

ISSN 0970-9282

The Primary Teacher

Volume XLIII

Number 2 and 3

April and July 2018



About the Journal

The Primary Teacher is a quarterly journal brought out by the National Council of Educational Research and Training (NCERT), New Delhi. It carries articles and research papers on educational policies and practices, and values material that is useful for practitioners in contemporary times. The Journal also provides a forum to teachers to share their experiences and concerns about the schooling processes, curriculum, textbooks, teaching-learning and assessment practices. The papers for publication are selected on the basis of comments received from two referees. The views expressed by individual authors are their own and do not necessarily reflect the policies of the NCERT, or the views of the editor.

© 2023*. Copyright of the articles published in the Journal will vest with the NCERT and requests for reproducing the material should be addressed to the Academic Editors.

Advisory Board

Director, NCERT : Dinesh Prasad Saklani

Head, DEE : Suniti Sanwal

Head, Publication Division : Anup Kumar Rajput

Editorial Board

Academic Editors : Anup Kumar Rajput

Varada M. Nikalje

Chief Editor (In charge) : Bijnan Sutar

Publication Team

Chief Production Officer : Arun Chitkara

Chief Business Manager : Vipin Dewan

Production Assistant : Rajesh Pippal

Cover

Amit Srivastava

OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus

Sri Aurobindo Marg

New Delhi 110016

Phone: 011-26562708

108, 100 Feet Road

Hosdakere Halli Extension

Banashankari III Stage

Bengaluru 560085

Phone: 080-26725740

Navjivan Trust Building

P.O. Navjivan

Ahmedabad 380014

Phone: 079-27541446

CWC Campus

Opp. Dhankal Bus Stop

Panihati

Kolkata 700114

Phone: 033-25530454

CWC Complex

Maligaon

Guwahati 781021

Phone: 0361-2674869

Single Copy: ₹ 65.00 Annual Subscription: ₹ 260.00

Published by the Head, Publication Division, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Chandra Prabhu Offset Printing Works (P.) Ltd., C-40, Sector-8, Noida 201 301 (U.P.)

*Printed in February 2023

THE PRIMARY TEACHER
VOLUME XLIII NUMBER 2 AND 3
APRIL AND JULY 2018

CONTENTS

Editorial		3
ISSUES AND POLICY PERSPECTIVE		
1. Agro Awareness at the Primary Stage	Varada Mohan Nikalje and Radhika D.	7
2. A Critical Study About the Preparedness of Elementary Schools for Children With Special Needs (CWSN)	Anjali Sharma and Dibyangona Bora	15
3. Deschooling: A Movement Towards Educational Transformation	Arati Upadhyaya and Yogendra Pandey	26
4. How to Develop Rubrics – A Step-by-Step Guide	K.V Sridevi	32
5. Implementation of Sri Aurobindo’s Philosophy of Education at Primary Level: A Case Study	Monika Davar	41
6. Developing Process Skills in Environment Studies	Manisha Wadhwa nee Dabas	49
7. Role of Various Stakeholders Towards Early Childhood Care and Development	Anjali Warbal and Nancy Gogia	60
8. Stress and Job Satisfaction Among Primary School Teachers	D. Packialakshmi and S. Anithamary	70
9. Texts and Contexts: Into Pedagogy of Social Sciences in Primary Classes	Tripti Bassi	77
FROM THE STATES — HARYANA		
Scouts and Guides Programme in Schools	Ram Kumar	85
BOOK REVIEW		
<i>My Treasure of Poems</i>	Arshad Ikram Ahmad	89
DID YOU KNOW		
<i>Bhasha Sangam</i>	Nabeela Ata	91
MY PAGE		
Common Mistakes in English Language Usage	Sharickah Muthu	94

Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

1. Not blame yourself
2. Tell someone whom you trust
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad, confused and helpless
You need not feel "bad" because it's not your fault



Press This Button

POCSO e-box available at NCPDR@gov.in



If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...

Call **1098**...because some numbers are good!
They change lives!!!



CHILDLINE 1098 - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development



Ek Kadam Swachchhta ki or

EDITORIAL

Swami Vivekananda famously said, “We want the education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one’s own feet”, in which he elaborates on education being a path which leads to making a child both compassionate as well as an intellect. This would not only lead to the child’s overall development but also bring positive change in the society. This issue of The Primary Teacher focuses on these aspects of education.

