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Sri Aurobindo Marg
New Delhi 110 016 Phone : 011-26562708

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Hosdakere Halli Extension
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For further details please contact :

The Chief Business Manager
Publication Division, NCERT
Sri Aurobindo Marg
New Delhi 110016

Published by the Head, Publication Division, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at

THE PRIMARY TEACHER
VOLUME XXXV NUMBER 3 AND 4
JULY AND OCTOBER 2010

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Do You Know

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

**EDUCATION IS NEITHER A
PRIVILEGE NOR FAVOUR BUT A
BASIC HUMAN RIGHT TO
WHICH ALL GIRLS AND WOMEN
ARE ENTITLED**

*Give Girls
Their Chance !*



EDITORIAL

This combined issue, July and October 2010 of the *Primary Teacher* focuses on different dimensions of elementary education highlighting the challenges of ensuring equality of educational opportunity, ways and means for making right of children to free and compulsory education a reality, articles related to teaching-learning processes, transactional strategies, teacher training and the role of community participation for improving the teaching-learning at elementary stage. There are eleven articles/papers included in this issue.

Presenting the views of great Indian thinkers and educational philosophers is one of the permanent features of the *Primary Teacher*. Under the section *Eminent Indian Educationists* the article 'Mahatma Jotiba Phule: An Educational Philosopher' presents the educational thoughts and work of Mahatma Jotiba Phule. It highlights Jotiba's pioneering work for the upliftment of masses through mass education and paving the way for constitutional provisions for ensuring equality of educational opportunity. The article also informs about the influence Jotiba had on Dr Bhim Rao Ambedkar, who regarded him as his *Guru*. His visions about eradicating the social evils through equal educational opportunities for girls, downtrodden and lower castes have been discussed.

Under the section *Articles and Papers* the first article is on 'Role of Play in Enhancing Cognitive and Language Development of Children.' It focuses on the fantasy play and its significance on child's all-round development during early childhood. It elaborates the various elements of fantasy play and culture-specific play preferences of children. The second article is about rights of children to free and compulsory education titled 'Right to Education—A Precious Gift to Children'. It highlights the salient features of RTE-2009 and suggests a way forward to implementation of RTE act in the States and UTs effectively.

The next three articles are related to classroom teaching and transactional strategies. The first two relate to Teaching of English and the third one is about activity-based learning in Tamil Nadu. The first article titled 'Raindrops', a new series of textbooks in English prepared by the NCERT, outlines the special features of these books prepared in the light of NCF-2005. The potential of these books in helping the children living in rural areas, whose exposure to English is limited, learn English faster and in meaningful light has been highlighted. The second article is on 'Literary Texts : Classroom

Interaction' highlights the approaches to teaching of prose, poetry and other forms of literary texts with a view to making the teaching-learning an interesting and enjoyable experience for children. The third one 'Activity-based Learning in Tamil Nadu— The Teachers' Attitude' explores the views of teachers about the ABL methodology. It highlights that the views of teachers bear great significance for the success and sustainability of the new approach and offer suggestions to make the approach an integral part of teaching-learning.

Teachers' training and their attitude are very important factors influencing teaching-learning. The two studies included in the present volume are 'A Study on the Professional Development of Newly Inducted Teachers through Teachers' Talk and Narratives' and 'A Study of Burnout among Primary School Teachers'. The first one highlights an innovative approach to training of teachers and explains in what ways it is helpful in making the teachers' professional development courses more effective. It assesses the impact of narratives used in the in-service and pre-service teacher training programmes. The second study assesses the extent of burnout among primary teachers in Solan district of Himachal Pradesh. It explores the difference in the extent of burnout among teachers taking into consideration the variables like male and female, rural and urban and newly appointed and experienced teachers.

Role of community and community-based organisations is of vital significance in realising the rights of children to free and compulsory education. An evolutionary approach towards effective community participation has remained a concern for long. The article 'Primary Education in India: Experiences of Community Participation' highlights the various dimensions of community participation since the implementation of District Primary Education Programme (DPEP). 'Morning and Evening *Madrasas* of District Thiruvananthapuram of Kerala: A Case Study' highlights the role of *Madrasas* in educating children along with imparting religious instructions. It provides a first hand account of content and processes of instructions in *Madrasas* in Kerala. The last article 'National Plan of Action for Children 2005; Child Development' under the section *Did You Know* features various aspects related to children's right to development as provided under the United Nations Convention for Rights of Children (UNCRC) and translated by MWCD, Government of India into a National Plan of Action for Children-2005. It addresses various aspects related to child development including education.

The efforts of Seema Irshad, Junior Project Fellow for her hardwork are acknowledged.

Editorial Team

G. C. UPADHYAY, PADMA YADAV, KIRTI KAPUR
KAVITA SHARMA, KIRAN DEVENDRA

EMINENT INDIAN EDUCATIONISTS

Their Life and Thought

1

Mahatma Jotiba Phule: An Educational Philosopher

Navjoti Marwaha*

Abstract

Experiments of great thinkers and educationists can act as beacon light to guide our thoughts. One such thinker, teacher, educationist and social revolutionist we had in India is Mahatma Jotiba Phule. He lived and worked in Maharashtra. The purpose of this article is to look into his thoughts and ideas as an answer to the present challenges of education and inequality in India. His thoughts and ideas were revolutionary. His single aim was universalisation of primary education. Mahatma Jotiba Phule concentrated on need of primary education, the essential qualities of primary teacher and the curriculum of primary education. He gave importance to upliftment of lower castes and women education and took necessary steps for this at that time. His wife had got pride of being the first lady teacher.

INTRODUCTION

Among many thinkers and theorists, in the field of education, a very simple yet convincing, and impressive contribution is of Mahatma Jotiba Phule. For Mahatma Phule education was not just literacy. If we look at the phenomenon in totality it will be clear that for him education was for social change in real sense of the term. He was the forerunner of Dr B.R. Ambedkar as far as education of the downtrodden is concerned. That is why Dr Ambedkar has accepted him as 'Guru'. Mahatma

Phule used to think about the type of education which would be a powerful device for eradication of social evils. It was his firm conviction that if social reforms are to be effective and lasting, the individuals at all levels should be educated. Therefore, he laid emphasis on the conscious and deliberate efforts for proper education of the masses. Mahatma Phule was one of the prominent social reformers and as such social reforms was his main aim. For this purpose he took the spread of education as his mission. It was his firm

* Assistant Professor in Education, Department of Education, S.V.S.D.P.G. College, Bhatoli, Distt. Una (H.P.)

contention that backwardness of the masses was mainly due to lack of education. Now-a-days importance of education is universally acknowledged and all out efforts are being made for universalisation of education all over the world particularly in developing and under-developed countries. But during Phule's time it was not so. Education for women and untouchables was not less than a daydream. In such phenomena he struggled a lot for the education of women and low castes even at the stake of his own life. No doubt, he was the pioneer of revolutionary thinking. He was rightly called as 'Father of Indian social Revolution' in the modern age.

Life Sketch

Mahatma Jotiba Phule was born in 1827. His father Govindrao was a vegetable vendor in Pune. Originally Jotiba's family known as Gorhays came from Katgun, a village in the Satara district of Maharashtra. His grandfather Shetiba Gorhay settled down in Pune. Since Jotiba's father and two uncles served as florists under the last of the Peshwas, they came to be known as *Phules*. Jotiba's mother passed away when he was hardly one year old. After completing his primary education, Jotiba had to leave school and help his father by working on the family's farm. Jotiba's marriage was celebrated when he was not even thirteen.

Impressed by Jotiba's intelligence and his love of knowledge, two of his neighbours, one a Muslim teacher and

another a Christian gentleman, persuaded his father Govindrao to allow him to study in a secondary school. In 1841 Jotiba got admission in the Scottish Mission High School, Pune. It was in this school that he met Sada Shiv Ballal Govande, a Brahmin, who remained a close friend throughout his life. Jotiba was greatly influenced by Thomas Paine's ideas and he read with great interest Paine's famous book *Rights of Man* (1791). Moro Vithal Valvekar and Sakharam Yeshwant Paranjape were two other Brahmin friends of Jotiba who, in later years, stood by him in all his activities. After completing secondary education in 1847, Jotiba decided not to accept a job under the government.

An incident in 1848 made him aware of the inequalities of the cast system and predominant position of the Brahmins in the social setup. He was invited to attend a wedding of one of his Brahmin friends. As the bridegroom was taken in procession, Jotiba accompanied him along with the relatives of his Brahmin friend. Knowing that Jotiba belonged to the Mali caste which was considered to be inferior by the Brahmins, the relatives of the bridegroom insulted and abused him. Jotiba left the procession and returned home. With tears in his eyes, he narrated this experience to his father who tried to pacify him. After this incident he decided to defy the caste system and serve the *Shudras* and women who were deprived of all their

rights as human beings under the caste system.

Education of women and lower castes was his priority. Hence at home he began educating his wife Savitribai Phule and opened a girls' school in August 1848. The orthodox opponents of Jotiba were furious and they started a vicious campaign against him. He refused to be unnerved by their malicious propaganda. As no teacher dared to work in a school in which untouchables were admitted as students, Jotiba asked his wife to teach girls in his school. Stones and brickbats were thrown at her when she was on her way to school. The reactionaries threatened Jotiba's father with dire consequences if he did not dissociate from his son's activities. Yielding to the pressure, Jyotiba's father asked his son and daughter-in-law to leave his house as both of them refused to give up their noble endeavour.

Though the school had to be closed for some time due to lack of funds, Jotiba reopened it with the help of his Brahmin friends, Govande and Valvekar. On 3 July 1851, he founded a girls' school in which eight girls were admitted on the first day. Steadily the number of students increased. Savitribai taught in this school also and had to suffer a lot because of the hostility of the orthodox people. Jotiba opened two more girls' schools during 1851-52. In a memorial addressed to the Education Commission (popularly known as Hunter Commission) in

1882, he described his activities in the field of education.

Jotiba was aware that primary education among the masses in the Bombay Presidency was very much neglected. He blamed the British government for spending profusely a large portion of revenue on the education of the higher classes. According to him, this policy resulted in the virtual monopoly of all the higher offices under the government by the Brahmins. Jotiba boldly attacked the stranglehold of the Brahmins, who prevented others from having access to all the avenues of knowledge and influence.

Widow remarriages were banned and child marriages were very common in the Hindu society. Many widows were young and not all of them could live in a manner in which the orthodox people expected them to live. Some of the delinquent widows resorted to abortion or left their illegitimate children to their fate by leaving them on the streets. Out of pity for the orphans, Jotiba Phule established an orphanage, possibly the first such institution founded by a Hindu. Jotiba gave protection to pregnant widows and assured them that the orphanage would take care of their children. It was in this orphanage that a Brahmin widow gave birth to a boy in 1873 and Jotiba adopted him as his son and named him as Yashwant Phule. On 24 September 1873, Jotiba convened a meeting of his followers and admirers

and it was decided to form the Satya Shodhak Samaj (society of seekers of truth) with Jotiba as its first president and treasurer. The main objectives of organisation were to liberate the *shudras* and *atishudras* and to prevent their exploitation by the Brahmins. The membership was open to all. In 1876, there were 316 members of the Satya Shodhak Samaj. Jotiba refused to regard the Vedas as sacrosanct. He opposed idolatry and denounced the *Chaturvarnya*. In 1876, Jotiba was nominated as a member of the Pune Municipality. He tried to help the people in the famine-stricken areas of Maharashtra when a severe famine in 1877 forced people in rural areas to leave their villages. Throughout his life, Jotiba Phule fought for the emancipation of the downtrodden people and the struggle which he launched at a young age ended only when he died on 28 November 1890. It is very clear that he had very revolutionary ideas and he expressed his ideas through his books. He had written many books — *Tritya Ratna* (1855), *Brahmanache Kasab* (1869), *Gulamgiri* (1873), *Shetkaryancha Asud* (1883), *Satsar*, Vol.1 (1885), *Satsar*, Vol. 2 (1885), *Ishara* (1885), *Sarvajanik Satyadharma Pustak* (published posthumously). So in all, he worked the whole life for achieving his motives, i.e. compulsory universal education, women education and uplifting of lower caste people.

Views of Mahatma Jotiba Phule about Primary Education and Primary Teacher

Jotiba Phule has expressed his views about primary education and primary teacher in the statement forwarded to the Hunter Commission. According to his view, it was the pressing need of the hour to concentrate more on primary education than on higher education because it was the urgent need of the masses. “The British Government receives more amount by taxation from common masses but ‘in return’ the British Government does not extend facilities for spreading primary education to the common masses.”

Jotiba Phule insisted on the principal that the amount received from the common masses should be invested for them proportionately and education was to get priority in the government expenditure. The need of the public was to receive instructions for jobs and day-to-day activities. He was thinking of useful education to common masses. The concentration of the British Government was on higher education rather than on primary education. Though Jotiba Phule was not against higher education, he was of the firm opinion that the common masses were less connected to higher education. Their urgent need was useful primary education. Jotiba Phule was interested in the culturisation of the nation with Indian background and humanism through education. He wanted

educated persons of high vision and high intellect directed towards humanism in education. He was against the traditional view that the weapon of education should be used as an instrument for mass exploitation. Jotiba Phule had a beautiful foresight and interest in education policies. Therefore, in the statement presented to the Hunter Commission, he argued: "The present number of educated men is very small in relation to the country at large and we trust that the day may not be far distant when we shall have the present number multiplied a hundredfold— all taking themselves to useful and remunerative occupation not looking after service."

Through education Jotiba Phule was not interested in raising the temporary standard of living for a few persons. He was, in fact, thinking of the future of education for independent India, therefore to run after service as per the whims of the British rulers was not his vision about education. It was the temporary effect of education to get government jobs. He was expecting the permanent value of education to Indian society with freeness of mind and liberty of action.

Jotiba Phule concentrated on the need of primary education, the essential qualities of primary teacher and curriculum of primary education. Through his wide experience in the field of primary education, Jotiba Phule expressed his views with profound

foresight. Primary teacher plays a pivotal role in the education process. According to Jotiba Phule:

1. Primary teacher should be a trained person and sufficient salary should be paid to him/her.
2. In order to safeguard the interests of teachers and so called lower castes of the community, teachers from these castes should be provided opportunities for employment.
3. Efficient primary teachers should be paid more salary than the usual teachers.

Educational Philosophy of Mahatma Jotiba Phule

Mahatma Jotiba Phule was fully conscious of the importance of education. He knew that education can only be the powerful instrument of social revolution. Education can only bring social equality and social justice in the society. The essence of the educational philosophy of Mahatma Phule was 'to be educated is a human right' and he emphasised on 'education for all'. He was the sponsor of the concept of universalisation of education. It meant to accept and extend facilities of education to all irrespective of caste, creed, religion, sex and physical disability. Article 45 of Indian Constitution is the symbol of victory of the philosophy of equality of education propounded by Mahatma Phule. He also worked for women's education. Through his activities and undaunted efforts, Jotiba Phule tried

to build a foundation for women's education in particular and education for all and especially the non-established class of society. For achieving his aims, he opened a girls' school in 1848 at Budhwar Peth in the residential building of Tatyah Sahib Bhide. He opened two more schools in 1851 of which one school was for girls of backward class. He wrote many books and through these books he expressed his revolutionary views and awakened the people about their rights. He had revolutionary ideas about different aspects of education which are briefly explained below:

1. Individuals being equal, it is necessary to provide facilities to more and more individuals and the monopoly in education should be stopped.
2. While educating individuals, religion, race, caste and sex should not be considered. Education should develop values for humanism.
3. The principle of universalisation of education should be followed and to some extent education should be made compulsory.
4. Women, who were neglected and those who were deprived of education since long, should be given top priority in educational facilities and thus social justice should be established.
5. Education should be based on equality because such education binds the society together. It does

not destroy the society, hence it is beneficial for the welfare of the country.

6. Mahatma Jotiba Phule expressed deep concern for primary education and the primary school teacher. He was of the view that the primary school teacher should be a trained person and sufficient salary should be paid to him/her.
7. He argued that curriculum should be utilitarian and practical so as to cover the needs of the society. Preliminary knowledge about agriculture and health should be included in the curriculum. He said that there should be demarcation between the curriculum of rural and urban areas.
8. Permanent values like freedom, equality and fraternity should be developed through education. Personal fraternity and kindness should also be developed.
9. Along with the advancement of knowledge, the values of devotion to nation, self respect, universal fraternity, etc. should be developed.
10. Professional ability and efficiency should be developed so that knowledge may be properly linked.
11. The downward filtration theory advocated by Lord Macaulay is not philosophically sound as it ignores the common masses and their progress.

12. Practical knowledge is superior to bookish knowledge hence basic knowledge of accounts, history, grammar, agriculture, ethics and health should be imparted in Modi (a special Marathi script).
13. Quantitative growth of primary education is important but it should not be at the cost of qualitative growth.
14. He was of the view that government should formulate the scheme of scholarships and rewards for the needy and deserving students.

Conclusion

To conclude with, we can say that Jotiba Phule was the first Indian educationist whose pragmatic views on education were honoured by the British in India. He was a great critic of the system of

education laid down by Lord Macaulay. He was the most practical man with profound philosophical background. The Indian educationists of his period and after him were profoundly impressed by the richness and originality of his thoughts. But some contemporary leaders and reformers in education could not appreciate him in his times as they were in the grip of traditionalism. His educational ideas and principles especially in the field of women's education and universal free and compulsory primary education are most welcome in the modern Indian society as elsewhere. The history of women's education in India will just be incomplete without referring to the contribution of Mahatma Jotiba Phule. He is rightly called the Mahatma. For his subtle and substantial contributions he is regarded as Martin Luther of Maharashtra.

Role of Play in Enhancing Cognitive and Language Development of Children

Dr P.D. Subhash*

Dr K.P. Suresh**

Sulekha Ram***

Abstract

The article explores the importance of early childhood play in the natural environment to engage children in concrete and meaningful activities that enhance physical, linguistic, emotional, social, and cognitive development. Modern research in the field of 'affective neuroscience' has uncovered important links between playing and neurogenesis in the brain. The early childhood years could well be renamed the golden age of fantasy/pretend play in which we can see the beginning of multiple intelligences and many cognitive strategies such as joint planning, negotiation, problem-solving and goal seeking. Children exhibit an instinctual choice in their fantasy play preferences which vary according to their gender and subtle cultural divergences. Learning through fantasy play activities rooted in other cultures will also be a positive factor in helping children for an early exposure and understanding of the rich diversity of other cultures. If children lack opportunities to experience fantasy plays, it would abate their long-term capacities related to metacognition, social-cognition, and problem-solving skills. The article establishes the need to understand and frame policies and courses of action to provide such infrastructure, curriculum, teaching-learning materials and trained teachers which promote the natural-creative play preferences of the children.

INTRODUCTION

The primordial relation of all living organisms is play, be it humans or any other living organism. And for humans as Frobel says, "Play is the highest expression of human development in

childhood, for it alone is the free expression of what is in a child's soul." Play refers to voluntary and intrinsically motivated activities that are normally associated with pleasure and enjoyment (Garvey, 1990). Play interlaces all the

*Assistant Professor, PPMED, NCERT, New Delhi.

**Director, School of Pedagogical Sciences, Kannur University, Kerala.

***Lecturer, V.D. Institute of Technology, Kishan Vihar, Delhi-110086.

experiences of childhood life and therefore, it is an essential factor for culturing humaneness and developing a mature world view. It is through play that children understand and personalise life. It is a channel for releasing children's creativity and their unique expressions.

Play is commonly perceived as a frivolous and non-serious activity, yet when watching children at play, one can observe the transfixed seriousness and entrancing absorption with which they engage in it. Play provides children with a natural environment to engage in concrete and meaningful activities that enhance physical, linguistic, emotional, social and cognitive development. During play, children construct and develop their knowledge and understanding of the self, others and the physical world around them.

Article 31 of the UN Convention on the Right of the Child, adopted on 29 November 1989 recognises the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Modern research in the field of 'affective neuroscience' has uncovered important links between playing and neurogenesis in the brain. It stresses that children learn best through an integrated approach combining physical, emotional, cognitive and social aspects.

The early years of a child are marked with rapid physical, emotional, intellectual and social growth, but a distinguishable characteristic of this phase of child's life is play which dominates the social, emotional, physical and cognitive domains of his/her life. The children are born with the most wonderful urge to grow and learn and they continually develop new skills and capacities through play.

Engaging in play activities helps to nurture socio-linguistic skills, mathematics concepts and also to develop self-esteem. Play helps in developing a healthy and long-lasting relationship between a child and his/her parents. Play also helps the parents to gain an insight into the thought process of their child. Engaging in outdoor games helps in preventing childhood obesity. Outdoor games also help to nurture and coordinate the sensory-motor development of a child. Problem-solving skills are essential for social and academic success, and children develop most of their early problem-solving abilities through play. Play provides a way for children to integrate all their new experiences into their rapidly developing mind and thus to develop norms and axioms (ethical, moral) later to guide their lives.

When children are at play, they constantly observe the world making predictions, testing outcomes, and drawing conclusions which become critical to the development of the cognitive domain of the child. Cognitive

psychologists, Bruner and Smith considered children's play as an instrument of cognitive development. Reynolds and Jones (1997) and Anandalakshmi, S. (1990) conclude that there is a positive relationship between play and cognitive development. Vygotsky pointed out that it is through play that the child creates the zone of proximal development.

Fantasy Play: Scaffolding Child Development

The early childhood years could well be renamed the golden age of fantasy/pretend play (Scarlett et al., 2005). It often appears at the age of about 18 months and reaches a peak at the age of 4 to 5 years. Fantasy play helps young children to understand reality and serves to accommodate and digest information. The main thinking tool developed by fantasy play is that of *symbolising*. In children's fantasy play one can find the beginning of multiple intelligences. According to Hurlock (1987), fantasy play is a form of active play in which children through overt behaviour and language deal with materials of situations as if they have attributes other than those they actually have.

Fantasy play is the continuum of amorphous potential that supports child's ability to separate thoughts from actions and objects and supports the capacity of the child to renounce impulsive actions in favour of deliberate and self-regulatory activity. Bergen and Coscia (2001) conclude that fantasy

play engages many areas of brain because it involves *emotion, cognition, language and sensory motor actions* and thus it may promote the development of dense synaptic connections.

Elements of Fantasy Play

Three elements are found in almost all of the fantasy plays: *prop, plot* and *roles*. Children can play with all sorts of things. They will use whatever they find as play props. Pretend play requires the ability to transform objects and actions symbolically. Most fantasy plays have a plot though the storyline may be quite simple. These themes often reflect what children see going on in their family, school or any other immediate context. It is furthered by interactive social dialogue and negotiation which lead to development of language skills. It also involves *role taking, script knowledge* and *improvisation*. Through fantasy play children create a world for themselves which accommodate everything related to them by imaginative representational play and thus transforming their experiences to definite forms, for them concrete realities. Many cognitive strategies are exhibited during pretence play such as *joint planning, negotiation, problem-solving* and *goal seeking*. During fantasy play increased social interactions (Imaginative and real) are observed which in turn propel *language development* and *literacy*. There is an unparalleled concentration

when children are engaged in fantasy play. This is beginning of *developing concentration*.

