The Primary Teacher is a quarterly journal , brought out by the National Council of Educational Research and Training (NCERT), New Delhi. The journal intends to give practicing teachers and concerned administrators authentic information about the educational policies being decided on and pursued at the central level. It also provides a forum for the discussion of contemporary issues in the field of education. The major features of The Primary Teacher are:

- Educational policies concerning Primary Education
- Questions and Answers
- States Round-up
- Illustrated material for classroom use.

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THE PRIMARY TEACHER

VOLUME XXXVI NUMBER 3 AND 4

JULY AND OCTOBER, 2011

CONTENTS

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 !

In the present issue of *The Primary Teacher*, articles and papers related to the areas of pre-primary education, primary and elementary education covering teacher training, pupil assessment and classroom processes have been included. Under the section 'Did you know', the information is provided on Child Rights. We provided in our earlier issues the details about the child's 'right to survival', 'right to development' and 'right to protection'. In this issue 'child's participation' related rights are given, as per the National Plan of Action for Children–2005. With a view to give teachers some ideas to make teaching-learning interesting to children a new section 'Resource Material for Teachers' has been added. Under this section a story and few poems have been given. The purpose is to stimulate teachers' thinking to use story and poetry for enhancing children's interest in learning.

Under the section 'Articles and Papers', there are two research papers and one article in the area of Early Childhood Care and Education. The research papers are on 'School Readiness and School Success' and 'Fantasy Play and Emotional Competence of Children'. In the first paper, the author has studied the school readiness of children and its relation with school success measured in terms of learning of children in Class I. The study has reinforced and re-established the need for every child's school readiness for school success. In other research paper 'Fantasy Play and Emotional Competence of Pre-school Children' the relation between fantasy play and emotional competence of pre-school children has been analysed adopting a non-experimental design. Children who expressed preference for fantasy play and who did not, were measured in regard to their emotional competence. The study concluded that children like fantasy play and providing fantasy play helps them in developing their emotional competence. The article included in the area of ECCE focuses on the 'Need for Integrating Pre-school to Elementary Education'. It highlights how important pre-school education is for improving the quality of elementary education and provides justification why integration is important? The article suggests universal free and compulsory pre-school education as integral part of primary and elementary schooling.

In the area of Elementary Education, there are three research-based papers and three articles on diverse areas. The first paper is on 'In-service Training and its Effect on Classroom Processes: Perceptions of Schedule Caste Teachers in Pali and Nagaur districts (Rajasthan)'. The paper has focused on how much S.C. teachers found the in-service training useful for them and how much of it

got translated into classroom practices. Suggestions for improving the in-service training were also gathered from the teachers. The findings reveal that in-service trainings need improvement. The second paper is on 'Emotional Intelligence and Teaching Behavior: Role of Emotional Intelligence in the Socio-emotional Climate of the Classes of the Primary School Teachers'. The paper highlights how teacher behaviour in the classroom shapes the socio-emotional climate and how teacher behaviour is shaped by emotional intelligence of teacher using Flanders' Interaction Analysis Categories. It revealed that Emotional Intelligence of teachers tended to decide the learning environment of children. The third paper analyses English Language Teaching in Central Tibetan Schools at primary stage where medium of instruction is Tibetan language and English is taught as second language. The paper highlights the unique situation children get in these schools where they are competent to speak Hindi outside school, learn English as second language and have Tibetan as mother tongue. The advantages of multi-lingual education are reinforced in this paper. The next three articles included are 'Preparing Teachers for Multicultural Classroom', 'Integration of Values with Content Teaching' and 'Understanding Continuous and Comprehensive Evaluation in the context of RTE 2009'. The first article 'Preparing Teachers for Multicultural Classroom' focuses on peace, harmony through understanding of other cultures and religions and preparing teachers to integrate values of peace, harmony and tolerance of all cultures into the teaching-learning process. The next article on 'Integration of Values with Content Teaching' highlights on human values and provides examples how to inculcate these values among children while teaching any topic. Third article on 'Understanding of CCE in the Context of RTE' attempts to provide understanding of the concept of CCE, purpose and process of its implementation. 'Did you Know' is our regular section under which we provide some useful information related to policies and programmes. We have been providing the information about Child Rights as per Plan of Action for Children-2005 and in this volume rights related to 'Child Participation' are provided.

We received some useful material from practising teachers which we have provided under 'Resource Material for Teachers' a new section added in this issue. There is a story and a compilation of poems as resource material. This is given with a view that teacher will be able to create new material and use existing material available with them to make teaching-learning interesting for children.

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G. C. Upadhyay, Kavita Sharma, Kirti Kapur
Padma Yadav, Kiran Devendra

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1

School Readiness and School Success

Padma Yadav*

Abstract

The study highlights the relationship between school readiness and school success. Factors influencing school readiness and school success have also been analysed. School success here means academic achievement/attainment of children in Class I. The study was both exploratory and descriptive in nature. The sample of the study consisted of14 schools. Total 505 children of Class I and their performance using teacher made tests were observed throughout the year. Interaction was made with Heads of the selected school, Class I teachers and parents. Focus group discussions were held with children of Class I to gauge the factors influencing school success. It was found that parental education and parental income had emerged as important factors. Children with pre-school experience showed better performance. Experiences of ECE attained through various models of pre-schooling were found significant in predicting school success. Achievement in reading and numeracy was relatively lower in children up to 5½ years than those of above 6 years. Male children performed better than female children on reading and numeracy. Female children performed better on developmental activities.

Introduction

The first 6-8 years of a child's life, known as the early childhood years, are globally acknowledged to be the most critical years for lifelong development, as the pace of development during these years is extremely rapid, determining the cognitive and physical growth and laying the foundation for shaping the social and personal habits and values.

There is a growing body of research evidence to prove that the synoptic connections in the brain that are critical for the full development of the brain's potential take place during the early phase of childhood. Research has also indicated that if these early years are not supported by, or embedded in, a stimulating and enriching physical and psycho-social environment, the chances

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of the child's brain developing to its full potential are considerably, and often irreversibly, reduced. This finding immediately places a very large percentage of children in the developing world in poverty contexts 'at risk', in terms of their life chances[1] and what follows logically is the crucial importance of investing in these early years to ensure an enabling environment for every child. A sound foundation for life, which is not only the right of every child but also has immense bearing, in long-term, on the quality of human capital available to a country.

Early Childhood Care and Education (ECCE) and School Readiness

Early Childhood Care and Education (ECCE) has, in recent years, been receiving a great deal of attention of researchers and policy makers. It has globally been recognised as a critical input for human resource development. It includes two integrated aspects of care and education. Care is a comprehensive term that includes proper nutrition, medical attention, particularly in regard to immunization, security and safety and emotional support. The 'education' component includes stimulation activities for under three children and pre-school education programmes aimed at 3-6 year olds and extends to Class I and II to cover children up to the age of 8 years.

The experiences of early childhood have lifelong implications for our health, well-being and development, including our ability to become productive and socially-adjusted contributors of the society. There is clear evidence that gaps in children's development and learning at early childhood stage due to various reasons become detrimental by the time they reach school. As a result, children enter school with marked differences in the cognitive development, social skills and emotional maturity needed for success in the school environment. These differences are predictive of later academic and occupational success. Children who enter school without readiness to school tend to do less well in school and are more likely to engage in mundane activities. Ultimately, these children tend to have lower educational levels on leaving school. Children from low-income families are more likely to start school with limited language skills, health problems, and social and emotional problems that interfere with learning. The larger the gap at school entry, the harder it is to bridge at later stage. It becomes increasingly difficult and costly to change children's developmental trajectories as they get older, and is increasingly difficult to compensate early cognitive and non-cognitive deficits as they grow.

One of the reasons why this is a matter of great concern is that it is a well-known fact that investments in the

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[1] Position paper National Focus Group Report on ECCE, NCERT, 2006

early years are cost effective, yielding long-term social and economic benefits and yet large number of children in our country start school with poorly developed learning, emotional and social skills. With the increasing complexity of present-day living, children need to acquire active learning capacity for school success and for developing active learning capacity school readiness is one of the important components.

Redefining School Readiness

There is a significant shift in the conceptualisation of school readiness in the recent years. Previously, school readiness was understood on the basis of chronological age. Children were admitted into school when they reached the designated age. Now it has been conceptualised in terms of specific skills and competencies that could be measured and assessed against established norms and standards. We see in both the cases the focus was on the individual child and on the 'readiness' of the child for school. Children needed to demonstrate their 'readiness' and were accepted into school when they met these age or skills criteria. For example, they had to recite poem, narrate story, tell the names of fruits, vegetables, etc., in front of a group of people interviewing the child. More recently, the conceptualisation of what constitutes school readiness has broadened. It is no longer seen as applying only to the child, but now it is looked as a shared responsibility. Children will not be able to enter school or ready to learn unless parents, schools and society provide the environment and experiences that support the physical, social, emotional, language and cognitive development of infants, toddlers and pre-school children.

This rethinking of what constitutes school readiness has occurred in the context of our increasing understanding of the importance of the early years of childhood. This includes research on brain development, the influence of risk and protective factors, and the nature of the environmental or ecological factors that contribute to parents, schools and society functioning for all round development of child.

Domains of School Readiness

Good, C.V. (1973) in the *Dictionary of Education* describes readiness as "willingness, desire and ability to engage in a given activity, depending on the learner's level of maturity, previous experience and mental and emotional set." School readiness is also defined as "the preparedness of a child for beginning formal schooling". It is defined as "the child's attainment to enable him/her to fulfill school requirements and to assimilate curriculum content and it is also the ability of the child to perform certain developmental tasks in accordance with his/her chronological age" in the developmental domains as given below.

The child:

- is able to participate in basic physical exercises, such as ball games, running and climbing;
- can follow directions and work independently;
- is not disruptive in class;
- is sensitive to other children's feelings;
- enjoys playing with other children;
- likes to learn new things and can participate in group activities,such as story reading and role-play;
- is able to verbally express his needs, wants and thoughts; and
- is able to appreciate beauty, takes interest in creating something of his/her choice;

School readiness, therefore, is the result of physical-motor, socio-emotional, cognitive and language development and manifested in terms of the developmental milestones children should be able to achieve before they enter school. School readiness is not restricted to cognitive development but is multidimensional, involving physical, social and emotional development as well as general approaches to learning.

Factors Associated with Children's Readiness for Success in School

As mentioned above, an attempt was made to gauge the influence of School Readiness on school success. School success here means academic achievement.

Children with pre-school education background had performed well on school readiness than children without pre-school education at the beginning of Class I.

There is significant difference between children with pre-school education and children without pre-

Table 1: Readiness levels of children with pre-schooling and without pre-schooling

Pre-school Experience	N	Mean	S.D	t value	Significant/Non Significant
With	362	32.141	5.759	6.635*	Significant
Without	143	28.486	5.026		

* Significant at 0.05 level
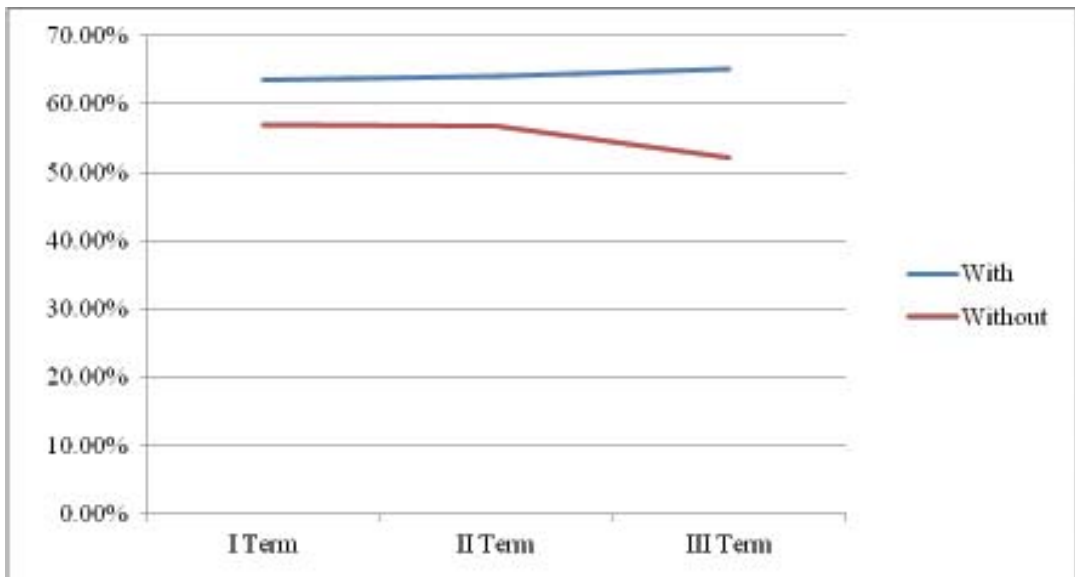
Figure 1: Termwise Achievement of pupils with and without pre-school background in curricular and co-curricular areas

education in their readiness to school.

Pupils with and without pre-school experience were compared at the end of terminal tests conducted by the teacher. It was found that pupils with pre-school education had performed better in all the three terms than the pupils without pre-school experience as shown in the figure above.

Pre-school exposure could be one of the factors or the major factor playing important role in achievement of pupils in curricular or co-curricular activities.

Gender and School Readiness

The readiness level of boys and girls were compared to see if any difference exists in their readiness to schooling.

Table 2: Gender diffference in school readiness

Gender	Mean	S.D.	t-value
Male	31.233	5.932	
Female	30.919	5.738	0.64
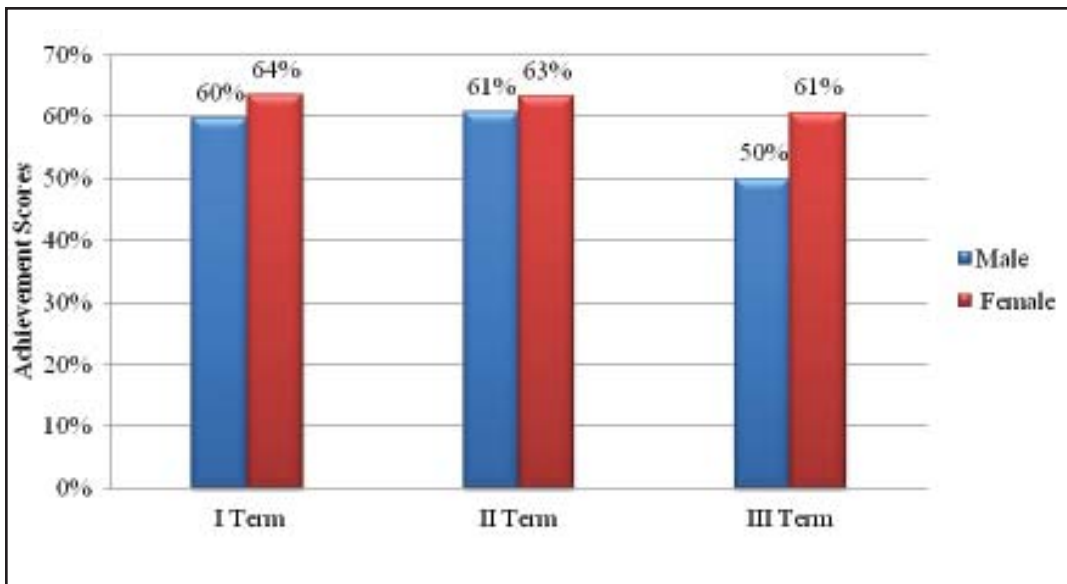
Figure 2 : Showing term-wise performance of boys and girls in Class I

It was found that male children performed better than female children on school readiness.

Gender and Achievement Levels

It was found that achievement level of female pupils was better than males.

Age and School Readiness

An attempt was made to study the readiness level of pupils belonging to different age groups. Table below shows comparison between the means and analysis was done using One Way ANOVA.

F value is 3.666 at df 2, 505 which is greater than table value. Hence there is a significant difference in the school readiness of children between different age groups. Average level of readiness

Table 3: Age and School Readiness of Children

Agewise	Mean	S.D.	F-value
5-5½ years (Group I)	30.148	5.222	
5½-6 years (Group II)	30.830	6.117	3.666
Above 6 years (Group III)	31.897	5.832	

for children up to 5½ years was found relatively lower than those of above 6 years.

Age and Achievement Levels

An attempt was also made to study the performance of pupils of different age groups. Group 1 comprised pupils between 5 and 5½ years, Group II comprised pupils between 5½ and 6 years and Group III had pupils above 6 years.

Table 4 indicates the percentage of marks attained by pupils in different age groups. Achievement of pupils between 5-5½ years was relatively lower than those of above 6 years. It was found that the school readiness and achievement level of lower age group children was lower. It may be advisable for the children to start pre-schooling at the age of 4+ (2 years of pre-schooling) before the start of formal schooling at the age of 6 years.

Parents' Education and School Readiness

School readiness of those children whose both parents were educated was found better than those having single parent educated or both parents uneducated.

Parents' Education and School Success

School readiness and school success of children of regular income parents were found better than daily wages parents.

Table 4: Age and Termwise Achievement of children

Agewise	No. of Children	I Term	II Term	III Term
5-5½ years (Group I)	121	59.85	60.87	57.58
5½-6 years (Group II)	189	61.54	60.96	58.97
Above 6 years (Group III)	195	62.79	63.70	60.70

Table 5: Parents' Education and School Readiness of Children

Parents' Education	Mean	S.D.	F-value
Single educated parent	30.340	5.256	
Uneducated parents	28.344	4.980	36.747
Both parents educated	33.552	5.929	

Table 6: Parents' Education and Achievement of Children

Parents' Education	N	Achievement scores		
		Mean	S.D.	F-value
Single educated parents	191	252.605	62.0116	31.056
Uneducated parents	122	231.321	51.877	
Both parents educated	192	303.178	65.695	

Table 7: Parents' Education and School Readiness of Children

Parents Income	Mean	S.D.	t-value
Regular income	49.447	12.158	10.788
Daily waging	46.746	15.404	

Parents' Income and School Readiness of Children

Children of parents having regular income were having higher scores on school readiness as compared to children of parents having daily wages.

Parents' Income and Achievement of Children

Achievement of children having regular

Table 8: Parents' Income and Achievement of Children

Parents Income	N	Achievement Scores		
		Mean	S.D.	t-value
Regular income	213	316.922	60.504	17.482*
Daily waging	253	228.851	48.209	

N=39 (no information/unemployed)

* t-value significant at 0.05 level of significance, degree of freedom (464)

parental income was higher as compared to children having parental income on daily basis.

Pre-school Setting and School Readiness

Pre-school setting may be one of the important variables for school readiness. The different four settings taken into consideration in the study were: (i) pre-school education in anganwadis, (ii) pre-school education in private schools, (iii) pre-school education in government MCD schools and (iv) children coming to school directly from home.

Table 9: ECCE Programme Models and School Readiness of Children

Models of Pre-school	No. of children	Mean	S.D.	
		School Readiness		
MCD	100	29.550	53.0	5.250
Angan-wadis	77	28.818	70.1	4.394
Private	185	34.924	54.6	5.120
Direct	143	28.486	63.8	5.026

It was found, as evident from Table 9, that children coming from private pre-school setup were having highest mean score on school readiness, followed by MCD, Anganwadi and children directly coming from home.

Table 10 : Pre-school Setting and Term-wise Achievement

		I Term	II Term	III Term
MCD	Mean	53.25	54.09	52.120
	S.D	14.474	14.517	18.193
Angan-wadi	Mean	52.324	52.662	49.882
	S.D	15.340	14.681	17.626
Private	Mean	73.367	74.243	52.12
	S.D	14.350	14.690	18.192
Direct	Mean	57.021	56.796	52.239
	S.D	16.909	17.183	22.833

Pre-school Setting and Achievement of Children

The achievement of children coming from private schools was highest in first and second term but becomes more or less at par with MCD and direct entry children. The direct entry children were found better in achievement score than MCD and anganwadi children in all the three terms.

School Readiness and School Success

It was found that children with low school readiness attained low scores in achievement test conducted in curricular areas like Language, Mathematics and Arts. Children with moderate school readiness attained medium achievement scores and children with high school readiness in comparison to others scored high in Class I.

It can be visualised from the above data that school readiness is playing an important role in the achievement at early primary grades especially in Class I. Hence, in early childhood education programmes, school readiness component should be strengthened. Making children ready for schooling is important for school success.