The first paper titled ‘Agro Awareness at the Primary Stage’ by Varada Nikalje and Radhika D. explores the growing concern worldwide of young people becoming disenchanted with agriculture and how such perceptions had been formed over the years. It points out agriculture can be made a desirable profession right from the primary stage of education by introducing traditional methods of farming, and by stating live examples of people working in this profession and government’s initiative for the same.

The next paper titled ‘A Critical Study about the Preparedness of Elementary Schools for Children with Special Needs (CWSN)’ by Anjali Sharma and Dibyangona Bora aims to explore the preparedness of elementary education for creating an inclusive environment for children with special needs based on data supplied by DISE. The authors point out that, even after having sufficient number of CWSN enrolments, schools have been providing merely bare minimum facilities such as ramps. Other aspects necessary to make an inclusive environment for children with special needs like the recruitment of special educators or provision of training for teachers for the same purpose and teaching aids were overlooked.

The article titled ‘Deschooling: A Movement Towards Educational Transformation’ by Arati Upadhyay and Yogendra Pandey is based on the emergence of a new concept of deschooling. It is a form of education which majorly believes in developing skills rather than making children follow a routine existence from the bookish curriculum. It elaborates on how deschooling has forced the world to think towards a pedagogical shift from teacher and curriculum centred to a child-centred education system. It also points out how a deschooled school would be different from a regular school.

The paper titled ‘How to Develop Rubrics — A Step-by-Step Guide’ by K. V. Sridevi, focuses on the significance of self-assessment and how Rubrics could be an efficient tool for teacher assessment, self-assessment and peer assessment. It describes a step-by-step guidance on how rubrics can easily be developed, and how beneficial it can be for teachers as well as the students.

The paper titled 'Implementation of Sri Aurobindo's Philosophy of Education at Primary Level: A Case Study' by Monika Davar, gives an insight on the effect of the implementation of Sri Aurobindo's philosophy for the pre-primary and primary level students in a reputed school of Delhi. The outcomes were found to be positive and beneficial for primary school students.

The paper titled 'Developing Process Skills in Environmental Studies' by Manisha Wadhwa nee Dabas lays emphasis on the importance of the development of process skills among primary school students (specifically in EVS) in order to enhance the learning outcomes among these students. Activities were designed according to the EVS syllabus which were conducted during the school internship (practise teaching).

The article titled 'Role of Various Stakeholders Towards Early Childhood Care and Development' by Anjali Warbal and Nancy Gogia elaborates the current problems and challenges faced by teachers, parents, and society as a whole about ECCD. It points out the critical issues and challenges faced by various stakeholders and suggests some measures for further improvement.

The paper titled 'Stress and Job Satisfaction Among Primary School Teachers After Implementation of the Tri Semester System and Continuous and Comprehensive Evaluation Scheme' by D. Pachialakshmi and S. Anithamary tries to investigate the level of stress and job satisfaction among primary teachers. To do so, data was collected from 500 primary school teachers from the district of Kanyakumari. The paper tries to highlight how various demographic variables also influence the level of stress among primary teachers.

The next article titled, 'Texts and Contexts: Into Pedagogy of Social Sciences in Primary Classes' by Tripti Bassi is a content analysis of three textbooks of Social Studies introduced by the State Council of Educational Research and Training, Delhi, in 2004. These books across grades 3, 4 & 5 follow a distinct approach by introducing children to concepts in a sequential and developmental manner. The author has done a qualitative content analysis by recording and analysing classroom discussions and interactions between the teacher and student when these books were used. The study was conducted in order to capture a holistic understanding of the written and unwritten concepts that the textbooks aim to deliver.

The issue also carries the journal's regular features — 'From the states', 'Book Review', 'Did You Know' and 'My Page'.

In the section, 'From the States', Ram Kumar shed light on the history of scouting in India and its current status. He also elaborated on how The Department of School Education in Haryana is running this programme for

the overall development of school children. It further explores the aim and objective, financial outlay, programme and activities of the programme and how beneficial it has been for the children as it opens new avenues of fitness and discipline for them.

In the review of the book 'My Treasure of Poems' by Kusum Sharma, reviewer Arshad Ikram Ahmad shares that the book is a beautiful collection of 30 poems, which not only celebrates by providing children exposure to various cultures and languages of India but also a great resource for young children wanting to learn English in the Indian context as the themes chosen for each poem is very relatable to the child's life.