Fantasy Play Preferences

But not all children show interest in all types of fantasy play. They exhibit an instinctual choice in their play preferences which vary according to their gender and subtle cultural divergences. That is to say, sex, physical and socio-cultural contexts influence play preferences of the children. Children almost innately choose their fantasy play themes and play materials from their own physical and socio-cultural contexts, which are gender specific and culturally defined.

We have conducted non-experimental research with naturalistic observation on 40 pre-school children in Kerala between the age group of three and a half to five years to find out the home indoor fantasy play preference of pre-school children. Significant gender difference was noted in the choice of the children in which the girls were more interested in fantasy food play (It refers to food in various ways and occurs in conjunction with representative props), with special propensity towards cooking, while boys were more inclined towards representational object play (It is the simplest form of fantasy play where child uses an object in the way for which it was intended; John Hutt, Stephen Tyler, Corinne Hutt, Helen Christopherson, 1990) with motor play equipment. It is important to note that

the play preferences continue to influence all developments – physical, intellectual, social, emotional and moral– later to occur in the life of the children (Suresh and Subhash, 2005). Educators should, therefore, understand and frame policies and courses of action to provide such infrastructure, curriculum, teaching-learning materials and trained teachers which promote the natural creative-play preferences of the children.

Cultural Delineations of Fantasy Play Preferences

Another very important aspect of the early childhood play behaviour of children is its culture-specific character. Culture serves as the ground for beginning of all developmental processes, physical, intellectual and emotional developments, although later developments may show meta-cultural signs. Cultural context may arouse the interest of children in learning because their activities are primarily characterised by cultural ethos and values. A culturally-rich environment keeps our children active and happy in the learning process at pre-schools where they can enjoy and define their identity, the concept of the self (the within). Learning through fantasy play activities rooted in other cultures will also be a positive factor in helping children for an early exposure and understanding of the rich diversity of other cultures to successfully form a world view (the without).

Early childhood play environment in our pre-school settings needs to be enriched with the outdoor and indoor play activities based on children's preferred play themes from their own cultural context and with the play materials like flowers, water, sand, mud, etc. It should be rich with a wide variety of play opportunities of every imaginable type to ensure developmentally appropriate and optimum learning for children.

Evaluation and Conclusion

There is a growing body of evidences supporting the many connections between the high quality fantasy play and cognitive competence. If children lack opportunities to experience fantasy plays, it would abate their long-term capacities related to meta-cognition, social cognition, and problem-solving skills. These complex and multi-dimensional skills involving many areas of the brain are most likely to thrive in an atmosphere rich in constructive and fantasy play. Early childhood practitioners should be sensitive to the patterns, styles, dispositions and characteristics which children reveal and represent during their play.

Early childhood play grooms the ground for children to blossom and flourish. The unabated importance of play and its sweeping influence are supported by multitude researches and studies. In spite of new findings and their importance, in spite of growing body of evidences to support the findings, children's play-world is

diminishing. The demise of play will certainly have serious consequences for children and for the future of childhood itself. Educators, psychologists and parents have raised their anguish about this deteriorating situation. While some children do not find space to play in their educational environment, some are seriously affected by educational policies and practices. A number of reasons are cited for such laxities right from educational policies to schools without outdoor play facilities, narrow academic goals of the 'school businessmen', unreasonable parental wishes, and undue importance given to academic skills (counting, writing, and reading), and to the modern flat life; and the list is long. For some, children are guinea pigs for set institutional goals over the natural choice and development of genuine talents, be it academic or athletic.

Added to this damage are the hours spent sitting still in front of TV, video games, and computer, gulping readymade imaginations. It has far-reaching defects of debilitating and stunting their imagination, creativity and innovation. Given the sweeping body of evidences of the importance of the early childhood play for social, emotional, intellectual and physical growth and development, it is high time to go back to the freedom to explore natural environment. We may have to think of school settings with natural environment to enhance children's play that stimulates emotional, social and

intellectual growth in the child, which, in turn, affects the child's success in school to form a mature concept of the

self and that of the world. Only then can education become inclusive, holistic and humanising.

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Right To Education — A Precious Gift to Children

Dr Suresh Chandra Mehta*

Abstract

The implementation of 'Right of Children to Free and Compulsory Education Act' (RTE) in the age group of 6–14 years from April 2010 is a welcome step and holds great significance in the history of education in India. What the Act means for children and various governments has been stated quite clearly. It has enormous implications for Universalisation of Elementary Education in the country. Now, each child whether he/ she is in school or out-of-school has the right to quality elementary education covering all aspects of his/her personality. The benefits of RTE will reach to all children only when the Act will be implemented in true spirit by all States and UTs with collaboration at all levels of implementation. To overcome challenges, effective monitoring will be needed right from the start. The present article provides a brief overview of some important features of the Act and challenges that need to be addressed by all the States and UTs of the country.

Right to Education Act–2009 is a significant legislation and has been dedicated to the children of India by implementing it from 1 April 2010. The implementation of RTE is truly a historic step for the education of all children so that they become productive and responsible citizens of India. While dedicating the Act to the nation, the Honourable Prime Minister Shri Manmohan Singh stated : *I am what I am today because of education. During my childhood, I had to walk a long distance to school and study in*

dim light of a kerosene lamp. He also stated that finance will not come in the way of implementing the Right to Education Act. It clearly reflects the sincere commitment of the government to make it a reality.

The decision taken by the Government of India for providing the right to free and compulsory education is like a revolution that will put all children between the age of 6 and 14 years in schools. The RTE Act stipulates that education provided to children will be of comparable quality. All round

* Sr. Consultant, SSA, DEE, NCERT, New Delhi-110016

development of children will be emphasised. Both scholastic and co-scholastic aspects will be taken care of.

Now, a child who is working in some hotel or canteen, brick kiln or engaged in any economic gainful activity or even sitting at home helping parents, has the right to elementary education. We have to identify such children through different strategies. Through bridge courses or special need-based coaching, we have to mainstream them in the age-appropriate classes. The RTE Act emphasises that all children should be in schools irrespective of sex, caste, culture, community or economic status.

Once the children get enrolled, there will be a need to monitor them from time to time so that they continue to stay in schools till the completion of elementary stage. Still, there are 80,00,000 children in the country who are out-of-school and need to be mainstreamed along with other children in schools (*Hindustan Times*, Delhi, 02 April 2010). This figure is 4.6 per cent of total child population.

In the implementation of RTE Act, teachers and parents have to play a key role. The success will depend on the ability and motivation of teachers. The teachers are considered as agents of change in the society. The parents or guardians and community members too have a critical role to play having been assigned the school management responsibilities under the Act.

As per the RTE, the children will be evaluated on day-to-day basis. The education, which will be provided in schools, will not only depend on the marks or grades alone but it will include all aspects of child's personality. Rote learning in the schools will be discouraged. Till Class VIII, there will be Continuous and Comprehensive Evaluation (CCE) of pupils. There will be no board examinations. Teachers will be empowered in the techniques of CCE. The children will not only be tested on the subject matter, but other aspects of their personality will also be assessed. The teachers will be required to continuously build the capacity of each child to absorb what is around him/ her. Let each child move forward, let each child explore the world around him/ her, let the child struggle to know more and more would be the approach to learning of children. This will happen only when the teaching-learning environment in schools is joyful and child-friendly. There will be close rapport between the teachers and children. The children should feel free to ask questions from their teachers.

Some Statistics Related to RTE

- A sum of ₹1,71,484 crore will be required between 2010–11 and 2014–15 for implementing the RTE Act.
- For now, Rs 25,000 crore has been provided by the Finance Commission to the States.
- Total 22 crore children are expected to benefit as a result of

the implementation of the Right to Education Act in the States and UTs.

- There are 1.29 million recognised elementary schools in the country at present.
- About 7 lakh teachers are employed in elementary schools, all over India. But, many of them are untrained.
- As per Census of India, 2011 (Provisional Population Totals), the literacy rate of India is 74.04 per cent (male 82.14 per cent and female 65.46 per cent).

What does the Act mean for the Children and the Government?

- Every child between the age of 6 and 14 years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. For this purpose, no child shall be liable to pay any kind of fee or charges or expenses, which may prevent him or her from pursuing and completing the elementary education. Each and every child of this country has right to receive quality education.
- The government (Centre or State) as well as the local authorities are obligated to provide free and compulsory elementary education to every child between the age group of 6 and 14 years.
- No child shall be denied admission in a school for lack of proof of age.

- The authorities have to ensure compulsory admission, attendance and completion of elementary education of every child.
- The availability of a primary school will be ensured within one kilometre of every habitation. In areas where there are no schools, the authorities will have to set up one within three years of the commencement of the Act.
- The government must ensure that children from weaker sections are not discriminated against or prevented from completion of their education.
- Infrastructural facilities such as, school building, drinking water, toilets, classrooms, playgrounds and learning materials will be provided.
- Teacher-pupil-ratio will be 1:30 in the primary classes (I to V) and 1:35 in the upper primary classes (VI to VIII).
- All teachers will be trained within five years of the commencement of the Act.
- All private schools will have to reserve 25 per cent of the class strength at the entry level for children belonging to weaker sections and disadvantaged groups in the neighbourhood and provide free and compulsory elementary education till its completion. Government will reimburse them the expenses involved as per the norms.

- The local authority will be required to maintain records of all children up to the age of 14 years.
- No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.
- There will be no capitation fee and screening or interview of the child or his/her parents. Any contravention by any institution would entail withdrawal of recognition. The fine for charging capitation fee will be up to 10 times the capitation fee accepted.
- Parents or guardians of children will be part of management committee of every school, half of which will be female members. The School Management Committee (SMC) shall monitor working of the school, prepare and recommend School Development Plan and monitor the utilisation of the grants received from government or any other source.
- No child shall be required to pass any board examination till completion of elementary education. Every child completing his/her elementary education shall be awarded a certificate.

The Way Forward

The successful implementation of the RTE Act in this vast country of multi-diversities is full of great expectations and challenges. The present need of the hour is how to implement it effectively.

Only then, we can ensure that the RTE works and the benefits reach to all children, irrespective of caste, sex, culture and economic background. Some of the challenges and the viable strategies are as follows:

- Collaboration at all levels of implementation.
- All the stakeholders need to be actively involved in all the States and UTs for the successful implementation of RTE.
- There is need for State specific interventions rather than 'one size fits all' approach.
- Lots of new strategies may be needed for the mainstreaming of out-of-school children from difficult circumstances. The approach to implement the RTE Act cannot be the same for every State. Issues, concerns and strategies may differ from place to place.
- Access to children from tribal, migrant and scattered population to be ensured. Effective strategies are needed for tracking children from such groups in all the States and UTs.
- Reaching out to working children, child labourers and drop outs, who are still out-of-school. Efforts are to be made for their mainstreaming in regular schools at the earliest possible through meticulously planned strategies to make the RTE Act a reality.

- Need for development of Bridge Courses by all States/UTs for the over-age out-of-school children, who are to be admitted in the age appropriate classes. Many States/UTs may not have Bridge Courses till now and will be required to develop them at the earliest. The Bridge Courses are urgently needed to prepare for the over-age children in a short span of time through special training, so that they may be admitted in the age appropriate classes along with other children of their age group.
- Improving infrastructure within three years – *pucca* school buildings, drinking water facilities, toilets, disabled-friendly ramps, playgrounds, etc.
- Making available trained teachers within five years. The training modules for both pre-service and in-service trainings should be in regional languages. All the existing teacher training programmes may need to be revised in the context of RTE Act. Capacity-building of all the trainers, resource persons, teachers and headmasters has to be made accordingly. The training modules at both primary and upper-primary levels should be quite flexible, relevant and need-based.
- The teachers will be expected not to engage themselves in private tuitions or private teaching. The concerned teachers have to take moral responsibility for improving the achievement levels of children through additional instruction. Necessary circulars/guidelines in this regard need to be issued by the SPO/DPOs to all schools up to elementary level.
- Use of corporal punishment and excessive use of criticism by the teachers need to be abolished completely. The children should feel free from any kind of fear, trauma and anxiety. They should be encouraged to express their views freely in the school premises. Any activity or behaviour of teacher which puts stress on the minds of children, should be avoided. This will not be helpful for the retention of children in schools and may ultimately lead to their dropouts.
- Necessary guidelines need to be issued to the Head teachers/Headmasters of all elementary schools by the State/districts on making classroom environment joyful and exciting for learning through a variety of activities, which may involve discovery and exploration in a child-friendly manner. The NCERT's advocacy materials on banning corporal punishment may also be utilised by the States and UTs.
- As per RTE, there will not be any board examination till completion of elementary education. Hence, there will be need for devising effective strategies for assessing child's understanding of

knowledge, and his or her ability to apply the same. The students performance will be judged from time to time so that the concerned teachers may take timely corrective measures. Teachers' capacity needs to be strengthened to use Continuous and Comprehensive Evaluation for assessing children and providing them the required assistance in removing the learning gaps timely. All the teachers of elementary schools require orientation on the Continuous and Comprehensive Evaluation.

- The Source Books on pupil assessment in various subjects developed by NCERT are in the context of RTE and emphasise Continuous and Comprehensive Evaluation. The teachers need to be empowered on the use of Source Books by CRCCs, BRCCs and DIET faculty. They should be provided necessary guidance and support during school visits and in-service trainings. These Source Books on Assessment at primary grades have been developed on the basis of latest assessment techniques and principles outlined in NCF-2005. The Source Books emphasise spot assistance to children as per their needs. In order to ensure effective utilisation of Source Books by the teachers and other functionaries, these need to be translated in the regional languages at the earliest in all States/ UTs.
- Constitution of School Management Committees (SMC) in all schools is one of the most significant provisions of RTE. Now in each SMC, there will be seventy-five per cent members from amongst parents or guardians of children. All the SMCs have to be made functional through their active involvement in monitoring enrolment and attendance of children from the neighbourhood, monitoring the implementation of mid-day meal scheme, to see that the teachers are not burdened with non-academic activities and also monitoring accounts of the schools.
- Effective monitoring is needed by all States/ UTs for the management of quality at all levels of implementation. The NCERT has developed Quality Monitoring Tools (QMTs) taking into consideration several quality related indicators of RTE-SSA, such as student enrolment and actual attendance, pupil achievement levels, teacher availability, teacher training, classroom practices, academic supervision by cluster and block resource persons, community perceptions of school functioning, etc.
- The National Commission for Protection of Child Rights (NCPCR) has been designated as the monitoring authority for RTE Act. While MHRD will be the key implementing agency for the

entitlements under RTE, the NCPCR has been assigned the mandate to review and assess the implementation of safeguards and rights of children embedded in the RTE. The NCPCR has also the mandate to monitor all aspects of structural changes envisaged in the Act, such as maintaining the standards and norms of schools.

- The implementation of RTE Act is now a national endeavour. Effective coordination and collaboration is needed among all institutions and agencies at the state and national level, who are involved in the implementation of the Act and monitoring the provisions of quality elementary education to all children of the nation.

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Raindrops

(A New Series of Textbooks in English)

Varada M. Nikalje*

Abstract

The new syllabi and textbooks brought out by NCERT in the wake of NCF-2005 attempt to provide a somewhat equitable representation of rural and urban content, themes and images. However, there are states in India with a large number of rural or tribal children, or children from migrant families living in urban areas, whose exposure to English would be extremely limited. Most of these children are likely to be first generation school-goers, with little or no help from parents and siblings. In the context of English at the primary level, it was felt that rural children deserve an altogether distinctive series of textbooks. Raindrops marks an unprecedented attempt of this kind.

The textbooks in this series utilise the insights of modern theories in linguistics to bring home certain concepts to boys and girls studying in village schools: listening exercises have been included, grammar is introduced unobtrusively, and the themes favour the rural world.

This article is based on a presentation made at the 14th Joint Review Meeting of Sarva Shiksha Abhiyaan, New Delhi, 22 July 2011.

INTRODUCTION

The National Council of Educational Research and Training (NCERT) has brought out a new series of textbooks in English for Classes I-V. This series, titled *Raindrops*, is intended for first generation school-goers, of whom rural children would form an appreciable segment.

Since its inception, NCERT has been bringing out textbooks in the area

of school education in various subjects from Classes I to XII. The education of children in villages is the most challenging and daunting aspect of our educational system. The National Curriculum Framework (NCF) 2005 recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of pedagogic practices which overlook the child's own efforts to learn by observing

* Assistant Professor in English, Department of Languages, NCERT, New Delhi.

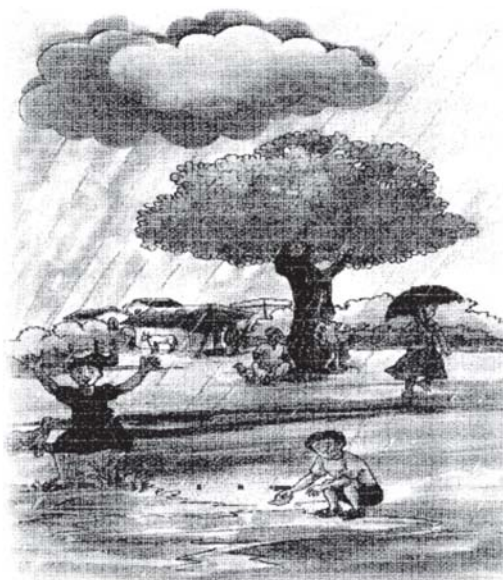
his/her environment, and by finding meaning in his/her everyday experience. The new syllabi and textbooks brought out by NCERT in the wake of NCF-2005 attempt to provide a somewhat equitable representation of rural and urban content, themes and images. In the context of English at the primary level, it was felt that rural children deserve an altogether distinctive series of textbooks. *Raindrops* marks an unprecedented attempt of this kind.

NCERT's another series of textbooks in English for the primary stage, *Marigold*, came to be associated with a particular kind of target audience: children who would have had some exposure to the English language, and who could expect parental help and support in learning tasks in English. However, there are quite a few states in India with a large number of rural or tribal children, or children from migrant families living in urban areas, whose exposure to English would be extremely limited. Most of these children are first generation school-goers, with little or no help from parents and siblings. It is likely that such states would connect to *Raindrops* better.

Themes

The themes in *Raindrops* are those that are mentioned in the *Syllabus for classes at the Elementary Level*. Some emerging concerns like environmental issues, conservation of resources, animals and plants, human rights, safety norms, etc. have been incorporated in the course content.

RAIN DROPS



Course materials also draw upon the following concerns in an integrated manner:

1. Self, Family, Home, Friends and Pets
2. Neighbourhood and Community at large
3. The Nation — diversity (socio-cultural, religious and ethnic, as well as linguistic); heritage (myths/legends/folktales)
4. The World – India's neighbours and other countries (their cultures, literature and customs)
5. Adventure and Imagination
6. Sports
7. Issues relating to Adolescence
8. Science and Technology
9. Peace and Harmony

10. Travel and Tourism
11. Mass Media
12. Art and Culture
13. Health

The thematic package is suggestive, and in line with the learners' interest and experience.

It was decided in the planning meeting itself that the content of *Raindrops* would not have overtly urban themes such as a birthday party, a visit to a mall, etc. But then it was not going to be stereotypically rural either. Indeed, both these would be self-defeating. A conscious attempt to maintain a rural-urban balance has been made, with the focus being on linking content to life outside the school. Further, themes like environment, peace and gender sensitivity figure more prominently in the series.

The consequences of the legacy of rote memorisation, and de-linking school life from life outside, have been especially grim for rural children. All the textbooks in this series attempt to provide opportunities for fantasy and wondering, interaction in small groups, and activities requiring hands on experiences, and in short, make the experience of learning English an experience of joy and confidence-building.

The Alphabet

Conventional textbooks used to present the alphabet in the beginning

itself, in the 'A for Apple' mode. This is no longer the case. Research on syllable recognition and letter-sound matching has shown that exposure to a series of words focusing on a particular sound facilitates. As the syllabus says, 'We need to develop a focus in which the research on language learning is integrated with the language teaching.'¹

In Class I, the alphabet is presented in two ways:

1. Letter recognition
2. Trace the letters

1. Letter recognition: Since it was felt that the target audience may not have had exposure to the English alphabet, the complete English alphabet (both small and capital letters) is presented at certain intervals. It has been given either horizontally, for instance, where a lesson ends, or vertically, as a sort of add-on border to the lesson. These would indicate to the child the order as well as the number of letters in the alphabet that he/she would glance at, perhaps touch with a finger, or simply chant along with others in the class.

2. Trace the letters: Tracing the letters of the alphabet begins only after Lesson 5.

The letters of the alphabet have been grouped as follows:

1. a c e o
2. m n r
3. s u v w x z
4. b d f h k l t i
5. g j p q y

The letters using the downward stroke, such as d, t, etc. are in one group; the letters using curved lines such as c and o are grouped together. Each group of letters has been given at intervals throughout the book. The letters are presented in dotted outline forms, and then space is provided for the child to practise further.

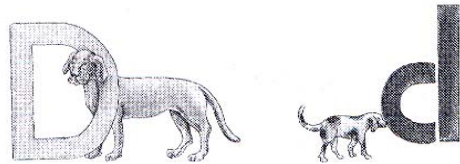
There is no inherent contradiction in these two ways of presentation. The letter groups for tracing are based on the hand movement required, and the letter recognition indicates the alphabetical order of the letters, which is necessary for reference skills later, to look up dictionaries, directories, and so on. Some teachers prefer to teach the capital letters first, while others insist on teaching the lower case, and yet there are others who introduce both at the same time. The team, after discussion, took a decision to teach the lower case first, because capital letters only account for about 5 per cent of the written word. Also, the lower case letters are the ones that children see more frequently in their environment.

It is found that sometimes some children may write 'b' for 'd', and vice versa. For, in writing 'b' the semicircle comes at the right side of the vertical

stroke; for 'd' the semicircle is at the left. A conscious attempt was made to address this problem, through illustrations.



The bee rests on the capital 'B', then takes away the top half semicircle to form a little 'b'.



'D' in for 'Dog', and a little dog pushes the semicircle from the left to form the little 'd'.

Ultimately, the real issue with most children is that they need repeated, constant exposure and time to work and rework the letters.

Poems

The cluster of four poems that finally formed the initial pages of Class I *Raindrops* needs mention; what informed the decision needs mention too. The poems introduce the child to the language, in this case English, which some children may not have had much exposure to. They would in all probability know some words in English—perhaps even without being aware that the words are English—such

as radio, light, bulb, T.V., train, bus, car, etc. But they may not have had exposure to little songs or rhymes, as they would have had in their mother tongue. Hence, an attempt has been made to bridge this gap. As with rhymes for children everywhere, the sounds are the main focus in these poems; not so much the meaning. Indeed, the first poem is a series of action words:

“Clap clap clap
Tap tap tap
Hop hop hop
Stop stop stop.”

Children would enjoy reciting them, with actions, and thus relate the meaning to the sound.

The second poem introduces children to counting. Most of us have learnt it as

One Two
Buckle my shoe
Three four
Shut the door.

The rationale behind it not being included is that ‘buckle’ is a difficult word, both in terms of pronunciation and meaning. Further, the word ‘buckle’ may be alien to his/her economic and social environment of the first generation school-goer. After much discussion, the following poem was chosen for its simplicity of concept and ease in pronunciation :

One Two
Cows moo
Three four
Lions roar.
and so on.

