, School and Society*

Introduction

Teacher writes the topic perseverance and explains the term.

Completing the duty with determination and patience: Acceptance of failure with an attitude to succeed in future.

Class Work

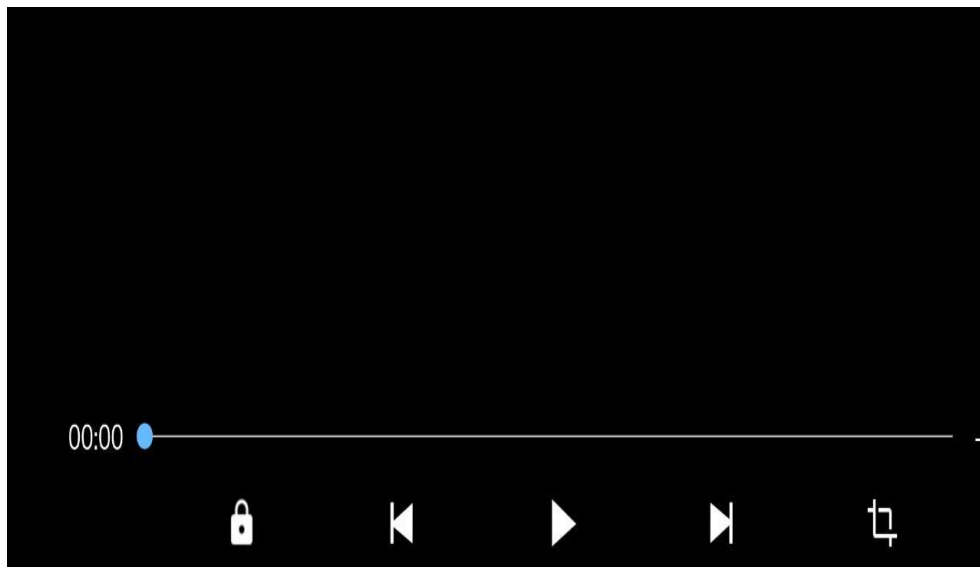
- Teacher asks pupil when they have worked hard for achieving certain goals.
- Describe your feelings.
- While working on a target do you feel like giving up?
- What makes you motivated for keep trying? Who is your role model? What are the qualities you liked in him/her.

Teacher presents the story on the topic perseverance.

Illustration of Videos

Video1

Teacher displays the video of Sunder Pichai and asks questions after presentation.



- <https://www.youtube.com/watch?v=0wKJrPWUo1o>
- Who is Sunder Pichai?
- How did he achieve success?
- Who motivates you the most in achieving success?
- Are you scared of failure?

Teacher explains the qualities that lead to perseverance.

Qualities that lead to perseverance

- Desire
- Definiteness of plan
- Willpower
- Ability of finding meaning
- Search for expert suggestions
- Develop positive and supportive relationship (you can do it).
- Mental calmness
- Cultivates perspective and gratitude

Video 2

- Teacher plays the video on Sachin Tendulkar's life success.



<https://www.youtube.com/watch?v=rgodrCBdiEs>

- How old was Sachin when he was selected for Indian Team?
- Do beauty, figure and attitude affect an individual in achieving success?
- Explain the moral of the story.

Group work

- Teacher asks students to write a biography on SachinTendulker.

Teacher gives them sufficient time to think and write.

Teacher asks groups to present the biography on SachinTendulker.

Individual work

- Teacher asks students to explain hard work of Abdul Kalam briefly?

Practice at Home

- Do your parents encourage when you are involved in difficult task?
- Do your parents notice you when you feel disturbed or discomfort?

Motivational class by expert

25. Topic: Role of Family in Character Development

Strategy: Explanation and Discussion on Classroom contexts

Learning Outcomes: The learner

creates healthy relationship at home

respects family members

Learning Resources: slide show

THE PHASES

Reflection on Practice: Learners share *Practice at Home* and *Society*

Introduction

Teacher welcomes the chief guest Mr. Shafeek. P. Madrasa teacher, Senior Research Scholar and Post Graduate in Traditional Islamic Theology

Teacher gives a brief description of educational journey and achievements of chief guest.

Teacher introduces the topic ‘Role of Family in Character Development’ and requests him to handle the session.

- Expert
- Begins by
- Who is your role model at home?
- What are the qualities you see in him or her?
- Do you get hurt when someone harms your family member?

- The best thing you love about your home?

Class work

- List out the activities you do to help your family.

Teacher presents few examples

- Keep your things neat and tidy
- Help mom in kitchen
- Do cleaning work on weekends

Expert asks students to read the activities prepared by students

Appreciates the students who have written highest number of activities.

- Expert asks what the characteristics of good family are. Expert gives opportunity to students for expressing their views.

Slide show

Expert lists out the characteristics of good family

- Indulge in communication
- Togetherness
- Affection
- Sharing activities
- Commitment
- Support
- Acceptance
- Respect boundaries for better securities and closeness

Expert proceeds the class with few questions.

- Do you spend quality time together?
- Do you appreciate each other's skills? What are the opportunities parents provide?
- What are the skills identified by your parents?
- Have you identified any of their skills?
- Do you remember your parent's days of importance like anniversary and birthdays?
- Do you wish them on such occasions?
- What are the activities your family members do together?
- Why are family relationships important?

List out the important points in slide.

Slide show presentation

Characteristics of a good family

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Feels good to be a part of a family.• Feels secured and loved• Acknowledge feelings• Helps to overcome difficulties• Helps to solve problems and resolve conflict• Respect differences of opinions• Provide learning resources for building skill• Helps to deal with community |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Expert explains each point in detail.

- Asks if students practice these in their families

Expert explains ideas for building positive communication and healthy relationship with family members

Slide show presentation

Measures for developing healthy relationship

- Listen others point of view
- Share thoughts and feelings calmly
- Be open and admit your mistakes
- Involve everyone while taking a serious family decisions
- Make time to explain what is right and what is wrong, what is social? What is anti-social?
- Appreciate, encourage and praise for the well done activities verbally or non-verbally.
- Family work as team. work together
- State family rules clearly

- Does your family follow any of these strategies?

Group work

- What are the character traits a child can develop if a family builds positive relationship?

Individual work

- Write an essay on ‘Why you love your family?’



Follow up class of expert by teacher

26. Topic: Role of Community

Strategy: Explanation and Discussion on Classroom contexts, short note

Learning Outcomes: Learner

develops healthy relationship with community

involves in social service activities

Learning Resources: Pictures and newspaper cutting

THE PHASES

Reflection on Practice: Learners share *Practice at Society*

Introduction

Teacher ask few questions to check previous knowledge

- What are the characteristics of good family
- Why it is important to build family relationship?

Class work

- Teacher asks how family helps in building healthy relationship with community?
- Do you involve in community activities? What are they?

Teacher displays picture of boy helping his mother to study.

News Paper Cutting Display

In Telangana, these
moms home-schooled
by their children clear
Telugu exam



Roles reversed: Children enthusiastically prepared their mothers for the literacy test. | Photo Credit: Special Arrangement

<https://www.thehindu.com/education/for-these-moms-operation-blackboard-comes-home/article30091270.ece>

Teacher asks students a few questions.

Do you help others without hesitation?

Have you participated in social service activities?

Picture Presentation

Shows pictures of school students contributing service by cleaning the surroundings.



<https://www.ndtv.com/photos/news/in-pics-students-participating-in-cleaning-activities-to-build-a-clean-india-24944#photo-303992>

Teacher asks if community members involve in your school activities.

Do you enjoy such activities?

Do your parents participate in school activities?

Teacher shows some pictures on how schools can involve community in school activities.

Picture Presentation



<https://in.pinterest.com/pin/531917405985969674/>

Teacher explains schools can organize charity activities with the partnership of parents and community to raise fund for charity activities and shows a picture based on it

Picture Presentation



<https://www.thehindu.com/news/national/tamil-nadu/charity-food-festival-to-help-the-poor/article7596027.ece>



<http://vvpublicschool.co.in/facilities.aspx?id=4>

Teacher asks few questions after displaying pictures

- Does your school involve parents and community members in sports and cultural activities?
- Does your school organize food fest, exhibitions and cultural fests with family and community members?
- Does your panchayath organize medical camp and counseling classes?
- Teacher explains a few community involvement activities for students.

Community involvement activities for students

- Social services activities
- Teach illiterate
- Participate in campaign
- Volunteer to help charity
- Gather food and clothing for donating the needed
- Organize neighbourhood group and plant vegetables

Group work

- Does your school organize activities that involve community? List out them
- Do you feel you are a member of a community? What are the responsibilities towards community

Teacher explains the responsibility an individual towards community.

Responsibility of an individual towards community

- Lend helping hand to the poor
- Maintain clean surrounding
- Participate in society activities
- Maintain harmonious relationship with neighbours
- Follow the rules of the society

Individual work

- Teacher asks students to find out some community activities they can involve and explain the benefits of those activities.

Practice at Home

- Do your parents participate in community partnership activities of your school?
- Do they encourage you involve in community partnership activities ? Describe those activities?

4.4 Strategies and Learning Resources

The strategies and learning resources used in the package are to make teaching learning interesting, informative, entertaining and attractive.

Strategies: Explanations, discussions, role play, descriptive writing, checklist, drama, speech, notice writing, seminar, debate, essay writing, storytelling, biography , short note and expert classes.

Resources: Pictures, videos, newspaper cuttings, slides, sign board and chart paper.

Chapter **4**

ANALYSIS AND INTERPRETATION OF DATA

The study on Efficacy of community partnership curriculum package for character development among coastal upper primary school students, following a mixed research methodology, collected data using different tools and documents. Data collected through content analysis and document analysis at different phases of the study were analyzed qualitatively. Since the study considered small specific cases for interview sessions the corresponding data were also analyzed qualitatively. The experimental data were statistically analyzed. The data collected for the present study were analyzed with a view to throw light on the objectives of the study the scores obtained by students before and after the experimental procedure was classified, tabulated and subjected to appropriate statistical technique to realize the objectives Analysis is the heart of the research report (Best 2016). Statistical techniques have contributed greatly in gathering organizing, analyzing, and interpreting numerical data. The survey was conducted to identify behaviour problems, strategies and programmes developed for character development from school and councilors of coastal area. Before conducting the experiment pretest was administered to the group. The analysis was done to find out the effect of community partnership character development package and to test the effect of the developed programme. The design used for the study was single group pretest-posttest design. The result of the comparison between pretest and posttest was used to find out the effect of the developed programme.

The analysis of the data and the result are presented in two phases. The first phase deals with the qualitative analysis of data obtained in the survey which contributed to the development of the curriculum package. These steps correspond to the minor objectives set for the study. The second phase deals with the analysis of the data obtained in the experimentation of the developed curriculum package. The data were classified on the basis of objectives. Based

on formulated hypothesis they were subjected to testing. Preliminary analysis, test of significance of difference between means and Cohen's d were used in the study.

Phase I

Qualitative Analysis

The analysis of the data and the result are presented in two phases. The first phase deals with the qualitative analysis of data obtained in the survey which contributed to the development of the curriculum package. These steps correspond to the minor objectives set for the study. In the first phase content analysis, document analysis, percentage analysis, preliminary analysis and item wise analysis were used.

1. Content Analysis

Content Analysis of standard V, VI and VII course book

At first content analysis of course book was done as all activities are planned within the frame work of course book and most of the experiences and activities are organized around it.

Standard Vth

English: The units of English: The mirror, Letter to god, The little girl and umbrella, The happy picture and the great adventure were analyze. First chapter 'The Island' from unit one mentions about fisher men but no reading activities or exercises emphasize were given to community development character development. These units provide opportunities for singing dancing and acting. Teachers can make an attempt to practice community partnership character development in their classroom but due to lack of time only academic progress was given importance

Hindi: The Seven units of Hindi course book were analyzed: Anmol pyar, Chand k sath, Pepal dadi ki katha, Ganv ki yadien sapna, Bansuri and Dosti of Hindi subject were analyzed. Short stories, poems, and picture stories were included. Chapters were followed with reading activities like conversation, poetry writing, story writing, story writing, poster, diary and short notes. All the chapters included in the units gave priority to reading, writing and language development skill.

Malayalam: Analysed eight units of Malayalam course book: Thenoorum Malayalam, Kanakaichakal, Cheriymchithayum, Sancharanathinedayil, Thanimayude polima, Vishwavidyalayam, Prakasham Paratunnavar, and Nirbhedangal. There are poems, stories, travelogue; conversation emphasizes reading writing and language ability. The chapter ‘Kandalariyath’ of unit 7 Prakasham parathunaver has given importance to character traits like: respects, citizenship and integrity.