In the 'Did You Know' section, author Nabeela Ata introduces the readers to the initiative taken by the Department of School Education & Literacy known as the Ministry of Human Resource Development: Bhasha Sangam. The objective of this initiative as mentioned in the article is to familiarise students with all 22 languages mentioned under Schedule VIII of the Constitution of India in order to promote linguistic tolerance and national integration.

In the 'My Page' section, author Sharika Muthu reflects upon 'Common Mistakes in English Language Usage'. The author elaborates and reflects on the most common errors made by students which are lightly dismissed as 'mere Indianisms'.

— Academic Editors

© NCERT
not to be republished

Agro Awareness at the Primary Stage

Varada Mohan Nikalje*

Radhika D**

Abstract

There is a growing concern worldwide that young people have become disenchanted with agriculture. This is all the more worrying because humanity needs more food in the foreseeable future, due to the rapid increase in the world population. In developing countries where agriculture is likely to provide the main source of income in a majority of households, it is vital that young people are connected with farming. In India, agriculture, with its allied sectors, is the largest source of livelihood. About 70 per cent of India's rural households still depend primarily on agriculture for their livelihood, with 82 per cent of farmers being small and marginal. However, with growing urbanisation, more education, and the development of skills, the younger generation is moving away from agriculture. It is not simply a shift from rural to urban areas; there is a shift in mindset as well. A short survey conducted by the author indicates that young learners at the primary stage of schooling did not find agriculture appealing as a means of livelihood. The paper focuses on how such perceptions had been formed and states that a positive perception of agriculture can be strengthened in the next generation right from the primary stage of education. This would enable young learners to view farming, and allied areas, as desirable professions. The younger generation with a positive outlook towards agriculture would learn the traditional methods of farming and then may find ways to combine them with new technologies to get optimum results.

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

** Research Assistant, School of Technology, IIT, New Delhi

INTRODUCTION

The United Nations has stated that by 2050, the demand for food will increase by 60–90 per cent. In simpler terms, by 2050, humans would have to produce as much food as has been produced in the past 10,000 years. This is because of the increase in population worldwide.

India is one of the most populous countries. Agriculture plays a vital role in its economy. The UN report states that “agriculture, with its allied sectors, is the largest source of livelihood in India. About 70 per cent of its rural households still depend primarily on agriculture for their livelihood, with 82 per cent of farmers being small and marginal.” (UN, 2018)

As in most countries, the current trend in India is population migration from rural to urban areas. Gradually, over the decades, this has resulted in an ever-growing divide between people involved in agriculture and those who are not. This is reflected in the wide variance of attitudes towards agriculture as a means of livelihood. These attitudes find expression either verbally or non-verbally and are imbibed by the younger generation.

The author surveyed 100 children in the age group 8–10 years. The survey was conducted through a short questionnaire developed by the author. The questionnaire was in two parts. Part A tested the respondents’ knowledge of specific agricultural products; Part B dealt with their perceptions about agriculture as a financially viable career option. A

group discussion was also held. The parents’ consent was obtained. All the respondents were from a village named Unkal, which is located on the outskirts of the city Hubbali in Karnataka.

The results of the study are as follows:

Part A: Agricultural Products

1. COTTON

- 66 per cent of the children did not know where the cotton comes from.
- 10 per cent said that it is an animal product.
- 24 per cent said that it comes from plants.

2. DAL

- 80 per cent could not distinguish between *moong dal*, *tuvar dal* and *chana dal* (green gram, yellow lentil and chickpea, respectively).

3. MILK

- 80 per cent answered that milk comes from cows and buffaloes.
- 20 per cent said that they bought it from the local dairy shop.

Part B: Perceptions

- 43 per cent did not connect science with agriculture.
- 60 per cent said that farmers are illiterate.
- 50 per cent linked agriculture only with food grains (not with the production of fruits and vegetables).
- 95 per cent said that they would not prefer to take up farming for their livelihood.

- 80 per cent said that farmers do not make enough money.

FINDINGS

- There are negative perceptions about agriculture as a means of livelihood.
- There is a lack of information regarding primary agricultural products.
- There is less awareness about careers allied with it.

This exploratory study throws some light on the perceptions of young children towards agriculture. The Cambridge English dictionary defines perception as “a belief or opinion, often held by many people and based on how things seem.” As a well-known poet put it, “If the doors of perception were cleansed, man would see everything as it is” (Blake, 1975). Social perception refers to identifying and utilising social cues. A research study outlines how children come to understand beliefs, including false beliefs, at 4–5 years of age. It states that “humans are the only species to operate with the concept of ‘false beliefs’ which essentially means that one accepts a perspective because it is socially acceptable.” (Tomasello M., 2018).