Factors Influencing School Success

Data was subjected to multiple regression analysis to see the relative contribution of difference between the predictors such as pre-school experience, parents' educational level, gender, age, education, income, family support, teacher behaviour, attendance

Table 11: Relating School Readiness with School Success

N	School Readiness Level	N	Mean of School Readiness	Mean of Achievement
505	High	184	37.850	363.252
	Medium	155	31.272	261.324
	Low	166	24.730	161.253

Table 12 : Regression Analysis of factors influencing School Success

Predictors	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-87.257	27.834		-3.135	.002
Gender	-23.493	6.059	-.123	-3.877	.000
Age	-10.762	3.942	-.088	-2.730	.007
With Pre-school	21.605	8.948	.102	2.415	.016
Attendance	3.083	.330	.306	9.333	.000
Parents' Education	-1.036	4.546	-.008	-.228	.820
Parents' Income	26.259	5.901	.169	4.450	.000
Family Support	3.189	2.864	.039	1.113	.266
Teacher Behaviour	16.619	1.825	.399	9.108	.000

Table 13 : Dependent Variable School Success

R	R Square	Adjusted R Square	F	Sig.
0.717	0.514	0.504	52.202	0.000

in pre-school were considered for predicting school success.

The result shown in Table 13 suggested that the F value obtained (52.202) is significant at .05 level for (10, 503) degrees of freedom. This indicated that the model is significant in predicting school success.

Pre-school/ECE experiences, attendance, parents' income and teacher behaviour were found highly significant in predicting school success. Gender and age of the child was found significant in predicting school success. It indicated that girls performed better than boys in Class I but they showed lower school readiness in comparison to boys at the beginning of Class I. Smaller age group children performed better than older age group in development activities but in academic activities smaller age group performed lower than older age group. Teacher behaviour in classroom is also significant in predicting school success. Regular attendance in class had

emerged as an important factor in developing school success. The index of predictability is 0.717 and percentage variance accounted for variables is 51.4 (R square × 100). This suggested that 51.4% of the variance in the dependent variable is attainable to the variation of the variable/predictors.

CONCLUSION

The results of the study along with literature review provide evidence that the intervention of attending ECE has benefits for children. The Right to Education Act, 2009 is also reinforcing, ensuring, and expecting that all students regardless of their ethnicity or economic status receive quality education they need in order to be successful students and productive citizens of the country. Schools need to provide students the necessary skills, so they can perform and exhibit positive results in beginning when they are in early primary grades and continuing through elementary education and moving towards higher education.

For creating an environment of active learning right from the beginning of the schooling, it is essential that learning experiences of children are built upon the already acquired levels of school readiness.

Effective investment in the early years reaps lifelong gains. Study highlights that the young children's neural connections remain open to environmental influences during their pre-school years and, perhaps as a result, early childhood programmes are much more effective in overcoming socio-economic disadvantages than the interventions made in later years. Therefore, investment in programmes and services in early childhood brings the most powerful, most enduring and most cost-effective results. School readiness ensures children start school on the best possible trajectory for later life. Considerable investment is required in the strategies, services and programmes that support school readiness. The environmental factors have shown great relevance to readiness levels of children. Parental education and parental income have emerged as important factors. Preparation of educational plans to compensate for this disadvantaged population of children is a challenge for personnel engaged in ECE.

Acknowledgement

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2

Fantasy Play and Emotional Competence of Pre-school Children

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Dr Anu G. S.**
Dr Sulekha Ram***

Abstract

The paper analyses the relation between fantasy play and emotional competence of pre-school children with a non-experimental research. The study concludes that the pre-school children give first preference to fantasy play during their nursery outdoor play. The study also proves that the children who spent more time in fantasy play possess high emotional competence.

Introduction

Early childhood years are considered as the golden years of play, especially fantasy play. Children act out everyday imaginary activities in fantasy play. During fantasy play, a child transforms an object into other objects and acts toward them accordingly. This type of play peaks when the child reaches 4 or 5 years old and helps the development of child's imagination, language skills and social skills. Recent advances in research have drawn attention to the fundamental role of emotional competence in children's development. Acquiring an ability to regulate emotions and to understand their meaning are key skills that contribute to adaptive social interactions and influence the behaviour of a child. These hallmarks of positive social and behavioural functioning can be seen in children at an early age, and may provide some of the more reliable indicators of those who will become successful and happy adults. Conversely, deficits in emotional competence are frequently seen in children with social and behavioural difficulties.

Goleman (1998) concludes that personal competencies determine how

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we manage ourselves and social competencies determine our ability to manage with others. The two types of competencies determine the level of emotional competence of how we manage ourselves and others.

West and Albrecht (2007) defined emotional competency as a developed ability and skill in the areas of self-awareness, self-regulation, social awareness and relationship management. They further argued that these skills are nurtured, developed and practised until they become competencies and serve as a resource when a tragic event occurs. Early childhood play, especially fantasy play may be one of the key factors for developing the emotional competence of children.

Keeping in view, a non-experimental research was conducted with naturalistic observation to study the relation between fantasy play and personal and social competencies.

Objectives of the Study

The following are the major objectives of the study:

- To study the free play preferences of pre-school children in the nursery outdoor play.
- To study the emotional competence of pre-school children.
- To establish the relation between fantasy play and emotional competence of pre-school children.

Methodology

The researchers used non-experimental method with naturalistic observation for collecting the research data. The researcher's video recorded the nursery outdoor free play activities of the 30 children, (12 boys and 18 girls) between the age group of 4 and 5. The children for the study selected from the nursery classes of Government Higher Secondary School, Kanjiramkulum, Thiruvananthapuram, Kerala.

Tools Used

The following tools were used in the present study:

- Video camera used for recoding the free play sessions
- Time sampling schedule
- A checklist of behavioural categories employed in the analysis of free play (adapted from Hutt, et al. (1989) and expanded by Suresh and Subhash)
- Emotional competence inventory developed by Pereira and Anu (2010)

Administration of the Tools

A video camera was used for recording the ongoing free play behaviour of children with the help of a skilled technician. Altogether, the researchers recorded 30 free play episodes of these 30 children. Each episode lasted for 3 minutes duration. The researcher used time sampling schedule to find out the play preferences of the pre-school

children in the outdoor free play sessions. Time sampling technique is used to convert the play preferences into percentages. Nicholson and Shipstead (1994) ascertained that sampling can yield quantitative data about the group as a whole (e.g., the incidence of types of play in a pre-school classroom). The researchers selected five types of play to study the free play preference. They are physical play, material play, fantasy play, look and watch play and walk and run. Nicholson and Shipstead pointed out that if the interval of the time sampling is reduced to a minimum of 10 seconds, it would yield a better comprehensive picture of the behaviour pattern of the child. Hence, in the present research, a 10 second time sampling interval is followed to find out the play preferences which are already recorded in the videotape. They also stated that if the observer is interested in the frequency of behaviours, it is worthwhile to record tallies. Hence, tallies were used for recording the presence of each type of free play in the time sampling. These three minutes of continuous free play were divided into time intervals of 10 seconds. The total frequencies of free play preferences were converted into percentages.

Emotional Competence Inventory (ECI) was developed for assessing the emotional competence of children. The age level of the test varies from 4 to 10 years. The emotional competence consists of both personal competence like self-awareness, self-regulation and motivation and social competence like empathy and social skills. Both of these competences constitute emotional competence. The unique nature of the ECI was all the items of the test are related with the daily life experiences of the children corresponding to their age level and for the pre-school level with the help of a facilitator the exact emotional competence imbibed in each life statement can be explored. The ECI was administered with an instruction that "there is no right or wrong response in each statement what the students feel will be the correct one". The response obtained from the students were ranked, scored and tabulated for finding the Emotional Competence. The test was developed, pilot-tested, validated and standardised by Dr Celine Pereira and Dr Anu G. S. (2010). The level of emotional competence was assessed on the basis of high, average and low category.

Analysis and Interpretation of Data

- Free play preference of pre-school children

Table 1: Free Play Preference of Pre-school Children in the Nursery Outdoor

Types o Free Play	Percentage
Physical Play	27.7
Material Play	13.3
Fantasy Play	31.1
Look and Watch	14.3
Walk and Run	13.6
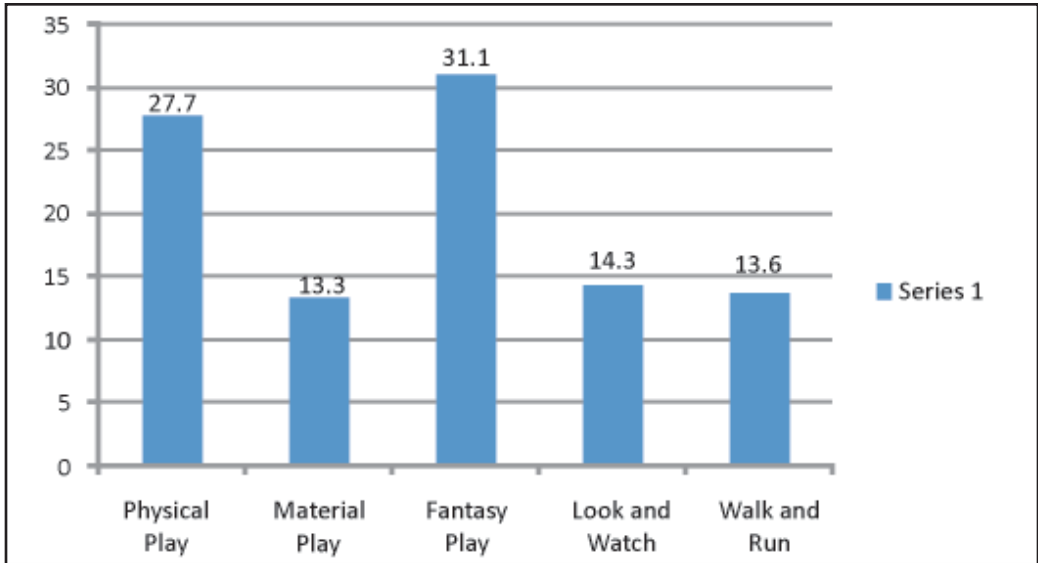
Figure 1: Free play preferences of pre-school children in the nursery outdoor

Table 1 indicates free play preferences of pre-school children in the nursery outdoor play. They give priority to fantasy play (31.1%). physical play (27.7%) is seen as their second choice. Other choices are material play (13.3%), look and watch (14.3), and walk and run (13.6%).This shows that most of the pre-school children prefer fantasy play than other types of play in the nursery outdoor play.
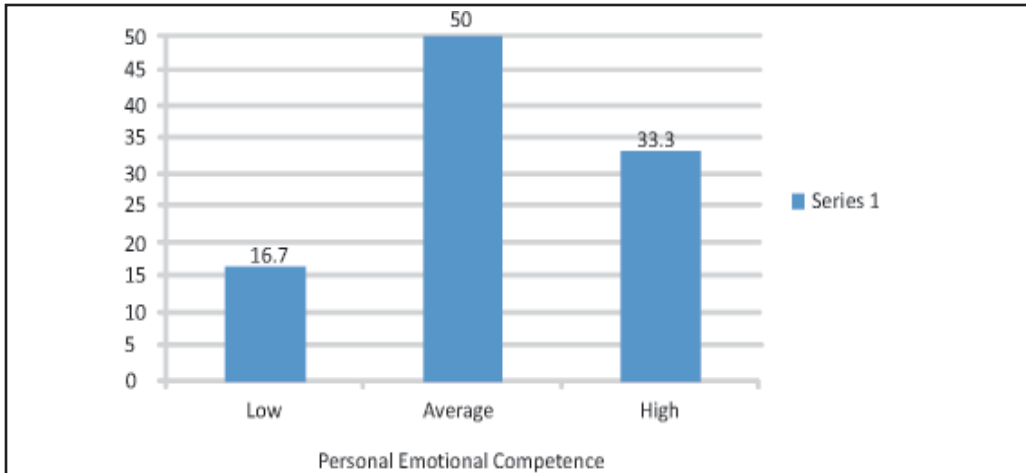
Figure 2: Personal emotional competence of pre-school children

The scores of personal competence of pre-school students show that 50% of students have average personal competence level, 16.7 % of pre-school students have low personal competence level and 33.3% pre-school students have high personal competence level.

The scores of social competence of pre-school children reveals that 63.3%, 23.3% and 13.3% of students comes under average, low and high levels of social competence.

The scores of total emotional competence of pre-school children
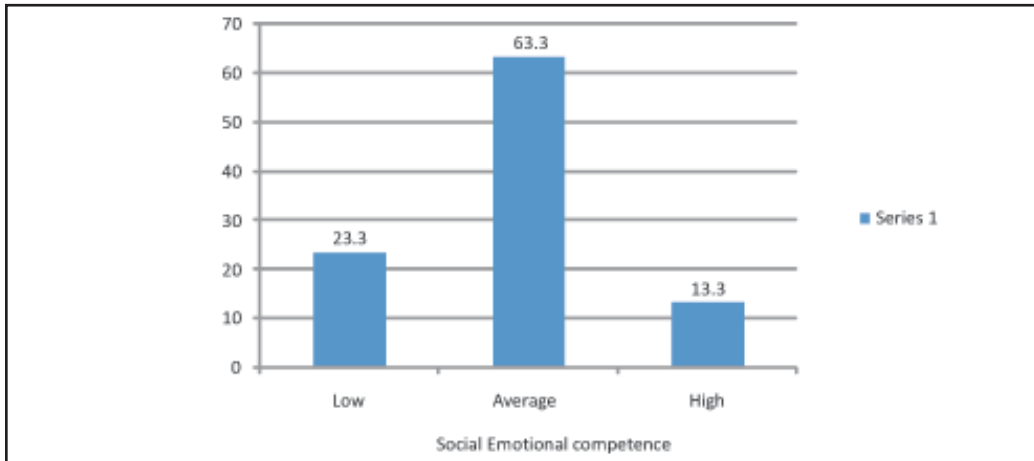
Figure 3: Social emotional competence of pre-school children
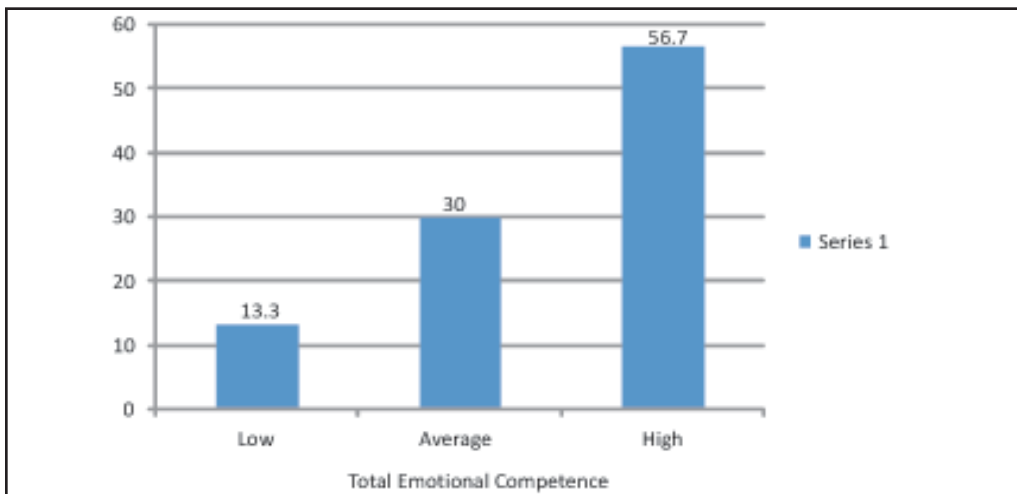
Figure 4: Emotional competence of pre-school children

shows that 56.7% of children come under high total emotional competence group, 30% of pre-school children come under average total emotional competence group and 13.3% pre-school children come under low total emotional competence group.

Relation between Fantasy Play and Emotional Competence of Pre-school Children

• Relation between fantasy play and personal emotional competence

Figure 5: Personal emotional competence of children who preferred more fantasy play in nursery outdoor play

Figure 6: Personal emotional competence of children who preferred less fantasy play in nursery outdoor play

Figure 5 shows the relation between fantasy play and personal emotional competence of children. The children (88.2%) who highly preferred fantasy play in nursery outdoor play possess high personal emotional competence. 11.8% of children have average personal emotional competence.

As far as the personal emotional competence of the children (Figure 6) who have least preference towards fantasy play in the nursery outdoor play are concerned, 61.5 % of children belong to the average group, 38.5 % of children belong to low group and there is no children in high category.

Relation between Fantasy Play and Social Emotional Competence of Children

Figure 7 reveals that 100% children preferred more fantasy play in nursery

Figure 7: Social emotional competence of children who preferred more fantasy play in nursery outdoor play
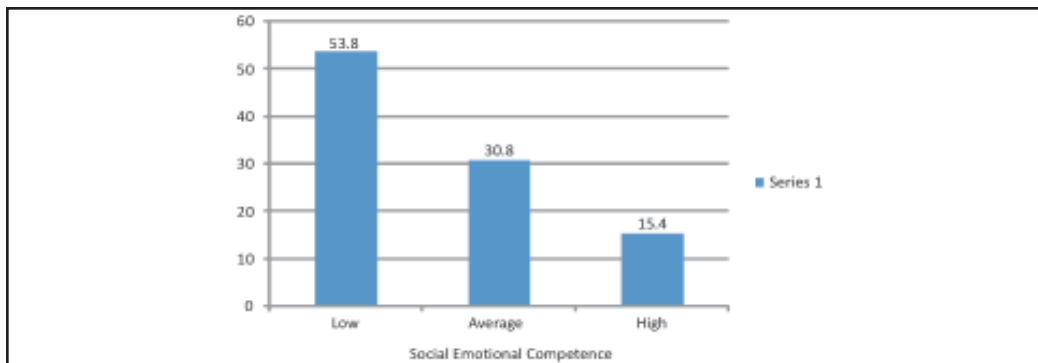
Figure 8: Social emotional competence of children who preferred less fantasy play in nursery outdoor play

outdoor play and possess social emotional competence.