Mathematics: The course book included nine units: Number world, When lines join, Circles, Part Numbering, Areas, Inside numbers, Joining parts and Let’s read pictures. The chapter deals with numbers, shapes, fractions for understanding the peculiarities and using them for problem solving. The unit teaches new ideas in geometry, to draw new shapes precisely and logically for finding new connection. The activities included in the mathematics subjects’ deal with problem solving and athematic skill.

Basic Science: Analysis of the chapters from the course book was done. The chapters of the course book : Know the plant world closely, Life-giving water, Celestial shadow sights, Life within the seed, Energy sources, A little effort – lot of work, Windows of knowledge, Keeping diseases at bay and Space a world of wonders and Animal lore. The units enlighten students with science knowledge and help to discover the science within the wonders seen around awareness of diseases, plant and life and knowledge of sky.

Social science: The analysis was done with part1 and part 2 course books on : A road to history, From stone to metal, Our family, Spend carefully, Universe: a great wonder, Continents and ocean, Changes wrought by iron, Non-violence: Wisdom, Power, For the people, In the land of Kerala and Our India. The unit 1 and 2 provides knowledge on human culture and civilization. The units focus to study the individual's relationship with the society and environment. Unit 7 non-violence, wisdom, power contributes knowledge to become ideal citizen. A few components of character development were identified but coastal living and community partnership activities were missing.

Standard VI

English: The course book includes five units: Rain of love, Still we raise, Glimpses of nature, Work is worship and Helping hands. Prose and poems are included in the book. The last two units' stories and poem discuss the topic dignity of labour and importance of helping other when they are in need. Character traits like respect and caring is given space but activities give prior importance to English language development, grammar reading and writing abilities. Emotional values get suppressed in the activities.

Hindi: The course book includes five units: Baal geet, Chitra kahani, Lekh, kavita, Desh bhakti gaan, Samachar, Kahani, Kavita, Lekh, Sansmaranatmak lekh. Unit 2 gives importance to patriotism and the story 'Do Bhai' of Unit 3 speaks how we should care each other. Only two activities were included to develop these traits. The Hindi course book gives much priority for language development, grammar learning, reading, writing and discourse writing.

Malayalam: The course book includes eight units: Chitravarnagal, Kalaude Kedaram, Maya Kaichagal, Prakashakiranagal, Prakarti bhavangal, Snehasparsham, Keraliam and Swaathantram thanne jevetham. The story from 'Odayil ninnu' is narrated in unit1. It gives importance to kindness and

humanity only one activity that highlights kindness. All other activities give importance to language development and discourse writing skill. The chapter 'Parisramam cheyyugayillendineum' gives importance to hard work and courage to achieve success. The activities followed give importance to reading and writing skill. Unit seven gives prior importance to patriotism. The subject emphasizes reading writing and language learning ability.

Mathematics: The course book includes eleven units: Angles, Average fractions volume, Decimal forms, Numbers, Decimal operation, Joining angles, how much of hundred?, Letter math and Statistics. The units give idea about numbers, Shapes and Fractions. The activities included in the units are truly mathematical.

Basic science: The course book include ten units: Caskets of Life, The essence of change, Flower to flower, Along with motion, Food for health, Living in harmony, Attraction and repulsion, Moon and stars, Mix and separate and for Shape and strength. The course book provides information of sounds, plants, animal, air, water and soil. It transfers Micro level information's of plants and animals. The units provide scientific temper to students for learning, discovering and inventing.

Social Science: The course book includes units: Medieval India: The centers of power, Medieval India: Society, Resource and trade, Kerala: The land, rain and the people, Production process, The earth: myth and reality, World of diversities, Medieval India: art and literature, Medieval world, Medieval Kerala, Democracy and rights, Diversity in social life and Gift of nature. The social science course book leads us towards golden moments of Indian and Kerala history, past token, eternal symbols of Indian culture, economic activities, geographical information about rain, land and soil, constitutional rights and responsibilities of citizen. The units followed activities like: debate, speech, discussions, enquires and analysis.

Standard VII

English: The course book includes six units: Nature's plenty, Tales and tunes, man and media, Rhythm life, light and shade, Moments of humour. A trip description 'How far is the river'. The poem 'The echoing green' poem and story 'A snake in the grass' in the unit gives importance to nature care. Travelogue, notice, signboards, magazine, letter, description, posters are the strategies used in first unit. Every activity is related with nature, greenery and save and safe environment. The second unit tales and tunes consist of stories and poems. Story based poems like 'The owl and the pussy cat' and the song of the songs was included in the unit 2. It introduces students with musicians, instrumentalists and different types of instruments. In unit 3 considerations is given to different Media. Unit 4 has two activities and a story 'The wooden cup' that refers the trait caring. In Unit 5 and unit 6 has given no space for any character trait.

Hindi: The course book includes five units. The chapters included in this unit are: Gulmohar ka janamdin, Hum sab suman ek upavan ke, Anmol khajana, Kosish kerney walon ki, Zaroori khurak, Ek daud aisi bhi, Raja ka darwaza, Tab yaad tumhari aati hai, Aasmaan k liye and Mera jevan. But the unit one describes the love for plants and environment the poem gives message that we all are one and we should love and care each other. The poem reflects citizenship character trait. Activities connected with the poem are set for language development. The story of unit 2 'Anmol Ratan' gives a moral reflection on self- respect and hard work. The poem Koshish karney walon ki says that one who works hard with determination never fails. Except two activities other activities and discourses used in the unit 2 is to develop reading writing and speaking skill. The biography 'Aasmaan ke liye' is depicted on Kalpana Chawla. It motivates kids to dream big and work hard. There is a

collection of female achievers who got name and fame other field. All other activities were planned to improve grammar learning and different discourses.

Malayalam: The poem Kochu Aniyam of unit 1 describes child marriage and the need for social reform. From Unit 2 the short story Aarangu Unnarunnu gives some instances of the life style past, how honest people were and how safely they lived in the past. The story Oru Manishyan gives message how people should care others feelings and their needs. The satisfaction one gets after helping others is immeasurable. The unit 3 is entirely based on caring nature. The story 'Adakka perukkunnavar' from unit 2 reflects the importance of the trait caring through the character Chandretten. The part 2 Malayalam course work gives the speech of Martin Luther from the chapter 'Ennikum oru swapnam undu' shares the importance of freedom fighters and independence. The chapter 'Rhine nadiude ollangal' describes different human beings sympathy and love of truth. Only these chapters had some glimpses of few character traits. But no activities were related that gives opportunities for community partnership.

Mathematics: The content added in the course book are: Adding angles, Parallel lines, Unchanging relations, Area of a triangle, Square and square root, speed math, Drawing triangles, Ratio, Money math, Numbers and algebra, Squares and right triangles, The course book moves to the higher level of arithmetic, Numbers and its strange relations, New level of geometry and to understand the logic of mathematics and computation of members. All the activities used were truly mathematical. In the 'Money Maths' of unit 10 Community partnership character development activities can be included.

Basic Science : The content included in the course book are: Reaping gold from soil, Wonders of visible light, Acids and alkalis, Through the alimentary canal, when the current flow, For a pollution free nature, Pressure in liquids and gases, breath and blood of life, Path of heat flow and safety in food too. The chapter

population free nature teaches the importance of cleanliness and measures for population free nature. No hint was given about pollution of coastal area and coastal slums. As they are the one who face the challenge everyday life. The last chapter explains the safety in food and how to preserve food. Other than these chapters there is no theme or activities related with community partnership character development.

Social Science: The content included are: Europe in transition, From trade to power, Resistance and the first war of independence, India towards a new era, Economic sources, Understanding of maps and earth and biosphere, Towards a new Kerala society, Gandhiji and freedom struggle, Our constitution, Individual and society, Isolation and atmospheric condition and glimpses of India. The first three chapters give importance to the Constantinople in the history of the world. It presents the contribution about the past rich culture and the various comforts we enjoy today. It discusses about the sacrifices and achievements of the past and gives a message to guard and preserve for future generation. It explains the rights and duties of citizen. There are some hints to develop citizenship.

Information & communication Technology (ICT): The ICT course books of V, VI and VII were analyzed. All the chapters included in the course book were truly technical. The activities were based on content. The course books include activities for developing practical skill of using computer. The activities included in standard Vth were: viewing scenes letter writing, and analyzing mathematical skill. The standard VI activities were extension work of earlier classes. Along with the familiar activities it had added how to practice ICT in all subjects' classes. The standard VIIth activities were related with sound recording and drawing pictures. There were few activities that improve science and mathematics

The analysis of course book was done to find out if there exists any activities or exercises related to coastal life or character development. There was no theme or issues in the form of text, examples, exercises, etc. The instructions, activities and exercises and discourses in teachers' handbooks were illustrated to improve learning ability, language skills, arithmetic skill and academic performance.

Teacher Handbook: The teacher handbooks of V, VI and VII were analyzed. Teacher handbook was analyzed to check if there were activities related with community partnership character development. The activities included in handbook were connected with the activities of the course book. Teachers could include activities according the social background, needs and interest of student. Discussions with teachers had revealed that due to lack of time such experiments are not tried. SCERT has not developed any workbooks for the practice of reading and writing. The activities included in course book are the only source of learning and practicing. Only one work book for Hindi is developed by Hindi Adhyapak Manch but teachers do not compel students to buy and practice. Teachers help the students to do activities who show special interest in following it.

2. Document Analysis

The documents in the selected coastal school were analyzed for gathering data on present and past characteristics of upper primary coastal school. The educational experience, current educational status, attendance, school time table, school calendar, academic performance, behavioural attributes and achievements were analyzed. The analysis was focused to see the programmes related to character development and community involvement if any in the curricular and curricular programmes.

Learning outcomes: Progress reports of class tests, examination, educational achievements and extra-curricular activities.

Learning Facilities: It includes the infrastructure facilities, fresh air, light, ventilation, water sanitation, furniture, equipment, library, lab, recreation area and recreational facilities.

Registers and Document: The documents, register and records were analyzed. The attendance register of students, teachers and staff, cumulative records, progress report and admission record were analysis.

School Community Partnership: School board meeting, PTA meetings and activities and school community activities and school involvement activities and services.

Document analysis revealed that school strategies and resources are not enough for character development. The school maintains registers and records very systematically but the progress report in test, achievements in academics, co-curricular activities, behaviour attributes and achievements shows the backwardness of coastal school students. The school rarely organized programs activities and services involving community. PTA meetings are organized but only a few parents regularly attend meetings.

3. Problems felt by teachers on character problems of coastal upper primary school students

There are many behavioural problems observed in coastal upper primary school students. To identify the specific behavioural problems of the coastal school students, a scale for teachers was developed. The description of the behavioral problems of students faced by teachers of coastal upper primary school student and the result are given in Table 4.1.

The scale for teachers consists of 52 items based on character problems of students. Three measure points were used to identify the extent of the problems. The percentage analysis was applied to find the character problems of coastal school students.

Table 4.1

Details on problems felt by teachers and percentage of responses

Sl. No.	Character Traits	Always	Sometimes	Never
1	Self-discipline	70.4975	19.7925	9.7225
2	Perseverance	43.7516	37.04	19.2084
3	Honesty	45.485	39.59	14.9325
4	Fairness	53.48	26.62	19.90
5	Caring	55.334	29.57	15.096
6	Responsibility	42.766	42.5	14.77
7	Courage	57.873	23.613	18.515
8	Respect	58.758	25.42	15.832
9	Integrity	44.078	38.888	17.124
10	Citizenship	47.22	29.17	23.61
11	Patriotism	15.975	27.78	56.245

The table 4.1 shows that 70% teachers working in coastal area always felt students lack self-discipline. 19% teachers sometimes felt students lack self-discipline and 9% teacher responded that they never felt students lack self-discipline. The analysis showed 59 % teachers always felt students show disrespectful behaviour, 25% teachers sometime felt students show disrespectful behaviour and only 16% teachers never felt students show disrespectful behaviour. From the teachers' point of view 58% teachers always felt students show lack of courage, students get attracted towards illegal and antisocial activities, 24% teachers sometimes felt students lack the character trait courage and only 19% of teachers who responded never felt students follow their one's own consciousness and always act and support good things. As per the view 55% teachers always felt students are not caring, 29% teachers sometimes felt students lack of caring behaviour and only 15% who responded never think students are caring. The analysis of fairness shows that 53% teachers always felt students fail to act fairly, 27% teachers sometimes felt students are unfair only 20% teachers who responded for never felt students are fair. It was found that 47% teachers always felt students display lack of

citizenship, 29% sometimes felt lack of citizenship and only 24 % teachers never felt students display good citizenship. Dishonest students were always found 45%, teachers who sometimes feel students display dishonesty was 40% but only 15% teacher never felt students are dishonest. Teachers who always felt students lack integrity was found 44%, of teachers sometimes felt students lack integrity was found 39% but 17% teachers never felt students lack integrity. Teachers who always felt students are impatient and lacking in perseverance was found 44%, teachers sometimes feel coastal school students are lacking in perseverance was 37% and only 19% teachers feel students display good perseverance. For the trait responsibility teachers with 43% responded for always and sometimes, students show lack of responsibility was 19% and only 16% teachers always felt students lack patriotism, 28% teachers sometimes felt students display lack of patriotism and 56% teachers never feel students' exhibit lack of patriotism The measures of always and sometimes were calculated to identify the character traits. The traits that scored above 60 were recognized as lacking character traits. Self- discipline, perseverance, honesty, fairness, caring, responsibility, courage, respect, integrity and citizenship are the identified traits for the curriculum package. The trait Patriotism scored below 60% hence it was given less importance.