BASIS OF PERCEPTIONS

Referring to the research study on the 100 children, the author attempted to probe further into how these perceptions were formed. During a group discussion, it was found that if

the children did not do well in school, they were told that “you are fit only to graze cattle” or “your life is too soft and easy. I will put you in the fields to work as a farmer.” This is best exemplified in what a well-known columnist wrote: When I was in Class 5, I did so poorly that I was on the verge of being expelled. I recall my father scolding me, “You better study hard and pass your exams, otherwise I will send you to our village and make you a farmer. Then you will spend your whole life showering cattle, cleaning cow dung, getting bitten by reptiles, and exposing yourself to the hot sun and harsh rains.” While I did not know what being a farmer really was, his words made me believe it was not ‘cool’. Farming seemed like an occupation for those who did not have other options, an occupation without dignity. In Class 10, most of my 50 classmates wanted to be engineers and doctors, a handful wanted to be pilots, and I chose to be a chartered accountant. No one wanted to be a farmer (Sathya, 2017).

Perceptions are also formed in children’s minds when they overhear adults discussing current events, or when they listen to the news. One such news item that left a lasting impact on the general public was that of farmers’ suicides that seemed to be occurring with frightening frequency.

One positive experience cannot change a perception. In other words, a change of perception does not happen immediately. Ideally, positive experiences related to agriculture

should be introduced at the primary stage of education. The school system reaches out to many young minds, and hence this opportunity of motivating children to learn about agriculture should not be lost.

It should be ensured that children grow up well aware of what modern careers are available in agriculture. It is immaterial whether they choose to take up a career in agriculture or not, but at least it would change their perception of agriculture as a career.

CURRICULUM AND TEXTBOOKS

The curriculum at the primary stage is dominated by concepts in mathematics, aspects related to health and hygiene, and stories, poems, and art-related matters. Further, while the current textbooks do mention agriculture, they do not showcase it. For instance, the chapter “Seeds and Seeds” in the EVS textbook introduces students to various seeds having different colours, sizes, and shapes; it also encourages students to germinate and consume them.



So many seeds!

How many types of seeds can you collect? Where will you find them? Each of you should try to collect as many different types of seeds as you can. After that, put all the seed collections together. Now observe these seeds carefully — their shapes, sizes, colours, textures (smooth, rough).

The chapter also provides information on how seeds ‘travel’ even though plants are stationary.

However, the textbook content seems to offer a ‘sanitised’ idea of a farmer. For instance, it states that farmers would grow many different kinds of crops — grains and vegetables — according to the season. The farmers kept enough for their needs and sold the rest to shopkeepers from the city. Some farmers also grew cotton. At home, family members spun cotton on a *charkha* (spinning wheel) to make cloth (NCERT, 2011).

Another example may be found in the English textbook, *Raindrops* which introduces young learners to a rural lifestyle and talks about a



farmer “who works hard in the field” (NCERT, 2016). Not much is said about the hard work or the knowledge it entails.

ON

Children are exposed to news: in the news items read out in the morning assembly at school, on radio and TV, or by overhearing elders talk about burning issues of the day. They see photographs in the newspapers of children of their own age, or younger, suddenly becoming orphans, due to factors beyond their control or understanding.

Farmer suicides are the unfortunate result of agrarian distress in the rural economy in India. Studies have shown the relationship between farmer suicides and issues such as monsoon failure and drought. Their problems are further compounded by lack of social security, and in some cases, increasing debt burden. One such study concludes that, “Farmers’ suicides in Vidarbha are caused by the complex interplay of social, political, and environmental constraints. Hence, a comprehensive intervention to ensure self-reliance and capacity building among farmers in modern farming techniques, a monitoring, and support system for vulnerable farmers, and a village-level, transparent system for disbursement of relief packages—all will be needed to prevent farmer suicides in the near future. Apart from this, there is a need to strengthen the

National Mental Health Program at the primary health care level to offer support and counselling to vulnerable farmers in rural areas” (Dongre & Deshmukh, 2012).