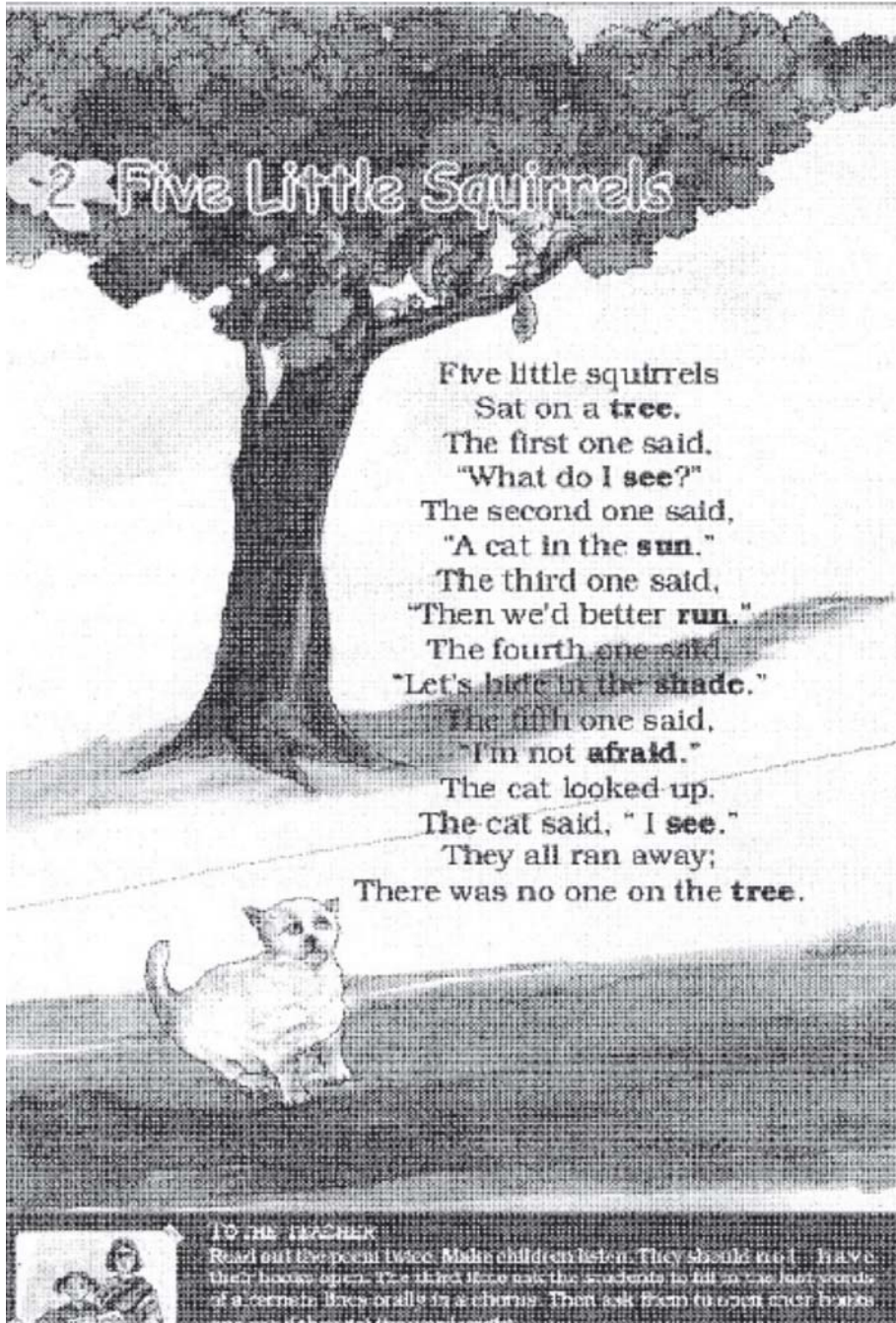
Some poems have been included as additional input, after certain lessons. For instance, the following short poem has been put in after the lesson ‘Directions’:

Mr East gave a feast
Mr North laid the cloth
Mr West did his best
Mr South burnt his mouth
While eating a hot potato!

(Raindrops, Class III)

Listening

The textbooks in this series utilise the insights of modern theories in linguistics to bring home certain concepts to boys and girls studying in village schools. For instance, listening as an area of pedagogic activity has been much neglected. “Listening covers the ability to pay attention, to value the other person’s point of view, to stay in touch with the unfolding utterance, and to make flexible hypotheses about the meaning of what is being said. Listening, thus, forms as complex a web of skills and values as talking does.”² All this has important implications for the classroom. In the orbit of listening, detailed planning of activities for incorporation in textbook would go a



2 Five Little Squirrels

Five little squirrels
 Sat on a **tree**.
 The first one said,
 "What do I **see**?"
 The second one said,
 "A cat in the **sun**."
 The third one said,
 "Then we'd better **run**."
 The fourth one said,
 "Let's hide in the **shade**."
 The fifth one said,
 "I'm not **afraid**."
 The cat looked up.
 The cat said, "I **see**."
 They all ran away;
 There was no one on the **tree**."

To the Teacher
 Read out the poem twice. Make children listen. They should not have their books open. The first time ask the students to fill in the last words of a certain line orally by a chorus. Then ask them to open their books

long way in resurrecting the significant skill and value area.

As mentioned earlier, the poems in *Raindrops* I are meant only for enjoyment, with listening as the major factor. Furthermore, a decision was consciously taken not to include any activity or exercise for the first four poems, which would have led to a shift in focus.

Exercises that deal specifically with listening have been introduced in the series. In fact, for the first time in NCERT textbooks, a 'listening text' has been introduced. *Raindrops* Class III contains a short poem 'Five Little Squirrels' which has been given with some words missing. The complete poem is provided at the end of the book, which the teacher is instructed to read thrice. The poem is presented on page 30. The words given in bold are the 'missing words'.

In the first reading, children listen; in the second, they try to fill in the blanks; in the third, they complete the words they have missed.

Another listening activity makes children focus on the sounds that make up familiar words:

POT TER
TEA CHER
CAR PEN TER

The words are presented in 'blocks', and an element of fun is introduced here: the teacher is asked to make children clap according to the number

of sounds they hear; 'teacher' has two claps, and so on ('The Work People Do', *Raindrops*, Class II).

My personal favourite is the one in which children are asked to take 'a listening walk' to a big tree in their locality and consciously listen to the birds and animals that shelter in it (*Raindrops*, Class V).

Reading

Generally, schools focus more on reading and writing. Yet, 'while reading is readily accepted as a focus area for language education, school syllabi are burdened with information-absorbing and memorising tasks of reading, so much so that the pleasure of reading for its own sake is missed out.'³ Often, children are advised to read only textbooks; the reading of comics or fiction is frowned upon. Teachers and elders with this kind of mindset should be oriented to the fact that it is not just textbooks, but extensive reading that will enable a child to enjoy stress free reading, develop imagination and get a feel of the language. A reading culture should be encouraged by providing opportunities for individualised reading.

Raindrops attempts to introduce children to different 'kinds' of reading activities:

1. 'Reading' a picture: An illustration of a process is presented of sunrays on water, evaporation, cloud formation and rain. The child is asked to look

at the picture and describe the process in his/her own words (*Raindrops*, Class IV).

2. Reading to identify the odd word:

In each set of words below, there is one which is not the same as the other three.

Underline the odd word.

- (i) Wheat rice potato jowar
 - (ii) Carrot radish mango cucumber
 - (iii) Purple green orange red
- (You have to be really smart to solve the last one!)

Source Book on Assessment

An important milestone in the development of *Raindrops* was the International Workshop on Assessment organised by NCERT in collaboration with UNESCO from 28-30 November, 2006, in order to share innovative international practices on assessment and national level experiences. Based on the vision of NCF-2005, NCERT developed a set of Source Book on Learning Assessment at Primary Level, with five sub-categories: Language, Mathematics, Environmental Science, Arts, Crafts and Aesthetics in

Education and Issues Across the Curriculum. With the cooperation of UNICEF, the draft of the Source Book was tried out in ten States in the country in 2007. The Source Book was further enriched with responses from the field. The Source Book signifies NCERT’s resolve to provide to teachers and administrators a new vision and approach for assessing children’s progress in a system which is accustomed to classifying and labeling children on the basis of a test or examination. Such a system makes it difficult for teachers to perceive each child’s progress as an individual trajectory. It also discourages the teacher from recognising the important role that a cooperative classroom culture plays in recognising learning. These ideas helped shape the material for the series.

The Source Book on Assessment (English) contains several illustrative tools for the measurement and analysis of the learner’s performance, and a few sample units. During the development of the new series, the following table was found particularly useful:

	Listening	Speaking	Reading	Writing
CLASS I	<ul style="list-style-type: none"> - Can follow simple instructions. - Can follow simple stories, etc. narrated to her. 	<ul style="list-style-type: none"> - Can differentiate various sounds of English. - Can talk about herself— what she likes and dislikes. 	<ul style="list-style-type: none"> - Can recognise small and capital letters. - Can read simple words with the help of pictures. - Can read simple poems and 	<ul style="list-style-type: none"> - Can join letters with some help. - Can write simple words of day-to-day use. - Can use simple words in her/his own sentences.

		<ul style="list-style-type: none"> - Can tell simple stories, particularly in her first language; if encouraged, she should be able to create novel stories. - Can recite poems. - Can talk about family and friends. 	<p>stories with the help of pictures.</p>	
CLASS II	<ul style="list-style-type: none"> - Can follow simple instructions and directions. - Can understand stories narrated orally (as on Radio/TV) to her. - Can recognise the different sounds of English. - Can understand greetings and polite forms of expressions. 	<ul style="list-style-type: none"> - Can make requests. - Can recognise and pronounce most of the sounds in English. - Can talk about herself, family and friends. - Can recite poems. - Can use greetings and polite forms of requests. 	<ul style="list-style-type: none"> - Can read simple stories, poems and descriptions. - Can locate information in a given text. - Can grasp ideas. - Can draw conclusion on the simple stories, etc. 	<ul style="list-style-type: none"> - Can write simple words and phrases. - Can write short sentences. - Can write small compositions comprising 5-6 sentences. - Can use full stop and capital letters.
CLASS III	<ul style="list-style-type: none"> - Can recognise difference between sounds of English. - Can follow simple directions, instructions, requests, questions and orders. - Can understand or identify the main ideas and important details in the stories 	<ul style="list-style-type: none"> - Can pronounce the sounds of English with ease. - Can talk about herself, her friends and family members. - Can tell stories and narrate his/her experiences. - Can retell main events and recall main ideas in the stories. 	<ul style="list-style-type: none"> - Can read simple words and descriptions with the help of pictures. - Can read stories, poems and folktales. - Can grasp ideas and draw conclusions from the given text and materials such as posters, hoardings, poems, stories, 	<ul style="list-style-type: none"> - Knows the use of capital letters, and punctuation marks such as full stop, comma, question mark, and apostrophe. - Can talk dictation of simple words and sentences. - Can copy words and sentences from the blackboard. - Can write simple

	narrated orally in the class in teacher-student interactions.	Make requests; give orders, advice; and use greetings.	folktales, etc.	descriptions of self, people and things around, and write short sentences (consisting of 5-10 words).
CLASS IV	<ul style="list-style-type: none"> - Can follow a variety of oral directions instructions, requests, questions and orders. - Can summarise in her own words the key ideas and important details in stories, class lectures, etc. 	<ul style="list-style-type: none"> - Can participate in dialogues, role-plays, etc. - Can answer and ask simple questions. - Can produce an oral text in a logical sequence. - Can participate in pair works and group discussion. 	<ul style="list-style-type: none"> - Can read texts orally and silently with increasing accuracy, fluency and confidence. - Can predict what the text may be about by looking at the pictures, titles, etc. - Can grasp meanings/ideas. - Can identify relationships between ideas/ events. - Can infer from a passage/text. 	<ul style="list-style-type: none"> - Can combine related sentences using appropriate conjunctions (e.g., and, but, or because, if). - Can spell common words correctly.
CLASS V	<ul style="list-style-type: none"> - Can understand a class lecture, a TV/radio news broadcast, announcements, debates, instructions. - Can recognise or identify main words and phrases. - Can summarise main points in an oral text. - Can write sentences and passages dictated by the teacher. - Can draw conclusions and make predictions. 	<ul style="list-style-type: none"> - Can talk about personal opinion and support it with examples or details. - Can ask and answer questions about ideas presented. - Can carry out conversations on day-to-day matters. - Can participate in pair and group discussions. - Can express and support her opinion and 	<ul style="list-style-type: none"> - Can read, understand and appreciate a story, a poem, an article, a poster and advertisement, etc. - Can grasp main ideas and details used in the above mentioned texts. - Can use the dictionary and encyclopaedia. - Can draw conclusions and make predictions. 	<ul style="list-style-type: none"> - Can organise ideas and information in logical sequences. - Can write descriptions of events, places things, process etc. - Can organise ideas and information in logical sequences, and make suitable paragraphs. - Can build a coherent and cohesive

		conclusions clearly, concisely and accurately with examples.		paragraph (correctly ordered and logically sequenced) with facts, examples and arguments. Can write letters, reports, descriptions; prepare posters, notices; write message; take notes.
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Grammar

The NCF believes that children are born with the capacity and skills to learn language(s). These inborn capacities grow spontaneously in a positive environment where children are encouraged to speak and write, without fear of being reprimanded for mistakes. It is important that children be provided an input-rich linguistic environment. Adequate exposure to the language will lead to better rule assimilation, and is preferable to repetitive exercises in grammar.

Hello! It **is** morning. Here **comes** the Sun. It **rises** in the east. The birds **start** singing. Our day **begins** now. The Sun **gives** us light and heat. The sun **sets** in the west.



Grammar has been introduced very unobtrusively in the series. The above

paragraph from ‘Our Day’ in *Raindrops II* contains the sentences which are solely in the simple present tense.

The simple past tense is introduced a few lessons later, with the present continuous following later in the book. In each case, children are asked to notice the words in **bold**, and the teacher can then take the exercise further.

Multilingualism

The concept of ‘mother tongue’ has undergone a sea change over the years: globalisation and floating population have brought about changes in its meaning. The NCF prefers to use the term ‘home language’ instead of mother tongue to denote “the languages of home, larger kinship group, street or neighbourhood, i.e. language(s) that a child naturally acquires from his/her home and environment.”³ Indeed, the term ‘home language’, is suggestive, for the original reality of childhood is

'home'. It posits itself as such inevitably, and, as it were, naturally. By comparison with it, all other realities are 'artificial'.

Second language pedagogy, therefore, should seek to 'bring home' the contents of the textbook to the child by making them:

- (i) Vivid— making them seem as alive as the 'home world' of the child.
- (ii) Relevant— linking them to the relevant structures already present in the 'home world' and
- (iii) Interesting— inducing the attentiveness of the child to detach itself from its 'natural' to the other reality.

These are necessary elements although the degree and precise character of pedagogic techniques will vary. The more these techniques make subjectively plausible a continuity between the original and the new elements of knowledge, the more readily they are acquired.

Research has shown bilingualism has certain definite advantages. "Bilingualism/multilingualism raises the levels of cognitive growth, social tolerance, divergent thinking and scholastic achievement. Societal or national level multilingualism is a resource that can be favourably compared to any other national resource."⁴

The idea of multilingualism in itself is not new. It has existed in our day-to-day communication and is a part of the Indian linguistic landscape. This stems from the belief that languages do not,

and cannot, exist in isolation. Multilingualism has received belated academic acknowledgement. Its implication for education is that it does away with the old idea of mother tongue interference in the learning of English, which had spilled over classrooms and school corridors through injunctions of 'Speak English only'. Indeed, the greatest disservice to language is that well-intentioned parents discourage their child from speaking the mother tongue even at home, in the fond belief that this would lead to the development of a 'good English accent' in their child.

Multilingualism is more of a sociological fact than a textual one. However, it was agreed that every possible effort should be made to reflect the potential of using multilingualism as a teaching strategy in the classroom. It is of course neither possible nor desirable to have examples from all the 22 languages listed in the Eighth Schedule of the Constitution. What is required is just a few examples in the textbooks that nudge classroom transaction to move towards multilingualism. Opportunities to link across languages are provided through activities that encourage children to recite a poem in their mother tongue, or say an idiom or a proverb and perhaps translate it as well. For instance:

"There are many huts and some *pucca* houses too. There are mango, *neem* and *peepal* trees in the village."

(My Village, *Raindrops*, Class II)

Further, the Notes to the Teacher do away with the 'Only English' campaign that some mindsets are prone to. For instance, following are some such instructions:

Make children talk about their families (in their mother tongue).

(Note to the Teacher, 'My Family', Class II, *Raindrops*)

Make children talk about the pictures. Do not reprimand them if they use non-English words.

(Note to the Teacher, 'Hide and Seek', Class I, *Raindrops*)

Illustrations

The illustrations in *Raindrops* reflect the effort made to integrate visual content.

The following is an excerpt from *Raindrops*, Class II.



There are six children in the picture. Four children **are playing** carom. Two boys **are watching** the game. Two dogs **are chasing** a bird.

A picture, it is said, is worth a thousand words. This is almost literally

true in some cases in *Raindrops*. For instance, the lesson 'What's Going On?' in Class II describes a scene: some children are playing carom, two cats are playing with a ball, two dogs are chasing birds. One of the members of the textbook development team, who is familiar with the North Eastern culture, mentioned that most houses have a bamboo table permanently kept aside for carom—the game is so popular. This was told to the artist and the resultant picture brings this out although the text itself has no explicit statement on the North East.

The text of the lesson is a simple description of a scene: children playing carom, dogs running after a bird, two cats playing with a ball of wool and so on. However, an element of inclusiveness is added here. The child who is on a wheel chair is shown as being at par with the others, and the idea is brought out indirectly that what matters is her skill at the game. Moreover, the other children have accepted her as one of them. This illustration in *Raindrops II* is an example of moving 'beyond the text.'

Conclusion

The series *Raindrops* is grounded in the principles articulated in the NCF-2005, and especially in the National Focus Group Paper on Curriculum, Syllabus and Textbooks, which regrets the fact that the present day classroom practices are, in almost all parts of the country, totally dominated by textbooks. All premises of flexibility of

the curriculum and syllabus and freedom of the teacher are completely forgotten by the time an educational plan reaches the classroom. It is sought to collect all the knowledge that a child is supposed to acquire at a given stage or class and is planned so that the child never needs to look beyond it.

As a result of this undue importance given to the textbook, it has acquired an aura of supremacy and a standard point. It has to be completed from cover to cover in strict sequence, has developed a language of its own that is difficult to comprehend, and is laden with dense concepts. It has become a symbol of authority difficult to ignore or disobey. ⁵

An observation often made is 'Textbooks don't teach kids. Teachers do.' While the importance of a learned and sympathetic teacher cannot be overstressed, and though the series has been developed to be used by teachers in classrooms, so far as possible each textbook is self-teaching. Efforts have been made to make the textbook directly appealing to the individual learner, giving him/her directions in simple words, providing topics for pair work and group discussion, and so on. The books of the series are cumulative. While each of these textbooks can be read in isolation, presenting a year's interesting work in itself, when read in conjunction with the other books of the series, it will provide a sound developmental programme in English.

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Literary Texts: Classroom Interaction

Dr Kirti Kapur*

Abstract

English language textbooks comprise literary pieces representing different forms of writing. These texts are informative and provide a rich reading experience as well as promote and strengthen language skills and abilities. All literary pieces belong to the realm of prose, except for poems. Prose is closer to our day-to-day experience of language as compared to poetry. Poetry represents an unconventional use of language. Therefore, it requires a different approach to teaching. A poem is often highly condensed and is more implicit than explicit. The rhythm and the flow of a poem enable us to understand and appreciate the poem without much effort. Therefore reading the poem aloud in the class is of utmost importance. Poetry is an experience more than just the use of language. Learners should be encouraged to come up with their own interpretation of poems. Literary prose pieces also make for interesting reading. Stories have a way with children. Their language is vivid and often learners identify with certain characters or relate with the situation presented. The purpose of a literary text is to make the reader appreciate it and not just to impart 'information'. Giving a chance to learners to make inferences about characters and happenings and draw conclusions will enable them to appreciate the text.

INTRODUCTION

'There are several functions of language apart from unfolding the world, language has many fictional elements. Poetry, prose and drama are potent sources not only of refining our literary sensibility but also of enriching our aesthetic life, enhancing our synaesthetic abilities and enormously improving our linguistic abilities.' English Language textbooks comprise literary pieces representing different forms of writing such as poems, stories, folktales, songs,

plays, auto-biographical writings, diary entries, interviews, essays, etc. Some pieces are useful for information and some for knowledge while others are for aesthetic appeal, appreciation and enjoyment. These texts are informative and also provide a rich reading experience; promote and strengthen language skills and abilities. They also help in understanding and developing values and attitudes, and sensitise the learners to issues such as environment, gender equality and peace.

*Assistant Professor, Department of Languages, NCERT, New Delhi.

All literary pieces belong to the realm of prose, except for poems. Prose is closer to our day-to-day experience of language as compared to poetry. Stories, novels, plays are some of the examples of prose. There is prose in scientific books, newspaper reports and magazines as well. We come across more prose than poetry in the classroom as well as outside it. As a result, learners also feel more comfortable in dealing with prose than poetry.

Literary texts are also a mirror of the society and culture they belong to. In most classrooms in India, it has been observed that transaction of poetry and prose is similar, where the teacher reads the lessons and explains the meaning in Hindi or regional language and gives meanings of 'new words' without contextualising them. At the end of the text, students are asked questions which are basically comprehension questions. Students are provided with a summary of the text whether it is a poem or a prose piece and there is no scope for an individual's participation or interpretation of the texts.

Understanding and appreciating literature is a two-way process wherein the meaning is constructed in the transaction between the reader and the text. There is a paradigm shift from behaviourism to constructivism which has found a fresh perspective after NCF-2005, therefore teaching literature needs to be approached in a manner where the learner's voice finds a legitimate place in the classroom

processes. Teachers need to recognise the learners' potential and their ability to actively engage with the text.

Poetry represents an unconventional use of language. Therefore, it requires a different approach to teaching. A poem can communicate without being 'fully understood'. A poem can be understood at various levels therefore it is more implicit than explicit. The rhythm and the flow of a poem enable us to understand and appreciate the poem without much effort.

A poem, especially a short one, has an immediate impact on the listener and makes a direct appeal to her/ his emotions and feelings. It is perhaps in this sense that it communicates without being 'fully understood'. A poem has layers of meaning which unfold while reading the poem with proper stress, rhythm and intonation. Therefore, reading the poem aloud in the class is of utmost importance. The paraphrase while 'explaining' the meaning of the poem robs the reader of the pleasure, and the chance to come out with various interpretations for a word or thought. This in turn will help in contextualising vocabulary.

In fact, we 'do not' teach a poem except in a very basic sense. We experience it and share our experience with the learners. Poetry is an experience more than just the use of language. Learners should be encouraged to come up with their own interpretation of poems. For example, let

us look at the poem 'The Squirrel' by Mildred Bowers Armstrong from *Honeycomb*, the textbook in English for Class VII (NCERT).

*He wore a question mark for tail,
An overcoat of grey,
He sat up straight to eat a nut
He liked to tease and play,
And if we ran around his tree,
He went the other way.*

It is imperative that the teacher should read aloud in the class and also encourage them to read on their own or in pairs. Before discussing the poem in detail, it is important to have some warm up/pre-reading tasks/activities/questions to draw the attention of the learners towards the theme of the poem.