3 (a) Remedial Measures Suggested by Coastal School Teachers

Coastal school teachers face student's behavioural problems. To overcome these problems teachers use different measures to collect data on the character of coastal school students. The teachers' scale on remedial measures was used to improve the character of coastal school students. The obtained and result scores are given in Table 4.2.

To resolve the behavioural problems 12 items were included in the teachers' scale. Three point scale was used to find the opinion of remedial measures for behavioural improvement of coastal school students. Percentage analysis was done to identify the gaps and strategies applied for reducing behavioural problems among coastal schools.

Table 4.2

Details of remedial measures and responses of teachers

Sl. No.	Items	<i>Always</i>		<i>Sometimes</i>		<i>Never</i>	
		N	%	N	%	N	%
1	Read value oriented and character development books and articles	10	13.89	42	58.33	20	27.78
2	Make time for discussion to find out the reason for students misbehavior	18	25.00	40	55.56	14	19.44
3	Make discussion with individual parent to know the child individually	11	15.28	30	41.67	31	43.06
4	Notice serious behavioral problems do you inform head master/mistress and colleagues	14	19.44	58	80.56	0	0.00
5	Involve character education in your daily teaching learning process	5	6.94	10	13.89	57	79.17
6	Recommend counseling class for indiscipline students of your school	12	15.67	30	41.67	30	41.67
7	Observe students other than your class hours	10	12.89	35	48.61	27	37.50
8	Collect details of students who misbehavior from their peer group	21	29.17	51	70.83	0	0.00
9	Collect details from parent to understand the students nature with community members to check what they do outside the school	9	12.50	49	68.06	14	19.44
10	Collect details from community members to check what they do outside the school	0	0.00	11	15.28	61	84.72
11	Suggest books and activities for the character development of students	10	13.89	40	55.56	22	30.56
12	Students try to imitate your good habit of teachers	19	26.39	43	59.72	10	13.89

The table 4.2 shows that for the item on students try to imitate good habit of teachers, responses were 14% for never, for sometimes 60% and 26% for always. Teachers who never involve in character education in daily teaching learning process were found 79%. Who responded for sometimes was 14% and who responded for always was 7%. Teachers who never make personal discussion with individual parent to know the child was found 43%, who responded for sometimes was 42% and who responded for always was 15%. Teachers who never recommended counseling class for indiscipline students of the schools was found 42%, who responded for sometimes was 42% and 16% for always. Teachers who never observe students other than their class hours was found 38%, who responded for sometimes was found 49% and who responded for always was found 14% and who responded for always was 14%. Teachers who never suggests books and activities for the character development of students was found 31%, who responded for sometimes was found 55% who responded for always was 14% . Teachers who never make tread value oriented and character development books and articles was found 28%, those who responded for sometimes was found 58% and who responded for always was 14%. Teachers who never collect details from parent to understand the students nature with community members to check what they do outside the school was found 19%, those who responded for sometimes was found 68% and who responded for always was 13%. Teacher who never makes time for discussion to find out the reason for students misbehavior was found 19%, who responded for sometimes was 56% and those who responded for always was 25%. Teachers who sometimes notice serious behavioral problems who inform head master/mistress and colleagues was found 81% and 19% responded always.

Teachers who sometimes collected details of students who misbehavior from their peer group was 71% and those who responded for always was 29%

To identify the remedial measures the responses of sometimes and never was calculated. The item that scored above 60% was identified for the curriculum package. Hence the data analysis of teachers shows that students studying in coastal school display character problems and remedial measures are not appropriate.

4. Opinnionnaire of Parents on strengths and weakness of character traits of coastal upper primary school students

Students studying in coastal upper primary school display behaviour problems. To determine the definite behavioural problems parents scale was used to identify the strengths and weakness of the character of their ward. The character traits and mean score are illustrated in the Table 4.3.

The feedback of parents was collected to reveal the strength and weakness of students' character. Total 64 items with three point measures were included in the scale. Further they were clubbed under 10 character traits and mean score were found out.

Table 4.3

Mean score of students' character traits through parents

Sl No.	Character trait	Mean
1	Respect	9.37
2	Self- discipline	22.23
3	Caring	16.67
4	Responsibility	11.13
5	Fairness	15.30
6	Honesty	7.70
7	Courage	7.87
8	Perseverance	10.80
9	Citizenship	5.47
10	Integrity	12.47

Table 4.3 shows the brief description of the character trait and the mean score Maximum score obtained for the trait **self- discipline** is 39. The mean score obtained from data collection is 22.23. The obtained score 22.23 is greater than mid-value (19.5).

Maximum score obtained for the trait **respect** is 15. The mean score obtained from data collection is 9.37. The obtained score 9.37 is greater than mid-value (7.5).

Maximum score obtained for the trait **caring** is 27. The mean score obtained from data collection is 16.67. The obtained score 16.67 is greater than mid-value (13.5).

Maximum score obtained for the trait **fairness** is 24. The mean score obtained from data collection is 15.30. The obtained score 15.30 is greater than mid-value (12).

Maximum score obtained for the trait **integrity** is 18. The mean score obtained from data collection is 12.47. The obtained score 12.47 is greater than mid-value (9).

Maximum score obtained for the trait **responsibility** is 18. The mean score obtained from data collection is 11.13. The obtained score 11.13 is greater than mid-value (9).

Maximum score obtained for the trait **perseverance** is 18. The mean score obtained from data collection is 10.80. The obtained score 10.80 is greater than mid-value (6).

Maximum score obtained for the trait **respect** is 15. The mean score obtained from data collection is 9.37. The obtained score 9.37 is greater than mid-value (7.5).

Maximum score obtained for the trait **courage** is 12. The mean score obtained from data collection is 7.87. The obtained score 7.87 is greater than mid-value (6).

Maximum score obtained for the trait **honesty** is 9. The mean score obtained from data collection is 7.70. The obtained score 7.70 is greater than mid-value (4.5).

Maximum score obtained for the trait **citizenship** is 9. The mean score obtained from data collection is 5.47. The obtained score 5.47 is greater than mid-value (4.5).

The mean score obtained for all the traits are greater than mid-value. Therefore the students of coastal school display weakness.

4. Preliminary Analysis of Strengths and Weakness of Upper Primary Coastal School Students as suggested by parents

Based on the collected data from parents on strength and weakness of VIIth standard students of GVHSS Payyanakkal Kozhikode preliminary analysis was done. The preliminary analysis was used to determine the character weakness that should be examined in detail. The preliminary analysis of obtained value are given in table 4.4. The analyzed data obtained by parents of coastal school students were used to identify the strength and weakness of students' character. Based on the obtained data the statistical value of mean, median, mode, standard deviation, skewness and kurtosis were classified.

Table 4.4

Details of preliminary analysis of parents' suggestions

Statistics	Value
N	30
Mean	119.03
Median	118.00
Mode	117.00
Std. Deviation	9.10
Skewness	-.161
Kurtosis	-.410

From table 4.4 the obtained value for mean, median and mode are 119.03, 118 and 117 respectively with standard deviation 9.10. The obtained value -0.161 of skewness indicate that the distribution is negatively skewed. The value is less than +1 that shows the curve is platy kurtic. Value of the scale is 96; the obtained mean score is higher than the mid value which shows that the coastal school students have behavioural problems.

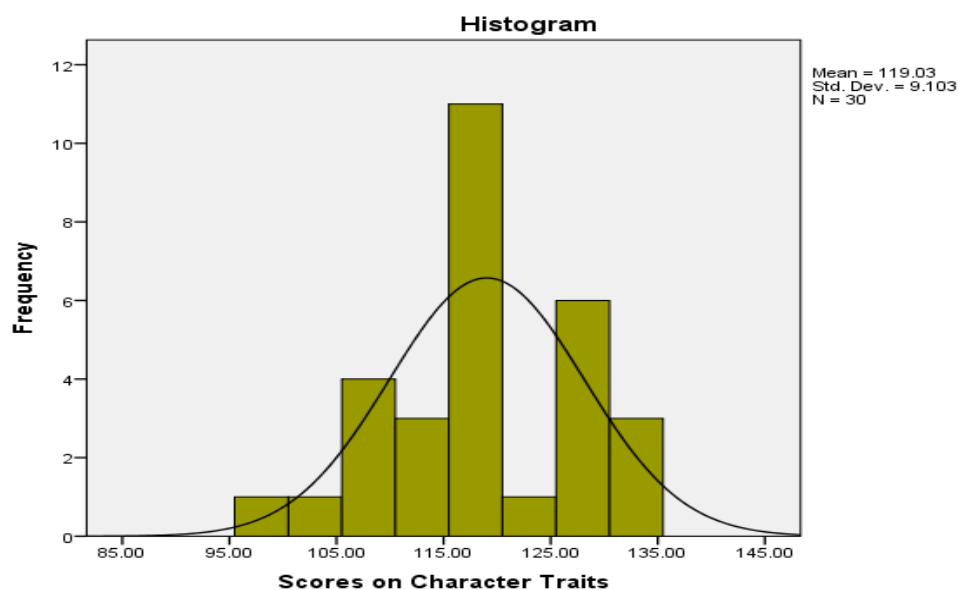


Figure 4.1 Character traits of students obtained from parents

5. Data on Interview of Head Masters of Coastal Upper Primary Schools.

A structured interview schedule was used to collect details from the headmasters of coastal upper primary school. The scheduled interview was organized to establish the strategies for Community partnership character education curriculum for coastal school. Three headmasters from coastal school were interviewed to collect data. Six components were used for categorization of different data: School wide, administrative staff, teachers, students, parents and community. Analysis of interview schedule that checks whether character education is a part of curricular programme is briefly explained.

(i) *School wide system*

The interview schedule displays the component school wide. The vision and mission of the institution and the data were analysis. The component school wide included 12 items

The data collected from head masters of three coastal schools was explained briefly. The items that gave negative responses from school wide component are highlighted. From the item number one it was found that schools face huge amount of behavioural problems. Three of the head masters had a common opinion. The main reason found for their misbehavior was their life style, unemployment of parents, poverty, society and their upbringing. All these lead to misbehavior. If school gives special time in their time table for scaffolding the improvement in student's behaviour can be made.

The item number two gives details that school does not initiate a lot on students' behaviour and their personal problems. Three head masters had not taken any steps for changing the view point of common people that different kinds of problems are common in coastal school.

Item number three explains that schools have not included any mode of character education in school time table. The school follows the common rules as followed by all schools.

The result of item number four reveals that from the three head masters two replied that they don't get time other than teaching academic subjects. As schools are used for other public programmes like flood relief camp, election, Government. KPSE examinations, university examinations and other cultural programmes. It indirectly affects regular teaching learning activities. Teachers rush to complete to teach. The one who favoured that teachers should take initiative to teach expected behaviour directly was not included in their school curriculum.

The fifth items briefly stated that three of the head masters agreed that students break the rules and regulation. They bunk school, take long day leave, make arguments and fight with teachers and school mates, make disturbance in class rooms, do not keep their belongings neat and tidy. Schools have not developed any strategies that ensure students discipline.

Schools face lots of behavioural problems from students but no special actions, plans or programmes were organized. They have suggested a few opportunities like, social work, cooperation with health service and panchayat service, survey activities and work experience, other than sports, arts and cultural activities.

School hasn't included character education in its curriculum so they haven't given time for it in their time table. Only when it's given space in real life situation it could be made practical.

Schools maintain records, registers rules and regulation takes actions for misbehavior etc. were found positive

(ii) Administrative staff

The responsibilities, duties and activities of the office staff other than clerical and technical works are explained in the second component administrative staff. Three items were included in the component. The result of negative responses of the interview are explained briefly

Item number one resulted that none of the interviewees mentioned that they include non-teaching staff in maintaining school discipline. Even though they are the part of the school but these schools keep them apart from schools regular activity, school discipline, school meetings, discussion. They only do their assigned work.

Item number two found that no schools involve non- teaching staffs' for taking any actions. They are kept away from daily school processes.

Item number three of administrative staff found out that all three headmasters had a common point for non- teaching staff. Non- teaching staff has never registered any case of students' misbehavior

(iii) Teachers

The strategies for teachers' collaboration in maintaining discipline in classroom are briefly stated. Five items were included in the item. The precise suggestion on how teacher can be collaborated in character education programme is included in the item.