A chapter in the EVS textbook cites the methods followed by two farmers in terms of ploughing, irrigation, etc. One follows the traditional method of storing seeds, sowing them, and letting the soil ‘rest’ from time to time; the other uses tractors for ploughing, a motorcycle to transport the produce to market, and fertilisers in his fields. It invites young learners to reflect on the meaning of ‘progress’ in agriculture (NCERT, 2011).

Knoblock states that “Elementary (primary) students need authentic learning experiences with community-based topics to motivate them, help develop inquiry skills, apply academic content, and connect their learning beyond the context of the classroom. In particular, the study of food, agriculture, and natural resources in elementary (primary) classrooms can bring learning to life” (Knoblock & Martin, 2000).

BEYOND THE FIELD

Young learners may be made aware of farming, freshwater aquaculture, rose agriculture, and dairy farming. This need not be in great detail, but just enough to let them know that these are viable options.

Getting students engaged in understanding the processes of agriculture at a young age would help

them identify that they can make a livelihood through agriculture. A recent article states, “This is a pragmatic generation—they care about making a difference, but are ultimately motivated by ensuring they have a secure life outside of work” (Patel, 2017).

Additionally, young learners may be informed that science can help enormously in food production. A biologist can help control the incidences of plant diseases and pests; a veterinarian can provide medical support to domestic animals and poultry; a scientist can study soil quality.

Besides providing for the livelihood of farmers and labourers, the agricultural sector also ensures food security for the people of a nation. The Food and Agricultural Organisation (FAO) of the United Nations defines food security as a situation where all people have, at all times, physical and economic access to sufficient, safe and nutritious food that meets the dietary needs and food preferences for a healthy and active life (UN, 2015).

Despite high levels of production in India, 15 per cent of the population continues to be under-nourished, as per 2014 estimates (GoI, 2015–16).

India enacted the National Food Security Act in 2013. The Act aims to provide food and nutritional security to people by ensuring access to adequate amounts of quality food at affordable prices (GoI, 2013).

CONCLUSION

Children as young as 6 or 7 would become aware that there is a world beyond their neighbourhood; children at the age of 8 or 10 would understand the concept of ‘nation’, and that there are countries other than India. Their young minds may be gradually introduced to the fact that worldwide there is an attempt to remove poverty and hunger. It should not be thought that these concepts are beyond their understanding. Children are more perceptive than adults, give them credit for; in fact, children are much more compassionate than adults. Hence, they should be introduced to terms such as food waste, nutrition, soil health, water quality, etc., but through relatable examples and in an age-appropriate manner. This would facilitate their understanding of the complexities of agriculture at a later stage and enable them to learn about modern agriculture, and its interactions with the environment and nutrition.

There is a gradual but steady shift of surplus labour from agriculture to the non-agricultural sectors. Although income mobility improved country-wide in the seven years to 2012, the progress was unequal between states, while the likelihood of children pursuing the same occupation as their fathers appears to be declining as even after spending crores of rupees in the twelfth five-year plan, villagers continue to live in rural poverty. In the Wire’s exclusive interview with

Dr. K. Ramaswamy, the Vice-Chancellor of Tamil Nadu Agricultural University (2017), he stated, that about 75 per cent of rural India, has such low monthly incomes that farmers are not able to feed their families. This leads to children considering agriculture as a risky sector to venture into. He further said that to change this outlook, children need to see live examples of other youth who are earning well. This will not only encourage them to explore the agricultural sector, but also believe that by attaining proper skills and knowledge, one can explore various possibilities in that sector and earn well. He even mentioned various steps taken by the university and the government to make farmers and the youth aware of the

day-to-day developments made in the field of agriculture, one of which was Agriportal, a website maintained by the university which provides information about the recent developments in the agricultural sector for the benefit of farmers. He also mentioned the scheme Attracting Rural Youth in Agriculture (ARYA) launched by the Indian government, which would not only attract rural youth to agriculture by making them self-dependent in agriculture but also makes the states self-dependent in agriculture. Another scheme, Agricultural Technology Management and Training (ATMA) provide training to rural youth on how to make proper use of barren and uncultivated land and grow pulses.