The very first two lines of the poem— He wore a question mark for tail/ An overcoat of grey— can be used to generate interest among the learners. Some questions that can be posed are:

- What are these lines about— a squirrel, a human being, a tree or a nut?
- What does 'the tail' of the squirrel look like?
- Where do we use a question mark? (This can lead to a discussion on the importance of punctuation marks.)

The above is a sample warm-up activity. Thereafter, a discussion on theme and content will enable the learners to relate the poet's experience to their own experience of running after

a squirrel or watching birds/animals near their homes.

While reading the text, the illustration given in the textbook can be used for better comprehension. Learners can be asked if the tail reminds them of anything besides a question mark— perhaps a brush or the numeral 2? Learners can also be encouraged to extrapolate by asking if the squirrel too looks like as if it is asking a question and what that question could be?

Further, richness of language including music of words can be perceived better through listening/reading aloud than through analysing words/phrases and grammatical items. To make the classroom interaction richer, poetic devices such as, simile, metaphor, alliteration, personification, rhyme scheme can be discussed in the class and activities based on these items can be given, which will enhance the creativity of the learners.

The objective is not 'to teach' vocabulary but to ensure maximum comprehension of the text, which is integral to total appreciation. Some global questions can be asked in the beginning, and some comprehension questions can be given at the end of the poem to connect it to the immediate environment of the learners. Questions on theme and content, structure and style, images and impressions can also be asked to encourage literary appreciation among students.

A final reading aloud, preferably by the learner/learners, is always very

useful. Post reading, writing tasks based on an open-ended discussion will help the learners go beyond the textbook and relate the text to their own experience. For example, through the Poem 'The Ant and the Cricket' (Class VIII textbook, *Honeydew*) the importance of saving enough today to be ready for difficult times in the future is given. However, this message is not given in a statement. Rather, learners are taken through a story which narrates what happened to the unwise cricket at the end.

*...Says the ant to the cricket, "I'm
your servant and friend,
But we ants never borrow; we ants
never lend.
But tell me, dear cricket did you lay
nothing by
When the weather was warm?"*
Quoth the cricket, "Not I!"
*My heart was so light
That I sang day and night,
For all nature looked gay."*
*Thus ending, he hastily lifted the
wicket,
And out of the door turned the poor
little cricket.
Folks call this a fable.
I'll warrant it true:
Some crickets have four legs, and
some have two.*

Although the rhythm of the poem gives it a light-hearted song-like quality, it has a lesson for human beings of the importance of saving for a rainy day.

To make the experience of reading poetry an interesting one, we can concentrate on the theme and find ways to make learners notice how the theme is developed. One of the ways is by focusing learners' attention on the words used in the poem as well as accompanying illustrations. The students can also be asked to convert the poem into a short story. This will help them enhance their creative skills.

Literary **prose** pieces make for interesting reading. Stories have a way with children. Their language is vivid and often learners identify with certain characters or relate with the situation presented. A story helps the listener to imagine the scene and the characters as well. Stories mirror life and in doing so present the real language of communication as a whole. They represent samples of authentic language used in writing as well as in speech as reflected in dialogues and conversation. Also, stories, fables deal with various aspects of life— events and situations that enable us to understand fellow-beings as characters performing a variety of actions in a given set of social circumstances. Every story is an imaginative reflection of life around us and enables us to come closer to the real world.

The best way to teach appreciation is to first learn to understand, appreciate, analyse and reflect. For example the story *Bholi* by K. A. Abbas (Class X Supplementary Reader *Footprints without Feet*) is about educating the girl child.

...Ramlal had seven children – three sons and four daughters, and the youngest of them was Bholi. It was a prosperous farmer’s household and there was plenty to eat and drink. All the children except Bholi were healthy and strong. The sons had been sent to the city to study in schools and later in colleges. Of the daughters, Radha, the eldest, had already been married. The second daughter Mangla’s marriage had also been settled, and when that was done, Ramlal would think of the third, Champa...

While teaching the text important social issues can be highlighted through questions such as whether girls should be made aware of their rights and assert them? Should girls and boys have the same rights, duties and privileges? What are some of the ways in which society treats them differently? When we speak of ‘human rights’, do we differentiate between girls’ rights and boys’ rights? This helps the learners represent and reflect upon contemporary social realities and diverse thoughts.

Understanding is very essential for appreciation. After all, the purpose of a literary text is to make the reader appreciate it and not just to impart ‘information’. Giving a chance to learners to make inferences about characters and happenings and draw conclusions will enable them to appreciate the text. Interpretation and appreciation skills of the learners should be encouraged. Encouraging

learners to discuss their opinions and views makes the class interactive. The interactive method is always preferred because it paves the way for discussion on a number of inferences, interpretations and opens different doors to explore a topic or a theme by enabling learners to direct their thinking to areas such as:

- characters (who), the traits (qualities) inferred from what they speak/how they act;
- message/theme;
- setting: Where, when;
- story/plot (what); and
- the narrative/style: First or third person narrative; examples of humour, etc.

The teacher prepares them to think critically, make connections; make comparisons; draw conclusions and finally pave the way for creative thinking.

To develop the creativity of learners, they can be encouraged to convert stories/ parts of stories into dialogues; attempt a speech assuming the role of the character; express orally or by writing, the best part of the story according to them; the best character according to them; if the story or character reminds them of some event or some person you may ask them to give a different ending to the story.

Children are by nature imaginative and creative, and take delight in acting out roles or pretending to be someone else. Role-play and other drama

activities consequently lead to the active involvement of children with the text. The use of their bodies, voices, and emotions to make the language their own comprises the Total Physical Response of the learners and this ensures their complete involvement in language learning.

Children can also be encouraged to get information about their own traditional literary cultures and regions. Further discussions can be initiated in the class in different roles, characters, lifestyles, problems, attitudes and interests, etc. Since drama involves both individual and group work, the methodology should mainly be the workshop mode, where each child gets a chance to participate in all that goes on in a drama class. Children should be exposed to various independent tasks, which they take up individually as well as in groups. The teacher's role, here, is that of a facilitator and motivator. Teachers should build on the exercises given in the textbooks

and design additional tasks/activities in keeping with learners' interests, needs, surroundings and cognitive level. Literary texts also can be supplemented with films, CDs, clips, etc in order to lend it scope across the curriculum.

In addition to literary appreciation, literary texts are used for teaching of reading, writing, vocabulary and grammar, skills of communication, thinking and decision making. Literature provides students with a wide range of language varieties used in different situations thereby enriching classroom interactions.

Respecting learner autonomy, teachers must give learners freedom of expression. It will help learners enhance their confidence and they will get an opportunity to speak in the target language. The teachers need to modify their approach to teaching literature according to the genre and need of the learners.

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Activity-based Learning in Tamil Nadu – the Teachers' Attitude

S. Anandhi*

Dr B. William Dharma Raja**

Abstract

In the context of improving the quality of primary education, a new attempt has been made in Tamil Nadu by the introduction of Activity-based Learning (ABL) in the teaching-learning process. The effectiveness of ABL depends primarily on how the teachers handle the ABL classes which mainly reflect their attitude towards ABL. So far only a few studies have been reported on the attitude of teachers towards ABL. The main objective of this research is to explore the attitude of primary school teachers towards ABL. The study was conducted on a sample of 200 teachers in the Palayamkottai Urban area schools of Tirunelveli district in Tamil Nadu using a researcher made tool. The key variables taken for this study include age, educational qualification, teaching experience, field exposure, student strength, school category, etc. The data analysis was done using SPSS version 11 for windows using T-test and F-test. The findings of the study revealed that primary school teachers, in general, share the same level of positive attitude towards ABL. It was also found out that teachers working in middle and higher secondary schools have a decreased level of positive attitude towards ABL than those working in primary schools.

INTRODUCTION

Education plays an incredible role in the development of the human personality. The process of education starts from the birth of the child and continues till death. At early primary level the objective of education is all-round development of child including physical, intellectual, emotional, personal and social development and development of aesthetic awareness and creativity. The basic learning skills

are also acquired through primary education in addition to the values and attitudes (Rao, 2005).

The National Policy on Education (1986/1992), National Curriculum Framework, 2005 and RTE, 2009 have reiterated the urgency to address the quality concerns in school education on a priority basis. Quality cannot improve by itself. It requires reforms in teacher training; improvements in the facilities and infrastructure in schools; teachers'

* Research Scholar, <sanandhirajesh@yahoo.in>

** Assistant Professor, Department of Education, Manonmaniam Sundaranar University
Abhishekapatti, Thirunelveli Dist., Tamil Nadu - 627012 <widh07@yahoo.com>

motivation and a change in the style of teaching to make it attractive to the students. For fulfilment of different objectives of primary education, different attempts have been made in this field from time to time. In spite of all the attempts made, the learning level of the students was found to be unsatisfactory. In this context, a novel attempt has been made in Tamil Nadu by changing the methodology of teaching-learning by the introduction of Activity-based Learning (ABL) for Standards I to IV with a shift from the teacher-centred approach to child-centred approach. The clients have different opinion about this ABL method — both positive and negative.

Genesis of ABL

The ABL concept was taken from the Rishi Valley practices in Andhra Pradesh. In 2003 the ABL approach was used in 13 Corporation Schools of Chennai and then in 2004, it was extended to 264 schools in Chennai Corporation. Since 2007, ABL has been rapidly scaled up and is now practised in all of the 37,500 government/government-aided primary schools of Tamil Nadu.

For adopting ABL, the conventional classrooms were completely reorganised by setting up low level boards, and provisions for keeping trays in such a way that gives easy access to ABL cards. The furniture was replaced with simple mats laid on the floor to seat teachers and students in groups. Classes were supplied with

ABL kit containing a ladder, logo cards, group cards, activity cards, etc.

What is ABL?

ABL is a child-centred method of learning where the students can learn at their own pace through the activities they like using different colourful learning cards in a free environment without any compulsion or fear.

The learning ladders provide structure to the curriculum. The whole syllabus for each subject in a standard is represented in the form of a ladder. In every standard, there is a separate ladder for each subject. In a ladder, the syllabus is split up into different units called milestones. Each milestone represents a competency. In each milestone, different activities are represented by different logos of pictures used in the ladder. In the classrooms, achievement chart, students' self-attendance sheet, weather table and health wheel are also used to develop regularity, personal hygiene and environmental awareness among the students. For learning by the ABL method, the student has to first refer to the ladder, specific for the particular standard and subject to be followed by finding out which card he/she has to study, noting down the logo and the card number. He/She has to take out the particular card from the logo tray in the shelf and identify his/her group. The students can get the support from the teacher or peer group in groups 1-5 while group 6 is self-supporting. After completing the

activities given in the card he/she must get it checked by the teacher and replace the card in the tray. Then he/she has to find out the next learning card and the process continues. When one milestone is completed, the achievement must be recorded in the achievement chart.

Features of ABL

The ABL approach is unique and effective. It attracts students to school and enables them to learn with joy. In this method there are activities for each learning unit which facilitate readiness for learning, learning by doing, reinforcement and evaluation. ABL has transformed the classrooms into hubs of activities and meaningful learning. Other advantages of this method include good teacher-student relationship, minimised book load, enhanced individual attention of students and inbuilt examination. The students learn at their own pace and there is a scope for them to know their level of achievement and comparative position in the class. ABL enhances different strategies like self study, peer study, group study and discussion. In ABL, the student has to study from the portion he/she left on the previous day, hence absenteeism does not affect the continuity in learning. Multigrade and multilevels in learning are effectively addressed in ABL.

From the literature it was noted that attitude of teachers was highly related to their own perceptions of the teaching practices (Seah, 1980). The teaching

strategies that teachers used depended upon a range of factors such as attitudes, confidence, views of the nature of the learner and perceptions of themselves as practitioners (Rajeshkumar and Krishnakumar, 2008). Under ABL, teacher became enthusiastic observer of learning and has increased his accountability to the children (Manivel and Inbaraj, 2007). It was observed that ABL was need-based as well as learner-based which led to joyful, easy, concrete and complete learning. This would pave the way to create an integrated society for the future (Ahmed, 2007). It was also found that 95 per cent of the primary teachers showed contempt for the system (Nagavalli, 2008). Sixty five per cent of the teachers accepted the fact that self learning took place and 94 per cent assured the skill attainment of the learners. But 85 per cent revealed difficulties in forming groups while sixty five per cent opined that it was not suitable for multigraded teaching and large classes. Seventy per cent of the teachers opined that their workload had increased.

Significance of the Study

According to NCTE (1998), enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. In general, the teacher plays a crucial role in influencing the student learning. Hence, attitude of the teacher plays a major role in the student learning. So there should be some

measures to study and assess any new approach or intervention for changing the attitude of teachers.

In ABL, the main role of the teacher is changed from the central authority for the transmission of knowledge to multi-faceted roles as facilitator, friend, guide, coordinator and motivator at different stages of learning. Teachers have to play the role of a counsellor also when they meet the parents who approach the school with doubts about ABL. The success of this system depends mainly on how the teacher coordinates the class. The teacher has to plan and prepare well for the successful running of the class. For the effective reach of ABL to student community, teachers must understand the system very well and must possess a positive attitude towards it.

During informal discussion with teachers of elementary schools, serious concerns were expressed by them regarding ABL. As the scheme is a changeover, there are also concerns at parental level. As per the literature available, it was evident that not much prior study has been carried out in the area of ABL and attitudes of primary school teachers towards ABL in Tamil Nadu. The investigators undertook this study with following objectives in view.

Objectives

- (i) To find the attitude of primary school teacher towards ABL approach.
- (ii) To find the difference, if any, in the attitude of primary school teachers towards ABL with regard to selected background variables.

The background variables selected for the present study were age, educational qualification, teaching experience, field experience, strength of students, clubbing of standards, category of school, type of management, type of school and number of teachers.

Method

Survey method adopted for this study is as follows:

a. Population and Sample

The population of the study includes the primary teachers working in 39 schools in the Palayamkottai Urban Block, Tamil Nadu where the ABL method was adopted. Two hundred teachers were taken as the sample by stratified random sampling technique.

b. Tool used

An attitude scale on ABL with 27 statements, developed and validated by the investigators was employed for the study. The coefficient of reliability of the tool was 0.43.

c. Statistical technique used

F-test and t-test were employed using the Statistical Package for Social Sciences (SPSS) Version 11.0.

Data Analysis

Table 1: Positive Attitude of Primary Teachers Towards ABL Methodology

Background Variable	Category	High		Average		Low	
		No.	%	No.	%	No.	%
Age (in years)	Below 40 yrs	10	16.1	44	71	8	12.9
	40-49	18	20.9	55	64	13	15.1
	50 and above	10	19.2	36	69.3	6	11.5
Educational Qualification	Required	22	16.3	94	69.6	19	14.1
	Additional	14	21.5	43	66.2	8	12.3
Teaching Experience	Below 15	9	14.3	48	76.2	6	9.5
	15-20	14	21.5	42	64.6	9	13.9
	Above 20	9	12.5	52	72.2	11	15.3
Field Experience	Handling ABL	29	17.9	113	69.8	20	12.3
	Not handling ABL	7	18.4	27	71.1	4	10.5
Students' Strength	Below 40	23	16	103	71.5	18	12.5
	Above 40	12	21.4	36	64.3	8	14.3
Clubbing of Standards	I-IV	9	14.3	43	68.3	11	17.4
	I-II-III-IV	24	19.8	85	70.2	12	10.9
	I-II-III-IV	3	18.75	10	62.5	3	18.75
School Category	Primary	30	19.4	107	69	18	11.6
	Middle and Higher	5	11.1	35	77.8	5	11.1
	Secondary						
School Management School type	Government	6	15.8	26	68.4	6	15.8
	Aided	30	18.5	109	67.3	23	14.2
	Co-educational	30	18.3	109	66.5	25	15.2
	Girls only	6	16.7	28	77.8	2	5.5
Number of Teachers	Below 5	7	16.7	27	64.3	8	19
	5-10	8	18.2	29	65.9	7	15.9
	Above 5	24	21.1	79	69.3	11	9.6
Attitude towards ABL		36	18	137	68.5	27	13.5

Table 2: F-test on the Scores of Attitude of Primary Teachers Towards ABL Methodology

Dimensions	Source of Variance	df	Sum of squares	Mean Square	Calculated F value	Remarks
Age	Between Groups	2	74.11	37.05	0.40	NS
	Within Groups	197	18182.18	92.30		
Experience	Between Groups	2	135.08	67.54	0.73	NS
	Within Groups	197	18182.21	91.99		
Clubbing of standards	Between Groups	2	332.29	166.14	1.83	NS
	Within Groups	197	17924.01	90.99		
Number of Teachers	Between Groups	2	208.47	104.24	1.14	NS
	Within Groups	197	18047.81	91.61		

* Table value for df 2, 197 = 3.07 NS – Not Significant

Table 3: t-test on the Scores of Attitude of Primary Teachers Towards ABL Methodology

Dimensions	Category	No.	Mean	SD	df	Calculated F value	Remarks
Qualification	Required	135	72.90	9.45	198	0.38	NS
	Additional	65	73.45	9.90			
Field Exposure	Yes	161	73.47	9.51	197	0.92	NS
	No	38	71.89	9.60			
Strength of students	< or = 40	144	72.61	9.47	198	1.11	NS
	> 40	56	74.28	9.84			
Category of School	Primary	155	74.23	9.47	197	3.11	NS
	Middle, Hr. Sec.	44	69.25	9.00			
School Management	Government	38	74.52	8.14	198	1.03	NS
	Aided	162	72.74	9.88			
Type of School	Co-educational	164	73.18	9.72	198	0.33	NS
	Girls	36	72.60	9.03			

* Table value = 1.96

NS – Not Significant

S – Significant

Finding and Discussion

The attitude of primary teachers towards ABL indicated that 68.5 per cent of the teachers had an average level of positive attitude, 18 per cent had a high level and 13.5 per cent had a low level of positive attitude towards ABL. It shows that teachers in general had a positive attitude towards ABL which motivates the teachers to accept and implement ABL in their classrooms. This was reflected by the changed scenario in primary classes. This was a positive step in the attempt to make the primary education child-centred and child-friendly. The negative attitude was found to be meagre which was the reflection of less involvement of the teachers and would change as they understand the method better.

There was no significant difference in the attitude of primary teachers towards ABL methodology in relation to age, experience, clubbing of

standards and number of teachers, educational qualification of the teachers, experience they have in handling ABL classes or not, strength of the students in the class, type of school and type of management of the school. This implies that these variables did not interfere in adopting a change in the methodology of teaching. Hence, for the sake of the students, teachers irrespective of these factors were ready to accept a change in the methodology for the benefit of the students.

But there was significant difference in the attitude among primary, upper primary and secondary teachers towards ABL methodology. The mean scores show that teachers in primary schools had more positive attitude towards ABL than teachers in middle and higher secondary schools. It indicated that teachers in middle and higher secondary schools were less

willing to accept the change in methodology. This may be due to the fact that not much priority was given for the primary classes in those schools.

The Joining Review Mission report and the reports in newspaper daily revealed that Tamil Nadu has taken a quantum leap in primary education by introducing ABL. It is an innovative method which uses child-friendly educational aids to foster self-learning and allows child to study according to her/his skill or aptitude. It has created a visible improvement in children's learning and psychology and also develops the scholastic and co-scholastic aspects. Learning environment has been changed to become democratic, congenial, satisfying and co-operative. In ABL, teachers can develop competency in teaching as they get experiences and perspectives in teaching through different ways. This also helps in the development of different types of skill, personality, self-discipline and creativity of students.

Suggestions

In middle and higher secondary schools priority is not given to the primary section. This has to be considered seriously and immediate steps should be taken by the government to strengthen primary education as it is the basic stage for laying the foundation of education. Infrastructure facility is an essential component of ABL and steps must be taken to provide this facility in all classrooms. Administrators should monitor the

primary classes which will make teachers pay more attention to primary classes.

Administrators must supervise whether all the teachers are following ABL methodology procedurally and motivate those who are not adopting ABL methodology. Parent-teacher meetings may be organised to get the support of the parents in implementing this methodology.

Teachers should accept ABL methodology wholeheartedly and try to be aware of its finest details. Even though there are many problems in the field, teachers should have the will to overcome those problems. They should accept the views of the administrators and management and follow their instructions to implement ABL successfully. They must be always ready to help the students and their parents.

Parents must cooperate with the teachers and the school management in all the school activities. It is their privilege to know the system of education followed in the school and the different activities going on there. For this, they can approach the teachers and get necessary details. They must participate in all the school activities for which they are invited. Parents must consider it a duty to attend the parent-teachers' meeting and share their thoughts. They must appreciate and motivate the teachers in their activities and be ready to help the teachers and the management, whenever required.

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A Study on the Professional Development of Newly Inducted Teachers through Teachers' Talk and Narratives

Manju Jain*

Abstract

The pre-service and in-service teacher education programmes should be considered as inseparable components of any teacher preparation programme and viewed in totality in the context of schooling of children in variety of situations. These programmes are not an end for developing professional competency among teachers rather teacher preparation is a continuous life long learning process. This is also viewed as a two-way mutual exercise as teachers and trainers both learn from each other.

OVERVIEW

The professional growth and development of a teacher influences quality of education to a great extent. With a constant flux of change in all spheres of life, the knowledge of today becomes obsolete tomorrow, thus the role of teachers and teacher preparation programmes in such a scenario is very crucial. Apart from teachers' in-service and pre-service inputs, many more programmes have been evolved at various levels to enhance the professional growth of teachers.

The National Policy on Education, 1986, (revised in 1992) has emphasised

teacher education as an ongoing, continuous process and its pre-service and in-service components as inseparable.

The professional preparation of teachers through pre-service training has been recognised to be crucial for the qualitative improvement of education since the 1960s (Kothari Commission, 1964-66), but very few concrete steps have been taken in the last four decades to operationalise this. Many committees and commissions observed that "...what obtained in the majority of our Training Colleges and Training Institutes is woefully

* Professor, Department of Elementary Education, NCERT, New Delhi.

inadequate...” The Chattopadhyaya Commission recommended a four-year integrated course for the secondary as well as the elementary teacher. The Yashpal Committee Report (1993) on Learning without Burden noted “...inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in schools...” “The contents of the programme should be designed to ensure its relevance to the changing needs of school education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self-learning and independent thinking.” (Position Paper, National Focus group on Teacher Education Curriculum Renewal, 2005.)

The major indicator of quality of training is its relevance to the needs of teachers. However, most of the training programmes are not organised according to the needs of the teachers and the resources are not utilised properly. Ironically, a number of important areas like activity-based learning, joyful learning, classroom management for large sized classes and multigrade situations, team teaching, cooperative and collaborative learning which require demonstration and participatory training are generally neglected and in most of the cases training is taken up through the lecture method only.

The Report of the National Commission on Teachers (1983-85) recommended that strategies used for in-service education must be

imaginative, bold and varied. The commission mooted the idea of Teachers' Centres that could function as “...a meeting place for teachers, located in a school that has resources that it would like to share with others... it is a forum where workshops of very practical nature are organised for teachers of all facilities and of all levels; it pools in the talent of all teachers of various schools who act as resource personnel for workshops and it arranges book fairs.”

The Acharya Ramamurthi Review Committee (1990) explicitly stated that “in-service and refresher courses should be related to the specific needs of the teachers. In-service education should take due care of the future needs of teacher growth; evaluation and follow-up should be part of the scheme.”