Figure 8 depicts results just opposite to the earlier finding that 53.8% of children who have least preference towards fantasy play in nursery outdoor play came in the group of low social emotional competence whereas 30.8% of children came in the average group and 15.4 % children came in the group of high social emotional competence.
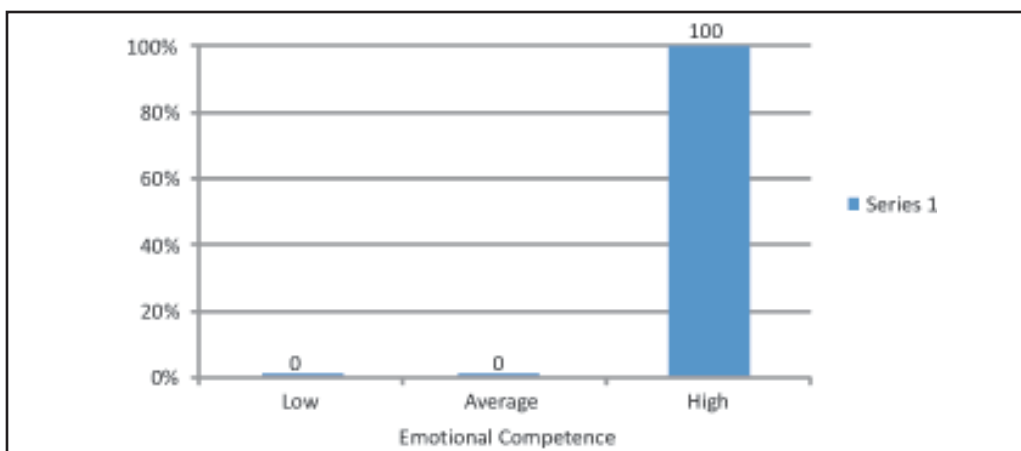
Figure 9: Total emotional competence of children who preferred more fantasy play in nursery outdoor play

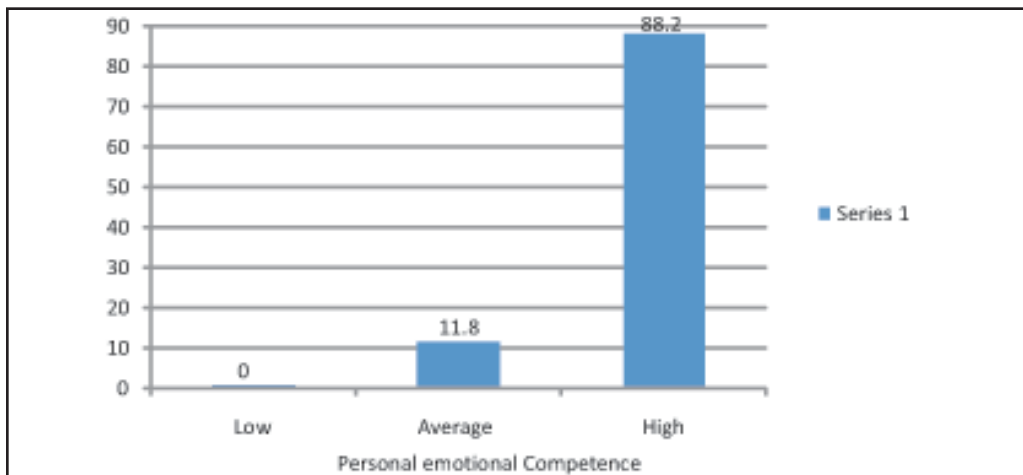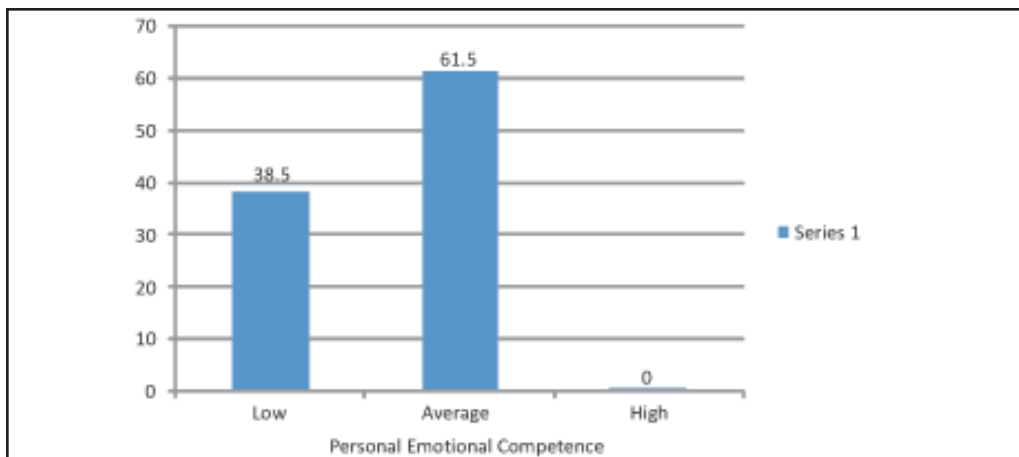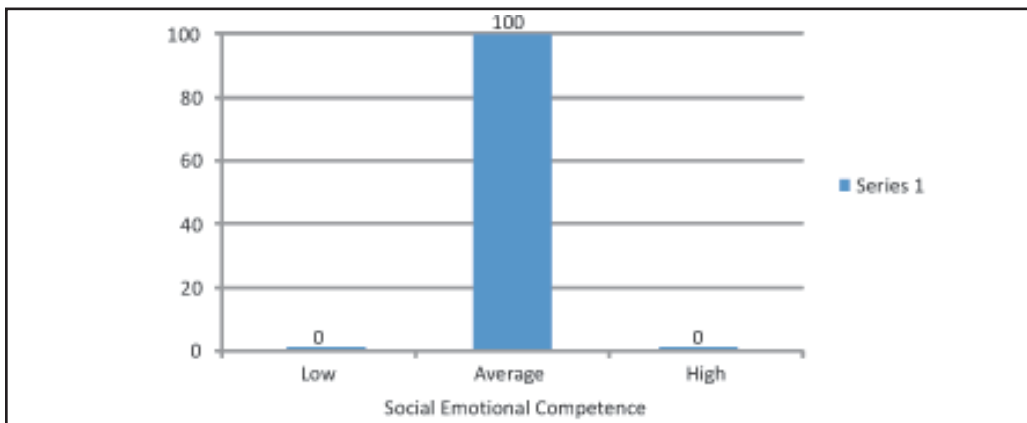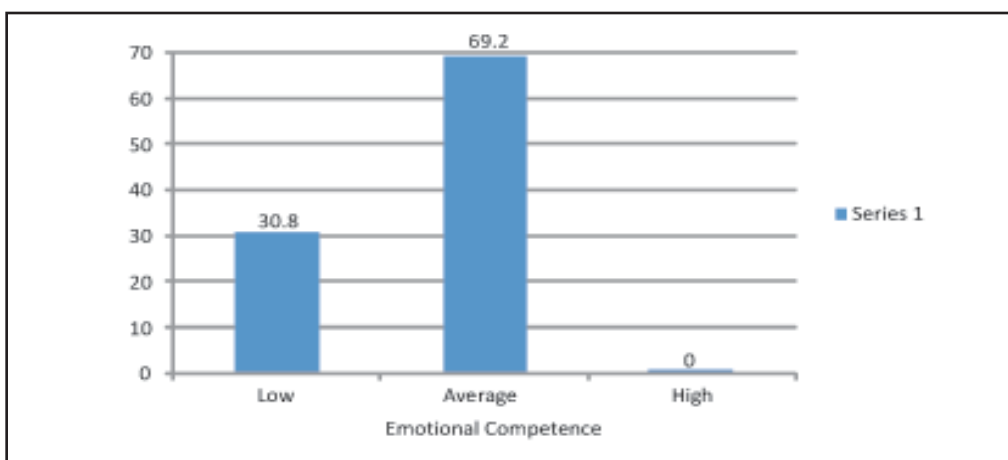**Figure 10:** Total emotional competence of children who preferred less fantasy play in nursery outdoor play

Relation between Fantasy Play and Total Emotional Competence of Children

Figure 9 clearly proves that 100% of children who highly preferred fantasy play in nursery outdoor play possess high total emotional competence.

Figure 10 gives a different picture regarding total emotional competence of children who gave less preference to fantasy play in nursery outdoor play. 69.2% of children came in the average group when the scores regarding the total emotional competence is taken into consideration. 30.8% of children came in the low group and there are no children in the high group.

Conclusions and Suggestions

The research concludes that the pre-school children give first preference to fantasy play than other types of free play, such as physical play, material play, look and watch, and walk and run in the nursery outdoor play. In the case of personal and social competence, most of the pre-school children come in the average group. But in the case of total emotional competence, just above fifty per cent are in the high group.

The research clearly proves that there is a strong relation between fantasy play and emotional competence of pre-school children. The children who spent more time in fantasy play possess high emotional competence. The children who preferred more fantasy play in the nursery outdoor play have high level of personal emotional competence and total emotional competence. But in the case of children who preferred more fantasy play in the nursery outdoor play have average level of social emotional competence. On the contrary, the pre-school children who preferred less fantasy play in the nursery outdoor play have average level of personal emotional competence and total emotional competence. Additionally, majority of the children who preferred less fantasy play in the nursery outdoor play have low social emotional competence.

Children's social and emotional competence is critical for the development of sound relationships with family members and their peer groups. Opportunities to play fantasy play activities in the pre-school environment and at home, can play an important role in developing emotional competence among children.

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3

Need for Integrating Pre-school to Elementary Education

Dr Ram Pal Singh *

Abstract

Learning starts from birth. Children learn through interactions with social, physical and cultural environment provided to them. Early childhood experiences are, therefore, important from the point of view of helping them to learn better during primary stage and beyond. The present article highlights the need for good quality pre-school education for all children and integrating it with elementary education in order to improve the quality of education.

Challenges of Quality Primary Education in India

The quality of education, particularly primary education is low. This is quite evident from the fact that millions of young children in lower income groups, especially rural and girl children, comprising nearly 30% of the first grade entrants never complete primary education. Even among those who do, many of them lack even rudimentary reading and writing skills. The low quality of education often imparts little or no real learning. This is primarily due to many factors – poor quality of pre-service and in-service education of teachers, lack of proper infrastructure facilities in schools such as drinking water, toilets particularly separate toilets for girls, inadequacy of teaching work force, rooms for instruction and teaching materials, high teacher-pupil ratio, the last but not the least outmoded teaching methods being used by teachers for transacting the curriculum. Students are hardly given any freedom and encouragement to learn as a natural outcome of their innate curiosity, playfulness and eagerness to experiment. Besides, the education system in India hardly lays emphasis on fostering the natural process of spontaneous, self-motivated, self-education in which children learn just as a play and as a form of play out of their innate curiosity and urge to

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acquire knowledge of the environment.

There is a need to improve the quality of primary education. The quality basic education is the only means of fighting poverty at all stages and in different contexts. It reduces the vulnerability of under-privileged population to poverty by providing them with a set of production and livelihood skills. Education can thus, be a lever to start making a difference in the lives of the poorest of the poor. The quality basic education is a right of every individual.

Quality primary education would eliminate the phenomenon of dropout at the primary stage. It would further develop among learners requisite knowledge and competencies. For improving the quality of primary education, there is a need to address factors mentioned above which affects adversely the quality. Besides addressing the said factors appropriately, there is a research evidence that if children are provided opportunities for quality early childhood education, their learning at the primary stage becomes better. Thus to improve the quality of primary education, there is a need to provide children appropriate quality early childhood education.

Development of Brain Cells and Thinking Skills

There is a need to stimulate the development of brain cells during early year and foster a spontaneous curiosity and natural love for learning in children. Teaching content of different school subjects is not the end of schooling. There is a need to develop thinking skills among pupils. The content is just a vehicle to develop thinking skills such as to think creatively and think critically. The successful instruction is that which develops thinking skills among pupils while teaching subject matter. Thinking and subject matter content are neither separate from nor in opposition to each other. Teachers need to design rich tasks which involves thinking, innovations, experimentation, decision making and drawing conclusion, etc. If the task is not sufficiently challenging, the students will revert to reproducing knowledge.

Objectives of Early Childhood Education

As recently as fifty years ago, it was widely believed that the major objectives for children during the pre-school years were those of socialisation—be able to bear the anxiety of separation from home, learning how to interact with peers and unfamiliar adults, and experiencing new materials in a novel environment to be able to make them school ready. Today it is widely recognised that the first five years is the period of enormous growth of linguistic, conceptual and social competence among children. Right from birth, healthy infants with their developing abilities explore and even control their environment. Scholars-Bloom (1964) and others report that half of the adult

intelligence is developed by the age of five. Therefore, early childhood education influences intellectual development besides fostering social and emotional development. There is also research evidence that high quality early childhood education has long term positive effect on children's learning and subsequent school success. Early childhood education produces meaningful gains in cognitive, social and emotional development during the pre-school years. Further it better prepares children to meet the complex demands of formal schooling.

Pedagogy of Early Childhood Education

What and how children should learn at an early age are primarily guided by cultural values of the society in which they live? There are two sciences – science of teaching of adults and science of teaching of children. The former is known as andragogy and the latter pedagogy. Malcolm Knowles has undertaken a great deal of research. On the basis of his research, he mentions that there is a difference in the learning behaviour of children and adults. Children process information in a different way than adults. As a consequence, different instructional strategies are suitable for teaching adults and children.

Instructional strategies which are suitable for teaching children at secondary and primary stages are not suitable for early childhood education.

This is primarily because the objectives of early childhood education are different from those of primary and elementary education. Further the information processing capabilities of pre-school children are different from those of pupils at the primary/secondary stage.

The research on early childhood learning reveals that young children are capable of understating and building knowledge. They are highly inclined to do so. The pre-school teachers should, therefore, design rich tasks for these children to provide them opportunities for learning and building knowledge. Further they learn better when they are provided opportunities for experiential learning and guided exposure to complex thinking than when they receive no such support. The environment exerts a large influence on both cognitive and emotional development. Pre-school teachers should provide early childhood learners with a rich environment. Education and care in the early years are two sides of the same coin. Furthermore research on early childhood pedagogy manifests that cognitive, social-emotional (mental health) and physical development are complementary, mutually supportive areas of growth, all requiring active attention in the pre-school years. For instance, social skills and physical exercise influence cognitive development. On the other side, cognition plays an important role in children's social understanding and

psycho-motor competencies. Further the research reveals that the responsive interpersonal relationship between the teacher and the pre-school learner nurture young children's disposition to learn and their emerging abilities. Therefore, pre-school teachers' relationship with the pre-school learners should be very open. The pre-school teacher should be approachable. The learners should have liberty to approach the teacher without any hesitation and fear. The research further indicates that quality pre-school education better prepares student for formal schooling. Learning at the early childhood level should be in the form of play. Children learn spontaneously when their interest and curiosity are awakened. Story telling needs to be used to make learning a fun.

Responsibility of Early Childhood Education

In India early childhood education is presently in the hands of Anganwadi workers. An Anganwadi worker is basically a health worker chosen from the community and given some training in health, nutrition and child-care. They are required to provide care for newborn babies as well as ensure that all children below the age of 6 are immunized. They are also expected to provide antenatal care to pregnant women and ensuring that they are immunized against tetanus, etc. They are also providing necessary supplementary nutrition to children. Besides their duties include inter-alia

to provide pre-school education to children who are between 3 to 5 years of age. Most of the anganwadi workers possess 10+2 certificate. From their academic qualification and the training which is provided to them, it is clear that they do not possess any certificate or diploma in early childhood education. They do not have any grounding in the pedagogy of early childhood education. Hence, they do not possess requisite competencies to provide quality early childhood education.

Need for Improving Quality of Education

The Right of Children to Free and Compulsory Education Act-2009 covers children from Classes I to VIII. This Act is a landmark legislation in the history of India to realise the Constitutional provision of quality education for all. After the implementation of the Act from 1st April 2010, there is a hope that the country will achieve 'education for all' in near future.

Though the emphasis on universal schooling is fine, but the discourse must now shift to quality. This is because despite a welcome high enrolment rate – around 96.7% at the primary levels, the quality of school learning is simply not up to the mark. Most government schools lack basic infrastructure such as blackboards and textbooks. Teaching standards are poor on account of many factors. It is a little wonder that only 48.2% of Class V students surveyed under Annual

Status of Education Report (ASER) were able to read Class II level texts, among other depressing statistics. Unless school education is rescued from this quagmire of mediocrity, all talk about developing a skilled human resource pool and realising the country's demographic dividend will be without substance. The human resource ministry at the Centre and state level as well as education department of states cannot duck their responsibility of improving quality of education.

There is an excessive reliance on rote learning in our schools. There is hardly any emphasis on developing thinking skills among people. The Pratham's Annual Status of Education Report (ASER) 2011 assessing schools in rural India found declining attendance, over-reliance on private tuitions and declining reading and mathematical abilities among children in the 6 to 14 years age category.

Need for Free and Compulsory Pre-school Education

One of the significant interventions which could improve the quality of education particularly at primary/elementary stage is that there should be universal pre-school education. Every child in the country in the age range 3 to 5 years should have an access to quality pre-school education. Studies have demonstrated that the quality pre-school education prepare children better for learning at the primary/elementary stage. Presently the pre-school education is under Anganwadi system. Very limited percentage of children in their early childhood is being covered by the Anganwadi system. The quality of early childhood education under this system is abysmally poor. The quality of education can only be improved if it is taken over by the government. The government owns the responsibility of providing quality pre-school education to each child in the country. The Right of Children to Free and Compulsory Education Act-2009 needs to be amended suitability to include pre-school education under its ambit.

Quality Pre-service and In-service Education of Pre-school Teachers

In order to improve the quality of pre-service education, there is a need to have quality pre-service education and training of pre-school teachers. Early childhood teachers should have a bachelor's degree with specialised education related to early childhood education with focus on developmental psychology, pedagogy of early childhood education. Pre-service teacher education programmes for student-teachers should provide them with a stronger and more specific foundational knowledge of the development of children's social and affective behaviour, thinking and language. Similarly, programme for professional development of pre-school teachers should be need-based and practical in nature rather than mere theoretical.

The state governments should

initiate programmes of research and development aimed at learning more about effective preparation of early childhood teachers. The curriculum for

pre-school teachers needs to be revisited periodically in the light of findings of research studies. There should be quality training of early childhood teacher educators.

They should be provided with suitable experiences with regard to andragogy —science of teaching adults.

4

In-service Training and its Effects on Classroom Processes: Perceptions of Scheduled Caste Teachers in Pali and Nagaur Districts, Rajasthan

Dr. R.B.L. Soni *

Abstract

The perceptions of Scheduled Caste (SC) teachers towards in-service training programme and its effects on classroom processes were studied in Pali and Nagaur districts of Rajasthan. The samples comprising 26 SC teachers from 14 schools in Pali district and 17 SC teachers from 15 schools in Nagaur district were selected through purposive sampling. Interview and observation schedules were developed for collection of data. The results of the study indicated that in-service training programmes need drastic improvement in terms of contents, selection of resource persons and delivery mechanism if quality of classroom processes is to be improved.

Professionalism in any field of work is a necessary condition for success. Professional growth not only enhances knowledge of an individual, but also contributes towards the overall development of the individual as well as of the society. Therefore, it is essential that opportunities for professional development of all teachers, including the Scheduled Caste (SC), must be provided to ensure quality elementary education to all children. Arora and Singh (1997) assert that professional development of teachers is the most significant intervention to improve the quality of school education. Baseline achievement studies of NCERT and NUEPA, however, have pointed out the inadequacy of training of pre-service and in-service teachers. Concerns have been expressed towards the quality of elementary education and various steps have been taken to improve it, but the existing conditions in the field and classroom processes demand drastic change. Efforts are needed for overall improvements in terms of

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infrastructure facilities, in-service training of teachers, monitoring of use of skills acquired during the in-service training, community involvement and change of attitudes among the administrators and teachers towards improvement of education. Although in-service trainings to teachers, including the SC teachers, are organised from time to time, their perceptions towards these trainings are essential for improvement. The perceptions of teachers towards in-service training are also important for improvement of classroom processes to ensure quality education. This study tried to find out perceptions of SC teachers towards in-service training programme and its relationship with classroom processes.

National Curriculum Framework (NCF) 2005 stressed that teacher education must become more sensitive to the emerging demands from the school system and it must prepare the teacher for various roles and responsibilities. The teacher must encourage and support learners to discover their talents, realise their physical and intellectual potentialities to the fullest. She/he should understand the way learning occurs and create plausible situations conducive to learning. The teacher should view knowledge as personal experiences constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks. In the context of change perspective, it is imperative to pursue

an integrated model of teacher education for strengthening the professional skills of teachers, such as addressing the learning needs of all children, including those who are marginalised and disabled. It further emphasises the need for enabling environment in the school for all children where interactions between teacher and children take place.

Qualified and trained teachers assume a significant role in providing quality education at primary stage. However, in many states, as the researcher observed, a large number of teachers had received shor-term training, some of them were untrained, and yet they were working as teachers.

If this practice continues, it will contradict the commitment for quality elementary education. Experience and reports indicate that a large number of children leave schools before completing primary education. One of the reasons for this dropout of students could be uninteresting classroom processes due to untrained or under-trained teachers or inappropriate in-service training programmes being offered to teachers. The Programme of Action (1992) and SSA Framework for Implementation contend that quality issues in elementary education are mainly dependent upon the quality of infrastructure, support services, opportunity time, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and teaching-learning materials, classroom

processes, pupil evaluation, monitoring and supervision, etc. The Programme of Action (1992) recommends initial and recurrent orientation of teachers, improve the quality of existing pre-service teacher education, organise quality in-service teacher education to all teachers on a periodical basis and with a followup mechanism, creating and sustaining teacher motivation and revitalise supervision system for quality elementary education. The in-service trainings should be designed through the assessment of difficulties encounter by the teachers in day-to-day teaching and they should be provided with new ideas to improve teaching-learning processes in the classrooms.

The purpose of this study was to:

- study the perceptions of Scheduled Caste teachers towards in-service training programme in Rajasthan;
- find out its relationship with classroom processes at primary stage; and
- suggest steps to ensure quality education to the learner.

Based on the objectives of the study, the following research questions were framed:

- What are the perceptions of SC teachers towards in-service training programmes that they received?
- What kinds of teaching-learning methods are used in the classroom by SC teachers after receiving in-service training?