Item number two found out that all the three Headmasters fail in initiating teacher's strategies. Item number five contributed that no strategies were developed for teacher by Headmasters for collaborating teachers in character education programme. Ethics committee is formed in three schools but it's not performing well or it's not taken seriously. Immediate disciplinary action against students, recording students' activities in progress report,

cooperating for maintaining discipline etc. was found positive in teachers' component.

(iv) Students

The strategies for maintaining rules and regulations are stated in the component student. The details of rules and regulations followed by school are elucidated through five items. The identified explained succinctly.

Item number two from the component resulted that ethics committee is formed in three schools but it's not performing well or it's not taken seriously.

Item number three contributed the result that students are punished for indiscipline, actions are taken against students but none of the schools has listed punishable events or the actions that has to be taken.

Item number five found that students do not co-operate in curricular and co-curricular programmes. Only a few participate in their own interest. Many of the students participate when they are forced for it. Students leave during cultural and sports schools rarely organize character education programme. They organize a few awareness and counseling programmes but students take it lightly so they fail to bring major changes. Three head masters had common opinion for the question. But they succeed in collecting details of students misbehavior from peer group and complains from students are reported.

(v) Parents

The component parents read the parents' involvement in school curriculum and character education programme. Five items were included in the component. The negative responses of the items are identified and emphasized.

Item number two from parents found out that only two head masters organize programmes but campaign on behavioral problems is not done

From item number five it was found that head masters had a common point of view that parents should be involved but only a few parents attend P.T.A meetings. They don't make time for PTA meetings. So they were sure they will not come for or involve themselves in character education programme. Organizing PTA meetings, feasibility for discussing students' behaviour with parents and ensuing confidentiality of students problems were found positive.

(iv) Community

The component community illustrates the school activities and programmes organized with community members. Five items were included in the component. The negative responses which draw special attention are explained in detail.

The first item from the community component draws details that head master of three schools had not developed any mechanisms or strategies that could be helpful in collecting evidences from local people to students.

The second item resulted that three schools do not interfere in community issues but involve community when some serious problems or issues happen like schools used for illegal things and it is noticed by school authorities like using for drinking alcohol, drug and playing cards, early pregnancy, students identified using cigarette, drugs or buying or selling or suing cigarette and drugs.

The third items found out that when the issue leads to suspension, community is involved, none of the schools have developed any strategies,

mechanisms plans, and neither has listed behavioural problems for which community should be involved.

The fifth item recorded that character education programmes are not involved in their schools. Not they have any measures for developing character education in school timetable. But parents and community residing nearby school are given freedom for approaching and sharing their opinion and suggestion.

6. Interview of Administrative staff of Coastal Upper Primary school

The interview schedule was planned to collect details on the existing strategies for the development of character and the philosophy of the school. The sum up negative responses which gives special attention are explained in detail.

The first item from the interview schedule shows that all the three administrative staff fail to quote eminent personalities of the community members for motivating students.

The second item from the interview schedule reflected that two headmasters fail to check if teachers and staff are exhibiting good character in their daily life.

The sixth item from none of the school has appointed teachers to monitor students who constantly misbehave

The seventh item contributed the detail that students are rarely issued books and mostly story books are issued. No students of three schools read value education book

The ninth item reported that none of the schools has developed character development strategies.

The tenth item of interview found out that all three schools fail to plan special time for students for making better human being. But they responded positively for these items: School provide opportunities to lead a meaningful life, succeed in the achieving vision and mission of the school, provide safe and hygienic environment in your school, immediate action taken when misbehaviour reported.

7. Interview with Village/Panchayath Education Committee and Local Bodies

The main aim of the interview with village /panchayath committee members and councilors was to identify strategies for Community Partnership Character Development Curriculum Package for Coastal Schools. The details of activities, financial benefits and services arraigned by councilors that supports for the improvement and development programme for supporting school and developing character of coastal students is included in the interview schedule. Ten items were included in the interview schedule. The negative responses were identified and explained as the responses help to find out the new strategies that school community fails to practice and new innovative strategies that help in filling the gaps of community partnership curriculum.

The first item from interview schedule resulted that all the nine councilors and one panchayath member had the same opinion that their ward stands different as they belong to coastal area, their socio, economic, environmental, cultural background differ from other wards.

Only four councilors succeed in organizing platform for representing the skills of community through kudumbashree, but in those activities school community is not included. Other six councilors reported that few activities are done but for name sake. People living near coasts work in different shifts so it's not possible to organize such activities successfully and including school

community in community becomes difficult task, so they are not included if any programs are organized

The third item reported that crimes and disputes are common. Every councilor had explained different reason for crimes and disputes. Common reason identified were communal disharmony, poverty, unemployment, robbery, drug addiction. Only one councilor had different experience.

The fourth item of the interview revealed that everyone accepted that they come across many challenges as they belong to coastal area. Main challenges faced by the people living in coastal area were illiteracy, poverty, unemployment, politics, socio economic imbalance, population, anti-social activities.

The tenth item of the interview schedule revealed that everyone failed to organize character education and behavioural modification programmes. Health and social service Programmes are organized but only few people participate. Organise meetings with criminal activities once it is reported they inform the police and do the needed. Organize meetings and visit the surrounding for enquiry support school when schools report their needs. Systematic process is followed for distributing financial/social aids and it is ensured for deserving pupils.

Phase II

Experimentation

The second phase deals with the analysis of the data obtained in the experimentation of the developed curriculum package. The data were classified on the basis of objectives. Based on formulated hypothesis they were subjected to testing. Preliminary analysis, test of significance of difference between means and Cohen's *d* were used in the study

8(a) Preliminary Analysis of Pre-test and Post test

The experiment was conducted to find out the effect of community partnership character development curriculum for coastal upper primary school students. The experiment was performed on VIIth standard students of Payyanakkal Government Higher Secondary School. Character assessment inventory for coastal upper primary school students was used to collect data. The Inventory tried to assess the character of coastal upper primary school students using a pretest and posttest in a single group. The analyses are displayed in Table 4.5.

Table 4.5

Details of Preliminary analysis of pre-test and post-test on character assessment

Statistics	Pretest score	Posttest score	Gain score
N	35	35	35
Mean	20.86	44.20	23.34
Median	19.00	47.00	24.00
Mode	19.00	52.00	24.00
Std. Deviation	7.44	9.77	9.87
Skewness	-1.179	-.565	-.108
Kurtosis	1.325	-.789	-1.024

The sum up of statistics of pre-test, post-test and gain score of 4.12 is described below mean, median and mode score of pretest score are 20.86, 19 and 19 respectively with standard deviation 7.44. The obtained value -1.179 of skewness indicates that the distribution is negatively skewed and the positive value of kurtosis 1.325 indicates the distribution is leptokurtic.

The mean, median and mode score of post-test score are 44.20, 47 and 52 respectively with standard deviation 9.77. The obtained value -0.565 of skewness indicate that the distribution is negatively skewed and the negative value of kurtosis -0.789 indicates the distribution is platy kurtic

The mean, median and mode score of gain score are 23.34, 24 and 24 respectively with standard deviation 9.87. The obtained value -0.108 of skewness indicate that the distribution is negatively skewed and the negative value of kurtosis -1.024 indicates the distribution is platy kurtic

8 (b) Comparison between Mean Pre-test and Post-test on Character Development

The pre- test and post- test were apparently conducted to find out if the Community Partnership Character Development Curriculum Package is significantly effective in enhancing coastal upper primary school students' character development. The details of the obtained data are presented in Table 4.6.

Table 4.6

Comparison results of mean pretest and post test of experimental group

A =cognitive, B=Affective and C=Behavioural

Domain	Test	Mean	Std. Deviation	R	t-value	Effect size (Cohen's d)
A	Posttest	15.03	3.37	.390	13.29**	2.53
	Pretest	7.66	2.37			
B	Posttest	16.00	4.11	.328	10.51**	2.08
	Pretest	8.48	3.03			
C	Posttest	13.17	4.37	.161	9.51**	2.08
	Pretest	4.71	3.71			
Total	Posttest	44.20	9.78	.367	13.99**	2.69
	Pretest	20.86	7.44			

$N_1=N_2= 35$ ** $p<.01$ A=Cognitive

B=Affective

C=Behaviour

Table 4.6 shows that, there is a significant difference between the mean pretest ($M= 7.66$, $SD= 2.37$) and posttest ($M= 15.03$, $SD= 3.37$) [$t(34) =13.29$; $p<.01$] scores of cognitive. The mean score on component cognitive is significantly higher in post -test than in pre-test. The effect size

(Cohen's $d=2.53$) indicates that effect of community partnership character development curriculum package of component cognitive is large.

There is a significant difference between the mean pretest ($M= 8.48$, $SD= 3.03$) and post-test ($M= 16.0$, $SD= 4.11$) [$t(34) =10.51$; $p<.01$] scores of component affective. The mean score on component affective is significantly higher in posttest than in pretest. The effect size (Cohen's $d=2.08$) indicates that effect of community partnership character development curriculum package of component affective is large.

There is a significant difference between the mean pretest ($M= 4.71$, $SD= 3.71$) and post-test ($M= 13.17$, $SD= 4.37$) [$t(34) =9.51$; $p<.01$] scores of

component behavioral. The mean score on component behavioral is significantly higher in posttest than in pretest. The effect size (Cohen's $d=2.08$) indicates that effect of community partnership character development curriculum package for coastal upper primary school students behavioral component is large.

There is a significant difference between the mean pretest ($M= 20.86$, $SD= 7.44$) and post test ($M= 44.20$, $SD= 9.78$) [$t(34) =13.99$; $p<.01$] scores of Total. The mean score on Total is significantly higher in posttest than in pretest. The effect size (Cohen's $d=2.69$) indicates that effect of community partnership character development curriculum package Total is large.

This indicates that community partnership character development curriculum package developed is effective.

Conclusion

Data analysis of the research supported the researcher to reach the final conclusion. In the present chapter the researcher analyzed and interpreted the obtained data and discussed the result.

SUMMARY, CONCLUSIONS AND SUGGESTIONS

-
- ❖ Statement of the Problem
 - ❖ Variables
 - ❖ Objectives
 - ❖ Hypothesis
 - ❖ Methodology
 - ❖ Sample Selected for the Study
 - ❖ Tools Used for Data Collection
 - ❖ Techniques used for Analysis of Data
 - ❖ Major Findings of the Study
 - ❖ Conclusions
 - ❖ Educational Implications
 - ❖ Suggestions for Further Research
-

The chapter presents summary, findings, conclusions, educational implications and suggestions for further research. The tenability of hypothesis and summary of the findings are written briefly. The conclusion and the suggestions for further research give pathways for new research.

Statement of the Problem

The problem was to investigate how effective the self-developed Character Partnership Curriculum package will be on developing Character of Coastal Upper primary School Students. The problem is entitled as “Efficacy of Community Partnership Curriculum Package on Character Development among Coastal Upper Primary School Students in Kerala”

Variables

In this study character development is treated as the independent variable and community partnership character development curriculum package is treated a dependent variable. After formulating a testable hypothesis the next step of research is to design the variables that are used in the experiment.

Operational Definition of Key Terms

Efficacy

It is the ability of something to bring about the desired result.

Character

Character refers to self-concepts, individual differences in goals and values which influence voluntary choices and intentions. It is the representation of moral and ethical traits that is doing right things when no one is observing.

Character Development

Character development is the learning process that enables students, parents and community members to understand core moral and ethical values and act on it.

Community Partnership

Partnership of community is strengthened support and transforms school Programme through sharing of variety resources. They complement the school curriculum with service and activities to improve school culture.

Community Partnership Curriculum Package for Character Development

Curricular package for character development through parental and community involvement based on the specific socio-cultural and economic background and philosophy of a school in a particular coastal area. Initiatives are to be taken by the school and community for organizing differential programmes for developing character.

Coastal Upper Primary School Students

Coastal Upper Primary school students are students who study in grade 5th, 6th and 7th in coastal schools of Kerala. In the present study standard 7 is considered.

Objectives

The objectives of the study are classified into two:

Major Objectives

- (i) To develop community partnership character education curriculum package for coastal upper primary school students.

- (ii) To find the effect of developed community partnership package on character development for coastal upper primary school students.

Minor objectives

- (i) To analyze components of character development in the content of course book, work book and source book prepared by SCERT for upper primary classes in Kerala.
- (ii) To find the problems arising from misconduct of coastal school students as felt by teachers.
- (iii) To find the opinion of parents of coastal school students on the character traits of their wards.
- (iv) To identify strategies for community partnership character education curriculum for coastal school, from the Headmaster
- (v) To collect details on the existing character development programmes and strategies of implementation in coastal schools from school administrative staff.
- (vi) To identify strategies for community partnership character education for coastal school, from Village/Panchayath Education Committee and Local bodies for Coastal Development.