Most teacher education programmes fail to empower the teacher as an agent of change as they do not provide space for student teachers to reflect on their own experiences and assumptions as part of classroom discourse and enquiry. This is a fundamental change that can be facilitated through the NCERT curriculum renewal exercises. Learning is a divergent process that occurs through a variety of exposures and not necessarily through a common, singular exposure predecided by the teacher. It is essentially a participative process in which the

learner constructs her/his knowledge in her/his own ways through absorption, interaction, observation and reflection. In the process, the learner goes back and forth. The process, therefore, is not linear, it is rather spiral and thus complex in nature.

Teachers' professional development is a two-way process. Teachers who have the right to grow professionally at one end also have equal responsibility at the other end to utilise their experiences for teaching children and developing a sense of ownership for their profession. In a broader sense, professional development is a continuous lifelong process which never ends as long as the teacher is in the teaching profession.

What emerges from the above discussion is that the professional growth of teachers is not a sum of pre-service and in-service experiences but should be need-based, in which she/he acquires from own talks, narratives, sharing of experiences, lessons learnt from the successful experiments of peer groups. In a broader sense, professional development implies strengthening, sharpening and updating professional competencies of teaching.

What do we mean by teachers' talk and narratives?

With the shifting of focus of elementary education from access, enrolment and retention to achieving quality

education, the role of schools, Block Resource Centres (BRCs), Cluster Resource Centres (CRCs) is more proactive in developing professional growth of newly-inducted teachers. To realise this, various strategies are used by educationists. Narrative inquiry has become an increasingly more popular strategy in the field of education in the past few decades (1980-2000). 'Narrative skills' in the form of story (verbal, self-expression) have been prevalent in various spheres of Educational Psychology and Anthropology. They have also been adopted as a useful methodology to study teachers' knowledge. The narratives in education have been applied both as a research tool as well as a strategy in the professional development of teachers. Broadly, narrative is a way of understanding teachers' experiences. It is also viewed as 'study of making meaning of experience by endlessly telling and retelling stories about themselves', that both refigure the past and create purpose in the future.' (Connelly and Clandinin 1988). It is highlighted that through narrative inquiry, teachers would engage in a self-reflexive, reflective and dialectical process which contributes in the professional development of teachers at two levels. Firstly, it gives opportunities to teachers to learn through their own experiences (meta-learning) and secondly, it provides more scope for peer learning. In the field of educational research

narratives, teachers' talk, narrative inquiry and stories are used synonymously and interchangeably. A study entitled 'Role of story as an anecdote in constructing professional knowledge for beginning teachers', demonstrated that use of narratives helped the teachers to describe/elaborate the complex duties of their first year of teaching. A distinctive feature of their discussion was that they used narratives to organise and give meaning to their novice experiences and thus explored the possibilities of narrative inquiry for professional development and educational research.

The research studies recommended that research on teachers' work to be included more systematically in pre-service plan for the professional development of teachers. The major implications emerged from the study that teachers' own work and innovative experiences should be included in pre-service programmes so that teachers would not go into the profession blindly. On site support by experienced teachers to new teachers is absolutely essential. New teachers had no idea what type of mental and physical stress they had to face when they began teaching.

Rust, Frances O' Connel (1988) in qualitative analysis of teacher's professional conversations produced a rich picture of the complex learning at the heart of teaching. The study entitled 'Professional Conversations' highlighted that new teachers explore teaching

through conversations, stories and narratives. The findings showed that the new teachers after interacting with peers and experienced teachers showed considerable change in behaviour such as stopped yelling, asking solution of the problem than doing wrong answers, interacting more with students rather than calling them wrong, stopped blaming parents and children for failure, began to take interest in 'field trips', moved from asking 'what did you do' when students got into trouble, transforming energy from classroom management to students' learning. In conclusion, the answer lies in teachers' own stories in the ways that they have shaped themselves and the images of teaching-learning that they carry within themselves. Teacher educators' understanding of their work showed a successful gain in training experiences through conversations. They mentioned that "these stories show us whether our students are entering the teaching profession as competent teachers or as an advanced beginner or even a novice."

In the present research paper, the narratives and teachers' talk have been viewed both as a research tool in order to understand the teachers' professional knowledge (new teachers) and as a strategy or methodology to understand how these could help teachers to develop professional skills, particularly at the early stage of teaching.

The Study

The teachers' role in the entire cycle of teaching-learning is very crucial, it is imperative to understand the

'professional functioning' of a teacher while assessing the quality outputs. In the present scenario, it seems that the majority of teachers are not well prepared for their job as they are supposed to. Through trainings, both in-service and pre-service courses, they acquire theoretical information and get aligned to actual field situation. Various educational activities such as curriculum renewal, development of teaching-learning material, study visits, etc. which provide professional efficiency to teachers and enable them to attend to the task meaningfully are lacking in the teacher preparation courses. There is neither any interest on the part of the teachers nor any opportunities provided by the system to improve the professional abilities/efficiency among them.

Considering the above background and recognising the need for professional growth of teachers, data were collected from two groups of teachers, one who had just joined the profession (having one to two years experience) and other from the teachers who had a long successful experience in this profession.

Objectives of the Study

- To understand the reasons for mismatch between teacher education programme and actual field situation of practising teacher.
- To judge how teachers' own stories/narratives/parallel stories improve their professional growth in the beginning years.

- To derive some lucid and viable lessons from narratives of successful teachers for further improvement of teacher education programmes.

Research Design

The research study was essentially a field study. The conversational methodology, i.e., structured and semi-structured interviews and focus group discussions with teachers were used to address the issues. In the present study, the purpose was to look closely at a particular case (teacher) and the focus was on selecting an information-rich case for in-depth study.

The sample consisted of three categories of the elementary schools, i.e., government, government-aided schools and Kendriya Vidyalayas (KVs) of Delhi city in all nine schools; three in each category were included in the sample. In the study, the first group of teachers (fifteen) included were recently appointed teachers who had teaching experience of 0-2 years. The second group of teachers (fifteen) included were of those having more than 15 years successful experience of teaching and who undertook teaching profession as a challenge. Both the groups of teachers were identified and thus the sampling was purposive stratified as it covered all the three categories of schools, i.e., government, private and Kendriya Vidyalayas. All the teachers were interviewed, two sets of interview tools were developed both for the beginners and experienced teachers. The focus

group discussions were also conducted for both categories of teachers separately to give them opportunity to address weak and strong points of their job.

Findings of the study

The major findings of the study were based on the discussions with teachers keeping in view the objectives of the study.

1. What are the reasons of mismatch between teacher education programme and actual field situation of practising teachers?

The teachers, who were interviewed, reported that they were not prepared adequately to attend tasks meaningfully. Almost all the new teachers reported that they had no idea how difficult teaching would be when they actually would enter the field. The qualitative data compiled from teachers' interview and focus group discussion suggested a number of reasons for the mismatch. The teachers who received training during pre-service period and later taught in schools found that the working conditions were totally different. For example, most of the teachers received pre-service training in monograde classrooms, while 80 per cent teachers had to teach in multigrade classrooms. Similarly, they had taught during practice teaching in the classroom where Pupil Teacher Ratio (PTR) is below 40. While in their job they had to manage larged sized classroom where sometimes children's

number is more than 70-80. Thus, organising and keeping track of learning activities of a large number of children is very difficult. The multiple role places them in paradoxical circumstances.

The teachers' response also suggested that the focus of their practice teaching programme was centred around completing the prescribed number of lessons instead of providing proper feedback. Space for replicability of learnt experiences in pre-service course was also lacking as reported by them. The various transactional methods and approaches such as problem-solving method, child-centred activity method, project method, role-play which were part of curriculum of pre-service course in theory found no scope to apply these in practice as no hands-on experiences were provided. The prominent reason reported by the teachers was *rigidity of the school system*. The role of head teachers, supervisors in this endeavour was reported to be more on coverage of course. The set pattern of time-table would also not enable them to replicate their learnt experiences. The sustainability of other pre-service learnt experiences, for example, lesson planning before teaching, time allocation for each specific task for teaching-learning cycle, use of learning aids, going beyond the textbooks, etc. had no scope to apply in the real teaching situation. Teachers' own queries further raise number of issues: whether their supervisors/administrators are

aware of their 'actual role' or not, whether teachers should be given freedom in their academic work or not, whether the education system is discriminating between teachers who work or who do not work. All these issues need discussions in order to evolve some workable strategies.

The analysis of teachers' interviews had also pointed out that their principals and supervisors do not consider them effective if they are more friendly with children, flexible and democratic. This shows that teachers' role in the system is ambiguous and ill-defined. This role-conflict creates uncertainty, inconsistency to be able to use 'learnt experiences'.

Several other reasons which contributed negatively in utilising training experiences in the school set up by the teachers are chronic and persistent work load of non-academic work, lack of time for preparation/library consultation, no time for sharing of experiences (if they get, then administration perceives it as a gossip), working in non-conducive environment (high pupil-teacher ratio, lack of facilities), poor academic support (on-site), and no extrinsic reward.

2. Do narratives, sharing of experiences help to develop professional experiences?

Based on the arguments that the new teachers gave, the pre-service and in-service courses were found helpful in providing theoretical understanding of teaching as a profession. The

teachers also expressed that during these courses the time provided for practical experience was inadequate. The argument given by the experienced teachers regarding participation of all teachers in workshops/seminars on curriculum and material development is that they would not only widen their vision for educational activities but also develop practical understanding on the subject. They remarked that professional growth is a two-way exercise and should be viewed symbiotically. They expressed that the interactions among teachers of both the categories, new and experienced ones, would bring about many advantages, which are central to professional growth.

Teachers learn better from their peer group : The underlying idea which evolved from the discussion clearly suggested that the peer group (colleagues) interactions helped in understanding the techniques, terminology, teaching style, and transactional approaches used by successful teachers (mutual learning).

Novice teachers learn more from sharing of experiences : The sharing of experiences of successful teachers not only provides clues or hints for 'know' but also for 'do how'. The experienced teachers' role in the school premises was found to be more useful than the role of teacher educators, who provide inputs more of prescriptive nature and that too, only in the training programme (group learning).

Teachers learn better through own experiences in actual field situation:

The new knowledge has always been an outcome of the learning process, i.e. the way you acquire knowledge. The more you do, the more you make errors, the more you solve errors or problems of your own, the more you learn. The premise of teachers' discussion clearly indicated that learning would be more meaningful if it would be self-experienced *learning through errors*.

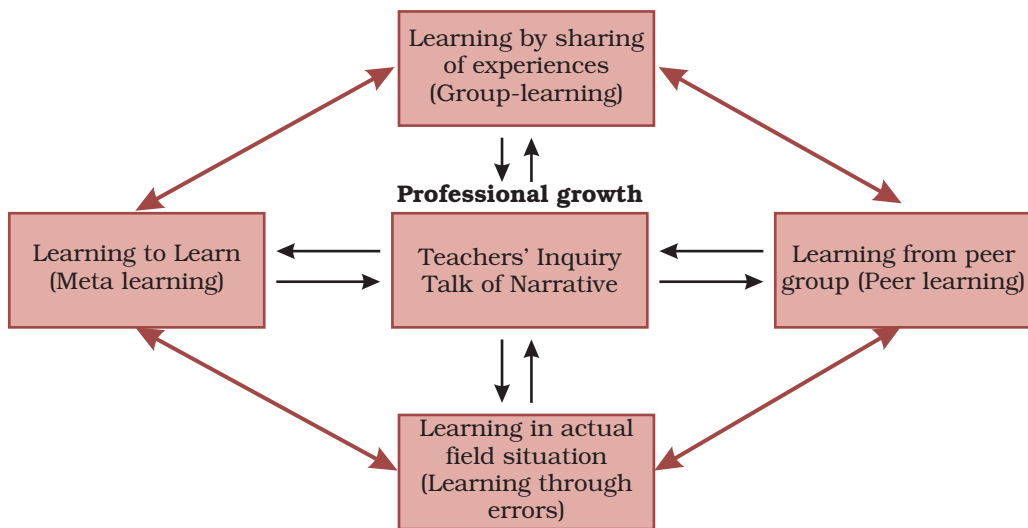
Teachers' sharing provides more scope for learning to learn (meta-learning): Learning is not a one-time activity. It is a continuous and on-going exercise. The pre-service and in-service programmes provide teachers the exposure and experience for a limited period of time. The issue emerges how to sustain or replicate

these experiences in the actual field situations. The ultimate outcome of any training programme is to create scope for teachers for self-learning.

The pre-service, in-service and various types of field level experiences of teacher constitute the trio which makes a teacher 'empowered' in teaching profession. Teacher-trainees and practicing teachers should not be prepared simply to perform certain skills in a prescribed way. They must be given the mental tools needed for them to meet their professional tasks that are adaptive, questioning, critical, inventive, creative and self-reviewing.

3. What are the implications for the Teachers' Education Programme?

Some of the broad implications which emerged from teachers' discussion are:



Pre-service Preparation: In many cases, one can find successful teachers without having any adequate training and qualification while on the other hand there are many unsuccessful teachers, who are well qualified and trained. The above observation highlighted a number of issues on pre-service courses. The findings of the study also suggested that pre-service programmes were found to be more 'lopsided' and ill-fitted in the present structure. The studies recommended that research on *Teacher Work* be included more systematically in pre-service teacher preparation programmes. These courses must introduce the *teachers' real world of their profession*. The practice teaching in the pre-service course should not be viewed in narrower sense. This should be two-way exercise. The practising teachers should also be given full freedom to express their point of view as well. Thus the entire practice teaching exercise needs metamorphosis in terms of its ideology. The scope for peer learning should be expanded in the curriculum. The curriculum of primary and upper primary teachers' training with reference to pedagogy and content needs to be viewed comprehensively.

In-service Preparation: The in-service teacher preparation programme must be viewed as a continuum of professional development of teachers. Relevance of training curriculum in terms of 'trainee's need' is pre-condition

for launching any training programme. The field level discussions with teachers in terms of outcomes of existing in-service programmes clearly brought out the fact that these programmes had no relevance for practising teachers. The *prescriptive policy* of in-service training needs changes. The programme needs to be viewed more as a mutual exercise between recipients and the trainers. The entire training cycle should be considered as a two-way activity. Trainees' participation in training cycle not only provides content to teacher educators but also provides scope for their learning. Thus while planning in-service training courses, the scope for sharing of experiences of teachers (successful or novice teachers) should be viewed in a broader perspective as a *means* and not as an *end* itself.

Role of Administrators and Supervisors : No doubt different situations prevail across national boundaries, regional or local level, schools and even in classrooms. Teachers who teach in these situations have different backgrounds and ideologies. But the role of administrators or teacher educators has always been viewed in a very limited and routine way. The learnt experiences of teachers from pre-service and in-service courses have not matched with the administrators' thinking. This created a gap in terms of execution of task at one hand and management on the other. To bridge the

gap, there is a need to understand teaching in a holistic way rather than in compartmentalised sequential manner. There is a need to redefine the role of supervisors/administrators if we perceive teaching in a broader perspective. The teachers' talk, stories, narratives sharing of experiences, (success and failure) should be an inbuilt component of school level programmes. The teachers' conversations and stories are sound methodologies or strategies to develop professional skills. It is also a very successful tool to understand teacher's knowledge.

Summing Up

The pre-service and in-service teacher education programmes should be considered as inseparable components of teacher preparation programmes and viewed in totality. Knowledge and skills of teachers are necessary conditions for their professional growth. The strategies which are most effective in both pre-service and in-service teacher training programmes are: learning by sharing of experiences, learning from peer group; teacher's inquiry, talk or narrative; learning in actual field situation; and self-learning. Teaching should be viewed as an individual exercise which needs autonomy and flexibility in action.

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A Study of Burnout among Primary School Teachers

Tilak Raj*

Abstract

This paper is aimed at investigating the burnout among primary school teachers of Solan district of Himachal Pradesh. A sample of 120 teachers, both male and female, was drawn from 40 government primary schools. Data were collected using a questionnaire. Mean, SD and t-test were employed for analysis of the data. The results revealed that female teachers are more prone to burnout than male teachers. It was observed that urban teachers show more burnout than rural teachers and highly qualified teachers have more burnout than that of their low qualified counterparts. The results of the study further explore that burnout exists more among low experienced teachers than their high experienced counterparts.

INTRODUCTION

The progress of a nation depends largely on education. Education is the apprenticeship of human life. It is a human process which involves the teacher and those taught. Teacher is at the centre of educative process and her/his commitment and devotion really counts a lot. The effective and efficient functioning of a school depends primarily on the quality and commitment of its human resources. Kothari Commission (1964-66) has remarked that “of all the different

factors which influence the quality of education and its contribution to national development, the quality and character of teachers are undoubtedly the most significant”. Though they occupy the highest pedestal as torch-bearers and real lamp-lighters, recently teachers were put to bitter ridicule and criticism as society perceived them as mercenary, irresponsible and undevoted. It is really a matter of great concern. Probably no professional group has been criticised as vehemently and as intensively as the profession of teaching.

* Assistant Professor in Education, SCERT, Solan, H.P. 173211

Lack of motivation and commitment to the profession is an area where a paucity of research prevails in our country. Recently teachers and their problems have been attracting a great deal of attention. Teacher efficiency, stress and burnout have become the topic of discussion and debate. Some teachers are committed who possess meaning in life and satisfaction in profession. Many complain of being under severe stress and heading towards teacher burnout. In fact, we should try to understand, why young and enthusiastic teachers turn into bored and aloof professionals in a few years of service? Why many of our teachers are apathetic and uninvolved and make no effort to improve their scholarship? While some others, placed in the same working milieu are enthusiastic, committed and show a constant desire to grow professionally. There is a group of teachers who are not committed to their work. They cannot boldly face the challenges of the environment; thus become frustrated and subsequently burn-out. Research in teacher burnout is of recent origin.

The topic of the burnout has been gaining interest since the mid 1970s. It is an increasing problem in today's society due to increased job tensions and job pressures and to get more work done in a shorter period of time. It has become an important area of study within numerous disciplines because of its theoretical and practical importance. It was Freuden Berger

(1974) who first created the term. Earlier it was called 'depression'. Freuden Berger (1974) described it as a condition that manifests itself symptomatically and behaviourally. The physical symptoms include exhaustion, fatigue, cold, headache, gastrointestinal disturbance and insomnia— symptoms include quickness to anger, crying suspiciousness, paranoia, feeling of omnipotence, over confidence, substance abuse, stubbornness, rigidity, cynicism, spending increasing hours of free time at work and withdrawal from work.

The burnout syndrome is a physiological and psychological reaction to prolonged exposure to chronic stress. According to Webster International Dictionary (1976) burnout means to fail, to wearout or become exhausted by reason of excessive demands on energy, strength or resources. It indicates that burnout is the state of emotional exhaustion related to overload. According to Freuden Berger (1974-75), burnout in its present sense denotes a state of physical, emotional and attitudinal depletion resulting from conditions of work. Edelwich and Brodsky defines burnout as a "progressive loss of idealism, energy, purpose and concern as a result of conditions of work".

Freuden Berger (1977) in his study revealed that high stress in occupation seems to be responsible for lower productivity at work. Aderson and

Iwanicki (1981) reported that when teachers' needs for self actualisation and self esteem were unfulfilled, there is a higher probability of burnout. Birmingham (1984) stated that the majority of teachers were not classified as symbolic examples of burnout, but 81 per cent of middle and junior high school teachers were dissatisfied with their job. Blanchard (1990) revealed that years of teaching experience was the only variable found to be a significant predictor of burnout. Stephen and Lorrane (1985) revealed that one third of the junior high and one tenth of the elementary teachers were experiencing high burnout.

Teacher's efficiency plays a pivotal role in the teaching-learning process. It, being the hub of the whole programme, needs close observation and critical analysis.

Flanders and Simson (1969) have defined that teacher effectiveness is an area of research which is concerned with relationship between characteristics of teacher, teaching acts and their effects on the educational outcomes of classroom teaching. Mastery of the subject matter, proper professional training, love for profession and children, a basic knowledge of psychology, good conduct, honesty, politeness and sincerity, optimistic outlook, patriotism and sense of humour are requisite qualities of an efficient and effective teacher.

Objectives of the Study

- (i) To study the intensity of burnout among the primary school teachers.
- (ii) To find out the cause of burnout in teachers of primary schools.
- (iii) To reveal the variations in the extent of burnout in all three aspects of burnout, that is emotional exhaustion, depersonalisation and lack of personal accomplishment.
- (iv) To know the impact of burnout in teachers in relation to their sex, locality, educational qualifications and experiences.

Hypothesis

- (i) There exists no significant difference in the impact of burnout on teaching efficiency.
- (ii) There exists no significant difference in the burnout of male and female primary school teachers.
- (iii) There exists no significant difference in the burnout of rural and urban teachers.
- (iv) Burnout in teachers does not vary with their educational qualifications.
- (v) There exists no significant difference between high and low experienced teachers.

Method and Procedure

The present study was conducted on the primary school teachers selected from 40 schools of rural and urban areas of Solan district in Himachal Pradesh. The sample consisting of 120

teachers, 60 male and 60 female teachers, working in primary schools was selected randomly. Mean, SD and t-value were used for analysis and interpretation of the data.

Tools

The Maslach Burnout Inventory (MBI) constructed by Christiana and Susan, E. Jackson (1981) was selected to measure the burnout. The Maslach Burnout Inventory is designed to assess the three aspects of the burnout— emotional exhaustion, depersonalisation and lack of personal accomplishment. In the MBI there are 22 items, 9 items in the emotional exhaustion subscale, 5 items in the depersonalisation and 8 items in the personal accomplishment.

For measuring burnout in MBI, there are 14 positive items and 8 negative items in the questionnaire.

Analysis of Data

Data collected through Maslach Burnout Inventory (1981) are presented in Tables 1 to 5 each followed by analysis and interpretation as follows:

Table 1

t-value, showing significance of difference between mean burnout scores of male and female primary school teachers:

Category	Number	Mean	SD	t-value
Male	60	39.5	7.85	2.12*
Female	60	42.00	7.69	P < 0.01

*P < .05 level

The results of Table 1 indicates that the mean burnout score of male and female primary school teachers differs significantly (M1 = 39.5, M2 = 42, t = 2.12 and P < 0.01). The mean value closely exhibit that male primary school teachers are more dedicated and committed to their jobs as compare to female primary school teachers and differ significantly in this respect.

Table 2

t-value showing significance of difference between mean burnout scores of rural and urban primary school teachers:

Category	Number	Mean	SD	t-value
Rural	70	36.2	8.15	4.2*
Urban	50	42.3	7.60	P < 0.01

** P < 0.01 level

The results of Table 2 indicate that the mean burnout scores of rural and urban primary schools teachers differ significantly (M1 = 36.2, M2 = 42.3, t = 4.2 and P < 0.01). The mean values clearly indicate that rural teachers are more punctual, disciplined and dedicated to their jobs than urban primary school teachers. The mean values of both groups show appreciative difference in term of burnout.

Table 3

t-value showing significance of difference between mean burnout scores of teachers with reference to their educational qualifications:

Category	Number	Mean	SD	t-value
JBT Teacher (Metric, +2)	80	37.2	8.28	3.09*
Urban	40	41.9	7.70	P < 0.01

** P < 0.01 level

Table - 3 indicates that the mean burnout scores of JBT teachers (Matric, +2) and primary teachers with BA, B.Ed/MA. Qualifications differ significantly (M1 = 37.2, M2 = 41.9, t = 3.09 and P < 0.01).