- Is there any relationship between in-service training programmes and classroom processes being used by SC teachers?
- What steps (both long term and short term) need to be taken to improve teaching skills of SC teachers?

Method

The study was conducted using normative survey method. Two districts with predominance of SC population (Pali and Nagaur) in Rajasthan, and a minimum of two blocks from each district were selected using purposive sampling. However, rural and urban schools from two districts were selected randomly from amongst the schools that had SC teachers. The sample schools and respondents have been shown district-wise in the following table.

Table 1: District-wise Sample of Schools and Respondents

District	School	Respondents
Pali	14	26
Nagpur	15	17
	29	**43**

There were 26 respondents from 14 schools in Pali district and 17 respondents from 15 schools in Nagaur district. To collect reliable and valid data, two tools were developed and presented to the experts in a workshop for finalisation. These tools were:

1. The Interview Schedule for Teachers

2. An Observation Schedule

The semi-structured interview schedule for teachers had three sections. Section-A had school profile where name and address of the school, total number of teachers, school infrastructure (facilities), and the information about SC teachers were sought. Section-B collected information about SC teachers, such as name, gender, age, designation, academic and professional qualifications, teaching experience in years, and monthly emoluments. Section-C contained 21 items, out of which fourteen were in closed format and seven were open-ended. Out of 14 closed format items, five sought detailed answers in addition to 'yes' and 'no' responses. Open-ended items were primarily included to elicit detailed information from the respondents. Seven items related to the perceptions of SC teachers towards in-service training programmes and fourteen items were concerned with classroom processes.

Observation techniques were also used to study classroom processes because certain types of information could best be obtained through direct observation. The purpose of observation schedule was to verify physical and educational facilities, classroom processes and steps taken by the teacher to promote cooperation between students. The observation schedule contained 11 items, which were designed to observe various physical and educational facilities, classroom processes, available teaching-learning aids and their use in the classroom, teacher's regularity and punctuality and discipline in the classroom. Except items 4 and 6, all other items had three options—'often', 'sometimes' and 'never'. While item 4 was an open-ended, item 6 had five options.

These tools were tried out on four SC teachers in four government schools of Gurgaon and on two SC teachers of one Kendriya Vidyalaya of New Delhi as a part of establishing reliability and validity of the instruments. The try-out of tools helped in understanding the difficulty level of items and the time needed to complete the tools. During try-out of tools, three additions in the interview schedule for SC teachers were made. Items 8, 14 and 15 were suitably modified as per requirements. These additions were Item 8 (कक्षा परीक्षण), Item 14 (इकाई परीक्षण), and Item 15 (अतिरिक्त कक्षाएं लेकर). In the observation schedule, only the name was added in item number 5.

Procedure

As a part of the planning, the State authorities were contacted on telephone to explain the purpose of the study. A letter explaining the importance and purpose of the study along with an action plan was sent to the State Project Director, SSA to seek permission and necessary support for the study. After the consent of state authorities, Pali and Nagaur districts of Rajasthan were

selected for the study. The state authorities directed concerned officials of the districts and blocks to provide facilities for conducting the study. The investigator went to initiate the work of the study personally and discuss with authorities about the selection of blocks and the schools. This discussion helped a great deal in finalising the blocks and schools. The investigator ensured proper administration of tools (the interview schedule and the observation schedule) and collected the data. This helped the investigator also to understand and have first-hand experience of the actual situation and difficulties faced by officials, headmasters and teachers. It also gave him an opportunity to see the classroom processes and interact with teachers personally.

Results and Discussion

The data were analysed using simple descriptive statistics, such as mean, SD and percentage. The results of this study have been discussed under the following three heads:

1. Perceptions of Scheduled Caste Teachers towards In-service Trainings

2. Effects of In-service Training on Classroom Processes at Primary Stage

3. Observation Results of Classroom Processes in Schools of Pali and Nagaur Districts.

1. Perceptions of Scheduled Caste Teachers towards In-service Trainings

Perceptions of teachers towards in-service trainings play a significant role not only in improving these programmes, but also in classroom processes to ensure retention of children. Therefore, perceptions of SC teachers towards in-service training programmes were studied. In total, seven items in the interview schedule related directly to the in-service training. These seven items–2, 3, 4, 5, 19, 20 and 21—have been discussed in detail below.

Item 2 inquired if SC teachers had received in-service training in the last two years. All respondents in Pali and Nagaur districts responded affirmatively. On average, every teacher had received two to three in-service trainings in the last two years.

Item 3 inquired about the contribution of in-service training to the improvement of teaching skills. In Pali district, 26.92% teachers told that the in-service trainings were fully useful and 69.23% said these trainings contributed partially in the development of their teaching skills. When the perceptions of rural and urban teachers were analysed, 18.19% rural teachers felt that the in-service trainings fully contributed to the development of their teaching skills and 81.81% said that they were partially benefited from these trainings. On the other hand, 33.33% urban teachers

maintained that they were fully benefited, 60% partially benefited and 3.84% said that benefits were little. In Nagaur district, 76.47% teachers felt that the in-service trainings were fully useful, 11.76% felt they were partially useful and 11.76% said very little useful. When these teachers were classified into rural and urban groups, 84.62% rural teachers said fully useful, 5.88% said partially useful and 5.88% said little useful. On the contrary, 50% urban teachers said fully useful, 5.88% said partially useful and 5.88% said little useful.

Item 4 tried to find out different teaching-learning methods that teachers learned during the in-service trainings. In Pali district, 30.76% reported of learning play-way method and 46.15% informed of learning question-answer method. The remaining 23.07% teachers did not know about teaching-learning methods; they reported of learning the use of different teaching-learning aids. In Nagaur district, 47.05% teachers said they learnt play-way methods, whereas 58.82% said they learnt question-answer method. This clearly demonstrates that the in-service training provided to these teachers did not include component of various teaching-learning methods that have been researched in the last 3 decades. As far as the teaching-learning methods, such as play-way method and question-answer method are concerned, these are taught during the

regular pre-service training.

Item 5 inquired if the teachers were using the methods in the classroom that they had learnt during the in-service training. In Pali district, 96.15% SC teachers reported of using the methods in the classrooms learnt during the in-service training. Among the respondents, 26.92% claimed that they were using these methods fully and 69.23% said they were using partially. It is necessary to point out here that majority of these teachers did not know the difference between teaching-learning methods and teaching-learning aids. This suggests that in-service trainings need improvements both in terms of the contents and selection of resource persons. In Nagaur district, hundred per cent reported of using various teaching-learning methods in the classrooms that they had learnt during the in-service training. Among the respondents, 70.59% said that they use various teaching-learning methods in the classrooms fully, 17.65% maintained they were using partially and 11.76% reported of using these methods rarely.

Item 19 intended to find out SC teachers' perception about the in-service training. Teachers were asked to state three striking features of in-service training that they had undergone. In Pali district, 7.69% respondents informed of receiving training in different subjects, 57.69% learning new methods of teaching,

34.61% reported of getting information about the new syllabus and 15.38% receiving the training in the use of teaching-learning materials. In Nagaur district, 35.29% respondents reported receiving training in different subjects, 70.59% learning new methods of teaching and 23.52% receiving information about the new syllabus. It is obvious that teachers did not learn any new methods during the in-service training, even though they claimed so. The methods, as told by teachers, were play-way and question-answer methods.

Item 20 tried to find out shortcomings of the in-service training. In Pali district, 30.76% told that the arrangements during the training, such as availability of learning materials, proper food, arrangements of toilets for ladies, were not satisfactory; while half of the respondents (50%) maintained that selection of resource persons was not appropriate. Among the remaining respondents, 11.54% reported of no transport facilities to the place of training and 3.84% said that the training was provided in the same subject repeatedly. In Nagaur district, 58.82% respondents told that the arrangements were not satisfactory and 47.05% complained of improper selection of resource persons.

In response to **item 21**, which sought suggestions of SC teachers towards improvement of in-service training, 53.85% respondents in Pali district suggested that actual experts should be selected to impart in-service training, 15.38% proposed that the training should be conducted in *Jan Shiksha Kendra* Block Resource Centre (BRC), 19.23% wanted discipline to be enforced both for the organisers of the training and teachers for proper conduct and regular attendance, 42.30% respondents were not in favour of conducting these training programmes during the vacations and 30.76% responses were irrelevant. In Nagaur district too, 50.82% respondents stressed the need for appropriate selection of experts to impart in-service training, while 5.88% said that the training should be conducted in BRC. Quite a few respondents (23.52%) suggested that teachers must be serious towards in-service training and steps should be taken to ensure that they take advantage of such training programmes. A large number of respondents (41.18%) suggested that in-service training programmes should not be conducted during the vacations. The remaining 35.29% responses were irrelevant.

2. Effects of In-service Training on Classroom Processes at Primary Stage

The purpose of in-service training programmes is to improve knowledge and skills of teachers in order to improve classroom processes and achievement levels of all students. The purpose of such trainings is also to improve overall quality of primary

Table 2: Mean and Standard Deviation Scores for Classroom Processes in Pali and Nagaur Districts

	Pali			*Nagpur*		
	N	Mean	SD	N	Mean	SD
Rural	11	4.45	1.04	13	5.38	0.65
Urban	15	4.60	1.06	4	4.25	1.50
Male	23	4.48	1.08	12	5.25	0.97
Female	3	5.00	0.00	5	4.80	1.10
District Total	26	4.54	1.03	17	5.12	0.99

education. Therefore, this study tried to see if in-service training programmes have helped to improve classroom processes at primary stage and if there is any relationship between in-service training and classroom processes. Eleven items in the interview schedule from 8 to 18 were related to classroom processes. Table 2 shows the Mean and Standard Deviation scores for the items relating to classroom processes in the interview schedules.

While comparing the mean score of classroom processes in rural and urban schools of Pali district, it is clear that the difference in the classroom processes of rural and urban schools was little. Based on the responses of SC teachers, it could be concluded that the classroom processes in urban schools were slightly better than the rural schools. The trend was different in Nagaur district where rural schools performed slightly better than the urban schools in terms of classroom processes.

The comparison of mean scores of male and female SC teachers in Pali district showed negligible difference in terms of classroom processes, while the difference in Nagaur district (male 5.25, female 4.80) was found. When the two districts were compared, the difference of mean scores between Pali and Nagaur was slight, which could be due to the difference in sample size (26 in Pali and 17 in Nagaur). Similarly, the differences between the mean scores of male and female teachers in Pali and Nagaur districts could be due to the differences in sample size.

Some of the items sought detailed responses from the respondents about classroom processes. Item 8 was concerned with insuring classroom learning by each child. This item had three options: (a) by asking questions in the classroom, (b) through class test, and (c) by giving homework. In Pali district, all the 26 respondents (100%) told that they ensure learning of each child by asking questions in the classroom, whereas 69.23% maintained that they do so by giving class test. A large number of SC teachers (88.46%) claimed that they give homework to ensure classroom learning of each child. This means that asking questions in the classroom was widely practised in almost all the schools, whereas homework was not given by all the teachers. In Nagaur district, out of 17 respondents, 100% SC teachers said that they ensure learning of each child by asking

questions in the classrooms, while 70.59% told that they use weekly/ monthly class test for this purpose. The homework to children was reported by 100% SC teachers to ensure learning by each child.

Item 9 inquired how teachers encourage participation of all students in the classroom. In Pali district, 53.85% respondents revealed that teaching is made interesting by telling stories, by using simple techniques and by using TLM, whereas 38.46% respondents disclosed the use of reinforcements. Other responses (42.30%) were concerned with asking questions in the classroom to encourage participation of students. In Nagaur district, 47.05% respondents revealed that teaching was made interesting by telling stories, by using simple techniques and by using TLM, whereas 23.53% respondents indicated the use of reinforcements. Other respondents (41.18%) were concerned with asking questions in the classroom to encourage participation of students.

Item 10 was concerned with using various teaching-learning approaches for different learning ability groups. In Pali district, out of 26 respondents, 53.85% told that they teach weak children separately, which in no way could be considered justified. Teaching these children in a separate group makes them feel inferior to other children. Among the respondents, 11.54% informed that they form mix ability groups to help weak children.

The remaining respondents (approximately 34%) gave irrelevant responses. In Nagaur district, 64.71% reported of teaching weak children in separate groups, whereas 11.76% told that they form mix ability groups to help these children. The remaining respondents, (approximately 24%) gave other responses that were not related to the item.

Item 11 inquired if teachers use teaching-learning aids in the classrooms, and if yes, they were required to name them. In Pali and Nagaur districts, the responses were categorised as under:

Table 3 : Use of teaching-learning aids by teachers in Pali and Nagaur districts

Teaching learning aids	Pali	Nagpur
Charts	76.92%	100.00%
Models	30.76%	47.05%
Maps	30.76%	17.64%
Globe	42.30%	11.76%

Item 12 tried to find out if discussions take place over improvements of teaching-learning processes in the staff meetings. In Pali district, 46.15% reported that problems relating to teaching-learning were not discussed in the staff meetings, rather responsibilities of children were assigned to teachers. Other respondents (34.62%) said that the

problems of children having learning difficulties were discussed. Other responses were not relevant. In Nagaur district, 35.29% reported that problems related to teaching-learning were not discussed in the staff meetings, rather responsibilities of children were assigned to teachers. Other respondents (17.64%) said that the problems of children having learning difficulties were discussed. Other responses were not relevant.

Item 13 was concerned with evaluation procedures used by the teachers to assess the learning of children. In Pali district, 38.46% said they give assignment to students, 88.46% told that they give class test to students and 100% reported of half-yearly examination to assess the learning of children. In Nagaur district, 41.18% informed of giving assignments, 100 % said that they give class test and 100% reported of half-yearly examination to evaluate the learning of students.

Item 14 was concerned with the assessment of the progress of each child. In Pali district, 92.31% respondents reported of assessing the progress of each child by giving homework, 84.62% respondents informed of using class test, 32.62% unit test and 100% informed of half yearly and annual examinations. In Nagaur district, 94.12% respondents informed of homework, 82.35% class test, 23.52% unit test and 100% informed of half yearly and annual

examinations.

Item 15 inquired about the use of evaluation results as the basis for remedial teaching to enhance learning of slow learners. In Pali district, 19.23% responses informed of preparing learning materials, 23.07% preparing teaching aids, 7.69% using audio-visual materials, 23.07% taking extra classes and 57.69% not taking any step. In Nagaur district, 47.06% respondents claimed of preparing learning materials, 35.29% preparing teaching aids, 29.41% reported of taking extra classes and 29.41% informed of taking no steps.

Item 16 was concerned with teachers taking various steps to resolve their classroom related difficulties. In Pali district, responses in different categories varied. For instance, 84.62% responses related to consultation with colleagues, 69.23% responses revealed discussion of such issues in the staff meetings and 11.54% responses reported of consulting various sources, such as print material, audio-visual material and the Internet. In Nagaur district, 100% responses related to consultation with colleagues, 70.59% responses revealed discussion of such problems in the staff meetings, and 23.52% responses reported of consulting various sources, such as print material, Internet and audio-visual material.

Item 17 inquired as to how in-service training helped the teachers in ensuring retention of children in the

school. In Pali district, 53.85% teachers reported of contacting the parents of dropout children, 19.23% by keeping students busy, 11.54% by peers influence and 19.23% informed of receiving no information about it during the training. In Nagaur district, 58.82% teachers indicated by contacting the parents of dropout child, 17.65% by keeping students busy, 11.76% by peers' influence, 23.53% reported receiving no information during the in-service training.

Item 18 tried to find out how

Table 4: Observation Results of Classroom Processes in Schools of Pali and Nagaur Districts

Question	Pali			Nagpur		
	Often	Some-times	Never	Often	Some-times	Never
Motivates students by asking questions	20 (76.92%)	4 (15.38%)	2 (7.69%)	14 (93.33%)	2 (13.33%)	1 (6.66%)
Encourages students to ask questions	12 (46.15%)	10 (38.46%)	4 (15.38%)	8 (47.05%)	7 (41.17%)	2 (11.76%)
Use of TLM in classroom	2 (7.69%)	2 (7.69%)	22 (84.61%)	0 (0.0%)	2 (11.76%)	15 (88.23%)
Use of audio-visual material	0 (0.0%)	0 (0.0%)	26 (100.0%)	0 (0.0%)	0 (0.0%)	17 (100.0%)
Use of reinfor-cements	4 (15.38%)	3 (11.53%)	19 (73.07%)	0 (0.0%)	4 (23.52%)	13 (76.47%)
Teacher gives home-work and checks it	4 (15.38%)	19 (73.07%)	3 (11.53%)	1 (5.88%)	14 (82.35%)	2 (11.76%)
Teacher maintains discipline	22 (84.61%)	3 (11.53%)	1 (3.84%)	14 (82.35%)	3 (17.64%)	0 (0.0%)
Teacher teaches class regularly	10 (38.46%)	15 (57.69%)	1 (3.84%)	6 (35.29%)	11 (64.71%)	0 (0.0%)

(Pali N = 26)   (Nagpur N = 17)

parent-teacher association meetings helped in solving student problems. In Pali district, 53.85% teachers informed of discussions in the meetings with parents help overcome educational problems of students, 19.23% receiving help from parents in solving the problem of absenteeism and 42.31% reported of no help from the parents. In Nagaur district, 35.29% teachers claimed that these meetings had helped solving educational problems of children, 29.41% claimed that these meetings were good platform for solving the problem of absenteeism, and 41.18% felt that these meetings were not useful at all.

3. Observation Results of Classroom Processes in Schools of Pali and Nagaur Districts

The observation results and the information provided by teachers in the schools of Pali and Nagaur districts did not differ. Table 4 presents observation results of classroom processes in Pali and Nagaur districts.

From Table 4, it appears that the number of SC teachers who often motivated students by asking questions was more in Nagaur districts than in Pali district. Regarding encouraging the students to often ask questions in the classroom the percentage of SC teachers doing so in Pali district was slightly less than the percentage of SC teachers in Nagaur district.

The SC teachers never using teaching-learning aids were more

(88.23%) in Nagaur than in Pali district (84.61%). No teacher was found in Nagaur using teaching learning aids often. A small proportion of teachers use teaching-learning aids in both the districts.

Classroom processes could be made more effective if participation of children is enhanced by using reinforcements. Therefore, the observation schedule included an item to find out the use of reinforcements by the SC teachers in the classrooms. The percentage of teachers using reinforcements both in Pali and Nagaur districts was negligible. As far as giving homework and checking it by the teachers was concerned, the results were interesting. Majority of teachers both in Pali and Nagaur districts gave and checked the home work 'sometimes', whereas the percentage of teachers giving homework 'never' both in Pali and Nagaur districts was 11.53% and 11.76%, respectively.

Discipline in the classrooms was maintained reasonably well both in Pali and Nagaur districts. The teachers were reported taking classes regularly both in Pali and Nagaur districts.

Summary of Findings

In-service training programmes need improvements both in terms of the content and selection of resource persons. Teachers did not learn any new methods in the training programme, even though they claimed so. Although the respondents had received two-three in-service trainings,

majority of them could not make a difference between teaching-learning methods and teaching aids. The respondents of Pali district claimed that in-service training programmes helped improving their teaching skills partially and the respondents of Nagaur district maintained that the in-service trainings helped improving classroom processes fully; however, it was not evident in practice. Only 16% of the SC teachers in Pali district and 12% of the SC teachers in Nagaur district were found using teaching-learning materials in the classrooms. The respondents in both the districts strongly felt that the organisers of in-service training should select resource persons who have expertise in their areas. They also maintained that strong discipline should be enforced for in-service teachers to benefit from it.

As far as classroom processes were concerned, urban schools of Pali district were found performing better than the schools in rural areas and rural schools of Nagaur district were found performing better than the schools in urban areas. No observable differences were found between male and female teachers. The respondents claimed that they give homework, conduct class test and ask questions in the classroom to ensure learning of all students; but observation results revealed that teachers asked questions in the classroom to ensure learning of students, but homework and class tests were rare. Although the respondents

told that they make mix ability groups of students to ensure learning of weak children and they also give extra time to weak students, but the observations revealed that teacher's concentration was mainly on intelligent students and mix ability groups were not formed anywhere for educational purposes. The respondents also claimed that they prepared special TLM to teach weak children; but special TLM and special teaching to these children were not available at the time of this study. The majority of the respondents admitted that children's problems were not discussed in the staff meetings. Parent-Teacher Association meetings were held rarely and there was no cooperation of the parents in such meetings.