Hypothesis Tenability

The hypothesis formulated for the study was that there will be no effect for the developed Community partnership character education curriculum package on developing character of coastal upper primary school students. The hypothesis was rejected. The findings of the study showed that the hypothesis was to be reformulated and that the developed community partnership character

development package was effective on coastal school upper primary school students

Methodology

The major objectives of the study were to develop the character education curriculum package for the selected group of students and find out its effect on character development. Appropriate methods of research were followed at each step to realize the minor objectives also.

Method

Mixed method research was followed to satisfy the different objectives of the study. Content analysis, Survey, Interview and Experimental methods were applied as the methodology. The data were interpreted using qualitative and quantitative techniques.

(i) Content and Document Analysis

The curricular content of upper primary school stream of SCERT in Kerala was qualitatively analyzed. The course books, work books and teachers' handbooks were studied to see the components and issues presented directly or as hidden, with respect to student discipline and character development. To collect relevant data to understand the strategies that have been followed, the technique of document analysis was followed. School documents on curricular and co-curricular programmes of the school were analyzed to see the character education components.

(ii) Survey Method

Survey method was followed to identify the problems of misconduct that the teachers face from the part of coastal students, and also the character development strategies that they have been implementing in the school. To

collect data from parents on the character traits exhibited by the wards, survey was carried out.

(iii) Interview Method

Interviews were held with the Headmasters, administrative staff, officials of Village Education Council /Panchayat Education council and local bodies for Coastal Development for formulating the strategy of community involvement.

(iv) The Experiment

An inventory to evaluate the general character of students was used as pretest. Based on the analysis of the data, a curriculum package with involvement of parents, community and school is developed. The package was implemented with 6 months of time period, and the effect was assessed using the same inventory as post-test. A pre-test - post- test single group experimental design was followed.

Sample selected for the study

Based on the objectives of the study, data were to be collected from different categories of samples. To identify the character problems of coastal school Students, data were collected from 72 Upper Primary coastal school teachers from the selected school. The scale for parents was used for 30 parents of the students from GVHSS Payyanakkal Kozhikode. Three Headmasters and three members of administrative staff from three coastal schools in the same district were interviewed. Data from ten officials from village /panchayath Committees and local bodies for coastal development were collected to find their involvement in programmes and also to get suggestions. The experiment was conducted on a sample of thirty five, standard VII students of GVHSS Payyanakkal, Kozhikode district in Kerala.

Tools and Documents Used for Data Collection

The tools and documents used for collecting different types of data were:

- (i) Course books, Work books and Teachers handbooks prepared by Kerala SCERT for upper primary classes
- (ii) School documents of current curriculum and curricular and co-curricular programmes and work schedule.
- (iii) Character Assessment Inventory for Coastal Upper Primary School Students .Inventory to assess the character of coastal upper primary school students used as pre- test and post -test.
- (iv) Scale for Teachers on character problems of coastal upper primary school students. Scale for teachers to find the problems that they face in terms of misconduct of students and on remedial measures.
- (v) Scale for Parents of Coastal School Students on Character of their Ward, scale for parents to collect their opinion on areas of strength and weakness of the character of their wards.
- (vi) Interview Schedule for Head Masters of Coastal Upper Primary Schools, Interview schedule to identify strategies for community partnership character education curriculum for coastal school, from the Headmasters
- (vii) Interview Schedule for Administrative staff. Interview schedule for administrative staff of the institution on the existing strategies for character development and the school philosophy.
- (viii) Interview Schedule for Officials of Village/Panchayath Education Committee. The schedule was for officials of village/panchayath education committee and local bodies for coastal development on strategies to be developed for character education

Techniques used for Analysis of Data

Qualitative interpretations, Percentage analysis, Test of significance of difference between means (t-test) and Cohen's d were the techniques applied

Major Findings of the Study

1. The major objective of the study was to develop community partnership character education curriculum package for coastal upper primary school students and find the effect of developed community partnership package on character development for coastal upper primary school students. For the development of curriculum package a deliberate and intentional need for content analysis and document analysis was necessary. A detailed analysis of Course books, Work books and Teachers' handbooks prepared by Kerala SCERT for upper primary classes was done. The analysis of course books; work books and teacher handbooks revealed that neither there is implicit or explicit reference of content, examples, exercises, theme or issues of coastal life problems nor there are any activities or programmes included in school curriculum that enhance community partnership character development of coastal school students.
2. The main aim of document analysis was to find out the means to support or refute made by the school for the development of character and disciplining coastal school students. The investigator analyzed the records of the school. It was reviewed to identify the philosophies, approaches and curricular and co-curricular programmes for character development, the participation of parents and community in the functioning of coastal school. The reports show the backwardness of coastal school students. It was found that the school does not organize any programmes other than co-curricular activities. Community

partnership programmes and activities were not included in school curriculum and only a few parents regularly attend PTA meetings held in schools.

3. The percentage analysis of coastal school teachers' scale on character of students revealed that teachers face misconduct problems and coastal students' lack desirable character traits. The lacking character traits are self- discipline, perseverance, honesty, fairness, caring, responsibility, courage, respect, integrity and citizenship. The percentage analysis of teachers' scale on remedial measures and strategies adopted by coastal school for character development disclosed that remedial measures are not appropriate.
4. The analysis done on parents' scale of coastal school students on Strengths and weakness of character traits resulted that students display weakness than strengths. The mean score obtained for character traits self- discipline, perseverance, honesty, fairness, caring, responsibility, courage, respect, integrity and citizenship are greater than mid-value. Therefore the students of coastal school display weakness. The obtained mean score 119.03 is higher than the mid value 96 which shows that the coastal school students have behavioural problems.
5. The interview with Head Masters of coastal schools disclosed that character education is not a part of curricular programme. The interview revealed that misbehavior in coastal school was common and it was due the life style, poverty, unemployment, upbringing and social environment. Coastal schools face lots of behavioural problems but they fail to provide special attention, actions, plans, programmes or opportunities for character development. Administrative staff is not included in school activities. The head masters had not developed any character education programme nor had they applied any strategies or

methods for solving the behaviour problems. The schools had not given space to community in school curriculum. For filling the gaps in school curriculum it is necessary to identify strategies and develop Community Partnership Character Education Curriculum for coastal schools.

6. The interview with school administrative staff revealed that schools had not scheduled character development programmes and strategies in the existing school curriculum. The common procedure is applied that is followed by all school. The interview identified the special need for re-arranging the duties, responsibilities, activities, and plans of the administrative staff of coastal schools.
7. The interview with councilors and village/panchayath education committee and local bodies for coastal development pointed out the urgent need and importance of developing strategies for community partnership character education for coastal school. The interview revealed that people living in coastal area are socially economically educationally and culturally backward. The communal disharmony, antisocial activities, gambling on cards, selling hanish, charas and liquor, sexual abuse, underage marriage, early pregnancy, suicide, single parenting, polygamy are common in coastal area. From the interview it was also clear that neither the school nor the community officials had developed any school community partnership programmes. Hence to solve the behavioural problems of coastal school students school, family and community should work together for framing the community partnership character development.
8. Significant difference exists between pre-test scores and post-test mean score of community partnership character development curriculum package for Coastal Upper Primary School Students. The obtained value of Cohen's $d > 1$. The Cohen's d indicates that effect of community

partnership character development curriculum package of component cognitive (Cohen's $d=2.53$), affective (Cohen's $d=2.08$), behavioral (Cohen's $d=2.08$) and total (Cohen's $d=2.69$) is large. Hence the analysis of community partnership character development curriculum package indicates that the developed package is effective

Conclusions

The study, carried out in two phases had set the major objectives to develop a community partnership character development package and to test the efficacy of the same. Prior to realizing this objective, the investigator laid the stone for the need of such a package for the coastal upper primary school students. The pre-test on character inventory on analysis showed the traits where the coastal students fall behind. Analysis of the curricular programme, in terms of text book content, work book activities and strategies employed by teachers for content transaction as detailed in teachers' Handbook made the investigator conclude that there is no focus on the issues of coastal school or life on character development processes. Documents of the school on co-curricular and curriculum programmes also made explicit that such themes are not catered to and the involvement of parents or the target community could not be ensured in school programmes. The data on scale for teachers on analysis brought to light the need for character education in the target group of students. Data collected from the parents supported this finding and specific areas that need to be developed were identified. The interviews with the Headmaster and administrative staff also strengthened the need for character development initiative in the school. Considering the special characteristics and status of coastal school students, involvement of the community would be beneficial and it was found that the immediate community is not involved in such programmes. It was on this weakness that the investigator strongly felt the need for an effective community partnered character development package for the

coastal school. The package, on its experimentation, proved effective in promoting character traits in the selected sample of the coastal school.

Educational Implications

It is, today widely accepted that quality education should respond to the contextual demands and we should structure adaptive classrooms. Autonomy, self-regulation, self-reliance are the buzz words in the discussions of goals of education. A community of students with cognitive, psychomotor and affective levels of development alone could ensure national growth and development. Educational institutions should function as smithies to mould the culture of zero tolerance of corruption and to promote ethical, moral, behaviour. When volatility, uncertainty, complexity and ambiguity are the order of the day, the academic should intervene. The affective variables in “the best in man” are not duly represented in the entire processes of curriculum. It is high time that the area should gain momentum when the world is confronted with deterioration and complex issues related to human sustenance. Instead of a uniform, rigid system of education, a changing, flexible, self-regulated system is the prerequisite for development. A pro-active curriculum should ensure partnership from various sectors of the society. The contextual variables of immediate community have an evident role in the functioning of an institution, especially at lower levels of education. At this juncture the initiation with the community partnership character education will prove significant step towards self-reliance. Similar packages could be developed for specific groups incorporating contextual variable. The developed package could be experimented in other coastal schools. The curricular component of character education in the teacher education programmes at primary level could be upgraded into a practice oriented component with the package on character development.

The different contexts that lead to the study: lack of components on character development in the curricular and co-curricular programmes, the low

level of development of character traits as exhibited by the sample, the high level of disciplinary and behaviour related problems of students felt by the teachers as well as the parents should be catered to while formulating curriculum for upper primary level, especially responding to the concepts equity, marginalization etc. The study also has revealed that the role of administrative staff is also important. Community partnership in any school programme is very essential and strategies have to be evolved as the study recommends, for future partnerships.

Suggestions for Further Research

The study was based on the philosophy of contextualization and adapted classrooms. The context of coastal upper primary school, the context of coastal upper primary school, the programmes of character development, the involvement of parents, administrative staff, and the community also formed the focal areas in the context. A package developed was proved effective in the context. Researches can be undertaken and repeated in other contexts also. Longitudinal studies could prove more effective. Scope of studies on curricular reforms at primary and secondary level teacher education programmes incorporating courses on character development is high and valid. The effectiveness of such courses could be experimented and incorporated in the internship programme of prospective teachers.

BIBLIOGRAPHY

- Abubakar, A., Kariuki, S. M., Tumaini, J. D., Gona, J., Katana, K., Owen, J. A. P., & Newton, C. R. (2015). Community perceptions of developmental and behavioral problems experienced by children living with epilepsy on the Kenyan coast: A qualitative study. *Epilepsy & Behavior, 45*, 74-78.
- Agboola, A., & Tsai, K. C. (2012). Bring Character Education into Classroom. *European journal of educational research, 1*(2), 163-170.
- Althof, W., & Berkowitz*, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of moral education, 35*(4), 495-518.
- Battistich, V. (2005). Character education, prevention, and positive youth development. *Washington, DC: Character Education Partnership.*
- Bays, S. (2013). *An examination of teacher and student perceptions of student behavior following the implementation of a character education curriculum in a texas high school.* Lamar University-Beaumont.
- Beets, M. W., Flay, B. R., Vuchinich, S., Snyder, F. J., Acock, A., Li, K. K., ... & Durlak, J. (2009). Use of a social and character development program to prevent substance use, violent behaviors, and sexual activity among elementary-school students in Hawaii. *American journal of public health, 99*(8), 1438-1445.
- Beland, K. (2009). *Eleven principles sourcebook: How to achieve quality character education in K-12 schools: Guides to the Eleven Principles of Effective Character Education.* Character Education Partnership.
- Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The clearing house, 83*(2), 39-43.