Results revealed that educational qualification directly affects the burnout among teachers.

Teachers having higher qualifications feel more burnout than their counterparts with lower qualification.

It means highly qualified teachers have job dissatisfaction and feel under employed. It is also indicative of the fact that highly qualified teachers have to work under less qualified teachers at the primary level. This may result in burnout.

Table 4

t-value showing significance of difference between mean burnout scores of teachers with varying teaching experience:

Category	Number	Mean	SD	t-value
Above 15 years	50	36.4	8.2	2.77*
Below 15 years	70	40.5	7.75	P < 0.05

* P < 0.05 level

Table 4 shows that the mean burnout scores of teachers with teaching experience of more than 15 years and less than 15 years differ significantly (M1 = 36.4, M2 = 40.5, t = 2.77 and P < 0.05). It indicates that teachers with less than 15 years experience have higher burnout than

teachers with more than 15 years experience.

Table 5

Mean values of burnout aspects, i.e. emotional exhaustion, depersonalisation and lack of personal accomplishment.

S. No.	Name of the Aspect	No. of Items	Total Score	Mean Value
1	Emotional Exhaustion	9	2700	2.5
2	Deper sonalisation	5	1700	2.8
3	Lack of Personal Accomplishment	8	2300	24

N = 120

Table 5 gives a clear picture regarding burnout, component wise, i.e. emotional exhaustion, depersonalisation and lack of personal accomplishment. These three components occupy 2 , 1 and 3 places in influencing causation of burnout. A high degree of burnout is reflected in high scores on the depersonalisation component.

Conclusion and Discussion

Female teachers seem to have more burnout than male teachers. Highly qualified teachers working in primary schools feel burnout because they aspire for higher post constantly. Higher qualified teachers are not willing to stay back in the present working condition. Yet the benefits for all the working teachers are almost same. Hence, they often curse their ill luck and feel pessimistic by being burn-out. Teacher with low experience feels more burnout than teacher with higher teaching experience. Family problems,

financial problems, settlement of their children and late entry in the profession might be the main reason for making them more burnt-out. The Deputy Director at District level in Primary Education, Centre Head Teachers (CHTs) and Head Teacher (HTs) should try to remove the various aspects of burnout in order to bring efficiency in teaching-learning process in the schools. Further lack of personal accomplishment also influences the burnout which adversely pulls down teacher efficiency in teaching learning-process.

Implication of the Study

- (i) The studies indicate that female primary school teachers are more prone to burnout than male teachers. Problems of female teachers need to be addressed.

- (ii) Burnout phenomenon exists less among rural teachers than their urban counterparts. There is therefore a need to pay attention to teachers in urban areas.
- (iii) Highly qualified teachers with less teaching experience have more burnout. Highly qualified teachers should be paid higher as per their qualification.

Department of primary education should ensure to remove the aspect like depersonalisation and emotional exhaustion in order to bring efficiency in teaching-learning process. Further lack of personal accomplishment also influences the burnout which adversely affects the working efficiency of the teachers at the primary level. Teachers therefore should get constant motivation from higher officials.

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Primary Education in India: Experiences of Community Participation

Ranjan Kumar Dash*
B.N. Panda**

INTRODUCTION

Education is a powerful instrument for social change, a means of reducing social inequalities and the most important investment in human resources. It is observed that the poor environment of the school, low performance of the learners, lack of monitoring and on-site support hamper the quality of education in schools. Article 45 of the Directive Principles of the State Policy in the Constitution states: 'the state shall endeavour to provide free and compulsory education to all children upto the age of 14 years within 10 years of adoption of the Constitution' (i.e. in 1950). It means that the goal of Universalisation of Elementary Education (UEE) was to be achieved in India by the end of 1960. However, the target of achieving UEE has been eluding the country till now. The National Policy on Education (NPE), 1986 and Programme of Action (POA),

1992 expressed its need very emphatically and planned to provide free and compulsory education of good quality to all children up to the age of 14 years by the turn of the twenty-first century.

When it was realised by the government that it was not possible to achieve the target unless its responsibility was entrusted to local bodies, the 73rd and 74th Amendments of the Constitution of India were made to handover the responsibility of elementary education to Panchayati Raj Institutions. In order to give further boost to achieve the target, the Government of India has recently declared education as a 'fundamental right' for children in the age group 6-14 years through its 86th Amendment of the Constitution of India. The primary school can thrive and put forth its effectiveness only when the community comes forward to look after its well-being.

*NCERT Doctoral Fellow.

**Reader in Education, Regional Institute of Education, Bhubaneswar.

The community members must be given to feel that the school belongs to them and its development is their responsibility. The present paper tries to discuss the role of community participation in primary education and how the school is responsible for giving quality education.

About Community

There are many meanings and definitions of community. A group of people who are socially related by virtue of identity with a particular location is called community. The nature of the social relationship and location are, however, ideologically contested. Conservatives and socialists may stress different bases for the existence of community, but both identify the social relations inherent in community as something greater than the concerns and interests of each individual living in it and providing the basis for the longevity of a community. Liberals are reluctant to conceptualise community on the same elevated basis because of their commitment to individual freedom. Instead they see community as based on the freely chosen associations of individuals with common interests and needs. The concept of village as a community is fixed with a territorial identity and at the same time is created above the traditional boundaries, i.e. linkages with castes or religious groups residing in other villages. Desai (2009) in his book on Rural Sociology, pointed out, "The word community has, for past many decades, denoted religious or

caste groups, or in some instances economic group not necessarily living in one locality. But with the implementation of Community Development Projects (CDPs), it is intended to apply it to the concept of village community as a whole, cutting across caste, religious and economic differences."

Community has been variously defined in the discourse on education as 'parents', 'The larger community' and 'elected representatives' or members of such local structures as Village Education Committees (VECs). 'Community' is not a homogeneous, monolithic entity, but one that lends itself to varying interpretations. It has a local class-caste composition. If the term 'community' is taken to mean parents, the background of the children determines the class-caste composition. If on the other hand, community means the elected representatives, their class composition would influence the nature of involvement (Anjali Noronha in Govinda and Diwan, 2003).

About Participation

'Participation' is the act of taking part or sharing in something. Participation, in addition to its definition, has specific meanings in certain areas. It means:

- A notion in theory of management, economics and politics;
- A notion from virtual reality;
- The sharing of something in common with others;
- The joining with others in activities; and

- Getting some benefit from the performance of certain aspects.

Participation is called for not only on the part of the direct beneficiaries, i.e. pupils and teachers, but also the community via its representative organisations and volunteer groups. Participation also deals with decision-making at all points in the educational process at both national and local levels. Participation implies that the structures and organisations of the education system will be transformed or adapted, particularly to coordinate centralisation and decentralisation of the system. Participation in the various dimensions has come to be recognised as a basic principle of action, an over all development strategy in national development of all the sections including education. Participation is necessary to make education relevant to the needs, problems, aspirations and interests of the population benefiting from it, particularly disadvantaged group (Yadav and Panda, 2005).

About Community Participation

‘Community participation’ is a powerful and pervasive slogan. It places a high value on people’s involvement in public affairs. Schools, in particular, are vulnerable to this change. Community participation, many believe, can provide an opportunity to eliminate the alienation of people from schools.

The World Bank describes community participation as ‘a process through which the stakeholders influence and share control over

development initiatives and the decisions and resources which affect them’. In education, community engagement in schooling means management of schools to achieve universal enrolment, retention and achievement with improvement in quality. Hence, community participation means involvement of the total population in the system to facilitate the achievement of the goals of UEE.

Community Participation in Relation to Primary Education

Community members play a vital role in the framework of educational programmes. The school community partnership is to be considered as a two-way process where community performs certain role for the benefit of the school and the school, in turn, helps the community in some form or the other, and both become symbiotic partners for mutual benefit. The basic requirements of universalisation of primary education like enrolment, retention and achievement cannot be fulfilled without active participation of community. Likewise school becomes a centre of activity, a micro-centre of learning, a centre of popularising science in day-to-day activities. It works as an empowering centre for not only the learner, but also the community (Panda, 2002).

Involving the community in the management of primary education is possible in three ways: (i) *Sponsored*: Persons participate, because some official instructions or endorsements

are issued. No force is imposed, but it has been externally supported, (ii) *Compulsory*: Persons participate, because it has been made compulsory, violating it may lead to coercion and punishment, (iii) *Spontaneous*: It means persons come forward at their own to participate without any external support or force (Mohanty, 1998). It can also be in two ways: (i) through the official statutory organisations like Village Education Committee (VEC), Parent-Teacher Association (PTA) and Mother-Teacher Association (MTA), and Panchayat Raj Institution, (ii) through seeking the cooperation of NGOs and Voluntary agencies.

Community can participate in various ways for the improvement of school education such as: (i) compensatory work, (ii) development of infrastructure, (iii) celebration of special occasions or school functions, (iv) administration of the school including planning and implementation, and (v) supervision of the school. Community participation helps in enhancing school effectiveness. The broad areas of school effectiveness are: (i) discipline, (ii) students' achievement, (iii) teachers' motivation and instruction in the school, (iv) interpersonal relations, and (v) participation in cocurricular and extra-curricular activities. It is also observed that there is a striking impact on school enrolment wherever community participation is encouraged to realise universalisation of primary education. The 73rd Constitutional Amendment,

among others, has also emphasised that elementary education should be transferred to the Panchayats. The transfer of elementary education to Panchayati Raj Bodies was a step forward to ensuring community participation in a more meaningful way to achieve the target of UEE.

Without involvement of community in the primary education system, we cannot expect to achieve the goal of cent per cent literacy in our country. Although many attempts and several projects like Adult Literacy Programme, 'Each One, Teach One', Operation Blackboard, National Literacy Mission (NLM), Total Literacy Campaign (TLC), Education for All (EFA), District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA), etc., were launched yet the goal of UEE has not been achieved.

Role of Village Education Committee

The Village Education Committee (VEC) is the smallest unit for the purpose of Universalisation of Elementary Education at the grass-root level. It has been empowered with legal authority as well as responsibility. Education of the village is a responsibility of VEC.

VEC is an organisation which assesses the requirements of Primary Education and necessary facilities for the schools in the village. It identifies the problems and chalks out a feasible plan for the village, which has to take care of all the boys and girls of the village to get them enrolled in school

and get regular education. VEC has not only to ensure the retention of the children enrolled, but it has also to be actively engaged in improving the quality of education by keeping in touch with the parents and schools. The functions of the Village Education Committee are:

1. Maintenance/supervision of primary schools and AIE centres.
2. Organise enrolment drive in the school area and ensure regular attendance of the children.
3. Planning and development of school in the village.
4. Beautification of schools' environment and playground.
5. Motivating parents to send their children to school regularly.
6. To ensure that all the enrolled children get quality education and are retained in the school.
7. To involve in community with the school.
8. To ensure that all the children in the age group of 6-14 years get enrolment in the school, so that none are deprived of it.
9. Conduct annual census of children of the age group of 6-14 years and illiterate adults of the age group of 15-35 years. The survey should also indicate the non-enrolled children, dropout children, illiterate adults before the beginning of the academic session.
10. Ensure construction and maintenance of the school building, repair and maintenance of approach road to the school, fencing of the school campus, development of playground, park, etc. with community support and contribute in the form of money, materials and labour, maintenance of school equipments like television set and other teaching-learning materials.
11. To improve the facilities in school, i.e. compound wall, new classrooms, drinking water, sanitary facilities, benches, equipment for sports, necessary repairs, etc., with the help and co-operation of the local community.
12. Organise competitions and give awards to the deserving students for their achievements in both curricular and extra-curricular activities.
13. To ensure that every girl child in the village enrolls and remains in the school and gets quality education.
14. Attend to emergent needs of the school as would be necessary at the time of unforeseen accidents like fire, flood, cyclone, etc.
15. To improve educational facilities in the school, i.e. educational equipment, viz., charts, maps, modules, articles for experiments, musical instruments, with the help and co-operation of the local community.
16. Review the work of the school and other education centre after the

annual examinations are over and analyse the reasons for poor performance.

17. Review the coverage of syllabus, attendance of students and teachers in its monthly meeting.

Parent-Teacher Association (PTA)

Parent-Teacher Association (PTA) may be defined as a unified platform for parents and teachers where they can meet each other and share their common experiences, problems and occupational hazards and enrich their ideas with regard to enhancement of enrolment, retention and academic achievement of the learners. PTA is essentially a non-political, non-racial, and secular organisation representing parents, teachers and well wishers from different sections of society. The role of PTA is to contact the parents of the children who do not go to school and drop out from the school, who are irregular in the school; persuade them to send their children regularly to school; receive help from local people to improve infrastructural facilities in schools, organise cultural programmes, games and sports competitions and celebrations of national festivals; and help the teachers in classroom management system.

Mother-Teacher Association (MTA)

The role and function of MTA starts from child census of the locality and to identify eligible children for schooling in the beginning of the academic session of each year, move door to door

to count the children who have attained the age of 5+ years and to convince the poor and illiterate parents, especially mothers to send their children to school. The role of MTA is broadly given below:

- Participate actively regarding enrolment and retention of school-going children.
- Help teachers regarding teaching-learning process and preparing teaching-learning materials for children.
- Collect the folk tales, songs for enriching learning experience of the children.
- Take an active part in beautification of school campus and collect donation from public for school.
- Observe the national days at school with children and organise sports and debates on different topics to strengthen national integrity and international understanding of the children.
- Impart various types of training to the girls like weaving wool, craft training, operating the sewing machine, etc.

Community Participation: Some Experiences

Community participation in the management of education is absolutely essential and is a key determinant of the quality of education programmes. A vibrant and active village education committee supported by regular activities for wider community

mobilisation can become the most crucial factor in accomplishing the goal of universalisation of primary education.

Shiksha Karmi Project

The project has been implemented by the Government of Rajasthan through Rajasthan Shiksha Karmi Board (RSKS) with assistance from voluntary agencies. The Shiksha Karmi Project (SKP) aimed at universalisation and qualitative improvement of primary education in remote socio-economically backward village with primary emphasis on girls. The project identified teacher absentees as a major obstacle in achieving the goal of UEE/UPE. It was realised that primary school in a remote village with a non-resident teacher often tended to become dysfunctional and both parents and children failed to realise that this has led to high dropout rates. Under SKP, regular teachers are replaced by local teachers who may be less qualified, but are specially trained.

Enrolment of girls, their attendance and retention in primary schools is one of the serious challenges in achieving universalisation of primary education. The SKP aimed at addressing these issues through decentralised initiatives involving the community. Under SKP, *Praher Pathashalas* (PPs) provide educational programmes for out of school children in their convenient time as they could not attend regular day schools due to their pre-occupations at home. In the PPs, condensed formal

school curriculum and learning materials were provided and *Mahila Sahayogis* were employed in motivating girls to attend schools in remote areas.

Janashala

The Janashala programme has been designed as an integrated approach to coordinate, consolidate and accelerate the qualitative aspects of elementary education. Janashala focuses on improving access and enrolment of children by the active participation of community. Janashala was launched in the year 1998 with a purpose to (i) enhance and sustain community participation in effective school management and protection of child's right, (ii) improve performance of teachers in the use of interactive, child-centred and gender sensitive method of teaching in multigrade classroom, (iii) improve attendance and performance of children, especially girls and other disadvantaged sections of the society, and (iv) improve resource mobilisation and evaluation mechanism of school programme by the local communities/panchayats/municipalities. Under this scheme the district with high proportion of scheduled tribes, scheduled castes and high fertility rate with low female participation and low socio-economic status, etc. was considered for the implementation of this programme.

Bihar Education Project

The Bihar Education Project (BEP) covers all components of elementary

education and has been expanded in a phased manner. Taking the block as a unit for its programme and activities, participatory planning and implementation, etc. were the basic characteristics of the project. The most important aspect is to help to reflect, analyse and take decisions at their own level, to enable themselves to decide their fate with confidence and find out the path of their development. The Bihar Education Project also had undertaken the following: (i) to improve the process of social, economic and cultural transformation in the villages of Bihar through the propagation of primary education, (ii) to develop the strength of the community so that dependence on government is reduced, (iii) to create a positive approach amongst disadvantaged groups / families towards primary education, (iv) to eliminate social and gender discrimination, (v) to sensitise the community towards providing quality education to physically and mentally disabled children, and (vi) to give due representation to disadvantaged groups, SCs/STs, particularly women, labourers and petty farmers in the management of the school.

Lok Jumbish

Lok Jumbish (LJ) is the people's implementation of 'Education for All' and an innovative project managed with assistance from the Swedish International Development Authority (SIDA). This has been implemented in Rajasthan since 1992 with the basic

objective of achieving 'Education for All' through people's participation and mobilisation. The Lok Jumbish has attempted to make education a people's movement ensuring active and sustained participation of the people at every level.

The unit of decentralised planning in the Lok Jumbish was the village and the unit of decentralised management was the block. Between the village and the block, there is a crucial structure of the Lok Jumbish called cluster consisting of 25 to 35 villages with similar geographical and socio-economic conditions. The cluster personnel are responsible for penetrating rural areas, earning the confidence of the village community, providing necessary support as facilitators through active participation in the activities and coordinating with the Block Steering Group (BSG). A core team called *Prerak Dal* (Motivational Group) in every village is set up with women members constituting nearly half the membership. A separate women's group is also set up. The members of these groups are trained and empowered through sharing of information. The emphasis in training is on confidence building, creating genuine interest in children particularly girls' education, on learning the techniques of preparing the village map, household survey and survey of the school.

The women's groups discuss with the community the issues related to

girls' education and mobilise the women of the village in bringing about a change in perception regarding education of girls and their role in the family and society. Women's group also raises voice collectively against social injustice towards their fellow women in the village.

The Lok Jumbish has used School Mapping (SM) as the principal instrument for people's participation and generation of child-wise authentic information. The village education committee had been taking many steps in school mapping. It established contact and generated genuine information through actual survey of each family, filling up a performa containing details of every child in the age group of 3 to 14 years in the family and his/her educational status, noting down the reasons if not participating in education. In school mapping the community prepared a Village Education Registrar (VER) by putting together the survey sheets of every household. The VER thereafter becomes a source of authentic information regarding the actual participation of children in primary education. In *Naksh Nazri* (village map), all school going and non-school going boys and girls from every family are shown through symbols and different colours on the map. The symbols and colours get easily communicated even to an illiterate person. Thus, this map serves as a visual database. Any villager can locate her/his house on the map and can also compare the status of her/

his children regarding primary education in the context of overall status of the village and also in comparison to the children of other families. So, the Lok Jumbish Project has made a positive contribution towards quality improvement in education and helped in formation of vibrant block and cluster resource groups that provided academic support to regular training programmes for primary school teachers.

Ninad: A Community Awareness Programme

Ninad was an innovative programme through which awareness among the community members about different key issues of the District Primary Education Programme was developed in Orissa. Through community mobilisation programme, the community is expected to be involved in the primary education programme and ensure enrolment and retention. The awareness programme is intended to sensitise the community to put forward its school-related demands in the right perspective and avail itself the opportunity to strengthen primary education.

A networking system has been evolved in Ninad from the village level to the state level with different stakeholders, who are properly trained in community mobilisation programme and can guarantee the sustainability of the programme. The stakeholders have been structured at different levels to take part in the community. This also

includes the alternative schooling system for deprived class of children, who could not have access to formal schooling. VECs have been formed and their members are trained about their role and responsibility. Mother-Teacher Association (MTA), Parent-Teacher Association (PTA) and Women Organisations are advised through training to create awareness and demand for girls' education. These associations ensure enrolment of the girl child. Construction of school building, Block Resource Centres and Cluster Resource Centres, provision of tubewell and toilets are the activities undertaken by involving the community. The endeavour was to bridge the gap between the school and the community.

Ninad has been a unique, intensive and village level community mobilisation programme of its kind. The aim is also to infuse the spirit of spontaneous involvement in the community so that it can actively take the managerial responsibility and ultimately take the ownership of both school and schooling of its children. The basic philosophy of Ninad has been reaching the unreached.

Community Participation in SSA

The *Sarva Shiksha Abhiyan* which envisages education for all children from 6-14 years recognised the importance of community participation in a big way. SSA framework speaks of quality elementary education owned and managed by the community in a

mission mode. It is indeed very crucial to involve community in the affairs of a school to bring about improvement in quality of education. Community-based elementary education programmes indicate that involvement of the community has significantly contributed towards promoting a learning environment leading to the achievement of the objectives of quality elementary education. The community members are supported to motivate and mobilise women, youth and other members to actively participate in campaigns through activities like school-based socio-cultural activities.

SSA recognises the significance of community's role in the management of school from planning to the implementation and subsequent monitoring of school activities. Involvement of the community in supervision and monitoring at the local level is also required to make the UEE a success. The roles of Panchayati Raj Institutions (PRIs), Village Education Committees (VECs), Mother-Teacher Associations (MTA), Parent-Teacher Associations (PTAs) and Mahila Samakhya groups, etc. are also considered to be significant in mobilising community towards improving the educational scenario in their locality. The community can also assist in effective functioning of the school and in providing quality education to children.

Conclusion

Active participation of the community is the need of the time so as to achieve

the target of mass literacy and universalisation of primary education. The joining and active involvement of teachers and community members can bring a significant change in the school system and improve the various dimensions of our social life. The VEC, PTA, MTA and various other grass-root level functionaries strengthen the management of primary education effectively. Though adequate provisions for involvement of community in implementing different aspects of school improvement programme have been made through various state and national level plans/programmes yet we are far away from our mission. Under RTE active community participation has been recommended.

Community Participation under Right to Education Act

Under Right to Education Act, 2009 implemented from 1 April 2010, community participation has been

ensured through School Management Committee (SMC) consisting of the elected representatives of the local authority, parents or guardian of children admitted in such schools and teachers. At least three-fourth of members of such committee will be parents or guardians. Proportionate representation shall be given to parents or guardians of children belonging to disadvantaged groups. Fifty per cent of members of such committee will be women. The SMC will: (i) monitor the working of school, (ii) prepare and recommend school development plan, (iii) monitor the utilisation of grants received from appropriate government, and (iv) perform other such functions as may be prescribed.

For achieving the desired outcome through SMC, advocacy about 'Right to Education Act' and sensitisation of parents and communities appear to be a must.

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Morning and Evening *Madrastas* of District Thiruvananthapuram of Kerala: A Case Study

Sushma Jaireth*

Shiraz S.**

INTRODUCTION

In Muslim community, religious education is a means of acquiring values, norms, a meaning of life, a purpose of social relationship and identity. Primary level *Madrassa* education helps children to develop personality and better understanding of their religious faith. The connotation of the term *Madrassa* in Kerala is different from its North Indian counterparts. In North, Islamic education is generally called *Maktab* or *Madrassa* education. *Maktab* stands for the centres imparting basic religious knowledge and *Madrastas* for higher Islamic learning or religious seminars. In south, especially in Kerala, the term *Madrassa* is used to explain the institutions providing basic religious knowledge and the terms Arabic/ Islamiya colleges and *Jamias* used for higher Islamic learning centres.