Suggestions

Based on the discussions of the findings, the following suggestions may be useful for improvements of in-service training of the teachers and consequent improvements in the classroom processes:

- Identification of in-service training needs of teachers may be carried out before organising such trainings. Identification of such needs will help organisers of the training to provide appropriate inputs.

- Selection of resource persons should be made in accordance with the expertise in the concerned topic so that teachers could benefit from their experiences.

- The training in various teaching-learning methods should be arranged in order to improve classroom processes.
- Strict discipline should be enforced for teachers and organisers of the training, as suggested by some teachers, to make in-service training eaningful and fruitful.
- The resource persons may give demonstration of teaching methods in order to develop appropriate teaching skills.
- Training in action research may equip teachers to identify learning problems of the students and take remedial measures.

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5

Emotional Intelligence and Teaching Behaviour: Role of Emotional Intelligence in the Social-emotional Climate of the Classes of the Primary School Teachers

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Abstract

The teaching-learning phenomenon occurs in the context of a social situation and hence what superficially appears to be a cognitive enterprise acquires a dimension of human relations in its operational stage. The social-emotional climate in a classroom mainly depends upon the teacher's behaviour. It is the teacher who steers and guides the proceedings. The classroom climate is thus conditioned by the type of behaviour is exhibited by the teacher in the classroom. Personal and social competencies associated with emotional intelligence of teacher are found to shape the inter-personal relationship, which in turn, shape the teaching behaviour and ultimately social-emotional climate. For finding out the probable association between the emotional intelligence and teaching behaviour, sampled teachers were observed using Flander's Interaction Analysis Categories (FIACs) and on the basis of the performance on the emotional intelligence test. It was observed that level of emotional intelligence tended to decide the learning environment and socio-emotional climate of a classroom.

Key words: Emotional intelligence, i/d ratio, I/D ratio, pupil initiation ratio, social-emotional climate.

Introduction

The dynamics of teaching is a crucial factor in students' learning. Teachers establish the pattern of general conduct during a lesson, while on their part students establish certain types of behaviour to coincide with this pattern. Consequently the students participate

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to varying degrees in different classes and react differently to different teachers. This combined instructional pattern and student participation lead to specific classroom environment characterised by specific interaction patterns. The instructional theory of 'social-emotional climate' hypothesises that this environment has a direct effect on both student attitude and achievement. Climate is considered to represent the emotional tone which is concomitant to interpersonal interaction. It is general emotional factor which appears to be present in interactions occurring between individuals in face to face group.

What Constitutes the Social-Emotional Climate in the Classrooms?

It is the interaction pattern, brought about by teacher, which shapes the emotional climate of the classroom. Interaction pattern refers the way teacher interacts with the students and students' reciprocation (in consequent to teacher's activities). An important element of the effective interaction pattern in the classroom is 'connectednesses'. It may be defined as mutuality, sensitivity to and respect for others' views; and permeability, openness to others' views which ultimately lead to the creation of caring teacher-student relationship (Griffin, 1998; Shafii and Shafii, 2001; Santrock, 2003). Characteristics of positive teacher-student relationships are high expectation, networking,

practice, appropriate self-disclosure and using rituals and traditions within the classroom. High expectations might be defined as such belief on the part of the teacher about the learner that the learner can learn. High expectations are an optimistic belief that whoever you teach or whatever you do will result in success or achievement. Teachers need to recognise students' achievements, positively reinforce their accomplishments, and celebrate students' academic and personal success by recognising them publicly. Recognising students' achievement shows students that someone cares about their accomplishments. Networking is another characteristic of positive teacher-student relationships. Networking implies degree of 'connectednesses between the teacher and student which strengthen the positive teacher-student relationships' (Deiro, 2005; Shafii and Shafii, 2001; Roher and Weir, 2004; Wong and Wong, 2001).

Another important element of positive teacher-student relationship is dialogue or communicating with students. When teachers and students spend time together in caring dialogue, a positive connection will result. Communicating with students is important in order to create positive teacher-student relationships. Self-disclosure is an important characteristic in positive teacher-student relationships. Self-disclosure is the act of sharing or disclosing the teacher's own feelings, attitudes and

experiences with students in ways that are helpful to the students and enhance their learning process (Cayanus, 2002; Stern and Repa, 2001; Deiro, 2005; Griffin, 1998).

Teacher has an enormous influence on their students, an influence that should be positive and encouraging. It is the teacher who has more power than the student in teacher-student relationship, because, teacher-student relationship is an example of influential relationship in which the distribution of power between the participants is asymmetrical. With this power comes responsibility, the teacher is expected to give, know, and understand more than the student. The main concern of the teacher is to bring a change in the student's situation, behaviour or attitude (Deiro, 2005; Spitalli, 2005). It is incumbent on the teacher to be sensitive toward social *inter alia* emotional needs, since teacher assumes the vital and pivotal position in the classroom and sets into chain such events that decide the nature of climate in the classroom, so, climate of the classroom is around the teachers' capabilities to make himself/herself attuned towards the students' needs (safety needs, need for belonging and love, need for importance, respect, self-esteem, and independence over and above the need for understanding) as per the Maslow's hierarchy of the needs (1979).

Ingredients of the Social-motional Climate of the Classroom on the Basis of the Interaction Analyses Categories Systems

All the tools which measure teaching behaviour employing the interaction analysis category system like Flander Interaction Analysis Category System (FIACs) and other tools developed on the line of FIACs, namely, Verbal Interaction Category System(VICS) developed by Amidon and Hunter, Reciprocal Category System developed by Richard Ober (1971) capture the activities of the teachers which are identified as ingredients of the social-emotional climate are –

• Teacher accepts and clarifies an attitude or the feeling (either positive or negative) of a pupil in a non-threatening and friendly manner.

• Teacher encourages or praises the view point, action, behaviour, ideas and contribution of the students.

• Teacher makes the classroom climate humorous by cutting jokes but not at the expense of the other or hurting the dignity of other student.

• Criticizing or justifying authority it implies the statements (on the part of the teachers) intended to change pupil behaviour from non-acceptable to acceptable pattern and use of extreme self-reference.

• When teacher ignores, discourages

or rejects pupil expression of feelings.

- When teacher criticizes, ignores or discourages pupils' ideas.

- Teacher's showing of positive emotions towards children and their managing of children's behavior.

- Responding in a way which commands or encourages pupil behaviour.

Above mentioned activities, associated with the teacher, give the *modus operandi* of handling the interpersonal relationship which arise in the teaching-learning situation. The researches on teacher effectiveness suggest that when teachers sustain emotionally positive classroom climates and effectively manage children's behaviour, children demonstrate high engagement in learning. Indeed, teacher-child relationships characterised by more warmth and responsiveness, and by less anger and harshness, are linked to children's greater academic achievement and social comptence (Gettinger and Stoiber, 1998; Burchinal, Peisner-Feinberg, Pianta, and Howes, 2000; Decker, Dona, and Christenson, 2007; Hamre and Pianta, 2005).

Social-emotional Climate and Teacher's Emotional Intelligence

The teaching-learning phenomenon occurs in the context of a social situation and hence what superficially appears to be a cognitive enterprise acquires a dimension of human relations in its operational stage. The degree of success or failure of the enterprise would depend upon the extent to which the leader of the group, the teacher, takes into account the emerging social-emotional climate in the classroom and acts accordingly. The social-emotional climate mainly depends upon the teacher-behaviour, since in a classroom situation, it is a teacher who steers and guides the proceedings. The former is, thus, crucially conditioned by the type of teacher behaviour exhibited in the classroom. Handling the interpersonal relationship and consequently bringing about such social-emotional climate in the classroom as will facilitate the teaching-learning activities as intended, are embedded in the personality of the teacher. Array of emotional intelligence abilities enable the teacher to bring about healthy learning environments which are critical to the harmonious development of cognitive, affective and psychomotor domain (Goad, 2005; Justice, 2005). Emotional intelligence is a confluence of abilities to: (1) know and value self, (2) build and maintain a variety of strong, productive and healthy relationships, (3) get along and work well with others in achieving positive results; and (4) effectively deals with the pressures and demands of daily life and work (Nelson and Low, 2005).

From above discussion of the social-emotional climate of the classroom favourable to efficient teaching-learning activities, it appears that emotionally

intelligent teacher is best equipped to handle the interpersonal relationships with students. This is the reason why the study entitled 'A Study of Emotional Intelligence and Teaching Behaviour of Primary School Teachers' was executed to compare the teaching pattern of the primary school teachers with regard to their level of emotional intelligence.

Objectives of the Study

The objectives of the study may be specifically stated as under:

- To identify salient features of the classroom behaviour patterns of the primary school teachers observed during the study and having different levels of emotional intelligence: Extremely High Emotional Intelligence (EHE), High Emotional Intelligence (HE), Moderate Emotional Intelligence (ME) and Low Emotional Intelligence (LE).

- To compare the verbal classroom behaviour patterns identified with the norms given by Flanders.

Operational Definition of the Terms Used

- **Teaching behaviour:** Teaching behaviour as it is analysed by FIACs (Flanders Interaction Analysis Category System). FIACs analyses teaching phenomenon in terms of the 10 categories that are broadly subsumed under teacher talk, pupil talk and silence (as cited in Flanders 1970, p.34)

- **Emotional intelligence:** Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions— emotional sensitivity, emotional maturity and emotional competency—which motivate an individual to recognise truthfully interpret honestly and handle tactfully the dynamics of human behaviour.

(a) Extremely High Emotional Intelligence (EHE): Teachers who have scored 285 on 'Emotional intelligence test' and above are classified as extremely high emotional intelligent teachers.

(b) High Emotional Intelligence (HE): Teachers who have scored in the range of 250-284 on 'Emotional intelligence test' are classified as high emotional intelligent teachers.

(c) Moderate Emotional Intelligence (ME) : Teachers who have scored in the range of 200-249 on 'Emotional intelligence test' are classified as moderate emotional intelligent teachers.

(d) Low Emotional Intelligence (LE): Teachers who have scored in the range of 150-199 on 'Emotional intelligence test' are classified as low emotional intelligent teachers.

Design and Methodology

The methodology used in this study was the descriptive survey research method. All the primary school teachers of government, government aided and private schools constituted the population of the study. 'Multi-stage systematic sampling technique' was employed for selection of sample. Ninety one primary school teachers were randomly drawn for this study.

Tools Used

1. F0landers interaction analysis category system (1970) was used to observe the classes.
2. The EQ Test (developed by Prof. N. K. Chadha and Dr. Dalip Singh) was adapted in Hindi by the investigator for the measurement of emotional intelligence of primary school teachers.

Data Collection

First of all, the investigator took training in observations. The co-efficient of inter-observer reliability was calculated by the Scott's coefficient which was. 0.85. Each of the teachers was observed for 35 minutes. Observation was accompanied by the administration of the 'Emotional intelligence test'.

Computation of Classroom Interaction Variables

The interaction variables like, I/D ratio, i/d ratio and Pupil Initiation Ratio (PIR) were computed separately for teachers classified into four groups, namely, teachers having extremely high emotional intelligence (EHE), teachers having high emotional intelligence (HI), teachers having moderate emotional intelligence (ME), and teaches having low emotional intelligence (LE), based on the performance on 'Emotional intelligence test.' For computation of the foregoing interaction variables 10×10 master interaction matrices for each of the four groups were compiled and following formulas were used:

1. **Pupil Initiation Ratio (PIR):** This concept indicates what proportion of pupil talk was judged by the observer to be an act of initiation. The PIR is estimated by multiplying the frequency in category 9 by 100 and dividing by the sum of all pupil talk, i.e. frequencies in category 8 and 9. Category 9 denotes the 'Pupil talk initiation', which refers the situation when student expresses own ideas, initiates a new topic, likes asking thoughtful questions, enjoys freedom to develop opinions and a line of thought and go beyond the existing structure. On the contrary to it, category 8 refers 'Pupil talk response', it means talk by students in response to teacher, here, teacher structures the answer of the students; over and above students enjoy less freedom to express own ideas.

2. **Indirectness (i/d or I/D ratio):** There are two methods of estimating indirectness in a

teaching behaviour encoded by FIAC. The first is denoted by small and is indicated as i/d. It is calculated by adding up category frequencies in columns 1, 2 and 3 i.e. (1+2+3) and dividing the same by category frequencies in columns 6 and 7 i.e., (6+7). The second is denoted by capital 'I' and is indicated I/D. It is calculated by adding up the category frequencies in columns 1, 2, 3 and 4, i.e. (1+2+3+4) and dividing the same by category frequencies in columns 5, 6 and 7, i.e. (5+6+7).

Indirectness implies those teacher's behaviours that expands students' freedom of action in the classroom. In the context of Flander's Interaction Analysis Category System (FIACS), it is represented by teacher statements accepting or using student's ideas or opinion, praising or encouraging students' ideas or behaviours, clarifying and accepting feelings of the pupils.

Directness refers those teacher's behaviours that restrict students' freedom of action in the classroom. These teacher behaviours are represented in FIACS by lecturing, giving directions or commands and criticizing students' ideas or behaviours.

Data Analysis and Discussion

I/D and i/d ratios of teachers having different level of emotional intelligence

Table 1 and Figure 1 depict the indirect-to-direct ratios of the teachers belonging to categories EHE, HE, ME and LE. This depiction indicates the trend of increment in the performance of teachers on these interaction variables accompanying the enhancement in the level of the emotional intelligence. So, it can be deduced that performance of teachers on these interaction variables is likely

Table 1: Display of performance of teachers on different interaction variables with regard to their level of emotional intelligence

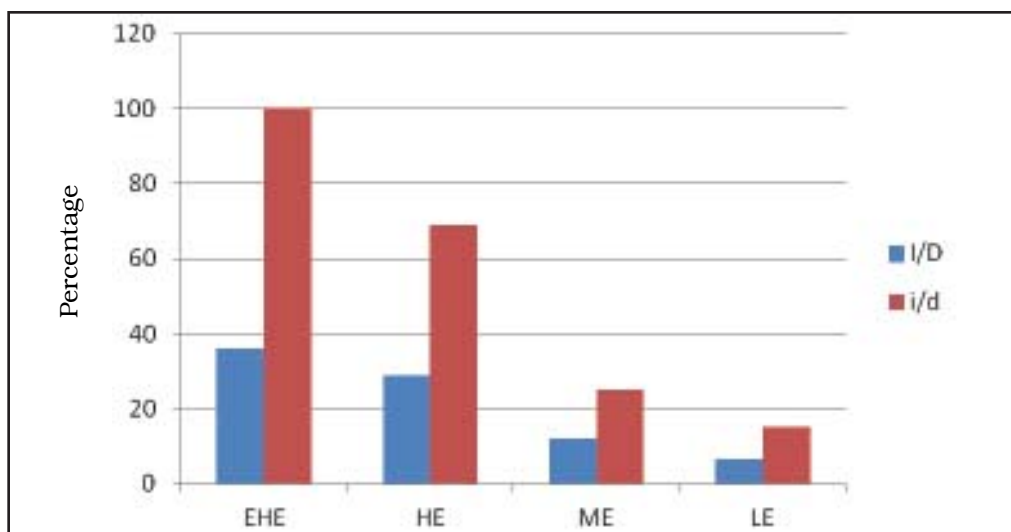| Levels Interaction Variables	Extremely high Emotional Intelligence (EHE)	High Emotional Intelligence (HE)	Moderate Emotional Intelligence (ME)	Low Emotional Intelligence (LE)	Norms for Indian Class-rooms	Norms for American classrooms
I/D Ratio	0.36	0.29	0.12	0.066	NA	NA
i/d Ratio	1.00	0.69	0.25	0.15	NA	NA
Pupil initiation ratio	20.26	15.15	6.54	5.95	1 1	3 4

Figure 1: Display of performance of teachers on interaction variables 'I/D and i/d ratios' having different levels of emotional intelligence.

to improve as the level of emotional intelligence increases. Teachers with highest emotional intelligence tend to have highest I/D,I/d and P/R ratios and teachers with lowest emotional intelligence show lowest value of these ratios in their classroom interactions with pupils.

As per FIACs categories 1, 2, 3 and 4 termed as indicators of "indirect teacher influence" and categories 5, 6, and 7 as indicators of "direct teacher influence", categories 1, 2 and 3 (accepting or using student's ideas or opinion, praising or encouraging students' ideas or behaviours, clarifying and accepting feelings of the pupils) are potent components of the "indirect teacher influence" and categories 6 and 7 (giving directions or commands and

criticizing students' ideas or behaviours) are potent components of the "direct teacher influence". Occurrences of categories 1, 2 and 3 tend to stimulate the students' initiation. On the contrary, extreme occurrences of categories 6 and 7 tend to strangulate the students' initiation (Flanders, 1970, p.104). Indirect teacher influence implies, though indirectly, the abilities of the teacher to be sensitive and caring to the feelings of the students, to praise and appreciate the perspectives and viewpoints of the students and to build on the ideas expressed by the students. All these abilities, mentioned in the preceding line, are traced to be deep-rooted in the emotional intelligence (Bhattacharya and Sengupta, 2007; Mayer and Salovey, 1990).

Sensitivity to the feelings of the students implies that teacher is capable in perceiving, appraising, under-standing and analysing the emotions of the students. This sensitivity enables the teacher to address the social-emotional needs (physiological needs, safety needs; belonging and love needs, need for importance, respect, self-esteem and independence, need for information, need for understanding; need for beauty, need for self-actualisation) of the students. When teacher verbally or non-verbally communicates this sensitivity before students, this is called the empathy of the teachers towards students and this leads to cultivate and foster caring teacher-student relationship. When teacher praises and appreciates the behaviour (verbal or non-verbal) of the students, this might be the consequence of abilities of teachers to appreciate the perspectives and viewpoints of the students and consequently positively impact, persuade and influence students. When teacher tries to build on the students' ideas, it implies on the part of the teacher to develop the thinking horizon of the students, ability to develop and bolster the abilities of the students. All foregoing abilities come under the empathy and social-skills sub-components of the social competency dimension of the emotional intelligence (Griffin, 1998; Low and Nelson, 2005; Bhattacharya and Sengupta, 2007). Therefore, it appears that emotional intelligence of the teacher is associated with the above discussed interaction variables, teachers who possess considerably good emotional intelligence tend to be good performers on these interaction variables and teachers whose emotional intelligence measured low, are found poor performers on the same interaction variables than that of their counterparts.

Foregoing emotional intelligence abilities enable the teacher to pay attention to their students, to encourage their students, to support the aspiration of their students, and to recognise the students' achievements, these attributes, in turn, bear positive effect on the students' learning. Teachers with high indirect-to-direct ratio are found significantly better than with low indirect-to-direct ratio in their influence upon pupils regarding motivation and classroom organisation and in the development of favourable attitude towards themselves (teachers). When the teacher praises or encourages the pupil, it carries the value judgement of approval. There is warmth and friendliness along with the approval in such teacher statements. When the teacher accepts, clarifies or uses constructively pupils' ideas, they are encouraged to participate further. Teachers with such abilities can often stimulate positive feelings of motivation and control negative feelings of motivation that might otherwise get out

of hand. This type of atmosphere and attitudes does motivate pupils more and more to learn and thus indirect influence (categories 1 to 4) encourages pupil participation. On the contrary, direct influence hinders pupil participation leading to decreasing of motivation among pupils (Patel, 1975 as cited in M.B. Buch, 1975; p.87).