REFERENCES

- DONGRE, A.R. AND P.R. DESHMUKH. 2012. 'Farmers' Suicides in the Vidarbha Region of Maharashtra, India: A Qualitative Exploration of Their Causes'. *Journal of Injury & Violence Research*. Vol. 4, No. 1. pp. 2–6.
Retrieved from <https://doi.org/10.5249/jivr.v4i1.68>
- GOVERNMENT OF INDIA. MINISTRY OF FINANCE. ECONOMIC SURVEY. 2015–16. Prices, Agriculture and Food Management, Chapter 5
Retrieved from <http://unionbudget.nic.in/es2015-16/echapvol2-05.pdf>.
- GOVERNMENT OF INDIA. MINISTRY OF FOOD AND PUBLIC DISTRIBUTION. 2013. National Food Security Act.
http://dfpd.nic.in/writereaddata/Portal/Magazine/Document/1_43_1_NFS-Act-English.pdf.
- KNOBLOCK, N. AND R. MARTIN. 2000. 'Agricultural Awareness Activities and their Integration into the Curriculum as Perceived by Elementary Teachers'. *Journal of Agricultural Education*. Vol. 41, No. 4. pp. 17.
- NCERT. 2011. 'Seeds that tell a Story' Looking Around (EVS Textbook for Class 5) New Delhi.
- . 2016. Raindrops (English Textbook for Class 2) New Delhi.

- PATEL, D. 2017. 8 Ways Generation Z Will Differ From Millennials in the Workplace, Forbes, September 2017
<https://www.forbes.com/sites/deeppatel/2017/09/21/8-waysgeneration-z-will-differ-from-millennials-in-the-workplace/#35edb8876e5e>
- SATHYA RAGHU MOKKAPATI. 2017. 'Time we Taught Farming in Schools' The Hindu. 29 May 2017. Chennai. India.
- RAMASAMY, DR. K. INTERVIEW BY PRABHU, M.J. 2017. 'Farmer's Notebook: Young India Can Save the Future of Agriculture'. The Wire. 23 Feb 2017. <https://thewire.in/agriculture/farmers-notebook-young-india-can-save-the-future-of-agriculture> .
- TOMASELLO, M. 2018. 'How Children Come to Understand False Beliefs: A Shared Intentionality Account' Proceedings of the National Academy of Sciences of the United States of America <https://www.pnas.org/content/115/34/8491#sec-5>
- UNITED NATIONS. 2015. 'The State of Food Insecurity in the World'. Food and Agriculture Organisation of the United Nations. <http://www.fao.org/3/a-i4646e.pdf>.

A Critical Study About the Preparedness of Elementary Schools for Children with Special Needs (CWSN)

Anjali Sharma*

Dibyangona Bora**

Abstract

The purpose of the present study is to explore the preparedness of elementary schools regarding facilities provided to Children with Special Needs (CWSN). To highlight the factual situation on the focus of the study, the authors explored the data supplied by DISE (District Information System of Education) and analysed the data related to enrolment of CWSN, facilities provided to them, and teachers' qualifications who deal with them. It is found that there are sufficient number of CWSN enrolled in schools with a variety of differently-abled students. Still, in this regard, it is reflected that the schools only emphasized providing ramp facilities and ignored other facilities required for other than those physically challenged. Teacher qualifications are a significant issue in truly building inclusive education. It is necessary to include information on the availability of special educators or teachers who have received training to deal with children of different abilities and the particular courses they did or did not. Unfortunately, the DISE data did not include such information in the analytical tables, and state and district transcripts released by the National University of Educational Planning and Administration (NUEPA). This raised the question of whether we are stepping towards establishing inclusive education for differently-abled children; however, schools are not prepared in that way.

INTRODUCTION

As we know that every child is unique, they vary in their capabilities and

work, as some of them have some special talents in thinking, seeing, hearing, speaking and socialising.

* Associate Professor, School of Education, Central University of Rajasthan, Kishangarh

** Scholar, Department of Education, School of Humanities and Social Sciences, Tezpur University

At the same time, the humanitarian viewpoint believes that all children share equal value and status. Exclusion, therefore, devaluates humanity; continued segregation of children with special needs only helps to foster their stereotypes and teaches children to be fearful, ignorant and prejudiced. Inclusion reduces fear and makes them free, building their capacity, understanding and respect. It reduces or eliminates the stigma associated with disabilities as familiarity and tolerance increase. The child without disabilities learns to value the contributions of all children, despite any disabling conditions. Inclusion prepares all the children for their roles in mainstream society after finishing their schooling.

As per the guidelines established by the United Nations Convention on Rights of Persons with Disabilities (UNCRPD), India 2011, the Country Report would contain information about activities carried out in the state in implementing and upholding these guidelines, viz., protection and promotion of human rights and information on non-discrimination, equality and effective remedies. The report marks a paradigm shift away from the medico-charity model of disability.