Othupallies and their Evolution

Primary level religious education of Kerala Muslims is generally known as *Othupallies*. The term is derived from the two Malayalam words *Othu* and *Palli*. *Othu* means reciting the holy books like *Vedas* as Namboothiri brahmins are generally doing, while *Palli* means place of worship. The *Moulavi-Mullakka*, chief priest of the mosque recites from the *Quran* and teaches the basic lessons of Islamic knowledge and repeats it till the students memorise. They were imparted basic or primary religious teachings like how to recite holy *Quran* and how to perform religious rituals like ablution and *Namaz*. *Othupallies* were specially dedicated for religious studies and there were no material or school subjects incorporated. The 'syllabus' of the *Othupallies* covered *Amaliyath* (Islamic Practices), *Deeniyath* (Islamic Beliefs),

* Professor and Principal Investigator, Department of Women's Studies, NCERT, New Delhi.

** Junior Project Fellow

and *Sabeena* (collection of prayers and hagiographic songs). These Othupallies were served as beckons of Islamic knowledge to the generation at that time.

Later on changes began to happen in the system. Since 1871 Britishers had introduced 'inclusive policies' to attract Muslim children to secular schools and sanctioned special funds for those *Madrasas* incorporating material subjects in their syllabus with the support of the British. During 1947, in Madras Presidency, state schools did not support religious education. This dilemma put the Ulemas to ponder about further ways to effectively impart religious education to the Muslim community.



*Students of Al Madrasathul Islamiya
Karakkamandapam Colony*

Starting of the twentieth century witnessed emergence of the *Madrasa* movement by eminent personalities and organisations. Chalilakath Kunjahammed Haji is known as the founder of *Madrasa* movement in Kerala. He brought radical changes in

the syllabus and infrastructures of the *Madrasas*. Similar kind of changes also took place in southern Kerala at Travencore and Cochin by the efforts made by Vakkam Abdul Khadir *Moulvi* and Sanaullah Makti Thangal, respectively. During the course of time Othupalli system of education became a school supporting one, which facilitated students to attend *Madrasas* and regular schools at a time. Othupalli system became morning or evening *Madrasas*.

Case Study

During the field work in Thiruvananthapuram district of Kerala, two *Madrasas*— one each of morning and evening— were visited. They are: (i) *Al Madrasathul Islamiya Karakkamandapam*, (ii) *Al Madrasathul Islamiya Karimatom Colony*. An in-depth interaction was undertaken with the teachers and also the students both girls and boys aged five to fourteen years.

Al Madrasathul Islamiya Karakkamandapam: the morning Madrasa, the centre of primary years' religious education was started under the supervision of Islamic Service Trust (IST) in 1982 at Islamic Cultural Centre Pottavila. The centre was established by a group of Muslim well wishers of the same locality Karakkamandapam with an objective to create an environment of religious harmony, social service mindset among the people and to manage the students' guidance centre. The trust had started

the *Madrasa* because of the immense pressure from the people of the surroundings of the centre. As the centre is situated in Thiruvananthapuram Corporation and NH-47 is passing nearby, the parents realised that the urban life lacks certain



Main building of the Madrasathul Islamiya Karakkamandapam

kinds of moral and religious education for their children. This led to the establishment of a religious study centre called *Madrasathul Islamiya* in 1982. Most of the families in the area belong to the middle income group but families belonging to higher and lower income groups are also there. This comprises organised and unorganised sector labourers. Government employees, big and small businessmen, wage workers and manual labourers are among them. Parents are literate, educated minimum up to the level of matriculation and have capacity to guide their children in the educational arena. Children coming to the *Madrasa* are enrolled in government aided and private schools covering state and central syllabi. Apart from the *Madrasa*, the centre also runs a study

circle, mutual aid fund and an Ideal Public School.

Al Madrasathul Islamiya Karimatom Colony: the evening Madrasa, Attakkulangara was established in 1970 by Ideal Charitable Trust under the supervision of Islamic Cultural Centre. Attakkulangara *Madrasa* is located less than a kilometre away from the two historical landmarks, East Fort and the Padmanabha Swami Temple of Thiruvananthapuram Municipal Corporation. Karimatom Colony is 87 years old settlement with more than 600 families and 3100 inhabitants. The area of settlement is spread over 10 acres. It was a good initiative taken by the Islamic cultural centre to establish a religious study centre in such a place, where deprived sections of people live. The slum comprises 50 per cent Hindu, 40 per cent Muslim and 10 per cent Christian population.



Madrasathul Islamiya, Karimatom Colony: Children peeping through the window

Most of the people are manual labourers and working at Chalai and Manacaud main markets. Women making sweets at their houses and selling them to the nearby shops are seen in the colony. Few decades back, the colony was notorious for its anti-social activities, but now-a-days things have come back in the right place. As the parents are not well-educated, their children are going to school up to secondary or higher secondary level, later they start to work for their families.



A Galli of Karimatam Colony where the evening Madrasa is located



Interaction with the teachers and students of Al Madrasathul Islamiya Karakkamandapam

The *Madrasa* plays a major role in imparting moral education to the children of the slum and their parents. It helps them to live a religious life to a great extent. It was very interesting that one of the students of the *Madrasa* was conveying his ideas in English as he is studying in an English medium School while other students were not able to communicate in English as they are studying in state-run Malayalam-medium schools. The cultural centre conducts different social service activities such as medical camps, free distribution of food materials, etc.

Syllabus

Both the *Madrasas* are following the syllabus of Majlisu Ta'aleemil Islami, Kerala from Classes I to X. This *Madrasa* board was established in 1979 by Jamat-E-Islami in Kozhikode district of Kerala. Othupallies adopted *Arabi Malayalam* (writing Malayalam in Arabic script) as medium of instruction and taught basic lessons of the Islamic religion in the same script. Advent of reformist movements altered the situation and the Majlisu Ta'aleemil Islami introduced *Madrasa* textbooks in local language Malayalam and incorporated translations of the lessons from holy *Quran* and *Hadith*, Arabic and English language and General Knowledge.

Both the *Madrasas* are providing two kinds of degrees to their students. First one is primary certificate course, wherein students appear for public examinations in Class VII . The second

Textbooks for the Academic Session 2010-11

Class	Subject	Text	Publishers
I	Arabic	Arabic Language Studies Part I	Majlis
II	Arabic Islamic Studies	Arabic Language Studies Part II Islamic Studies Part I	Majlis Majlis
III	Arabic Islamic Studies	Arabic Language Studies Part III Islamic Studies Part II	Majlis Majlis
IV	Arabic Islamic Studies	Arabic Language Studies Part IV Islamic Studies Part III	Majlis Majlis
V	Arabic <i>Quran</i> Prophetic tradition History Jurisprudence	Arabic Language Studies Part V <i>Quranic</i> Studies Part I Prophetic Tradition Studies Part I Islamic History Studies Part I Jurisprudence Studies Part III	Majlis Majlis Majlis Majlis Majlis
VI	Arabic <i>Quran</i> Prophetic tradition History Jurisprudence Art of Recitation of <i>Quran</i>	Arabic Language Studies Part VI <i>Quranic</i> Studies Part II Prophetic Tradition Studies Part II Islamic History Studies Part II Jurisprudence Studies Part IV Art of recitation of <i>Quran</i>	Majlis Majlis Majlis Majlis Majlis Majlis
VII	Arabic <i>Quran</i> Prophetic tradition History Jurisprudence Art of recitation of <i>Quran</i>	Arabic Language Studies Part VII <i>Quranic</i> Studies Part III Prophetic Tradition Studies Part III Islamic History Studies Part III Jurisprudence Studies Part V Art of recitation of <i>Quran</i>	Majlis Majlis Majlis Majlis Majlis Majlis
VIII	Arabic <i>Quran</i> Prophetic tradition History Jurisprudence	Kerala Arabic Reader VIII <i>Quranic</i> Studies Part IV Prophetic Tradition Studies Part IV Islamic History Studies Part IV Jurisprudence Studies Part VI	SCERT Majlis Majlis Majlis Majlis
IX	Arabic <i>Quran</i> Prophetic tradition History Discussion (<i>Buhooth</i>)	Kerala Arabic Reader IX <i>Quranic</i> Studies Part IV Prophetic Tradition Studies Part V Islamic History Studies Part VII Praksha Deepam Part I	SCERT Majlis Majlis Majlis Majlis
X	Discussion (<i>Buhooth</i>) Arabic	Praksha Deepam Part II Kerala Arabic Reader Class X	Majlis SCERT

course is titled as Islamic Oriented Secondary Course (IOSC), which is a four-year course after completing primary certificate course. In IOSC students are imparted an elaborated version of the basic Islamic teachings. Generally very few students like to choose the second course. For example, only one student is studying for IOSC in *Madrasathul Islamiya Karakkamandapam*. Following are the details of the syllabus taught by these *Madrasas*.

The syllabus for the *Madrasas* is prepared by academic council for *Madrasas* of *Majlis*. According to the teachers of *Madrasas* that were visited, while a student completes her or his study on the basis of this syllabus, she or he will be aware of the right religious practices, rituals and ideology. A student studies Arabic language from Classes I to X, in which Classes VII to X covers Kerala Arabic Reader textbook of SCERT. Rest of the textbooks are prepared by academic council of *Majlis* itself. Islamic studies textbooks cover basic Islamic beliefs and practices. *Quranic* studies textbooks cover selected lessons from the *Quran* with its word meaning translation and little bit explanation. Prophetic tradition studies texts also cover selected teachings of Prophet Mohammad from prominent Hadith texts with its word meaning translation and explanation. Islamic history studies texts explain the history of the lives of different prophets with special focus on the life of Prophet Mohammad and followers.

Jurisprudence texts cover the rules and laws of Islamic life. Class VI and VII students study *Tajveed*, i.e. art of recitation of *Quran*. In Classes IX and X *Buhooth* (discussion) is another subject. In which *Prakasha Deepam* is the book to study which is a book with full of stories from Islamic history.

Madrasa Timing

Most of the Muslim children are going to *Madrasas* because their parents understand that religious awareness should be given right from their childhood itself. While they are studying in regular schools, simultaneously they may be enrolled in any of the morning or evening *Madrasas*. Morning *Madrasa* starts from 7:00 am to 9:00 am, after that students move to regular schools. Evening *Madrasas* are arranged for those students who are not comfortable to attend the *Madrasas* in the morning session. Evening *Madrasas* start from 4:30 pm to 6:00



Professor Sushma Jaireth with the students and teacher of Karimatom Colony Madrasa

Majlis Fest Items

Daph Muttu (a traditional Mappila art)	Hifz (Memorising Quran)	Action song traditional (Malayalam and English)	Kolkali (a traditional Mappila art)
Islamic song (Malayalam)	Group song (Malayalam and Arabic)	Reading (Arabic English)	Antakshri (the game of the ending letter)
Poem writing (Malayalam, Arabic and English)	Poem reading (Malayalam, Arabic, English and Hindi)	Story telling (Malayalam and English)	Oration (Malayalam, Arabic and English)
Essay writing (Malayalam, Arabic and English)	Sangeeta Shilpam (ideal sculpture creation with the support of background music)	Story-writing (Malayalam and English)	Katha Prasangam (presenting an issue with the support of the prose and the poems)
Memory test	Atham (call for prayer)	Pencil drawing	Crayon colouring
Poster making (Malayalam)	Cartoon drawing	Hand-writing (Arabic and English)	Water colour painting
Mono act	Caption making	Quran Recitation	Arabic song
Mime	Play	mimicry	Light music
Monologue	Marching song	Musical display	Mappila song
Folk song			

Nursery Fest Items

Action song	Poem reading (Malayalam, English and Arabic)	Islamic song (Malayalam)	Story telling (Malayalam and English)
Group song (Malayalam)	Memory test	Crayon colouring	Mono act
Marching song	Musical display	Fancy dress	

Sports Items		
Age	Boys	Girls
Under 9	50 mtr, 100 mtr Standing board jump	50 mtr, 100 mtr Standing board jump
Under 12	100 mtr, 200 mtr, long jump, 4 × 100 mtr relay	100 mtr, 200 mtr long jump, 4 × 100 mtr relay
Under 14	100 mtr, 200 mtr, 400 mtr long jump, shot put, 4 × 100 mtr relay	100 mtr, 200 mtr long jump, shot put, 4 × 100 mtr relay

pm or 6:30 pm. Students attending the evening session are coming after completing their regular school classes. Number of students in the morning session will be less because of the different timings of schools to start their morning classes.

Co-curricular/Extracurricular Activities

Students of both the *Madrasas* are participating in the *Madrasa* Boards' annual *Majlis* and sports and games meet and getting prizes.

(i) Majlis Fest

The *Majlis* gives special focus on curricular and co-curricular activities with a view to encourage institutions develop programmes for promoting talent among students. These fests have three tiers— the first level is the institutional level followed by the regional and then the state level competitions. There are thirty-seven items for competitions which include:

Majlis Sports

(ii) Majlis Sports Meet

Students of both the *Madrasas* are also participating in the sports and games meet of the *Majlis*. Teacher of the

Karimatom Colony *Madrasa* shared that it is important to conduct and participate in sports meets that will energise the physical and mental ability of students. It also promotes togetherness and strengthens their self confidence. Boys and girls are participating and competing separately for the items mentioned below under three age categories.

They also participate in manuscript magazine, wall magazines and printed magazine competitions of the *Majlis*. *Majlis* conducts science, art and craft exhibitions for students to show case their creativeness and talent.

Both the *Madrasas* visited are being run in a big hall in which students are sitting classwise in separate rows and studying together. Though this is an easy way to pay attention to all the students by the teacher, it negatively affects the classroom practice. Attention of the students may be diverted to the teacher while she/he is managing learning process for other classes. It was also observed that in the morning *Madrasa* there were two teachers, one male and one female; while in the evening *Madrasa* there was only one

male teacher. In both the *Madrasas* it is the teacher who attends the students classes-wise and covers the portions of the day. Both the *Madrasas* suffer from lack of infrastructure. Teachers are paid low scale salary and there is no yardstick to fix the qualification of teachers too.

Conclusion

Morning and evening *Madrasas* are playing an important role in imparting the basic religious education to the Muslim children of Kerala. These *Madrasas* are moving forward under different organisational *Madrasa* Boards in a centralised manner. However, while considering the students, especially after Class VII public examination, it has been observed that their dropout rates are high. It is because parents and students are paying more attention to the school subjects rather than *Madrasa* education. Another thing is that different religious groups are running private English-medium schools in Kerala, in which they incorporated their

religious education too. Likewise some of the Muslim-private-management schools have also incorporated *Madrasa* subjects along with secular subjects and parents opted the system and decided to drop morning or evening *Madrasas* for their children. Though this was one of the major reasons behind the dropout rate in *Madrasas* in general, it was not a sufficient alternative to replace the existing one. In order to make *Madrasas*'s education effective and supportive to the overall education of children within the framework of secular, democratic fabric of Indian polity, teacher training will be an important aspect. Teachers should be given pre-service and in-service trainings to support the educational needs of children and needs of the community as it is a system by the community and for the community. Teachers have to pay special attention to the age differentiation of students sitting in the same class because students are studying in a class on the basis of their understanding of the religion.

National Plan of Action for Children 2005: Child Development

5. EARLY CHILDHOOD CARE AND EDUCATION

5.1 GOALS

- 5.1.1 To universalise early childhood services to ensure children's physical, social, emotional and cognitive development.
- 5.1.2 To ensure that care, protection and development opportunities are available to all children below 3 years.
- 5.1.3 To ensure integrated care and development and pre-school learning opportunities for all children aged 3 to 6 years.
- 5.1.4 To provide day care and creche facilities to parents in rural and urban areas.

5.2 OBJECTIVES

The above goals will be achieved through the following objectives:

- 5.2.1 To universalise ICDS to cover all children below 6 years with specific attention to those who are malnourished and undernourished and those who have not been fully vaccinated, with special focus on the girl child.
- 5.2.2 To address the health, nutrition, survival and learning and stimulation needs of children below 3 years by providing targeted services to them.
- 5.2.3 To address the health, nutrition and developmental needs, including early childhood learning opportunities to the 3-6 years age group of children by enhancing the scope, quality and outreach of ECCD services.
- 5.2.4 To achieve 100 per cent registration of births, deaths, marriages and pregnancies by 2010.

5.3 STRATEGIES

The above objectives will be achieved by the following strategies:

- 5.3.1 Expand and improve the quality of early childhood care in remote and socio-economically backward areas with primary attention given to girls, through the ICDS.

- 5.3.2 Develop preschool centres, day-care centres and creches at workplaces and in the community to cover the early childhood development rights of all children.
- 5.3.3 Ensure holistic, child-friendly services and approach through the use of creative and joyful activities through flexible models.
- 5.3.4 Enhance the capability of parents, especially mothers, to look after the normal developmental and learning needs of children.
- 5.3.5 Train health workers/mothers/volunteers to promote, protect and support compulsory breast-feeding from birth up to first six months.
- 5.3.6 Promote introduction of adequate and appropriate complementary feeding after 6 months along with continued breastfeeding up to 2 years or beyond.
- 5.3.7 Promote affirmative action for the care and development of the girl child, disadvantaged children and children with special needs to survive, grow, achieve full developmental potential and active learning capacity without discrimination.
- 5.3.8 Develop the capacities of childcare workers, Self-help Groups, *Mahila Mandals* and other community groups through training and refresher courses for ensuring good childcare practices, sensitive approach to the young child and development support.
- 5.3.9 Develop inbuilt mechanisms for monitoring the learning outcomes in children and undertake periodic assessment to ensure that all children acquire school readiness by the end of the programme.
- 5.3.10 Enhance the capability of both the parents to look after the mental health, psycho-social and stimulation needs of the child through effective parenting programmes that inculcate an attitude of responsive care of children.
- 5.3.11 Promote innovative community-based childcare approaches and community-based monitoring of key indicators to support a continuing process of assessment, analysis and informed action at different levels, to improve young child growth and development outcomes.
- 5.3.12 Expand the support services of creche/day care services both in rural and urban areas and thus help reduce the burden of working/ailing mothers and of the girl child who is expected to bear the burden of sibling care.
- 5.3.13 Create awareness about the importance of registration of births and deaths among community leaders, *Panchayati Raj* members and local government functionaries to ensure compulsory registration.

- 5.3.14 Ensure that the birth and death certificates are provided free of cost and improve the system of civil registration including data retention.
- 5.3.15 Ensure collection of disaggregated data on the 0-6 age group, their analysis and use for targeted planning and monitoring.

6 RIGHTS OF THE GIRL CHILD

6.1 GOALS

- 6.1.1 Assurance of equality of status for girl child as an individual and a citizen in her own right through promotion of special opportunities for her growth and development.
- 6.1.2 To ensure survival, development and protection of the girl child and to create an environment wherein she lives a life of dignity with full opportunity for choice and development.
- 6.1.3 To stop sex selection, female foeticide and infanticide.
- 6.1.4 To eliminate child marriages.
- 6.1.5 To ensure the girl child's security and protect her from abuse, exploitation, victimisation and all other forms of violence.
- 6.1.6 To protect the girl child from deprivation and neglect and to ensure the girl child equal share of care and resources in the home and the community and equal access to services.
- 6.1.7 To take measures to protect girl children from any treatment which undermines their self esteem and causes their exclusion from social mainstream and also to breakdown persistent gender stereotype.
- 6.1.8 To eliminate all obstacles that prevent girls from full enjoyment of human rights and fundamental freedom including equal rights in succession and inheritance.
- 6.1.9 To ensure equal opportunity for free and compulsory elementary education to all girls.

OBJECTIVES

The above goals will be achieved through the following objectives:

- 6.2.1 To remove all social and familial biases and discrimination against the girl child throughout her life cycle.
- 6.2.2 To ensure protection and promotion of rights of the girl child with specific attention to age-specific needs.

- 6.2.3 To ensure that the girl child receives equal access to learning opportunities at all ages enabling her to develop a positive self-image as a full participant in society.
- 6.2.4 To take measures to enable girls to develop their full potential through equal access to education and training, nutrition, physical and mental health care and social opportunities.
- 6.2.5 To address the root causes of son preference and resultant discrimination against the girl child.
- 6.2.6 To eliminate all forms of discrimination against the girl child which result in harmful and unethical practices, like pre-natal sex selection, female foeticide and infanticide, gender stereotypes, discrimination in care and food allocation, socialisation, etc.
- 6.2.7 To take steps through law, policy and programmes to eliminate all forms of violence against the girl child; and also to provide legal, medical, social and psychological support services and programmes to assist girls who have been subjected to violence.
- 6.2.8 To take measures to ensure that girls with disabilities have full and equal access to all services, including support to meet their special needs.
- 6.2.9 To create and sustain a gender sensitive education system to ensure equal education and learning opportunities to girls with the objective of ensuring gender parity at all stages of education.

6.3. STRATEGIES

The above objectives will be achieved by the following strategies:

- 6.3.1 Advocacy through social, political and religious leaders and through all government programmes to change attitudes and practices discriminatory towards girls.
- 6.3.2 Enforce laws that protect the equal rights of the girl child, like Child Marriage Restraint Act, PNDT Act, ITPA, Juvenile Justice (Care and Protection of Child) Act, Child Labour (Prohibition and Regulation) Act, etc. by generating social support and through other necessary action.
- 6.3.3 Encourage and support non-government organisations and community based organisations to promote positive attitudes and practices towards the girl child.
- 6.3.4 Take steps to ensure all girls are enrolled in schools and create an environment for their retention and learning achievement.
- 6.3.5 Take affirmative action for removal of gender discrimination against the girl child and inform and sensitise society about the traditional and customary practices which are harmful to the girl child.

- 6.3.6 Monitor all clinics and other health centres to prevent sex selection and female foeticide; further, register and monitor all pregnancies to prevent selective abortion.
- 6.3.7 Promote gender sensitisation among all those in authority, including the judiciary, police and local authorities and members of the general public.
- 6.3.8 Develop and promote day-care services in order to relieve the girl child from sibling care responsibilities. This will enable her to access opportunities for her own development.
- 6.3.9 Take measures to ensure that all girl children receive holistic health care and protection including preventive and curative services covering their health at all ages, including reproductive health information and services.
- 6.3.10 Address nutrition discrimination against the girl child through sensitisation, awareness and outreach programmes to ensure that she has equal access to food allocation within the home.
- 6.3.11 Take preventive, protective and rehabilitative measures to address the greater vulnerability of the girl child to economic and sexual exploitation.

7 ADOLESCENTS

7.1 GOALS

- 7.1.1 To ensure full opportunities to all adolescent girls and boys in the age group of 13 to 18 years to realise their rights and develop their full potential as human beings.
- 7.1.2 To provide the adolescents with education and development opportunities so that they can participate in the life and progress of community as productive citizens.
- 7.1.3 To eliminate child marriages by 2010.

7.2 OBJECTIVES

The above goals will be achieved through the following objectives:

- 7.2.1 To instil in the adolescents, at large, an abiding awareness of and adherence to the secular principles and values enshrined in the Constitution of India, with unswerving commitment to patriotism, national security, national integration, non-violence and social justice.
- 7.2.2 To develop qualities of citizenship and dedication to community service amongst all sections of the adolescents.