Pupil Initiation Ratio (PIR) in the Classes of Teachers having Different Levels of Emotional Intelligence

As per Table 1, it is depicted that teachers having different levels (extremely high, high, moderate and low) could not excel the norm set by the Flander for this interaction variable *viz* 'PIR'. But teachers belonging to categories either 'EHE' or 'HE' excelled the norm set for Indian classrooms for this interaction variable. Contrary to it, teacher belonging to either of categories 'ME' or 'LE' could not cross the norm set for the Indian classrooms. So far as failure of teachers belonging to either categories of 'EHE' or 'HE' in not crossing the norm set by Flanders is concerned, it might be attributed to the taking lower classes in this study, where maturity of students appear to play a vital role in the initiation, apart from this, another coherent reason might be the context of societies. Performance of the teachers belonging to the categories of 'ME' or 'LE' on this paramount important interaction variable is a matter of concern, because, failure of teacher in eliciting the pupil initiation

might be attributed to the inabilities of the teacher to praise, accept or use the student's ideas with a view to motivate the students (as cited in M. B. Buch, 1975, p.20). Moreover, other causes might be associated with the socio-emotional ethos of the classroom. Teachers' insensitive attitude tends to jeopardize the safety needs of the students. Rejection of the students and unfriendly way of teachers tends to hamper the satisfaction of need for belonging and love and need for importance, respect, self-esteem and independence, in consequent to it, students develop the feeling of insecurity and isolation in the classroom (Maslow, 1979).

Performance of the teachers having extremely high emotional intelligence and high emotional intelligence is virtually commendable. Indeed, dynamic interchange between the mind of the teacher and individual learner is kernel and *sine qua non* of effective pedagogy. If teacher succeeds in bringing about dynamic interchange, it might be attributed to personality of the teacher, in general, and emotional intelligence, in particular. Because, social-emotional ethos is contingent on the sensitivity of the teacher to the students' needs (Maslow's hierarchy of needs, particularly, safety needs; need for belonging and love; need for importance, respect, self-esteem and independence; need for information; need for understanding)—(Maslow, 1979). This sensitivity constitutes the

initial stage of the empathy (a sub-component of the social skills dimension of the emotional intelligence), when teacher communicates his/her sensitivity either verbally or non-verbally, the process of empathy gains its wholeness (Bhattacharya and Sengupta, 2007).

A sensitive and empathic teacher listens to students patiently, praise students' initiation, and tries his/her best to increase the level of students' participation by asking the divergent and open-ended questions (Pandey, 1981; pp 170-71). Therefore, ensuring pupil initiation of above desired level (by extremely high and high emotionally intelligent teacher than that of their counterparts) might be attributed to their abilities to reinforce positively, asking open-ended questions and sensitivity to the emotional needs of the students.

Another factor which might restrict the students' initiation is the motivation of the students. Positive teacher-student relationships bear positive and salutary effects on students' increased motivation to learn. Teacher will be effective motivator if he has ability to build rapport but, it must be preceded by the ability to empathise with the emotional needs of the students; ability to build rapport comes under the social skill dimension of the emotional intelligence. Extremely high and high emotionally intelligent teachers build rapport with the students easily and tend to be good motivator because of their sensibility and ability to anticipate students' expectation, mind set and behaviour (Epp, 1995; Bhattacharya and Sengupta, 2007).

Conclusion

In a nutshell, on the basis of foregoing discussion, it can be concluded that level of emotional intelligence plays a vital role in creation of social-emotional climate of the classroom. A conducive social-emotional climate which may be characterised as the dynamic interchange between the minds of the teachers and students (a hallmark of effective pedagogy); students' feeling of security and dignity and caring teacher-student relationship are found to have salutary and benign effects on the learning of the students.

The findings of the study recommend that training of emotional intelligence must be incorporated in the curriculum meant for the preparation of prospective teachers, in general and for the primary school teachers in particular.

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6

English and the Tibetan Tongue

*Varada M. Nikalje**

Abstract

The linguistic landscape of India is remarkable in the richness of its variety. A minuscule part of the linguistic mosaic of India is formed by the Tibetans, who arrived in India as refugees and settled in various parts of India. The Tibetan children studying in primary classes have the Tibetan medium of instruction. English is taught as a second language in these classes. This paper attempts to address English language teaching within this unusual combination of diversity in India's linguistic landscape.

The linguistic landscape of India is remarkable in the richness of its variety. India is unique not only in that a large number of languages are spoken here but also in terms of the variety of language families that are represented in those languages. There is no other country in the world in which languages from five different language families can be found, namely, Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman and Andamanese. The number of languages spoken/written in India is more than 1600.[1]

A minuscule part of the linguistic mosaic of India is formed by the Tibetans, who arrived in India as refugees and settled in various parts of India. As the number of refugees grew, so did the size of the settlements. One of the issues the refugees faced was the education of their children. Following a dialogue between His Holiness the Dalai Lama, and the then Prime Minister Pandit Jawaharlal Nehru, the Central Tibetan School Administration (CTSA) was established under the Ministry of Human Resource Development. The CTSA works for the education of Tibetan children living in India.[2] In the CTSA schools, the primary classes (Classes I-V) have the Tibetan medium of instruction, and give admission only to Tibetan children. English is taught as a subject in these classes. This paper attempts to address

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English language teaching within this unusual combination of diversity in India's linguistic landscape.

In 1961, the National Council of Educational Research and Training (NCERT) was established by the Government of India, as an apex organisation to assist and advise the Central and State governments, with the objective of working on qualitative improvement in school education. As one of the objectives of NCERT, several programmes are organised throughout the country, especially in rural and interior areas, to reach out to teachers and learners. Since its inception, NCERT has also brought out curriculum frameworks and syllabi for school education as well as textbooks in all school subjects from Classes I-XII. It was felt that, post-textbook development, their actual use in the teaching-learning process needs to be studied: in other words how curriculum, syllabi and textbooks developed at the macro-level percolate to schools at micro-level. One way to achieve this goal was by making provision in academic planning for continuous visit, study and interaction with schools across the country, particularly in rural and semi-urban areas. NCERT faculty were, therefore, deputed to various schools for three months in different time-slots. I was associated with the Central School for Tibetans at *Chhota* Shimla, Himachal Pradesh from 1 July to 30 September 2012.

My brief was to teach a few chapters of the English Core course in Classes XI and XII, and to interact with students, teachers and parents. However I decided to take classes at the primary, upper primary and secondary stages as well, in order to understand the students better.

Two aspects of the classroom situation at the Central School for Tibetans deserve attention—the social and the linguistic. As mentioned earlier, the primary classes comprise Tibetan children and use the Tibetan language. It may be mentioned here that the general perception about the Tibetan children in the primary classes is that they know little or no English. Almost all of them live in the residential hostels in the campus itself. Some of the children are orphans, some have parents staying as far away as Arunachal Pradesh, some have foreign nationals sponsoring them, and some have relatives living in the nearby settlements. Most of them are first generation learners. All this means that they get little support in doing their homework, especially that of English.

The linguistic aspect was rather more complex. The students speak Tibetan with their compatriots, seniors and teachers. Since they are not permitted to go outside the campus as a rule, they are hardly exposed to Hindi/local language. They are very hesitant to use English. My mother tongue was Kannada, theirs was Tibetan; I planned to tell them a story

in English. My intention was not to 'teach' them language, but rather expose them to some meaningful linguistic input in English. I pointed out to things and asked what they were called in English. The answers 'fan', 'light bulb', 'window', 'door', 'chair' etc., were written on the blackboard. I motivated the children by saying that these are English words, and so already they know a lot of English. Although I was told that the students can follow some Hindi, I did not want to bring in Hindi, which in this context, in my opinion, would have been an additional unnecessary burden. It was in this background that I tried the experiment of telling Class III a story, almost wholly in English. I learnt the Tibetan equivalent of six key words, and took printouts of computer animated pictures of the same key words, given below:

The story selected was a simple one, about a tiny mouse who sees a girl wearing a beautiful red cap. He too wants to have a cap. He takes his tiny wallet and goes first to a cloth shop, then to a shop that sells sequins, and finally to a tailor to get a cloth cap with sequins stitched on it. While waiting for the cap to be stitched, he wanders into the king's palace and falls asleep on a sofa. The king becomes terrified on seeing the mouse and so on. I narrated the story in simple English along with gestures and pictures. To my great satisfaction, the kids understood the story. My joy increased when the children of Class IV demanded that they be told the story too.

Since the linguistic aspect of this particular classroom situation was rather intriguing. I tried to examine which particular theory it would fit into. The situation here was not that of

Girl

Mouse

Beads/Sequins

King

Tailor

Maid

mutual intelligibility. Mutual intelligibility is a relationship between languages in which speakers of different but related languages can readily understand each other without intentional study or special effort. In cases where the persons can understand two languages, the relationship may be asymmetric, with speakers of one understanding more of the other than speakers of the other understand of the first. When it is relatively symmetric, it is characterised as mutual. Mutual intelligibility exists in different degrees among many related or geographically proximate languages of the world, often in the context of a dialect continuum. In this case, it is not even mutual intelligibility. English and Tibetan do not belong to the same group of languages, and consequently, wide differences in grammar and pronunciation.

The Tibetan children could be called receptive bilinguals, which refer to those who have the ability to understand a second language, but do not speak it. Receptive bilinguals may rapidly achieve oral fluency when placed in situations where they are provided "exposure to meaningful linguistic input in the second language. Known as language immersion, it is a method of teaching a second language, in which the learners' second language (L2) is the medium of classroom instruction. This plays an important role in the development of language in immigrant children."

Through this method, learners study school subjects, such as mathematics and science in their L2. The main purpose of this method is to foster bilingualism, in other words, to develop learners' communicative competence or language proficiency. This theory of course, did not fit this particular situation, because immersion for the Tibetan students was not 'total'.

Immersion programmes vary from one region/country to another because of language conflict, historical antecedents, language policy or public opinion. Moreover, immersion programmes take on different forms based on class time spent in L2, participation by native speaking L1 students, learner age, school subjects taught in L2, and even the L2 itself as an additional and separate subject. For the Tibetan students at the primary stage, Tibetan and English were the two languages taught as subjects at the primary level, with English being as L2. Even here, however, the "immersion" was limited: theoretically the teachers were supposed to use only English in these classes, but it was observed that they frequently took recourse to Hindi. (Instructions such as 'sit down', 'open the book', 'start writing' and so on were given in Hindi; the meanings of some words in the English textbook were explained using Hindi). Further, it is reiterated that Hindi was not the mother tongue of the learners. They are literate in their first language (Tibetan) but they also needed continuous support to maintain that literacy. Obviously,

Tibetan was not used outside the school campus, so the support was in the form of Tibetan folk lore, songs and dances, etc. after school hours.

Thus, one can distinguish between two kinds of receptive bilingual in terms of nature of exposure to the second language. One, where he/she experiences total immersion, as in the case of immigrants, who are usually living in a country where the target language is the exclusive language spoken. Where the uninterrupted, immediate and exclusive practice of the new language reinforces and deepens the attained knowledge. The second type of receptive bilingual is one who chooses to study a second language at school or some other educational institution. If the learner faced any difficulty in understanding certain words or concepts, the teacher (after exhausting other possibilities) would use the something that is familiar to both the teacher and the taught. In the present case, without the possibility to actively translate, due to a complete lack of any first language opportunity, the new language is almost independently learned — with direct concept-to-language usage that can become more natural than word structures learned as a subject.

Much has been written about the cognitive advantages to bilingualism and multi-lingualism. Multi-lingualism is the act of using multiple languages, either by an individual speaker or by a community of speakers. Multi-lingualism is becoming a social phenomenon governed by the needs of globalisation and cultural openness. People who are highly proficient in two or more languages are reported to have enhanced executive function and are better at some aspects of languages learning compared to monolinguals. The Tibetan children exhibited a high level of confidence in speaking Hindi while buying sweets and cold drinks, talking to the Indian children and teachers, and in using a Hindi word when they could not immediately think of the English one.

Being in the mainstream, one tends to forget the tributaries and little rivulets. The primary classroom of a small school in a mofussil town such as the CTS in *Chhota* Shimla may present a situation that may be quite different from the general perception of a classroom in mainstream India. The linguistic theories discussed in this paper are not exhaustive, and there may be a theory that covers the peculiar nature of the linguistic aspects presented here. Nevertheless, it provides fresh insights into how cultural context and personal experience mediate meaning.

Footnotes

1. *National Curriculum Framework-2005*, p.36. NCERT. New Delhi.
2. The other group of schools established for the Tibetan refugees is the Tibetan Children's Villages (TCVs). This, however, does not come under MHRD.

7

Preparing Teachers for Multicultural Classrooms — Implications for Teacher Preparation and Professional Programmes

Rashmi Diwan *

Abstract

The world aspires peace and harmony for our generations to come. There is lot of unrest and turmoil in the world mainly due to intolerance for other cultures and religions. But this will not take any country far since narrow perceptions and attitudes impede progress and prosperity of any country of the world. India is no exception. The present times calls for expanded horizons for a prosperous future of a nation. The onus lies with a teacher to nurture and sustain climate conducive for a child to accommodate in a multicultural classroom. The task of the teacher is not confined to curriculum transaction within the four walls of a school but also has to shoulder a larger social responsibility of reaching out to parents and families as well as cultural, ethnic, and religious groups. A school teacher plays a vital role in dispelling misconceptions about culture and cultural ignorance. At the same time, this does not mean that they should be loaded with another curriculum on peace and value education; rather they need to be guided through ways of integrating academic subject teaching with an inbuilt methodology of nurturing values and ethics for peace and harmony. This can be supported by a well thought out teacher preparation and teacher education programme that provides direction in several ways for integrating teaching of different subjects with values and ethics among children for tolerance of all cultures and religions. The paper emphasises on the importance of peace education not as separate subject but as an integral part of day-to-day school activities.

Introduction

In a multicultural and multi-religious society in every nation, people have to learn to live in harmony and peace. India represents a highly diverse multi-cultural society where great

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responsibility in nurturing the spirit of humanity, mankind and unity lies with teachers. Equally important is the role of school administrators, parents, families and the community. Transition in society begins from the recognition that school is the basic unit of change and the teacher is the kingpin to drive changes in the thinking, attitudes, opinions and perceptions from small children in a multi-cultural classroom to society at large. The centrality of the paper lies in the message '*Trust on a teacher as a prime change agent*'.

Understanding Multiculturalism

In the most generic terms, multi-cultural society involves and consists of people of different cultures. It is a situation in which different people from different races, religions, cultures, political affiliations, etc. live together as a society. India has rich tradition in multiculturalism with people from diverse cultures and religions. Andrew Heywood explains two forms of multi-culturalism. The term 'multi-culturalism' has been used in both descriptive and normative ways. "As a descriptive term, it has been taken to refer to cultural diversity ... As a normative term, multiculturalism implies a positive endorsement, even celebration of communal diversity, typically-based on either the right of different groups to respect and recognition, or to the alleged benefits to the larger society of moral and cultural diversity."

Multicultural Education

Today India is a country of micro-cultures. Since ancient times, the history of education system in India had been more focussed on the needs of elitists of all cultures. While education for Brahmin boys was tailored more to read and write by Brahmin teachers, education of Hindus was greatly influenced by geography, social sciences, family custom, social position, social preference, etc. Similarly Muslim education had also been elitist in the same manner. But mainly primary schools were shifted to mosques and education for Muslim boys was more preferred and all teachings were mainly based on the teachings of holy Quran. Muslim colleges provided opportunities to Muslim boys to study Arabic language, Islamic theology, literature, law, history, science, etc. Other cultures are also prominent in the country. Buddhism, Jainism and Sikhism grew from indigenous populations. No special multicultural education requirements are made in the teacher education programmes in the country.

Multicultural education is "comprehensive school reform that challenges all forms of discrimination, permeates instruction and interpersonal relations in the classroom and advances the democratic principles of social justice" (Nieto, 1992). The impetus towards this move came from the Ministry of Human Resources Development, the erstwhile Ministry of Education and Culture that promoted

cultural pluralism in the school curriculum in the country. In addition to English and Hindi as language of instruction in primary and secondary schools, regional languages are also promoted for teaching in these schools. While separate schools are provided for children who wish to be taught in their native language, there has been no history of forced racial segregation in the education of this country. In the school curriculum, the history of indigenous people is stressed so that students can learn to appreciate the vast ethnic and cultural differences in the country. In India, curriculum materials and textbooks are evaluated to ensure racist-free content.

Education in India is directed towards unity in diversity. In Indian context, one can say for sure today that transition from *Education of Elite* to *Education for All* (*Sarva Shiksha*) and *Education for Equality* is itself indicating a move to multicultural education. Serious efforts are directed towards making education inclusive by bringing gender parity, promoting education of women, disabled and SC/ST children from all cultures under one roof and teaching them all tolerance, harmony and acceptance of all cultures. Similarly, in the attempt for Universalisation of Elementary Education, the Government of India is moving towards policies, programmes and strategies for each child to have access to quality education with recently implemented Right to Education Act–2009. The concerns of the government also get articulated in the National Focus Group, Position Paper on Education for Peace (NCERT, 2005). In addition to these concerns, Planning Commission took one step ahead by bringing out a perspective on peace education through *Vision of Peace in 2020* in India. This shows that the whole philosophy of school education in India is guided by protection of core values and national interest. The beginning towards this move largely depends on the strong foundations a teacher has laid to shape destiny of this nation. It is, therefore, of utmost importance that a teacher is empowered to take decisions at her own level to create an inclusive classroom nurturing love, harmony and peace among children from all social groups. She need not wait for policy directives from the Government but her real test begins from the manner attitudinal changes among children are brought about in a diversified multi-cultural classroom right from their childhood.

The Role of Classroom Teacher in Fostering Pluralism

Schools are one of the few places where young minds of diverse backgrounds come together day after day, and if schools fail to help to harmonise the society, what will be the consequences? In augmenting this spirit, the teacher in a school is one driving force for igniting minds of our younger generation towards cultural harmony through peace and value education. A

teacher carries a big responsibility in her classroom in bringing children of diverse cultures, religions and languages together. Everything the teacher says will have an impact on the students. The teacher can bring positivity in thoughts, attitudes and actions. Language is one such medium of instruction that acts as a means of establishing rapport with one another in the class. It helps to develop thoughts that need to be presented with integrity and compactness. "Communication is not passing of information, but involves conceptualisation of concepts and experiences, of identification and classification, of argumentation and assertion through correct language" (Pattanayak, D.P.1987)

The messages of a teacher spreads fast among children, are deep-rooted and more contagious. Teachers are, in fact, more responsible for the social behaviour in the classroom and through this can nurture and facilitate young minds in overcoming both misconceptions about culture and dispel cultural ignorance through several ways:

- **Handle biases**: Small children may get influenced by biased statements of parents and other family members about racial, ethnic and gender differences in the home environment but these may not yet be deep-seated prejudices and can easily be handled by the teacher as the child grows in the school, year after year.

- **Recognise similarities as more basic than differences**: Schools are only one of the few places where children from diverse cultures and religions come together for years. If they are nurtured right from the beginning to harmonise the society, appreciate cultures of each other, a sea change can be brought by the teacher by breaking the shackles of narrow understanding and hatred largely produced in the society due to cultural ignorance today. As children grow, they will gradually come to realise that regarding cultures as superior or inferior can lead to hurt feelings, frustration, and eventually to major conflicts.

- **Infuse respect and appreciation of different cultures**: Teachers can also go an extra mile to expose children to the fine, beautiful aspects of the cultures of humanity. Help children understand the most beneficial aspects of the cultures of their society including the universal human values and moral values they uphold. Another way is to link these issues while teaching school subjects such as mathematics, computer classes, art, crafts, drama, home economics, music, languages and history.

- **Promote the spirit of secular society**: Right from childhood if strong bondages of humanity and foundations of common religious beliefs are instilled among children, a new world gets created.

- **Address heterogeneity through cooperative learning**: A healthy

cooperative learning with heterogeneous groups helps students to understand viewpoints different from their own and appreciate the cultures of the group members when solving problems. The peaceful classroom extends its outreach to peaceful communities and further to society. Solidarity within a school does not require any policy directive or outside intervention but can be made an integral part of a school life.

- **Encourage interactive sessions**: Where on one hand, teachers check their own prejudices against certain groups in the society, on the other can place positive impact through book reading, clubs and encourage reading of books with characters from various ethnic groups. Studies have revealed that peer groups place greater influence than parents in developing shared understanding of each others point of views.