- Berkowitz, M. W. (2002). The science of character education. *Bringing in a new era in character education*, 508, 43-63.
- Berkowitz, M. W., & Bier, M. C. (2004). based character education. *The Annals of the American Academy of Political and Social Science*, 591(1), 72-85.
- Berkowitz, M. W., & Bier, M. C. (2005). What works in character education: A research-driven guide for educators. *Washington, DC: Character Education Partnership*.
- Best J.W & Khan J.V.(2005).Research in Education (9thed.), New Delhi: Prentice Hall of India
- Betty, C. (1997). Supporting project-based collaborative learning via a World Wide Web environment. *Web-based instruction*, 213.
- Bhagwati, J. (1973). Education, class structure and income equality. *World Development*, 1(5), 21-36.
- BOADU, K. (2013). Teachers' perception on the importance of teaching citizenship education to primary school children in Cape Coast, Ghana. *Journal of Arts and Humanities*, 2(2), 137-147.
- Brannon, D. (2008). Character education: it's a joint responsibility: instilling positive character traits in children requires teachers, parents, and administrators to work together. *Kappa Delta Pi Record*, 44(2), 62-65.
- Brannon, D. (2008). Character education-a joint responsibility. *The Education Digest*, 73(8), 56.
- Bryan, J., & Henry, L. (2008). Strengths-based partnerships: A school-family-community partnership approach to empowering students. *Professional School Counseling*, 12(2), 2156759X0801200202.

- Buchori, A., & Setyawati, R. D. (2015). Development learning model of character education through e-comic in elementary school. *International Journal of Education and Research*, 3(9), 369-386.
- Butterfoss, F.D. (2006). *Process evaluation for community participation*. *AAnu. Rev. Public Health*, 27, 323-340.
- Chiang, C. L., & Lee, H. (2016). The effect of project-based learning on learning motivation and problem-solving ability of vocational high school students. *International Journal of Information and Education Technology*, 6(9), 709-712.
- Comer, J. P., & Haynes, N. M. (1991). Parent involvement in schools: An ecological approach. *The Elementary School Journal*, 91(3), 271-277.
- Cooley, A. (2008). Legislating character: Moral education in North Carolina's public schools. *Educational Studies*, 43(3), 188-205.
- Cooper, H. M. (1988). Organizing knowledge syntheses: A taxonomy of literature reviews. *Knowledge in society*, 1(1), 104.
- Corbett, M. J. (2002). Learning to leave: The irony of schooling in a coastal community (Nova Scotia).
- Cox-Petersen, A. (2010). *Educational partnerships: Connecting schools, families, and the community*. SAGE Publications.
- Cubukcu, Z. (2012). The effect of hidden curriculum on character education process of primary school students. *Educational Sciences: Theory and Practice*, 12(2), 1526-1534.
- Damon, W. (Ed.). (2013). *Bringing in a new era in character education* (No. 508). Hoover Press.

- Daudet, Y., & Singh, K. (2001). *The right to education: An analysis of UNESCO's standard-setting instruments*. Unesco.
- Denzin, N. K. (2005). In NK Denzin & YS Lincoln. *Introduction: The discipline and practice of qualitative research, NK Denzin, YS Lincoln (Eds.), Handbook of qualitative research (3rd ed.), Sage Publications, Thousand Oaks (2005), 1-32.*
- Denzin, N. K., & Lincoln, Y. S. (2008). Introduction: The discipline and practice of qualitative research.
- DeRoche, E. F., & Williams, M. M. (2001). *Educating hearts and minds: A comprehensive character education framework*. Corwin Press
- Dodds, D. M. (2016). The effects of character education on social-emotional behavior.
- Driessen, G., Smit, F., & Slegers, P. (2005). Parental involvement and educational achievement. *British educational research journal, 31(4), 509-532.*
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.
- Fahmy, R., Bachtiar, N., Rahim, R., & Malik, M. (2015). Measuring student perceptions to personal characters building in education: an Indonesian case in implementing new curriculum in high school. *Procedia-Social and Behavioral Sciences, 211, 851-858.*
- Furst, E. J. (1981). Bloom's taxonomy of educational objectives for the cognitive domain: Philosophical and educational issues. *Review of Educational Research, 51(4), 441-453.*

- George, A., Varghese, C. (1994) usage of tobacco and alcohol beverages by children and teenagers in low-is come coastal community in South India. *Journal of Cancer Education* (2), 111-113.
- George, M. K., & Domi, J. (2002). *Residual illiteracy in a coastal village: Poovar Village of Thiruvananthapuram district*. KRPLLD, Centre for Development Studies.
- George, M. K., & Domi, J. (2002). *Residual illiteracy in a coastal village: Poovar Village of Thiruvananthapuram district*. KRPLLD, Centre for Development Studies. Sreeranganadhan, K. Influence of Social and Economic Problems on the Educational Development of Fishermen Community in Kerala.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). The primal leaders.
- Griffin, D., & Farris, A. (2010). School counselors and collaboration: Finding resources through community asset mapping. *Professional School Counseling*, 13(5), 2156759X1001300501.
- Gross, J. (2015). Strong School-Community Partnerships in Inclusive Schools Are" Part of the Fabric of the School... We Count on Them". *School Community Journal*, 25(2), 9-34.
- Harris, A., & Lambert, L. (2003). *Building leadership capacity for school improvement*. McGraw-Hill Education (UK).
- Hogarth, J. M. (2001 Carlo) G., & Edwards, C. P. (Eds.). (2005). *Moral motivation through the life span* (Vol. 51). U of Nebraska Press..
- Homel, R., Hauritz, M., Wortley, R., McIlwain, G., & Carvolth, R. (1997). Preventing alcohol-related crime through community action: the Surfers Paradise Safety Action Project. *Crime Prevention Studies*, 7, 35-90.

- Ishii, M. (2010). *Implementing character education at public schools, focusing on sathya sai education in human values: A case study of sathya sai school, Leicester, UK and India* (Doctoral dissertation, Saybrook University).
- Jakubowski, J. K. (2013). *Making character education a reality: An investigation of secondary teachers' perspectives toward implementation*. California State University, Long Beach.
- Jayanti, F. G., & Anggun, C. S. D. Reading Ability and Strategies of Students in Coastal Area of Bengkulu. *LINGUAL: Journal of Language and Culture*, 8(2), 36-42.
- Jessel, J., Kenner, C., Gregory, E., Ruby, M., & Arju, T. (2011). Different spaces: Learning and literacy with children and their grandparents in east London homes. *Linguistics and Education*, 22(1), 37-50.
- Johnson, S., & Paul, N. (2018). Psychological Wellbeing of the adolescent children of alcoholic parents of coastal and non-coastal areas of kerala.
- Kamaruddin, S. A. (2012). Character education and students social behavior. *Journal of Education and Learning*, 6(4), 223-230.
- Karo-karo, A. A. P., Sinulingga, A., & Dewi, R. (2018, December). Character Building in Full Day School, Extracurricular and Student Athletes. In *3rd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018)*. Atlantis Press.
- Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. AscD.
- Kinsley, C. W., & McPherson, K. (1995). *Enriching the curriculum through service learning*. Association for Supervision and Curriculum

Development, 1250 North Pitt Street, Alexandria, VA 22314-1453
(stock no. 1-95057: \$15.95)..

KleinFeld, J. S. (1985). *Alaska's Small Rural High Schools. Are They Working? ISER Report Series No. 58.*

Krishnan, M., & Lakra, W. S. (2013). Coastal and Marine Fisheries Management in. *Coastal and Marine Fisheries Management in SAARC Countries, 196, 187.*

La Marca, A., Longo, L., & Gülbay, E. (2017). Character education, children's literature and digital lifestyles. An initial training path for teachers. *ITALIAN JOURNAL OF EDUCATIONAL RESEARCH, 367-384.*

Langhout, R. D., Rappaport, J., & Simmons, D. (2002). Integrating community into the classroom: Community gardening, community involvement, and project-based learning. *Urban Education, 37(3), 323-349.*

Lee, G. L. (2013). Re-emphasizing character education in early childhood programs: Korean children's experiences. *Childhood Education, 89(5), 315-322.*

Leming, J. S. (2001). Integrating a structured ethical reflection curriculum into high school community service experiences: impact on students' sociomoral Development. *Adolescence, 36(141), 33-33.*

Lemstra, M., Bennett, N., Nannapaneni, U., Neudorf, C., Warren, L., Kershaw, T., & Scott, C. (2010). A systematic review of school-based marijuana and alcohol prevention programs targeting adolescents aged 10–15. *Addiction Research & Theory, 18(1), 84-96.*

- Lickona, T. (1993). The return of character education. *Educational leadership*, 51(3), 6-11.
- Lickona, T. (1996). Eleven principles of effective character education. *Journal of moral Education*, 25(1), 93-100.
- Lickona, T. (1997). The teacher's role in character education. *Journal of education*, 179(2), 63-80.
- Lickona, T., Schaps, E., & Lewis, C. (2002). Eleven principles of effective character education
- Lockwood, A. (1997). *Character Education: Controversy and consensus*. London: Corwin Press/Sage
- Lopez-Robertson, J. M. (2004). Making sense of literature through story: Young Latinas using stories as meaning-making devices during literature discussions.
- Lustyantie, N., Septiarini, T., A'yunin, Q., & Rasyid, Y. (2019, January). Integrating Character Education and Contextual Approach in French Literature. In *1st International Conference on Innovation in Education (ICoIE 2018)*. Atlantis Press.
- Masruki, M. (2018). Enhancing Student Character Based on Conservation Values (Case Study at Semarang State University). In *PROSIDING SEMINAR NASIONAL & INTERNASIONAL* (Vol. 1, No. 1).
- May, C. D. (2014). *Exploring Social Emotional Character Development Curricula in Teacher Education Programs in Wichita, Kansas*. Grand Canyon University.
- Metfessel, N. S., & Michael, W. B. (1967). A paradigm involving multiple criterion measures for the evaluation of the effectiveness of school

- programs. *Educational and psychological measurement*, 27(4), 931-943.
- Metfessel, N. S., & Michael, W. B. (1967). A paradigm involving multiple criterion measures for the evaluation of the effectiveness of school programs. *Educational and psychological measurement*, 27(4), 931-943.
- Mettas, A. C., & Constantinou, C. C. (2008). The technology fair: a project-based learning approach for enhancing problem solving skills and interest in design and technology education. *International Journal of Technology and Design Education*, 18(1), 79-100.
- Milson, A. J. (2000). Creating a curriculum for character development: A case study. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 74(2), 89-93.
- Milson, A. J., & Mehlig, L. M. (2002). Elementary school teachers' sense of efficacy for character education. *The Journal of Educational Research*, 96(1), 47-53.
- Mohan, B. R. A. J. (2001). Economic status of the fishermen of malampuzha reservoir.
- Nair, M. K. C., Leena, M. L., & Ajithkumar, K. (2016). Concept of health care counseling for pediatricians. *Indian pediatrics*, 53(11), 961-963.
- Nandakumar, D. (2005). Communities of the Tail-end Ecosystem: A Study on the Policies, Resources and Quality of Life among the Coastal Communities in Kerala, India

- Narvaez, D. (2005, January). The neo-Kohlbergian tradition and beyond: Schemas, expertise, and character. In *Nebraska symposium on motivation* (Vol. 51, p. 119).
- Narvaez, D. (2005, January). The neo-Kohlbergian tradition and beyond: Schemas, expertise, and character. In *Nebraska symposium on motivation* (Vol. 51, p. 119).
- National Research Council. (2014). *New directions in child abuse and neglect research*. National Academies Press.
- Niemi, R. G., Hepburn, M. A., & Chapman, C. (2000). Community service by high school students: A cure for civic ills?. *Political Behavior*, 22(1), 45-69.
- Nyberg, D. (1990). Teaching values in school: The mirror and the lamp. *Teachers College Record*.
- Nyberg, D. A., Resta, R. G., Luthy, D. A., Hickok, D. E., Mahony, B. S., & Hirsch, J. H. (1990). Prenatal sonographic findings of Down syndrome: review of 94 cases. *Obstetrics and gynecology*, 76(3 Pt 1), 370-377.
- Pala, A. (2011). The need for character education. *International Journal of Social Sciences and Humanity Studies*, 3(2), 23-32.
- Person, A. E., Moiduddin, E., Hague-Angus, M., & Malone, L. M. (2009). Survey of Outcomes Measurement in Research on Character Education Programs. NCEE 2009-006. *National Center for Education Evaluation and Regional Assistance*.
- Pushpangadan, K. (2002). Social returns from drinking water, sanitation and hygiene education: A case study of two coastal villages in Kerala.

- Quart, A. (2003). Carlo, G., & Edwards, C. P. (Eds.). (2005). *Moral motivation through the life span* (Vol. 51). U of Nebraska Press.
- Rao, N. (1993). Total literacy campaigns: a field report. *Economic and Political Weekly*, 914-918.
- Reference Asia Development Bank (2003) Regional technical Poverty And Environment Nexus Study. Thiruvananthapuram, Centre for Earth Sciences.
- Revell, L., & Arthur, J. (2007). Character education in schools and the education of teachers. *Journal of Moral Education*, 36(1), 79-92.
- Rheingold, A., & Seaman, J. O. (2017). The use value of real-world projects: Children and community-based experts connecting through school work. *Dialogic Pedagogy: An International Online Journal*.
- Rohmanurmeta, F. M. R. (2017, July). Implementation Character Building of Love Homeland in Elementary School. In *Proceeding International Seminar of Primary Education* (Vol. 1).
- Rudd, A. (2005). Which" character" should sport develop?. *Physical Educator*, 62(4), 205.
- Samong, F., Suryadi, A., & Budimansyah, D. (2016, April). The development of character education in primary schools through the enhancement of school culture. In *1st UPI International Conference on Sociology Education*. Atlantis Press.
- Sanders, M. G. (2003). Community involvement in schools: From concept to practice. *Education and urban society*, 35(2), 161-180.