This developed a social model which recognises disability as 'an evolving concept'. It perceives the person with a disability as an integral part of society and brings the concept of inclusion, resulting in

effective interaction between persons with impairments in the community and generally attitudinal and environmental barriers hinder full and effective participation of them in society on an equal basis with others (UNCRPD Country Report, 2011).

The International Disability and Development Consortium (IDDC) conducted an international seminar on inclusive education entitled, 'Lessons from the South: Making a Difference'. This discussed that the real challenge of inclusive education was to meet the particular needs of all children with and without disabilities. Inclusion is not a delicate process; it requires a lot of struggle and commitment to overcome all attitudinal and social barriers. Inclusive education can only flourish in a system that generates inclusive ideology. Many determinant factors affect and regulate the development of inclusion. Limited understanding of disability, negative attitude towards persons with disabilities and a hardened resistance to change are the significant barriers impeding inclusive education 1998.

In person's with Disabilities Act 1995, a barrier-free environment is declared. The Ministry of Urban Development is the nodal agency, but the accessible environment is still exceptional. So, they have to struggle for an accessible environment in all public places.

The authors also tried to explore the research carried out on this issue; they found much more work has been

done in this area; a few recent ones are as follows:

Shahjahan (2016) attempted to analyse the origin, concept, and practices of inclusive education and focused on a critical element of inclusive education as a challenge towards the achievement of equity for students with disabilities, and explained the nature of barriers confronted to inclusive education as the approach for successful implementation. Edusei, Mprah, Owusu and Dahaman (2015) studied the attitude of teacher trainees towards children with disabilities in the Northern Region of Ghana. The findings revealed that although the attitude of teacher trainees in the study area towards children with disabilities seemed to be positive, they lacked a deeper understanding of disability and issues affecting the inclusion of children with disabilities in general school. Sandhu (2015) studied legislation and the current provisions for Specific Learning Disability (SLD) in India. The study stated that research and advocacy in learning disabilities are still developing in India. This paper looks at the assessment difficulties and then focuses on the varying provisions for certification and subsequent concessions available to those. Sahu, KK and Sahu (2015) studied the attitudinal barrier experienced by people with disabilities. Attitudinal barriers are the most basic and contribute to other barriers.

O' Keefe (2007) studied the People with Disabilities in India: From Commitments to Outcomes. The report estimates a wide range of 4–8 per cent of the population with a disability. Kumar et al., (2012) conducted a study on issues and challenges of disability and rehabilitation services in India, and discussed various issues and challenges related to strengthening health care and service delivery to the disabled in the community.

It is clear that differently abled children are struggling not only with disabilities but many more constraints are there; school and society should take urgent steps to strengthen them. So inclusive education is our first step; we need to see how prepared we are. That's why the authors chose this topic as school education is the foundation building.

OBJECTIVES OF STUDY

- To study the enrolment number of differently-abled children.
- To analyse the facility-related indicators in reference to differently-abled children.
- To analyse teacher-related indicators, precisely teacher qualifications regarding differently-abled children.

Delimitations

The study is limited as

- The data relating to school education provided through DISE has been taken to study differently abled children only.

- The study is dependent on DISE data only, in which data for the years 2014–15 have been included. Data related to both localities, urban and rural have been included.

RESEARCH METHODS

This study adopted an analytical method based on data published through DISE, National University of Educational Planning and Administration (NUEPA), New Delhi. The document has declared that researchers, educationists, and analysts can use data for their purpose. The documents used for this study are as follows:

- State Report Card, 2014–2015 (DISE, 2014–15a)

- Analytical Table 2014–15: Progress toward USS (DISE, 2014–15b)
- Elementary Education in India, Urban India, Analytical Report, 2014–2015 (DISE, 2014–15c)
- Elementary Education in India, Rural India, Analytical Report, 2014–2015 (DISE, 2014–15d)

ANALYSIS AND INTERPRETATION

Objective 1: To study the enrolment number of differently-abled children at the elementary level.