Expanding Horizons: Some Propositions for Teacher Education Programmes

Despite best intentions of a teacher to promote a climate conducive for multicultural education, she would require a direction. A well thought out pre-service and in-service teacher education programmes can equip her with specific skills of bringing change and managing multiculturalism in her classroom. The programmes designed for the elementary classroom can expose teachers to the roots of conflict and violence among children and offer suggested activities, exercises and games to help build self-esteem, cooperative behaviour and conflict resolution skills. Such programmes will help the teacher to understand the need for removing prejudices and discriminations from society. The in-service programmes needs to incorporate such activities for elementary school teachers that guide them to plan activities for children to help them learn how to communicate, cooperate and prevent or solve conflicts through creative thinking. The teacher here would be expected to sustain cooperative environment in the classrooms and schools. This would require imparting of certain practical tips and techniques to teachers to help them implement class activities to create such an environment. One way of doing this is to create fun games for children and group activities like drama, games, role play, etc. in the classrooms to strengthen interpersonal relations. Listening games necessary for developing good communication skills can be taught through telephone games. Children can also be made to solve problems through skits, puppet shows, etc. The teachers would require training on how group activities can be used with other categories of children like children with mental impairment, emotionally disturbed children or others placed in difficult circumstances like those belonging to broken homes or those coming from families of victims of racial riots or militancy or terrorist

attacks, etc. Teachers would also need training on evaluation techniques.

Within a bigger programme, one short duration course or workshop encouraging cooperative learning and cooperative games that engages teachers in exploring and implementing what methodology works best in their situation seems to be a meaningful proposition. They need to be given a feel of freedom to decide and plan ways of linking teaching of different subjects with peace education. The teachers need to be oriented to recognise that they have a unique potential to develop and spread peace education by helping them to internalise values related to generosity, forgiveness, helpfulness, etc. Similarly such activities which facilitate a teacher to feel confident enough to link peace education with subjects and as a general practice to reduce prejudices towards anybody may be important part of teachers' orientation. Training for administrators to view themselves in a redefined role, more supportive, geared towards empowering teachers to take classroom-based decisions would be important to achieve better results.

Looking at massive number of teachers in the country and schools under different managements, it may not be possible to reach out to every teacher. The most feasible and workable proposition needs to be worked out. Convergence among different professional institutes at national, state, district, block and cluster levels can work in India through well articulated roles and responsibilities of each training institute and professionals therein. Special workshops can be conducted for involving teachers to prepare manuals, guidance material, modules for including value and peace education in their teachings. A cascade approach substantiated with module preparation with the help of teachers in different training workshop sessions and also chalking out school-based modalities may be expected to work in India.

Concluding Statement

In a school, teachers are the key players for generating an environment of peace and harmony in its multicultural classrooms. The sustenance of this climate, of course largely rests on four strong pillars—satisfaction, peace, happiness and enthusiasm. When these pillars are strong, the relationships among teachers, head teachers and community members will become more enduring. When each member in school and community is satisfied, happy, enthusiastic and at peace, the returns to children and to society will be greater. Therefore, teachers have a substantial role to play in shaping classroom environment for bringing harmony, peace, happiness and satisfaction among children.

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8

Integration of Values with Content Teaching

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Dr Radhakrishnan, a great educationist had said "Education should be man-making and society making". Various spiritual and political leaders, educationists, philosophers, sociologists from time to time have also expressed their thoughts that education should enable a human being to attain the greatest harmony both internal and external. They also expressed that human potentialities and capacities must be developed to the fullest. Education should also make a man capable of earning his livelihood reasonably well to enjoy a happy life along with making effective contributions to the society and nation as a whole.

In contemporary times, we find that the literacy rate has increased and education has spread to villages and remote areas. In urban areas, more and more educated young people are getting handsome salaries with more material comforts. The paradox is that at the same time the newspapers are full of stories of crime and related activities. The juvenile crime is also on the rise. Bullying in the school is not uncommon. Recently reported incidents include slapping a teacher, murdering a class-mate over trivial issues, etc. These news and reports are very disturbing and raise only one question, "what is wrong with our education?" Be it formal education given in schools or the education *(sanskaras)* given by parents and elders in the family. The teachers in schools are already burdened by the syllabi to be completed in stipulated time and with more and more people opting for nuclear family set-up having working parents, there is hardly any time for parents and children to interact in a meaningful manner on week-days. Also, there is no place for moral/ religious education in school syllabi due to various political and social interventions.

In addition to that, the present age being the age of information explosion,

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children have access to internet, various international channels on T.V., which has brought about a total shift in the style of communication, mannerism and thinking of children. As a result, more and more individuals are being driven towards substance abuse and crime. Alcoholism, drug abuse can be seen in schools also. At the same time, self-interest, greed, authoritarian attitude is on the rise among younger-generation.

The very pertinent question here arises "What can be done? How can a teacher help to improve the situation?" As the great philosopher Rabinder Nath Tagore had said "Don't curse darkness. Light a lamp if you can." A teacher can devise his/her own ways and methods to impart values/value-based education in the classroom by integrating it with the subject he/she teaches.

As a teacher educator, while supervising the lessons of my trainees in one of the primary schools of Delhi, I observed that the student teacher was teaching fractions to Class III and they were not able to understand. I wondered how it can be made more understandable and interesting. Later in the day, I remembered a childhood poem which goes like.

चुनू मुनू थे दो भाई,
रसगुल्ले पे हुई लड़ाई।
चुनू बोला मैं खाऊँगा,
मुनू बोला मैं खाऊँगा।

झगड़ा सुनकर मम्मी आई,
दोनों को एक चपत लगाई।

The one thing that came to my mind about this poem was that what this poem is teaching? Self-centredness, fight over petty things and what an intolerant mother who slaps without doing any justice. Disgusting!!

I composed a poem which aimed at teaching fractions in the classroom and indirectly inculcated values. The poem is:

भूख लगी थी चुनू को
भूख लगी थी मुनू को
घर में थी बस एक ही रोटी
गोल-गोल और मोटी-मोटी।
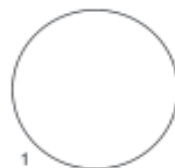
चुनू बोला 'तू खा भैया'
मुनू बोला 'तू खा भैया'
माँ बोली तुम दोनों खाओ
आधी रोटी दोनों पाओ।

तभी वहाँ पर आया सोनू
साथ में उसके आया मोनू
चुनू बोला तुम भी आओ
साथ हमारे रोटी खाओ।

आधी की भी आधी रोटी
बाँटी उन चारों ने रोटी
चौथा हिस्सा सबने पाया
मिल-बाँट कर प्रेम से खाया।

Next day, the poem was used to teach the topic. 'Fractions' were taught by introducing the concept with the recitation of the poem. With the

recitation of the first stanza, the shape of one roti (1) was drawn on the blackboard, with second stanza, ½ was also drawn on the blackboard.

Along with the recitation, the teacher also emphasised the fact that although both the brothers Chunu and Munnu were hungry, they were ready to sacrifice for one another. This is the way to live and care for others' needs. Mother's just treatment also did not favour anyone. Then came Sonu and Monu, their neighbours. Chunnu welcomes them and inspite of being hungry himself with only one *roti* to be shared between brothers, he offers *roti* to Sonu and Monu. Without elaboration children understood the concept of sharing and caring. At the same time, they learnt the concept of fractions ½ and ¼.

The poem had a great response and understanding of fractions was made easy and interesting for Class III children.

Further questions on fractions did not pose any problem with the children.

Similarly, while teaching the concept of division, another small poem was used which taught not only division but also the concept of gender equality. The poem is as under:

नानी आई, नानी आई

डिब्बा भर कर लाई मिठाई।

भोलू को मिले लड्डू चार

सारे खाऊँगा, टपकी लार

मुनिया बोली मेरे भाई

एक बराबर खाएँ मिठाई।

After the poem was recited, the questions put to class were: How many *ladoos* did Bholu get? Based on this, the concept of division was explained. At the same time, children were made aware of the gender discrimination in families and society. Why Nani gave *ladoos* to Bholu first and why he wanted to eat all the *ladoos*? Does that also happen in your family? How should girls be treated in a family? etc.

The thoughts, concepts, values learnt at a young age go deep into the sub-conscious and are retained. These very children when they grow up and become responsible adults, can bring about a change in the society.

In some higher classes at elementary level, the concept that anything raised to the power of zero is one can be beautifully integrated with value of national and international integration. The concept can be

explained with the help of the following diagram drawn on the blackboard.

The children can learn the concept by telling them that if there is no (zero) fight, jealousy, hatred among one another in the world, all people will be united or they will become one. This can thus be deduced that whatever number—smallest or as big as the world itself, if it is raise to the power zero, the answer will be one in every case.

All the above mentioned examples have been carried out in the classrooms and the response has been tremendous.

In a society which is increasingly becoming bereft of values and children are paving ways without any direction, a teacher's sincere efforts to integrate values while teaching his/her own subject area can do wonders in the reconstruction of future society.

9

Understanding CCE in the Context of RTE-2009

Professor Manju Jain*

Overview

The Right of Children to Free and Compulsory Education Act-2009 (RTE Act-2009), implemented since April 2010, has made elementary education a Fundamental Right to all children in the age group of six to fourteen years. Chapter V of the Act on Curriculum and Completion of Elementary Education under Section 29 (1) (h) provides for Comprehensive and Continuous Evaluation of child's understanding of knowledge and his or her ability to apply the same. In view of this, various efforts have been made by states and UTs to develop CCE materials and evolve strategies for its implementation. The analysis of materials developed in this area by states and UTs and the field experiences suggested that teachers are facing problems in the understanding and implementation of CCE in classrooms. Different kinds of prescriptive formats have been developed for teachers to record the progress of children. As a result of this, teachers are engaged more in compiling the data for CCE during the teaching-learning time. The reporting procedures have also been found to be mechanical and cumbersome exercise for teachers. Apart from this, there are misconceptions related to various terms such as a continuous, comprehensive, evaluation, assessment, formative and summative assessment, which created confusion in the system and practitioners are interpreting CCE in their own way.

It is an admitted fact that teaching and learning must go hand in hand. For seeking the best results, the progress of learners needs to be observed objectively and regularly with appropriate academic support coming from all the stakeholders. It would be pertinent to mention that the RTE forbids any public examination until Class VIII and 'no detention' policy has to continue. It must be clear at this juncture that while implementing non-detention policy, it should not lead to

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no teaching-learning in schools. On the contrary, CCE can play as a powerful instrument in respecting the intent of RTE on the one hand and ensuring learning of children on the other, as the 'assessment for learning' would provide for necessary and timely corrective measures. CCE focuses on child's progress with her/his own performance over time. There is no need to compare the performance of two or more children. This will help children grow at their own pace with conceptual clarity and proper understanding.

In order to understand the CCE in right perspective, we need to know the

• Purpose of CCE
• Conceptual understanding about CCE
• Process of implementation of CCE

Purpose of CCE

We need to understand the primary purpose of assessment and evaluation. The first purpose is to improve student's learning. Information gathered through assessment during teaching-learning, helps teachers to determine students' strengths and learning gaps in different subject areas. With this process, the information also serves to guide teachers in adapting curriculum and teaching-learning approaches/ methods to suit students' needs in assessing the overall effectiveness of programmes and classroom practices. This is another major purpose of assessment and evaluation process. Thus, assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations, demonstrations, projects, process of finding out as to what extent changes have taken place in the development and learning among performances, tests, etc.) that accurately reflect how well a student is achieving the curricular expectations in a subject. Therefore, assessment needs to be used as a means of gathering evidences to meet the requirements of evaluation. It does not speak of final judgment but a process through which comparisons among various sets of observations are made. Normally evaluation implied passing on judgement on one or two aspects and it did not cover various dimensions of learning. It has to be based on reliable and valid evidences so as to arrive at precise formulations. Good evaluation is one which provides a near complete picture of one's accomplishments and is based on multiple sources and multiple centres.

Conceptual understanding about CCE

Broadly, the term 'Continuous and Comprehensive' means that evaluation should be treated as an integral part of teaching-learning process rather than as an event which follows the completion of teaching the syllabus. The new paradigm shift suggests that a child's learning and development cannot be viewed in terms of a rigidly defined class-structure, nor can it be fitted into an annual cycle of evaluation

and promotion. The RTE Act represents the legal approval of this thinking as the Act prohibits stagnation of children and requires that a child can join the school at any point in the year.

- Continuous assessment' is an in-built continuous component of teaching-learning process. The prime purpose of using assessment along with teaching-learning is to improve the process of transaction. Teacher also learns from students' responses that what changes are required in teaching-learning process. This will be done by interacting with students, asking questions, observing their classwork. When teacher is interacting or teaching-learning is going on, she/he collects a wide range of data so that they can help the learner with the learning process. She/he prepares assessment tasks that help her/him understand what students know or can do already and use the insights that come from the process to design the next steps in the teaching-learning process. To do this, teacher uses multiple ways, that is, observation,worksheets, questioning in class, student-teacher interaction or whatever mechanism is likely to get data that would be useful for her/his for further planning and teaching. This data is not designed to make comparative judgements among the students but to highlight students' strengths and learning gaps and provide them with feedback that will further improve their learning. It

helps teachers to provide timely feedback to scaffold next step for learning. The above data is a formative data (assessment for learning) and that guide teachers to further improve children's learning. This data is not for reporting purpose in the report card. Such data are for teacher's own record to further plan the teaching-learning process in the light of this data. The examples of various curricular areas given in the exemplar material would help in understanding how assessment for learning can be used as an in-built part of teaching-learning process.

During the teaching-learning process, teachers should also provide regular opportunities for peer learning, self-assessment and reflection during the process of assessment for learning. It should also provide opportunities and space to students to critically assess/reflect and analyse their own work during teaching-learning process. Opportunities may be provided to students to assess and reflect on peer and group work. It is not expected that students will be able to assess themselves accurately during early grades at this stage, it is important to develop the habit of reflection and critically reviewing one's own work. The teachers need to be patient in this process. Students may be encouraged to assess themselves many times during the process of learning. After identifying their strengths and gaps in learning, they

can themselves plan and make efforts to look for the suitable resources to seek further knowledge in order to address the gaps to enhance their learning. Thus, in CCE, 'continuous' refers to the fact that the teaching-learning should be continuously guided by the child's response and her/his participation in classroom activities. In other words, assessment should be seen as a process whereby the teacher learns about the child in order to be able to teach better.

• The other 'C' in CCE is 'Comprehensiveness' of the assessment and evaluation process of the child's progress. Comprehensive component is getting a sense of 'holistic' development of child's progress. Progress cannot be done in a segregated manner, that is, cognitive aspects, personal social qualities, etc. Here one must understand that, during the teaching-learning process, teacher creates learning conditions such as asking/probing questions, peer group interaction/discussions, providing enriching material, opportunities for sharing learning experiences. With these processes, children would reflect, discuss, listen to others' responses and generate knowledge. These interactions are usually going on in the classroom, (lesson/chapter-wise) for each subject area. This teaching-learning episode of one topic/chapter of a subject may take 7-8 periods depending on the nature of the

subject and the stage (Primary/ Upper-primary). After completion of 'theme'/chapter, teacher is expected to know the learning levels of children. This could be assessed or judged as per the nature of textual material. For example, in EVS, the topic plant's diversity in the surrounding, children have learnt size of plants, shapes and colours of leaves, colour and texture of trunks. teacher now would like to know whether they have learnt as she/he expected based on lesson's expectation. For that she/he has broadly identified the objectives of the lesson and spelt out learning indicators. She/he will design activities based on expected learning. These activities will be of varied nature it could be grouping of leaves by doing an activity or drawing of leaves of various shapes, or description of leaves etc. These questions/activities she would assess and that data would be one kind of summative data of a unit/ lesson. Such assessment of data must be recorded by the teacher. Likewise in one quarter, she/he would cover 7-8 lessons/topics and in this manner she/he would have substantial data covering varied aspects of child behaviour. It would provide data when child was working in group situation, doing paper-pencil test, drawing pictures, picture reading, oral expression, composing poem/song, etc. These data would give the 'comprehensive'

picture of child's learning and development. The assessment of this data, in one quarter, teacher would easily make out whether a —

- child is sdoing activities/tests/oral work as per the expectation of that level/class (you can keep these children as 'A' group);
- child is doing well but need some support to reach the expected level (you can keep these children as 'B' group of learning);
- child needs lot of support (you can keep children as 'C' group children) from adults and peer for the expected learning.

Thus, while reporting the child's progress in the report card, one should write the remarks, which would communicate what are the strengths of a child. These could be given subject-wise along with other personal-social qualities that you have observed during one quarter in different learning situations.

The reporting should also communicate the learning gaps for further improving the learning. This is a 'Comprehensive Evaluation' of child's progress. We have seen that this evaluation is based on valid and reliable assessment data. Here, we would like to tell from this package is that there should not be lengthy formats for recording the data by the teacher. We should give freedom to our teachers to keep record of such data. Portfolio is one of the important sources of compiling such data.

Process of CCE Implementation

What is observed across all schools is that during assessment the most commonly used methods are those developed by teachers themselves. Among these are paper-pencil tasks, written and oral tests, questions on pictures, simulated activities and conversations with children. Small class tests are used by most teachers as a quick and easy way of assessing the learning progress of children. These are generally conducted at the end of a unit/month. No doubt these are useful but they need to be used carefully. The kind of questions and items used should, as far as possible, not have pre-determined answers but be worded in ways so that children have space to generate and express individual thoughts and ideas in a variety of ways. Test items that promote thinking, creativity, analysis rather than only recall-based questions need to be included. Simply, items which provide the scope for a variety of responses from children should be included. In order to follow CCE as an in-built part, the following steps need to be followed by the teachers:

Step 1: Collecting Information and Evidence through Different Sources and Methods

Step 2: Recording of Information

Step 3: Making Sense of the Information Collected

Step 4: Reporting and Communicating Feedback on Assessment

Step 1: Collecting Information and Evidence through Different Sources and Methods

We know that every child learns differently and that learning does not take place only in schools. In that case we need to do two things while assessing children:

- firstly, to collect information from a *variety of sources*
- secondly, to use different *ways of assessment* in order to know and understand whether each child is actually learning while going through a variety of experiences, activities and learning tasks.

Sources of Information/feedback: Since assessment is part of the teaching-learning process, children themselves can and also need to play an important role in assessing their own learning and progress. Teachers can help children assess themselves by enabling them to develop a better understanding of what is required of them through experiences designed to involve them in critically looking at their own work and performance. The picture/profile of a child's progress will be more complete if teachers interact with and involve other persons such as:

- parents
- child's friends/peer group
- other teachers
- community members/elders

Methods of Assessment: There is a wide choice of methods or *tools and* techniques. These could be: observation assignments, projects, portfolios, anecdotal records, written tests, etc. Let us now consider why different methods need to be used? This is because:

- learning in different subject areas and aspects of development need to be assessed;
- children need to be given an opportunity as they may respond better to one method as compared to another;
- each method contributes in its own way to the teacher's understanding of children's learning;
- no single assessment tool or method is capable of providing information about a child's progress and learning in different areas of development.

There could be four basic methods of organising assessments, namely:

1. ***Individual assessment*** which focuses on each child while she/he is doing an individual activity or task and on its accomplishments?

2. ***Group assessment*** which focuses on the learning and progress of a group of children working on a task together with the objective of completing it? This method of organisation is found to be more useful in order to assess social skills, cooperative learning and other value-related dimensions of a child's behaviour.

3. ***Peer assessment*** refers to children assessing each other. This can be conducted in pairs or in groups.

4. *Self-assessment* refers to the child's own assessment of her/his learning and progress.

Step 2: Recording of Information

In schools across the country, the most common form of recording is through the use of report cards. Most report cards carry information either in the form of marks or grades obtained by children in tests/examinations on quarterly basis. The crucial question that arises is what can be done to improve the process of recording. If the central purpose of continuous assessment is to find out the child's level of learning in a particular subject then it becomes necessary to make and record observations of the child while she/he is on the task or involved in an activity.

Classroom interaction provides a wide range of opportunities to make observations of a child's behaviour and learning. As you are aware some of the observations are made on a daily basis in an informal manner while teaching-learning is going on. Day-to-day observations are easily forgotten if not recorded. Still others are planned observations of children on activities given to them. This type of observation is planned with a purpose and is thus more formal in nature.

To provide a more complete picture of the child's learning and progress, the scope needs to be widened. Recording needs to include records of observations and comments on children's performance on assignments, ratings of what children do and how they behave and anecdotes or incidents of children's behaviour towards others.