- 7.2.3 To develop national health policies and programmes for adolescents that include goals, targets and indicators and ensure their implementation for promoting their physical and mental health.
- 7.2.4 To promote physical, mental and emotional health among adolescents, through play, sports, recreation, artistic and cultural expression, personality development and character building.
- 7.2.5 To generate awareness among adolescents, including in-school and out-of-school adolescents, regarding health and health care, hygiene, nutrition, drugs, alcohol, tobacco and other forms of substance abuse, HIV/AIDS prevention, reproductive health, sexuality and sexual responsibility.
- 7.2.6 To generate awareness about the legal age of marriage and ensure adherence to it.
- 7.2.7 To provide education that enables adolescents to protect themselves from HIV/AIDS.
- 7.2.8 To provide requisite care, counselling and services for adolescents affected by HIV/AIDS.
- 7.2.9 To expand Nehru Yuva Kendra Sangathan and Youth Development Centres to progressively cover all districts by 2010 by Ministry of Youth Affairs and Sports so as to include all adolescents.
- 7.2.10 To develop and structure all educational programmes, including the National Curriculum Framework and State Curriculum Frameworks, to inform adolescents and develop life skills and self-esteem and decision-making.
- 7.2.11 To provide social defence and protection from all forms of social, economic and sexual exploitation.
- 7.2.12 To protect adolescents from all forms of physical, emotional and psychological violence and discrimination.
- 7.2.13 To ensure progressive provision of formal education to all adolescents.
- 7.2.14 To provide education and training opportunities to adolescents to help them prepare for sustainable livelihoods.
- 7.2.15 To provide specific rehabilitation and support programmes for adolescents at risk, especially those with disabilities, substance abuse problems, those in conflict with law, street and displaced children and victims of commercial and domestic sexual exploitation.

7.3 STRATEGIES

The above objectives will be achieved by the following strategies:

- 7.3.1 Provide adolescents with the required literacy and numeric skills through the formal and non-formal streams of education.
- 7.3.2 Improve enrolment and retention of adolescent girls and remove gender disparity in education.
- 7.3.3 Equip adolescents with basic information on nutrition and health to promote better health seeking behaviour, including sexual health, by ensuring access to information and services.
- 7.3.4 Provide life skills education to all adolescents. Provide counselling and group education to respond to anxieties, fears, information gaps, stress, anger, aggression, depression, loneliness and related mental and emotional needs and problems for the well-being of adolescents.
- 7.3.5 Sensitise and educate adolescents on gender discrimination, gender violence and other forms of abuse, exploitation and violence that exist in society.
- 7.3.6 Develop adequate sports and recreational facilities such as libraries, gymnasiums, playing areas, cultural centres, fitness and yoga in the rural and urban community and neighbourhood areas. Provide such facilities in schools and educational institutions as well.
- 7.3.7 Provide counselling for both parents and adolescents on career development.
- 7.3.8 Provide counseling, training and rehabilitation for adolescents in difficult circumstances. Build awareness and local support to strengthen government programmes. Encourage NGOs and community-based organisations to participate in the effort.
- 7.3.9 Develop sensitive programmes for adolescents who are physically and mentally challenged and build community awareness and support.
- 7.3.10 Amend the Child Marriage (Restraint) Act 1929 to make it more effective and ensure its strict implementation and also create awareness with NGO and community support.

8 CHILDREN WITH DISABILITY

8.1 GOALS

- 8.1.1 To ensure right to survival, care, protection and security for all children with disability.

- 8.1.2 To ensure the right to development with dignity and equality creating an enabling environment where children can exercise their rights, enjoy equal opportunities and full participation in accordance with the UN Convention on the Rights of the Child, the Persons with Disability Act, National Trust Act and other laws dealing with child rights in India.
- 8.1.3 To ensure inclusion and effective access to education, health, vocational training along with specialised rehabilitation services to children.
- 8.1.4 To ensure the right to development as well as recognition of special needs and of care and protection to children with disabilities who are vulnerable, such as, children with severe multiple disabilities, children with mental illnesses, severe mental impairment, children with disabilities from poor families, girl children with disabilities and others.
- 8.1.5 To eliminate disability due to poliomyelitis by 2007.

8.2 OBJECTIVES

The above goals will be achieved through the following objectives:

- 8.2.1 Primary prevention of disabling conditions in children through timely immunisation, dietary corrections and supplementation of nutrients to children, prevention of accidents, proper maternal care during pregnancy and at the time of childbirth.
- 8.2.2 To prevent secondary level of disability through early detection and timely intervention and effective provision of information to families.
- 8.2.3 To provide early identification and integrated early childhood services and opportunities to ensure optimum development of children with disabilities up to the age of 6 years.
- 8.2.4 To provide early intervention services to prepare infants and pre-schoolers by integrating them into the general educational system.
- 8.2.5 To ensure continued rehabilitation services to all children with disabilities, whoever requires them.
- 8.2.6 To ensure inclusive and accessible education and life skill training for all children with disabilities beyond the stage of early interventions to enable them to develop their personality and abilities to their fullest potential.
- 8.2.7 To ensure the safety, security and freedom of children with disabilities with focus on children with severe disability, mental disability and mental health difficulties, from abuse, exploitation, neglect and maltreatment.
- 8.2.8 To enable all children with disabilities to participate fully in all areas of the family, community and society.

8.3 STRATEGIES

The above objectives will be achieved by the following strategies:

- 8.3.1 Create effective links and quick referrals between ICDS, primary health centres, mother and child programmes and hospitals (paediatric units) for the early detection of high risk babies and children with disabilities including children with mental health issues and mental illnesses.
- 8.3.2 Strengthen programmes of early childhood health and care to monitor and follow up children at risk of disability and children with disability in the early (0-6) years of development.
- 8.3.3 Train social workers, health workers in hospitals and elsewhere, early childhood care personnel in providing information support, counselling and referral services to children and their families particularly around the time of detection of disability.
- 8.3.4 States must assist needy disabled children for procuring durable, sophisticated and scientifically manufactured aids and appliances and specialised learning material and to acquire the required skills and training to be able to use the aids optimally.
- 8.3.5 Strengthening of family and family-based systems to enable them to care and protect the children in a way that enables them to continue to live within the family and their community.
- 8.3.6 Include in the general school system as the first option for any child with disability, planning at a micro and community level and improve access, learning and retention of children with special needs in the school.
- 8.3.7 All school belongings to have physical access, accessible toilets and playgrounds for children with disability.
- 8.3.8 Ensure that all children with disability are able to access a neighbourhood school.
- 8.3.9 Ensure adequate training and sensitisation of all teachers to teach children with disability.
- 8.3.10 Develop resource centres with properly trained teachers in all educational institutions to support children with learning disabilities and ensure that entrance and examination procedures take cognizance of their learning disability and are suitably modified to enable children complete their education at all stages.
- 8.3.11 Develop vocational courses in polytechnics and other institutions to enable children who are mentally challenged, particularly girl children, to acquire skills which ensure their economic self-reliance.

- 8.3.12 Decide on a case-to-case basis if a child with disability cannot develop her or his full potential in a general school and provide an alternative legitimate educational facility for that child up to the age of 18 years.
- 8.3.13 Include children with mental illness in all existing schemes for children with disability and/or frame appropriate schemes for their growth and development.
- 8.3.14 Expand coverage of all schemes and dovetail them into programmes at the local level.
- 8.3.15 Integrate the concerns of all children with disabilities in programmes, and schemes for children across the country.
- 8.3.16 Promote incountry adoption of disabled children.
- 8.3.17 Promote in every possible way the ability of the child, family and community so that the child with disability is enabled to live within the family and the community.
- 8.3.18 Create awareness and a positive view of the child with disability and the rights of children and families of children with disabilities by undertaking regular information campaigns linking with information centres of the National Trust, the local level committees of the National Trust, the state coordination committees and offices of the state commissioners of disability and others in the field.
- 8.3.19 Effective implementation of the Persons with Disability (Equal Opportunity, Protection of Rights) Act, 1995 as well as National Trust Act.

9 CHILD AND ENVIRONMENT

9.1 GOALS

- 9.1.1 To conserve and protect the natural environment and safeguard natural resources, for the good and well-being of all children.
- 9.1.2 To ensure children's survival, health and food security through conservation and safe use of water, land and forest resources, and people's access to forests, waterways and other such resources as a common good.
- 9.1.3 To ensure creation of appropriate means for play, recreation and cultural development for the all-round development of the child.

9.2 OBJECTIVES

The above goals will be achieved through the following objectives:

- 9.2.1 To ensure a safe and healthy living environment for all children.

- 9.2.2 To ensure creation of adequate opportunities and facilities at neighbourhood level for play, recreation and cultural activities like drawing, painting, music, dance, theatre and other art.
- 9.2.3 To ensure access to safe drinking water and environmental sanitation.
- 9.2.4 To ensure access to all basic physical and social services.
- 9.2.5 To protect children from the negative impact of environmental degradation and natural disasters, including depletion or damage to land, water and forest resources.
- 9.2.6 To improve/provide basic standards in living conditions of slum dwellers.
- 9.2.7 To improve safety standards and the safety of the child's environment and to prevent accidents.
- 9.2.8 To reduce/address the negative environmental fallout of poverty factors underlying environmental risks to children, families and communities (low income, inadequate public services, inadequate legal/civic standards and low political will socio-economic discrimination).
- 9.2.9 To ensure that damaged eco-systems are protected and/or restored to productivity, and are responsibly utilised for the benefit of children and their communities.
- 9.2.10 To ensure that children are given the knowledge and motivation to understand and support eco-restoration and conservation.
- 9.2.11 To ensure control of air pollution to protect children from respiratory ailments, including asthma.

9.3 STRATEGIES

The above objectives will be achieved by the following strategies:

- 9.3.1 Create space and institutions for play, recreation and cultural activities for children in the neighbourhood.
- 9.3.2 Take measures to prevent or minimise and where possible reverse environmental hazards, (toxic) wastes, chemicals and pesticides, plastic wastes, lack of sanitation, inadequate housing and infrastructure.
- 9.3.3 Encourage community understanding and children's knowledge of conservation and environmental protection and its relationship to health and well-being.
- 9.3.4 Prevent unsustainable patterns of production and consumption including exploitation and depletion of natural resources for commercial purposes that undermine local livelihoods.

- 9.3.5 Ensure eradication of water borne, vector borne and water related diseases and those caused by congestion and contamination of the living surroundings with affordable and accessible measures to protect children's lives.
- 9.3.6 Enact laws, policies and programmes to prevent the exposure of children to harmful environmental contaminants in air, water, soil and food.
- 9.3.7 Address and reduce micronutrient deficiencies caused by depletion of iodine, iron and other micronutrients in the environment.
- 9.3.8 Ensure environmental sustainability by integrating principles of sustainable development into national policy and programme.
- 9.3.9 Create community processes for local management and utilisation of natural resources, to promote and protect children's health and well-being, and encourage children's informed involvement in such processes.
- 9.3.10 Ensure reforestation and tree-planting to meet fuel, fodder and green cover needs; provide children a constructive role in developing tree nurseries and involve children in promoting social forestry.
- 9.3.11 Encourage children's knowledge of and involvement in watershed management and grassland use to strengthen viability of the local environment.
- 9.3.12 Encourage children's knowledge and use of water-saving and hygiene technologies in the home, home surroundings and local setting, to make them informed actors in safe and responsible water use and local sanitation.
- 9.3.13 Promote community knowledge and use, consciously including children, to prevent damage from toxic and other wastes and contaminants that poison the environment.
- 9.3.14 Take steps to improve standards and provision of urban housing and shelter, sanitation and waste disposal, to improve and protect the health and hygiene of children and families.
- 9.3.15 Ensure municipal and/or local government action to meet child-safe norms in sanitation, drainage, garbage collection and public health services.

10 EDUCATION

10.1 GOALS

- 10.1.1 To provide free and compulsory education of good quality to all children in the 6-14 years age group.

- 10.1.2 To achieve universal elementary education through school system for all children, through provision of free and compulsory services.
- 10.1.3 Progressively provide compulsory secondary education to all children.
- 10.1.4 All children to be in school by 2005.
- 10.1.5 Universal retention by 2010.
- 10.1.6 Bridging gender and social gaps in primary education by 2007 and elementary education by 2010.
- 10.1.7 To introduce the syllabus for environment education prepared by NCERT for Classes I to XII by every State in its respective schools.

10.2 OBJECTIVES

The above goals will be achieved through the following objectives:

- 10.2.1 To universalise the understanding that the foundations for the capacity to learn, personality and competence are laid in the first six years of a child's life.
- 10.2.2 To provide ECCD opportunities to all children and preschools and school readiness for children of 5 plus age group.
- 10.2.3 All children in the 6-14 age group to have access to primary schools, upper primary schools or their alternatives within a distance of 1 km and 3 kms respectively, and all schools to have buildings, toilets, drinking water, electricity, playgrounds, blackboards and other basic facilities, with special attention to disadvantaged children.
- 10.2.4 To improve the quality of education through various interventions and stress upon the relevance and quality of girls' education for their empowerment and to facilitate retention of girls in schools.
- 10.2.5 To improve the quality of school infrastructure and environment, facilities, equipment, support services and human resources and to ensure that every child at the elementary school gets cooked mid-day meals and progressively move towards providing cooked mid-day meals to all children in higher classes in government, local bodies and Government-aided schools.
- 10.2.6 To generate interest in sports and games among school children and also place greater emphasis on the organisation of tournaments at various levels.
- 10.2.7 To enhance the effectiveness of the roles of NGOs in educational development programmes.

- 10.2.8 In the case of dropouts motivate community and parents to bring children back to school to complete their education.
- 10.2.9 To provide suitable alternative education systems such as bridge courses, remedial teaching, back to school camps for school drop-outs, so that they can be mainstreamed into the formal system.
- 10.2.10 To develop a community-based monitoring system to ensure cooperation between community and PRIs.
- 10.2.11 To encourage opening of new secondary schools, expansion of capacity of the existing schools including double shifts, upgrading of upper primary schools in backward, unserved and under-served areas, as also expansion and diversification of open schooling and distance education systems.
- 10.2.12 To ensure inclusion of all children with disabilities in regular schools with special facilities for those with severe disabilities, to establish and recognise existing special schools and admission, testing and examination systems, to recognise learning disabilities and ensure alternative and flexible testing procedures.
- 10.2.13 To ensure that financial allocation matches the child education goals.
- 10.2.14 To eliminate all forms of discrimination and exclusion in the curriculum, structure and services of education.
- 10.2.15 To universalise child-centred education and teacher training.
- 10.2.16 Ensure quality education through curriculum development, textbooks and TLM, proper infrastructure and teacher training.
- 10.2.17 Take measures to prohibit and eliminate corporal punishment in all schools and learning facilities.
- 10.2.18 Ensure that NCERT prepares appropriate syllabus for environment education for Classes I to XII that has to be adopted by every State in its schools.

10.3 STRATEGIES

The above objectives will be achieved by the following strategies:

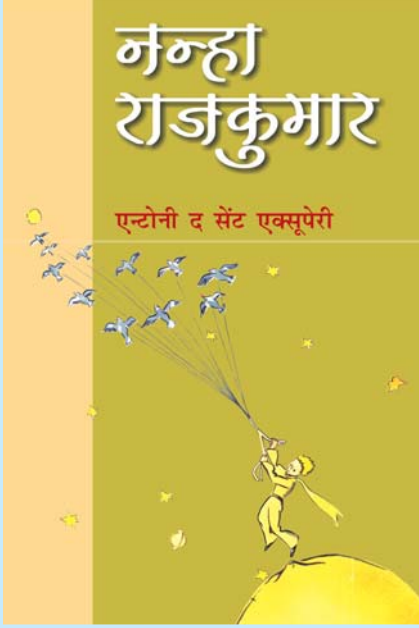
- 10.3.1 To set up schools in school-less habitations and ensure availability of schools closest to the habitation.

- 10.3.2 To identify and encourage the development of infrastructure that would have a bearing upon the improvement in quality in school education while ensuring inclusion of children with disabilities.
- 10.3.3 Ensure inclusion of all children with disabilities in regular schools with special facilities and for those with severe disabilities to establish new special schools and recognise existing special schools.
- 10.3.4 Integrate Sports and Physical Education with the Educational Curriculum, making it a compulsory subject of learning up to the secondary school level.
- 10.3.5 Provide for interventions for mainstreaming 'out-of-school' children with special interventions and strategies to include girls, SC/ST children, working children, children with special needs, urban deprived children, children from minority groups, children below the poverty line, working children, migratory children and children in the hardest-to-reach groups.
- 10.3.6 Ensure enrolment and make available mobile schools for migrant children and children from transient communities.
- 10.3.7 Establish residential schools and provide basic education infrastructure and facilities in areas of concentration of educationally backward minorities and provide financial assistance to school-going children of poorer, Scheduled Castes/Tribes/Other Backward Class parents, and coaching for various competitive examinations to weaker sections of society.
- 10.3.8 Provide suitable alternative education systems such as bridge courses, remedial teaching, back to school camps for school dropouts, so that they can be mainstreamed into the formal system.
- 10.3.9 Encourage opening of new secondary schools, expansion of capacity of the existing schools including double shifts, upgrading of upper primary schools in backward, unserved and under served areas, as also expansion and diversification of open schooling and distance education systems.
- 10.3.10 Intensify efforts through the National Institute for Open Schooling to ensure that the open school system is made available to the under-privileged groups and under-served areas.
- 10.3.11 Educate, motivate and involve community and parents in enrolment and retention of children in schools. Create vibrant parent-teacher associations to create local partnership for universalisation of education.
- 10.3.12 Develop a mechanism for monitoring in cooperation with Panchayati Raj institutions and community, teachers and parents to ensure

accountability and transparency for effective service delivery in all aspects like health, education, youth and early childhood development services, etc. with a focus on children.

- 10.3.13 Create curricula, textbooks and TLM that are non-discriminatory, relevant and child-friendly with the specific objective of achieving age-specific learning goals.
- 10.3.14 Improve quality of teaching, learning processes and classroom interactions through capacity-building of teachers, teacher development and teacher empowerment.
- 10.3.15 Develop and conduct training and capacity building of teachers to enhance the performance of teachers in helping children learn and ensuring learning goals.
- 10.3.16 Build the capacity of teachers to detect learning disabilities and support children with special learning needs.
- 10.3.17 Ensure quality and adequacy of mid-day meal and guarantee regular supply and safe provision to the beneficiaries.
- 10.3.18 Implement a cooked mid-day meal programme of good quality to all children at a primary stage, with possible extension to higher stages in due course.
- 10.3.19 Remove class, caste and gender disparity by actively encouraging children of these categories to enrol and attend schools and by ensuring an inclusive teaching-learning environment.
- 10.3.20 Take appropriate legal and administrative action to prohibit and punish corporal punishment in schools and learning facilities.
- 10.3.21 Establish counselling services/centres in all schools to provide for mental, emotional, social, psychological, learning, cognitive and health needs and career guidance for all children. Address the needs for building professional capacity and establish standards for counselling services. Ensure regular general health check-ups of all children in all schools.
- 10.3.22 Efforts to be made to explore areas of public-private partnership in education by Government, Local Bodies, and recognised aided schools.
- 10.3.23 Integrate comprehensive life skills related to HIV/AIDS, health, hygiene and sanitation in the school's curriculum.
- 10.3.24 Ensure preparation of syllabus on environment education for schools by NCERT.

- 10.3.25 Ensure introduction of syllabus on environment education in all schools for Classes I to XII.
- 10.3.26 Prepare a comprehensive plan for designing the school curriculum including the textbook screening, training of teachers, introduction of hands-on environment learning programme and environment awareness programme like eco-clubs, environmental quiz/debates, etc.
- 10.3.27 Ensure that all children in the 6-14 years of age group have access to elementary education within a walking distance and that all schools have buildings, toilets, drinking water, electricity, playgrounds, blackboards and other basic facilities, with special attention to disadvantaged children.
- 10.3.28 Encourage modernisation of *Madrasas/Maktabs* and other such educational institutions by adoption of mainstream syllabus and teaching methods with specific attention to the education of the girl child.



Nanha Rajkumar

(The Little Prince by Antoine de
Saint Exupéry)

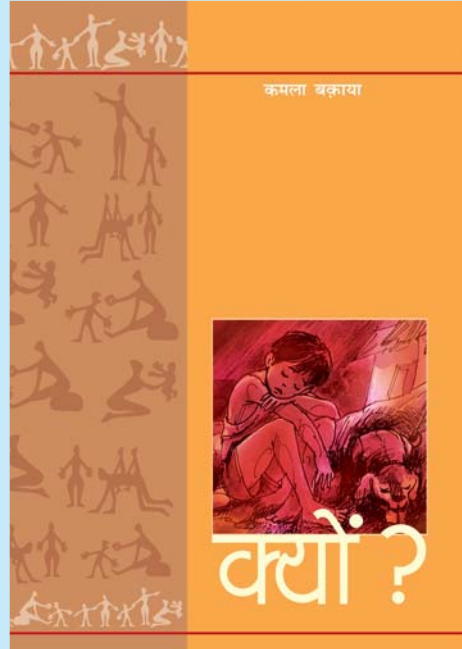
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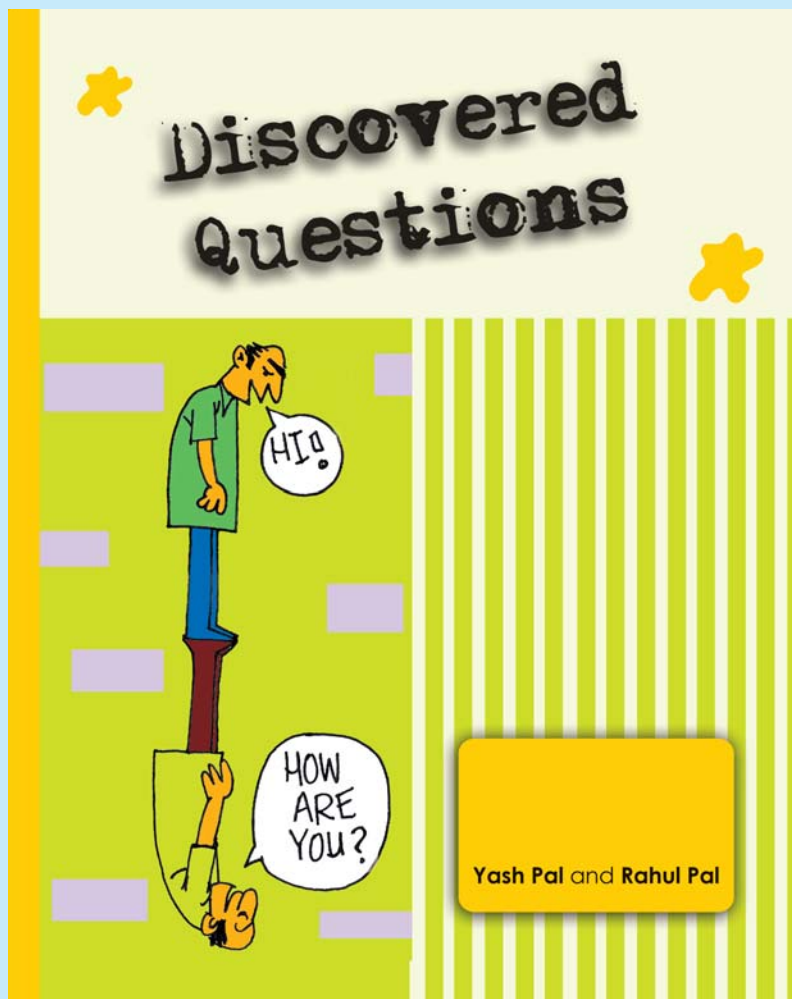
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कमला बक्राया

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Discovered Questions
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