- Sanders, M. G., & Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers college record*, 104(7), 1345-1368.
- Santoso, A. M. (2010, November). Konsep diri melalui pendidikan berbasis keunggulan lokal sebagai model pendidikan berkarakter dan berbudaya bangsa di era global. In *Proceedings of the 4th International Conference on Teacher Education* (pp. 477-486).
- Savery, J. R. (2015). Overview of problem-based learning: Definitions and distinctions. *Essential readings in problem-based learning: Exploring and extending the legacy of Howard S. Barrows*, 9, 5-15.
- Slee, P. T., & Skrzypiec, G. (2016). Implementing a school/community partnership. In *Well-Being, Positive Peer Relations and Bullying in School Settings* (pp. 185-202). Springer, Cham.
- Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem solving skills. *The Journal of Research in Business Education*, 50(2), 90.
- Sociales, P. (2001). Crime as a social cost of poverty and inequality: a review focusing on developing countries. *Facets of Globalization*, 171
- Stich, H. F., Rosin, M. P., Hornby, A. P., Mathew, B., Sankaranarayanan, R., & Nair, M. K. (1988). Remission of oral leukoplakias and micronuclei in tobacco/betel quid chewers treated with beta-carotene and with beta-carotene plus vitamin A. *International Journal of Cancer*, 42(2), 195-199.
- Stiff-Williams, H. R. (2010). Widening the lens to teach character education alongside standards curriculum. *The clearing house*, 83(4), 115-120.

- Suhartini, S., Sekarningrum, B., Sulaeman, M., & Gunawan, W. (2019). Social Construction Of Student Behavior Through Character Education Based On Local Wisdom. *Journal of Social Studies Education Research*, 10(3), 276-291.
- Swaminathan, R. (2007). Educating for the “real world”: The hidden curriculum of community service-learning. *Equity & Excellence in Education*, 40(2), 134-143.
- Taufik, T. (2013). Implementation of Character Education in Different Background Elementary Schools.
- Thomas, M. B., & Rajesh, K. (2011). *Decentralisation and interventions in health sector: a critical inquiry into the experience of local selfgovernments in Kerala*. Institute for Social and Economic Change.
- Timperley, H. (2009). Distributing leadership to improve outcomes for students. *Distributed leadership according to the evidence*, 197-222.
- Tripathy, M., Kamath, S. P., Baliga, B. S., & Jain, A. (2014). Perceived responsibilities and operational difficulties of anganwadi workers at a coastal south Indian city. *Medical Journal of Dr. DY Patil University*, 7(4), 468.
- U.S.Department of Education. 1994. *Application for Elementary School Recognition Program*.
- Van Doren, M. (2014). The art of teaching is the art of assisting discovery.
- Van Rooij, S. W. (2009). Scaffolding project-based learning with the project management body of knowledge (PMBOK®). *Computers & Education*, 52(1), 210-219.

Walker, D. I., Roberts, M. P., & Kristjánsson, K. (2015). Towards a new era of character education in theory and in practice. *Educational review*, 67(1), 79-96.

Wardhayani, S. (2015, March). Embedding the character of environmental care to elementary school students through familiarizing clean living in school. In *prosiding seminar nasional "Optimalisasi Active Learning dan Character Building dalam Meningkatkan Daya Saing Bangsa di Era Masyarakat Ekonomi Asean (MEA)"* (pp. 410-415). Prodi Pendidikan Guru Sekolah Dasar dan Prodi Bimbingan dan Konseling.

Was, C. A., Woltz, D. J., & Drew, C. (2006). Evaluating character education programs and missing the target: A critique of existing research. *Educational Research Review*, 1(2), 148-156.

Washington , DC: U.S. Department of Education.

Weldon, K. (2013). An analysis of drug abuse along the coastal region of Kenya. *International NGO journal*, 8(7), 153-158.

Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377-397.

Wilson, R. W., & Kolander, C. A. (2003). *Drug abuse prevention: A school and community partnership*. Jones & Bartlett Learning

https://www.projectwisdom.com/ERS/title_prin.asp.

www.charactereducation.com

APPENDICES

APPENDIX I

CHARACTER ASSESSMENT INVENTORY FOR COASTAL UPPER PRIMARY SCHOOL STUDENTS

Onathara Binita
Senior Research Fellow
Farook Training College

Dr.M.Jesa
Associate Professor
Farook Training College

Instructions

Read the following statements. They are based on some situations in your life. You choose from the options a, b, c whichever best suits your behaviour in such situations.

1. You notice one of your teacher is smoking inside the campus, you will
 - a) inform your teacher
 - b) remain silent
 - c) inform it to friends

2. Your neighbours are playing while teacher is taking class, you will
 - a) join them
 - b) warn them not to do it
 - c) inform teacher you are unable to follow her

3. If your grandparents / elders tell you stories that have moral values, you will
 - a) patiently listen and receive the message
 - b) pretend to listen
 - c) make reasons for escaping from there

4. You know your friend is lying, you will
 - a) tell teacher when he leaves
 - b) just neglect it
 - c) tell the teacher in front of him/her

- 5 Your parents react against the moral values you have been taught, you will
 - a) make them understand
 - b) remain silent
 - c) just think why they are reacting in that way

- 6 Which one you will prefer to do if you get leisure time.
 - a) Read books
 - b) Play with mobile
 - c) Sleep peacefully

7. Once you get an unexpected chance to showcase your strength, you will
 - a) silently avoid the situation
 - b) scared of failure,you will not participate
 - c) utilize the opportunity

- 8 Your friend draws dirty pictures of a strict teacher of your school, you will
 - a) join him
 - b) tell him to stop doing it
 - c) leave the place

- 9 You are already late for school and a blind man asks you to help him crossing the road, you will
 - a) help him
 - b) escape yourself without informing him
 - c) tell him you are getting late

10. Some seniors are beating your classmate badly, you will
 - a) stop the fight
 - b) hide yourself and watch what's happening
 - c) inform the teacher

11. You are a bright student but teacher makes someone else from your class as leader of a group activity ,you will
 - a) discourage others for completing the work
 - b) work hard for your team's success
 - c) will not co- operate with the leader

12. You see your class teacher at market, you will
 - a) go and talk to her
 - b) just escape yourself
 - c) act as if you haven't seen her.

13. You and your friend participate in a competition he stands first, you will
 - a) congratulate him
 - b) cry
 - c) feel jealous

14. A friend of yours who always complain about you to your parents, needs your help
 - a) help him without any hesitance
 - b) remind him of the incident
 - c) say no to him

15. Your close friend presents a pencil to another student The very next day your friend forgets to bring pencil ,you will
 - a) share your pencil with him
 - b) say you haven't given me last, so I won't share
 - c) lie you don't have another pencil

16. Your friend asks you to show your answer paper to him in exam time, you will
 - a) show him
 - b) won't show him
 - c) will inform the invigilator

17. A friend who belongs to another religion invites you in his festival for celebrating, you
- a) will participate with joy
 - b) won't participate as he belongs to other religion
 - c) Will make excuse that you will be out of station on that day
18. Whenever you hear national anthem, you will
- a) stand up with respect
 - b) act as if you haven't heard
 - c) look all around if someone is watching stand up
19. Your friend bunk school repeatedly, you will
- a) support him
 - b) make fun of him
 - c) inform teachers
20. You are informed to complete the assigned work,
- a) if there is any reward you will do with interest
 - b) will do it even in the absence of any reward
 - c) you won't do it
21. You and your siblings are alone and your younger sister/brother swallows eraser, you will
- a) help to remove it
 - b) cry with him /her
 - c) scold and threaten him for doing such stupid things
22. Your friend is wasting time during examination time, you will
- a) accompany him
 - b) utilize the time for hard work
 - c) leave him in his own condition
23. When your parents and elders use proverbs and quotation ,you will
- a) listen carefully and make use of it in your life situations
 - b) think what the hell are they saying
 - c) listen but ignore it

24. You are walking on a street and find a lonely child crying, you will
- a) ask the reason and help him
 - b) ask him to be quite
 - c) leave him unnoticed
25. You see an old man going to fall in front of you in a grocery store. You will
- a) support him from falling
 - b) look at him until he falls
 - c) get out of the store
26. One of your close friends faces a financial crisis and he stops coming to school, you will
- a) inform your parents for helping him
 - b) won't be bothered about it
 - c) Compel your friends to help him
27. You see some stranger is misbehaving with your classmate, you will
- a) will not involve in that issue
 - b) request him to stop
 - c) run away from the situation
28. You witness a bike accident, you find the rider helpless, You will
- a) help him
 - b) Just escape from there
 - c) catch the video live
29. Your mother is sick so she cannot cook your favourite meal, you will
- a) compel her to prepare it
 - b) comfort her by saying you will adjust
 - c) blame your mother openly
30. You are playing with your friend and your grandmother asks you to buy medicine for her severe headache, you will
- a) get it immediately
 - b) ask her to buy
 - c) ask her to wait till you finish playing

31. You are ready for a movie and you receive a call that your friend's mother is no more, You will
- a) visit your friend
 - b) go for the movie and later visit your friend
 - c) just ignore it
32. One of your classmates found to be isolated. You will
- a) find time to discuss with him frequently
 - b) will never try talk to him
 - c) make fun of him whenever you get chance
33. You get late to school because you help your parents in household job ,You will
- a) plan to complete the work early and reach school on time
 - b) bunk school
 - c) get scolding everyday
34. Teacher selects you to assist a blind student of your class. You will,
- a) accept whole heartily
 - b) say no as he can become an additional burden
 - c) will do it as your teacher has asked you to do
35. Topper of your class fails in one subject and teacher scolds him. You will,
- a) laugh at him
 - b) ask him the reason and convince him
 - c) feel happy for his failure
36. You are aware about a group of students who are involved in anti-social activities. You will,
- a) join them
 - b) inform your teacher
 - c) invite more friends to the group

37. You have two instrument boxes and you come to know your friend cannot afford it, You will
- a) lend one set to him
 - b) not tell him about it
 - c) pretend to be sympathetic for him
38. Your friend is not aware that her/his dress is torn, you will
- a) inform her/him and help him
 - b) not inform
 - c) inform others and laugh at him
39. You see your friend is helping an old lady who is unable to carry her bag, you will
- a) just observe him
 - b) laugh at him
 - c) appreciate him for his kindness
40. You are seated in a crowded bus and an old lady enters, You will
- a) wait others to lend the seat
 - b) pretend to be sleeping
 - c) you will vacate your seat and ask her to sit
41. One of the good student of your class is found to be accused of theft in the super market,you will
- a) call out that your friend is sure to be innocent
 - b) join the crowd who are criticizing
 - c) escape from the situation
42. You are selected as a team leader for drama presentation, you select a story of
- a) your interest
 - b) consider others interest
 - c) teachers' interest

43. You see your friend is going to sit on a wet seat, you will
- just stop him
 - watch him sitting and tease him
 - stop him and give a hand kerchief to wipe
44. Your little brother climbed a tree and is scared to get down, you will
- help him
 - scold him
 - threaten him
45. You see a girl riding a bicycle and suddenly her chain comes out her cycle, you will
- help her
 - wait her fall down
 - inform her
46. You find hundred rupees note in your school campus, you will
- keep it with you
 - inform school authority
 - leave it as it is
47. A bus conductor harasses you for claiming student fare on a working Saturday, you will
- will pay full ticket
 - get down from the bus
 - inform school authority
48. You haven't done your homework and teacher asks you to show your homework. You will
- show your friend's note book
 - tell the truth
 - lie
49. One of your classmates has the habit of stealing. You will,
- blackmail and take his favors
 - break friendship with him
 - inform your school authority

50. You find a wallet of your teacher who has scolded you for your mistake in the classroom, you will
- a) return to her
 - b) keep it with you
 - c) throw it in a dustbin
51. Your parents are worried for your laziness, they always make you aware of it, you will
- a) avoid their advice
 - b) try to improve yourself
 - c) scold them for disturbing you
52. You slap a child who hurts your personal feeling and your teacher asks you to say sorry, you will
- a) remain silent
 - b) argue on your side
 - c) realize your fault and say sorry
53. Your teacher makes you a member of social club and you are not interested in it, you will
- a) participate actively
 - b) frankly say you are not interested in it
 - c) work in presence of teacher
54. Your mother advises you not to play with mobile, you will
- a) keep her word and stop playing
 - b) ignore her
 - c) hide yourself from her and play
55. When your mother advice you not watch with mobile, you will
- a) obey mother
 - b) disobey mother
 - c) play while she is not observing
56. Your parents advices you when you do mistakes. You will,
- a) listen and try not to repeat it
 - b) will just argue with them
 - c) remain silent

57. Your teacher asks you to inform your friend to receive the guest for republic day. Truly speaking you were actually waiting for such opportunity, you will
- a) not inform the matter to your friend
 - b) ask your friend to take up the responsibility
 - c) tell the teacher he is not ready for it
58. You tried your best but in sports but you fail to achieve success, you will
- a) work hard and try next time
 - b) participate if competitors are weak
 - c) will never participate
59. You want a similar dress your friend has, you will
- a) cry for it till you get it
 - b) tear your friend's dress
 - c) Convince your parents
60. When you observe your friend is spending a lot of money for sweets and other things, you will
- a) break friendship with him
 - b) inform teachers
 - c) motivate him for doing the same

APPENDIX II

SCALE FOR UPPER PRIMARY COASTAL SCHOOL TEACHERS ON CHARACTER PROBLEMS OF STUDENTS

The scale is designed to collect the character related problems of upper primary school students in your school. The items also help collect the strategies implemented for character development of the students. Please respond to the items by putting tick mark against each item in the relevant column. The data will be used only for the purpose of the research study.