Portfolio as a Record of a Child's Work

Portfolio is a collection of a child's work or activities. This may include projects, assignments, exercises, activities, written and oral tests, drawings and collection of materials, album preparation and other artifacts. This may be carried out over a period of time. Self-assessment of the child which involves reflection on the work done plays an important role in improving one's own interest, involvement and performance. The teacher also assesses the different types of activities carried out by the children and draws a profile of a child from the progress made by the child over a period of time. Work done by a child over the year can be compiled in a folder or in any suitable manner. Teachers can make innovative use of the walls of their classroom. With the help of children, they can paste newspapers on the walls and also make pockets on it. Every child can choose a pocket and write her name on it and slip her/his work in the pocket. This becomes her/his portfolio. As the school year progresses, the collection in the portfolio increases. These could be:

• Written work – worksheets, samples of creative writing, tests, papers, letter written by a child, reports of out-of school activities, etc.

Portfolios should not contain only the best work but all kinds of work, to show the progress of a child over a entire period in respective classes. Such a collection shows the teachers and parents what the child has accomplished and various abilities of a child. It is a very useful tool for reporting of each child. At the end of every term, the teacher can study each child's portfolio and give specific and useful feedback to parents. The portfolio often helps parents to know more about their child-abilities and interests they may not have observed at home and helps them discuss these with the teacher.

- Art work – drawings (favourite flower, animals' fruit, etc.) of her/his choice, sample activities given by teacher.

- Craft work – like paper folding, paper cutting, greeting cards prepared by child.

- List of story books read by the child titled 'Books which I have read.'

- Collection of various things by a child such as leaves, pebbles, feathers, stamps, newspaper cuttings, etc.

- Diary entries by children, communicating their feelings and understanding in a fearless way.

- Self-assessment sheets on her/his own observations as also remarks in which she/he express what problems she/he still face.

Step 3: Making Sense of the Information Collected

Once information has been recorded, the third important aspect or the next step is using the available evidence to arrive at an understanding of what has been collected and recorded. What this results in is drawing conclusions about how a child is learning and progressing. This is necessary in order to understand 'where the child is' and 'what needs to be done to help the child'. All this will help teachers to reflect on their teaching practices, classroom management, and use of materials amongst other pedagogic aspects and improve on the same for the benefit of the learner. Proper interpretation would require identification of indicators to facilitate the process.

Indicators: A Frame of Reference

In order to make the analysis of observation subject-wise criteria needs to be evolved for this a set of indicators have been developed jointly by NCERT and MHRD. These need to be worked by teachers and draw substantively from the objectives of learning for the subject area as framed in the syllabus of NCERT at the primary level based on the NCF-2005. At the primary level, indicators have been developed for Hindi, English, Maths, EVS and Health and Physical Education, while at the upper primary stages these have been developed for Science and Mathematics subjects. These are given in the Source Books, developed by the NCERT.

Indicators should help in a number of ways by:

• focusing and understanding children's learning better on a continuum.

• providing a reference point for teachers' parents, children and others to understand the progress of every child in a simple way.

• providing a framework for feedback, monitoring and reporting progress about the child.

Step 4: Reporting and Communicating Feedback on Assessment

Generally across all schools information on assessment of a child's learning and progress is conveyed to both the child and parents through a Report Card. This is supposed to present a picture of a child's performance in different subjects in the form of marks/grades generally, based on tests/examinations conducted periodically in a school year.

There is no doubt that the assessments made by teachers and the records they keep are done so as to help them understand how much children have learnt, improve their teaching-learning processes and provide more meaningful learning opportunities/experiences to further enhance the learning of each child. In order to achieve the above, reporting needs to become more communicative, constructive and user-friendly. This would be possible if teachers reflect on what information they have with them

through their daily experiences and vis-à-vis the indicators in a specified area of learning.

(i) Reflection by the Teacher

Teacher's reflection will help in preparing the progress map, viz. a cumulative report that provides a clear picture of a child's progress over a given period of time. Only then can they meaningfully guide children's learning in the future and help them to progress from a lower level of understanding and skill acquisition to higher and more complex levels of learning. It will also help identify what is that the child finds difficult and address the gaps . It is through this feedback that changes can be made in the teaching-learning process.

Once the feedback is generated, the critical question that needs to be

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Report: Mapping the Progress of the child by

• assigning grades A,B,C in the subject areas. These grades will indicate the range within which the child's learning and performance lies in the three performance bands or levels.

    i.   Progress of learning as per expectation of that class.

    ii.   Child is doing well but need support to reach the expected level.

    iii.   Child needs lot of support

• using a collection of illustrations of a child's work to help

> - understand at what level of learning she/he is.
> - providing qualitative statements about what and how the child is learning along with grades.
> - providing examples of the kind of work that has been done by the child.
> - highlighting the strengths and also those aspects requiring further improvement.

addressed is what a report that is made by the school-teacher should contain. It should provide a profile of the child's progress over a specified period of time. How can a child's progress be described? Let us consider how this can be done and what information needs to be included.

On preparing a report the teacher needs to communicate and share the feedback with the child and parents. This aspect is important and needs to be done carefully and in a constructive and positive manner.

(ii) Communicating Feedback on Assessment: Sharing with the Child

On a daily basis most teachers do provide informal feedback to the child while she/he is involved in a task/activity. Children also correct and improve themselves while observing the teacher or other children or while working in pairs or groups. The teacher needs to

- discuss with each child her/his work, what has been done well, not so well and what needs improvement.
- discuss with the child what kind of help the child needs.
- encourage the child to visit/see her/his portfolio and compare it with the present work with what was done before.
- share positive constructive comments while the child is working or on the work already done.
- encourage children to match her/his self-assessment with that of peers and teachers.

(iii) Sharing Child's Progress with Parents

Parents are likely to be the most interested in knowing how their child is 'doing' in school, what she/he has learnt, how is their child performing and what is the progress of their child over a given period of time. More often than not, teachers feel they have communicated effectively through comments made to parents such as 'can do better', 'good', 'poor', 'needs to put in more effort'. For a parent what do these statements mean? Do such statements provide any clear information of what their child can do or has learnt, etc. As a concerned and responsible teacher in order to enrich the feedback being communicated, it is suggested that feedback needs to be in simple and easily understood language on:

- What the child can do, is trying to do and finds difficult.
- What does a child like or not like to do.
- Qualitative statements and with samples of the child's work.
- How the child has learnt (processes) and where did she/he face difficulty.
- Whether she/he could complete the activity and his/her performance while doing so.

- Sharing the child's work with parents, to help indicate areas of success and improvement.
- Talking on aspects such as co-operation, responsibility, sensitivity towards others, interests, etc. with both the child and parents.
- Discuss with parents (a) how they can help, (b) what they have observed at home about the child.

CHILD PARTICIPATION*

1. GOALS

1. To promote within the family, community, schools and institutions, as well as in judicial and administrative proceedings, respect for the views of all children, including the views of the most marginalised, especially girls and facilitate their participation in all matters affecting them in accordance to their age and maturity.

2. To make all children aware of their rights and provide them with opportunities to develop skills to form and express their views, build self-esteem, acquire knowledge, form aspirations, build competencies in decision-making and communication, and gain confidence which will empower them to become actively involved in their own development and in all matters concerning and affecting them.

3. To empower all children as citizens by promoting their participation in decisions that affect their lives, the lives of their families and communities and the larger society in which they live.

2. OBJECTIVES

The above goals will be achieved through the following objectives:

1. To ensure all families and programme planners, administrators in Government and NGOs and other civil society organisations are aware of child rights and respect the views of children and integrate opportunities for participation in accordance with their age, in programmes and services being planned for them.

2. To ensure that all professionals working with children i.e. judges, lawyers, police, persons working in institutions and places of care, observation and detention homes for children, teachers, health personnel, including psychologists and social workers have the knowledge of child rights and the skills to make services and proceedings child-friendly, inclusive and participatory in nature.

3. To ensure information on child rights, laws and policies are made available in a way that children belonging to all classes and in different situations have access to them and are in a position to internalise their importance and understand them as their right.

4. To ensure informed participation of children in decision-making by

* Child Rights as per the National Plan of Action for Children–2005

providing access to information that aims at the promotion of their well-being, health, development, protection and participation.

5. To ensure that all institutions and structures created for planning, co-ordination, monitoring and safeguarding of the rights of children provide access to children and provide the space and opportunity for listening to their views, according to their age and maturity.

6. To develop strategic partnerships with families and local communities, administrative and social structures including school management, village councils, local governance committees, etc. to address the traditional constraints to children's participation and create the enabling environment and spaces for participation in the daily lives of children.

7. To regularly review the extent to which children's views are taken into consideration, including their impact on relevant policies and programmes.

3. STRATEGIES

The above objectives will be achieved by the following strategies:

1. Advocate for child participation, especially for the girl child participation, at all levels.

2. Promote good governance in public institutions and civil society organisations and make the provisions and principles of child rights widely understood by decision-makers.

3. Promote access to parents, families, legal guardians, care-givers to a full range of information and services to promote child survival, development, protection and participation.

4. Use public media, print and electronic, to disseminate information on child rights, constitutional commitments and all child-related legislations so that all children are made aware of their rights and protection available to them.

5. Strengthen the capacity of NGOs and children's organisations towards facilitating child participation and providing children with opportunities to advocate with adult institutions for greater respect for their rights.

6. Produce literature on policies, plans, legislations and programmes in a language and format that all children can understand, i.e. produce child-friendly versions, including one of the National Plan of Action for Children-2005.

7. Include information on child rights and children's participation in all training programmes and literature on parenting and for professionals dealing with children.

8. Strengthen children's capabilities for advocacy and participation by supporting their own organisations, building networks by dissemination of rights information and training, helping them access local, national and global processes and policy-making forums.

9. Train children and equip them with

life skills, develop their leadership skills and skills to participate effectively in all situations in their daily life along with adults.

10. Undertake legal and policy reforms to guarantee that children in difficult situations, get full access to information and to ensure that they are heard and their views are taken into account.

11. Ensure that children have appropriate access to effective complaints procedures in relation to family-life, including ill-treatment, alternative care of all kinds, schools and educational services, health services and institutional services, all forms of detention, all aspects of the juvenile justice system, environmental, planning, housing and transport issues and other services affecting children.

12. Encourage establishment of children's groups, councils, associations, and forums and projects in order to create environments in which children are invited to participate and feel comfortable participating.

13. Establish a child-friendly education system that enables effective development and participation of children, encourages democratic, gender-sensitive curriculum, teaching methods, eliminates corporal punishment and incorporates the principle of involving children in designing and managing effective, safe and protective learning environments.

14. Develop capacity of media personnel and children to produce programmes for and by children and establish monitoring mechanisms to assess the impact of child-centred public information and media services.

15. Engage with children's forums/groups in order to regularly assess and review children's needs, encourage them to speak out on issues, expose abuse and exploitation, make complaints of services, ask questions, raise awareness of problems, press for change in policy, etc.

16. Undertake research to document best practices on child participation. Research on participation in early childhood and middle childhood is important in addition to the traditional focus on adolescence.

17. Undertake special measures to ensure that children in difficult circumstances, particularly in situations of conflict and natural disasters, have opportunities to have their views heard and considered in matters affecting them.

18. Ensure that all programmes are assessed for their impact on children along with indicators developed by children themselves and including their views.

19. Take measures to enable participation of children in the monitoring of the NPA and preparation of the CRC report by supporting local, state and national consultations with children and young.

11

Story : Rinnie the Rabbit

Mrs Krishna Sahgal *

Near the gurgling stream in the forest was a tidy little cottage, cosy and comfortable. In it lived Rinnie the Rabbit, with her three cute little bunnies. She cleaned and washed while keeping an eye on her three bunnies. "Yipee" went Jingo, the eldest followed by his brother Bingo, last to run out of the house was Dingo, the youngest; not to be outdone by his brothers, he went "Yipee', Yipee" as loudly as his little lungs could yell.

While the two elder ones, Jingo and Bingo were obedient, the youngest Dingo was a rebel, full of mischief. He loved to meddle and tell tales, much to the annoyance of their mother "Rinnie Mama."

Dingo was a tiresome little brat, often getting into trouble with his neighbourhood for meddling and carrying tales. But it did not bother him.

"He broke my glass," complained one neighbour; "He trampled on my flower beds," said another. Rinnie would chide him for his mischief, "what a naughty fellow you are! I have half a mind to tie you up to a tree." She would yell. But, Dingo would look sad for a few minutes, then dash back to his tricks again.

Outside Rinnie's quaint, ivy covered cottage was a neat garden where peonies and daises grew in abundance. In the middle of the garden stood a huge tree, where "Chirpy" the sparrow had her nest.

"Chirpy" and "Rinnie" were good friends. Sometimes they would discuss their family problems also.

'Hai' said Rinnie. "Hai" said Chirpy.

"What did you see from the tree top?" Rinnie would ask Chirpy.

From her perch on the top branches of the tree, she could see all around and gather the latest gossip. "Oh Rinnie, did you know," she would call out excitedly, "Wily the fox was on the prowl yesterday. The cunning Jackal had a big fight with his neighbour. They both abused each other like anything."

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Chirpy would go on and on about the neighbourhood, much to the delight of Rinnie, who hardly had time to look around herself.

Always, before going out to get the essentials, Rinnie would tell her kids, "Jingo, Bingo, Dingo, lock the door from inside. Don't open it for the strangers and do not go outside, until I come. Do not fight, instead play nicely with the games of Ludo, Snakes and Ladders etc."

Then she would call out to Chirpy, "Chirpy dear, please keep an eye on the kids."

Chirpy loved the three little bunnies, and often agreed to "Bunnie sit" (Baby-sit) for Rinnie, when she went shopping.

Then, during her babysit, "Once upon a Time" Chirpy would read stories of Kings and Queens to the little ones.

Although she loved all three of them, she was worried and concerned about Dingo just like Rinnie. She wanted to help Rinnie to mend his ways. But he could not be reformed and continued to be mischievous with new pranks in mind.

At the other end of the stream lived Rinnie's brother Wisey, who was full of wisdom and knowledge, that the animals of the forest sought his help for all their problems. He kept a very neat little house with a place for everything. He meticulously placed everything in order, in its place.

One day 'Chirpy' the sparrow went out to meet her sister whose nest was on a tree, close to Wisey's cottage. As she was flying, she saw Wisey giving advice and lessons in etiquette to little animals under a large tree.

"Hai there, brother Wisey," she called out.

"Hai chirpy dear, why don't you stop by for a cup of coffee?" said Wisey.

"Thanks" answered Chirpy. "Yes, I will, on my way back."

Whilst flying, an idea struck Chirpy. "Why not get Wisey to visit Rinnie and help her reform Dingo!" She knew that he would do so willingly.

After a nice cup of coffee and small cakes, Chirpy told Wisey about Rinnie and the trouble she had with Dingo.

"Don't worry," he said, "I will make the naughty little fellow, an obedient."

"Thanks" said Chirpy, "for everything" as she flew away. "I will be there tomorrow," shouted Wisey.

Chirpy could not wait to convey the good news to Rinnie. She flew fast, and called out to Rinnie breathlessly.

"Rinnie, Rinnie, I have good news for you. Your brother Wisey will be here tomorrow to teach Dingo a lesson or two."

Rinnie was beside herself with joy and happiness. She hugged Chirpy, she went around tidying her house and baking some goodies for her brother.

She baked two lovely pies and to cool them, left there on the window sill and continued with her chores.

Dingo meanwhile, having upset his brothers, toppling the furniture, entered the kitchen. He saw these pies and noticed that no one was looking around. He quietly took both of them and ran away, unaware of the fact that they were baked for his uncle.

Not far away from the cottage, he came face to face with his uncle, who had just arrived. Dingo became nervous and paled. Noticing Dingo's pale face and nervousness, Wisey guessed everything. Taking both the pies from Dingo's hands, he pretended that Dingo wanted to give him a pleasant surprise and was bringing the pies for him as a welcome. "Come Dingo." He patted him and said, "Let's walk together home."

Back home, when Rinnie turned her back, she got the shock of her life. Both the pies had disappeared. She was seething with anger. Seeing her flushed face, Wisey beckoned her, to keep quiet. Instead, placing both the pies on the table and praising Dingo, he spoke,

"Sister Rinnie, see how considerate our Dingo is. He has become so loving and affectionate."

"Do you know why he took these pies? He wanted to show me his warmth and affection to welcome me with these pies."

Rinnie's hard expression softened a bit. Uncle Wisey spoke again. "Sister dear, Dingo is a darling. He presented me these pies, when he met me outside. I am deeply touched. I do appreciate his thoughtfulness."

Rinnie's face lightened up. She hugged and kissed Dingo profusely with joy. "Oh, my darling baby, I love you so much."

Dingo was surprised at uncle Wisey's reaction and his wise remarks. Taking situation under control, his uncle, with his wisdom had saved him of all the thrashing from mother Rinnie.

Dingo was feeling ashamed of himself. He vowed never to be naughty again.

Poems: Harmony

Sunil Ranjan *

Mix

When you choose to stay apart
You only feel sad
Be willing to be the part
For then you'll feel glad.

Unity

Man-made borders across
the globe Yet we all are one
Differences, yet there is hope
To share joy and fun.
Let's choose to be warm and nice
Wherever we are
Despite distance let's rejoice
Let there be no bar.

Thinkathon

Think of all you wish to do
As you walk or run
Take care to be always true
Share knowledge and fun.

Manners

Be gentle, be soft and sweet
Whenever you speak
Either in classroom or street
Be humble and meek.

Culture

Take pride in your culture
Never forget your root
Always care to nurture
It is the sweetest fruit.

*Mohan Villa, Speaker Road, Naya Tola, Muzaffarpur-842001

Creativity

Think afresh, feel free to say
What you have on your mind
Let yourself be in full play
Why at all stay behind?
Don't ever choose to be held back
By what had been done before
Dare to get off the beaten track
You too may have something more.

Growth

Love to know, love to grow
Love to be up and high
May be fast, may be slow
Never give up but try.
Think afresh when you go wrong
Don't ever feel let down
When you are daring and strong
You shine and win the crown.

Great Personalities

Read life of the well-known and great
To feel happy, up, and high
Through tough times how they wrote
their fate
They'd passion to touch the sky.

Patience

Plan afresh, be on the go
Work hard night and day
Don't you ever lose your flow
You will find your way.

Thank you

When someone does something
for you
Say 'Thank you' with a smile
It's a touch of warmth that is due
One feels glad for a while.

Sorry

Say 'sorry' when you go wrong
Don't ever mind saying so
It's human, it makes you strong
You don't make any foe.

Punctuality

Tick tock tick tock tick tock tick tock
Pick up the pace and go
Don't get held back, follow the clock
Don't you ever be slow.

Talking

If you talk and talk and talk
You'll waste your precious time
It may come to you as shock
When you are past your prime.

Values

Love the young, respect the old
Take care to be nice
When you have a heart of gold
You always rejoice.
Human values count a lot
Don't ever be cold
Everything comes to naught
If you lose your hold.

Human Touch

Be caring, be kind to all
No matter who they are
For then only you'll stand tall
You will be shining star.
Choose to always love mankind
It's healing human deed
Never let yourself go blind
Help all who are in need.

Early Rising

Birds too twitter and fly high
Up from nightlong sleep
They too cheer up in the sky
Come, wake up and leap.

Friends

Choose to always make good friends
With whom you can share
Have fun with them, they are gems
They are ones who care.
They're with you in joy and sorrow
They get you easy
There's promise of new tomorrow
With them you feel free.

Happiness

When you show your teeth and smile
You spread joy around
You tickle all for a while
As you take the round.

RIGHT TO INFORMATION

The basic aim of the RTI Act is to empower the citizens, promote transparency and accountability in the working of the government, contain corruption, and make our democracy work for the people in real sense. You can seek necessary information about various activities of the government through an RTI application.

How to Apply

The application can be made on plain paper. Submit it along with the fee to the Public Information Officer (PIO) of the department concerned. You may also send it through the post office.

Application Fee

You need to pay the application fee of ₹10/- through Cash/Demand Draft/IPO or Banker's Cheque for information on matters related to the Central Government departments. The fee is different for the State Government departments.
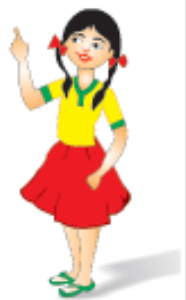
For further details about RTI, log on to www.cic.gov.in, www.rti.gov.in