Sl. No.	Item	Responses		
		Always	Sometimes	Never
1	Do students play during class hours?			
2	Do students wish you outside the school?			
3	Do students reach school on time?			
4	Do students help each other in learning?			
5	Do students share responsibilities in group work?			
6	Do students behave well with their friends?			
7	Do students inform you if they notice anything against the rule?			
8	Do students make disturbances during class time?			
9	Do students complete their work on time?			
10	Do students perform in co-curricular activities with interest?			
11	Do students daily greet teachers?			
12	Do students handover other's things if they get to office?			

Appendices

13	Do students involve in social service voluntary activities?			
14	Do students spend time with teachers?			
15	Do students obey the rules and regulations of the school?			
16	Do students use toilets neatly?			
17	Do students keep their books neatly?			
18	Do students inform teachers if someone disobeys school rules?			
19	Do students responsibly do their assigned duties?			
20	Do students complete their time sincerely?			
21	Do students stare or make faces when you scold them?			
22	Do students accept their mistakes?			
23	Are students loyal?			
24	Do students get opportunity to show their modesty?			
25	Do students argue with teacher?			
26	Do students steal things of others?			
27	Do Students lie?			
28	Do students complain about their classmates unnecessarily?			
29	Do students tear book from library?			
30	Do students bring mobile phone to school?			
31	Do students do their work if there is no teacher in class?			
32	Do students write rubbish on school walls?			
33	Do students bring costly things without their parents' permission?			
34	Do students tease others?			

Appendices

35	Do students help their friends with their willingness?			
36	Do students bring their books according to the time table?			
37	Do students express their feelings with you?			
38	Do students come neat and tidy?			
40	Do students shout on you if you scold them?			
41	Do students eat chewing gum and chocolate inside the classroom or while teaching?			
42	Do students make noise while teaching?			
43	Do students receive the punishments given to them without resisting?			
44	Do students imitate your good habits?			
45	Do students use bad words while quarrelling?			
46	Do students show love and concern for other students of their class?			
47	Do students co-operate with other fellow beings?			
48	Do students maintain a peaceful atmosphere in school?			
49	Do students behave well and show respect for elders?			
50	Do students buy things from vendors?			
51	Are students scared of punishment for misbehaviour?			
52	Do students participate in independence day and republic day programmes?			
53	Read value oriented and character development books and articles			

Appendices

54	Make time for discussion to find out the reason for students misbehavior			
55	Make discussion with individual parent to know the child individually			
56	Notice serious behavioral problems and inform head master/mistress and colleagues			
57	Involve character education in your daily teaching learning process			
58	Recommend counseling class for indisciplined students of your school			
59	Observe students other than your class hours			
60	Collect details of students who misbehave from their peer group			
61	Collect details from parents to understand the students' nature with community members to check what they do outside the school			
62	Collect details from community members to check what they do outside the school			
63	Suggest books and activities for the character development of students			
64	Make Students try to imitate your good habit of teachers			

APPENDIX III

SCALE FOR PARENTS OF COASTAL SCHOOL STUDENTS ON CHARACTER OF THEIR WARD

The Scale for parents is to collect their opinion on areas of strengths and weakness of the character of your wards. After reading the statements carefully place tick mark in an appropriate column.

Sl . No.	Items	Responses		
		<i>Always</i>	<i>Sometimes</i>	<i>Never</i>
1	Is your child confident while doing things assigned to him?			
2	Do teachers complain about your child for not obeying in school			
3	Is your child concerned for his siblings and family members?			
4	Is your child willing to help others?			
5	If any responsibility is assigned to your child will he /she complete the work patiently?			
6	Is your child friendly with friends and relatives?			
7	Do your kids complain you about your near and dear ones?			
8	Do your kids have the knowledge about what is right and what is wrong?			
9	Does your kid get angry if his/ her wish is not fulfilled?			
10	Does your kid eat alone without sharing it with others?			
11	Do you have to compel your child to do work?			
12	Does your child talk politely with others?			
13	Does your child participate in creative activities?			

Appendices

14	Does your child show curiosity to know the problems of the family?			
15	Does your child think critically before they speak?			
16	Does your child show interest in mastering new things?			
17	Do you insist your child to get up early for studying?			
18	Does your child make time to spend with family members?			
19	Is your child seen busy for a long time with mobile when he/she gets free time.			
20	Does your child exhibit bad habits?			
21	Does your child help you in domestic affairs?			
22	Does your child show rejection to attend family function?			
23	Does your child like going to school?			
24	Does your child lose his temper?			
25	Does your child discuss with you his/her experiences in school?			
26	Does your child take interest in helping his elders?			
27	Does he/she blame others for his/her own faults?			
28	Does your child complete his/her work on time?			
29	When your child is aggressive does he/she destroy things carelessly?			
30	Does your child do his daily routine work without your interference?			
31	Does your child listen patiently to you when you scold him?			
32	Does your child hesitate if you ask him/her for help?			

Appendices

33	Does your child enjoy others' company?			
34	Does your child respect elders?			
35	Is your child a family entertainer?			
36	Does your child have a habit of keeping things systematically?			
37	Does your child have aim in his/her life?			
38	Does your child try to imitate others' good habits?			
39	Does your child try to do his work in a versatile way?			
40	Does your child work with concentration?			
41	Does your child have a habit of wasting things?			
42	Does your child take it positively when you scold you?			
43	Does your child work without others' help?			
44	Is your child able to tolerate painful experiences?			
45	Does your child study regularly at home?			
46	Will your child work with full of interest if any work is assigned to him/her?			
47	Does your child have leadership quality?			
48	Is your child able to complete his/her work in spite of any obstacles?			
49	Is your child honest with his work?			
50	Does your child reply confidently to the questions asked to him?			
51	Is your child dedicated and committed towards his work?			

Appendices

52	Is your child possessive towards your family?			
53	Does your child feel jealous if you show more care and concern to his / her siblings?			
54	Does he or she try to keep his word?			
55	If someone advises him/her to change his bad habits will he try to change it?			
56	Does your child make time for prayers and meditation?			
57	Does your child read value oriented books for practicing moral values?			
58	Do you involve your child in family discussions?			
59	Does your child become short tempered when his/her opinions are not taken into consideration?			
60	If someone teases him/her will he /she harm them in return?			
61	Does your child get inspired by others' achievements?			
62	Does your child feel sorry when he realizes his mistakes?			
63	Does your child mingle with your friends and relatives?			
64	Does your child like simplicity in his life?			

APPENDIX IV

INTERVIEW SCHEDULE FOR HEAD MASTERS OF COASTAL UPPER PRIMARY SCHOOLS

Interview schedule to identify the extent and character education in coastal school, from the Headmasters

School Wide System: *(It reflects the vision and mission of the Head Master.)*

1. As a head of a coastal school, have you felt that there are serious behavioral problems from the part of students. Would you please share some instances?
2. What are the measures that could be taken to change the general view point that there are different kinds of problem in coastal schools? Mention an instance of solving a problem in your school?
3. Have you made provision to include any mode of character education in school time-table?
4. Do you personally believe that teachers should take initiative to directly teach expected behaviour?
5. What are the steps through which you ensure that students obey rules and regulations of your school?
6. Do you keep a record of actions taken for misbehaviour?
7. What actions do you take when teachers inform student's misbehaviour?
8. Do you keep a regular watch on misbehaviour of students? Could you give a few cases where the instances of misbehaviour are repeated?
9. Does your school maintain an outgoing (a movement) register for teachers?
10. Would you cite some opportunities for developing character inside and outside your school?
11. Do you feel it is your responsibility to build good behaved citizens?
12. What do you say about the practicality of character education in schools? especially coastal schools?

ADMINISTRATIVE STAFF (*involvement discipline related activities*)

1. As a part of keeping discipline of the school do you define clearly the rules and regulations of your school to non-teaching staff?
2. How far could you ensure the involvement of non-teaching staff in the actions?
3. Were there any instances in which non-teaching staff registered any case on student's misbehavior? How would you respond in such a context?

TEACHERS (*Contribution in character development programs and activities*)

1. What is the process for taking disciplinary action against students?
2. What is the strategy initiated for teachers collaboration in keeping discipline in class room?
3. Do your teachers record students' activities in progress report?
4. Does teacher's co-operate in disciplinary activities?
5. Would you please suggest how teachers can be collaborated in character education programmes?

STUDENTS (*maintenance of rules and regulations.*)

1. Do you try to collect details of misbehaved students from their peer group?
2. Have you formed ethics committee, how does it function?
3. Have you listed punishable events?
4. How are complaints by students reported?
5. What is the extent of co-operation of school students in character education programmes? How do students involve in character education program?

PARENTS(*involvement in character education programmes*)

1. Do you find time during PTA meetings for discussing issues of indiscipline and misconduct?
2. Do you organize any awareness campaign on student behavioural problems for parents?
3. What is the feasibility for discussing student's misbehaviour with the parents?

4. Do you ensure confidentiality of student problems whenever necessary?
5. How far parents could be involved in character education?

COMMUNITY*(participation in character education program)*

1. Is there any mechanism to collect evidences from local people to know students' behavior?
2. How has your school has listed and responded to community issues
3. What is the strategy to ensure community involvement for problematic behaviour of school students?
4. How does the community take your opinions and suggestions?
5. How can you involve community in character development programme?

APPENDIX V

INTERVIEW SCHEDULE FOR ADMINISTRATIVE STAFF

Interview schedule for administrative staff of the institution on the existing strategies for character development and the school philosophy

1. Have you tried to know about the eminent personalities who passed out from here and have achieved high post in their field of excellence, if yes do you quote them in your communication to motivate your student?
2. Does your school provide opportunities for students to lead a meaningful life?
3. Do you check if teachers and staff are exhibiting good character in their day today activities in school?
4. What is your role in the vision and mission of the school?
5. Have you provided safe and hygienic environment in your school?
6. Do you assist teachers to monitor student progress, how do you deal when consistently rate of progress go low?
7. Does your library provide character development and moral value books?
8. Do you take immediate action when students violate rules, what are the actions?
9. Have you implemented any character development strategies.
10. How do you try to make your student to be better human being?
11. Do you provide awareness and counseling classes to lead a peaceful and happy life to students?
12. What is your role in making each and every one of the school is obeying the rules and regulation of the school?

APPENDIX VI

INTERVIEW SCHEDULE FOR OFFICIALS OF VILLAGE/ PANCHAYAT COMMITTEE

1. Sir would you like to tell how your panchayat stands different from other panchayat?
2. It is understood you are very busy with your work in busy schedule. Do you make time for providing open platform as well as direct experiences and activities related to school and education for people living in your panchayat and schools that come under your panchayat?
3. Sir how would you describe your panchayat? Has any crime or disputes reported in the coastal school? If yes, what are the common cases reported?
4. You might have come across many school related problems but according to you which is the biggest challenge you face in your panchayat?
5. When some anti social and criminal incidents are reported from school how do you deal with it? Is there any drug rehabilitation services appointed?
6. What are the additional services, financial support and social benefits you receive to support school as your panchayat is located in coastal area?
7. If you don't mind would you like to inform what are the schemes and funds that are for upraising students studying in coastal school through the panchayat authority ?

Appendices

8. How do you make sure equity in distribution of aids to students? How far do you involve in the character development of coastal school students?
9. Do you make time to identify the needs of the schools located in coastal area?
10. Is there any provision under your control that enhance character education that helps to select right and wrong?