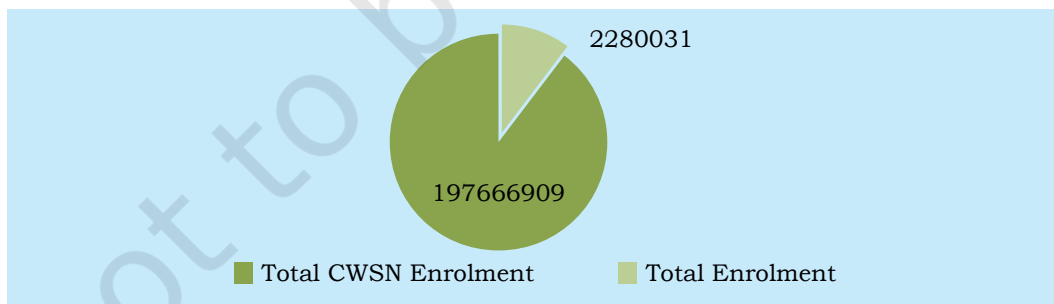
The data is shown in Table 1.1 that portrays the picture of the enrolment number of differently abled children at primary and middle levels countrywide.

Table 1.1: Grade-wise Total Enrolment of Children with Special Needs 2014–15

Total Enrolment	Classes I–V	Classes VI–VIII	Total
Total CWSN Enrolment*	15,40,072	7,39,959	2280031
Total Enrolment*	1305,01,135	671,65,774	197666909
Percentage (%) with Disability*	1.18	1.10	1.15

* (Data Source: Elementary Education in India: Analytical Tables, Part III, Page No. 72 & 78)

Chart 1: Grade-wise Enrolment of Children with Special Needs 2014–15



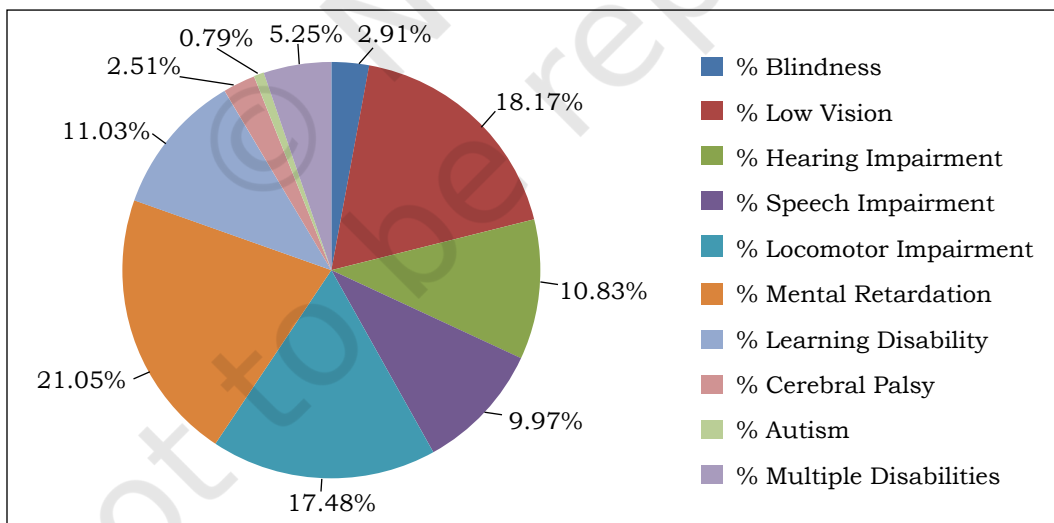
(Data Source: Elementary Education in India: Analytical Tables, Part III, Page No. 78)

Chart 1 shows the total enrolment of children and the total enrolment of CWSN. The percentage of CWSN enrolment is 1.15 compared to the total enrolment of children at the elementary schools.

Table 1.2: Percentage by Nature of Disability to Total Students with Disability Enrolment (2014–15)

Nature of Disability	Grades I-V	Grades VI-VIII	Total
% of Blindness	2.84	3.06	2.91
% of Low Vision	13.81	27.25	18.17
% of Hearing Impairment	10.97	10.54	10.83
% of Speech Impairment	10.71	8.43	9.97
% of Locomotor Impairment	17.27	1792	17.48
% of Mental Retardation	22.79	17.44	21.05
% of Learning Disability	11.73	9.58	11.03
% of Cerebral Palsy	2.91	1.68	2.51
% of Autism	0.88	0.59	0.79
% of Multiple Disabilities	6.08	3.51	5.25

Chart 2: Percentage by Nature of the Disability to Total Students with Disability Enrolment (2014–15)



(Source: Elementary Education in India: Analytical Tables, Part III, Page No. 78)

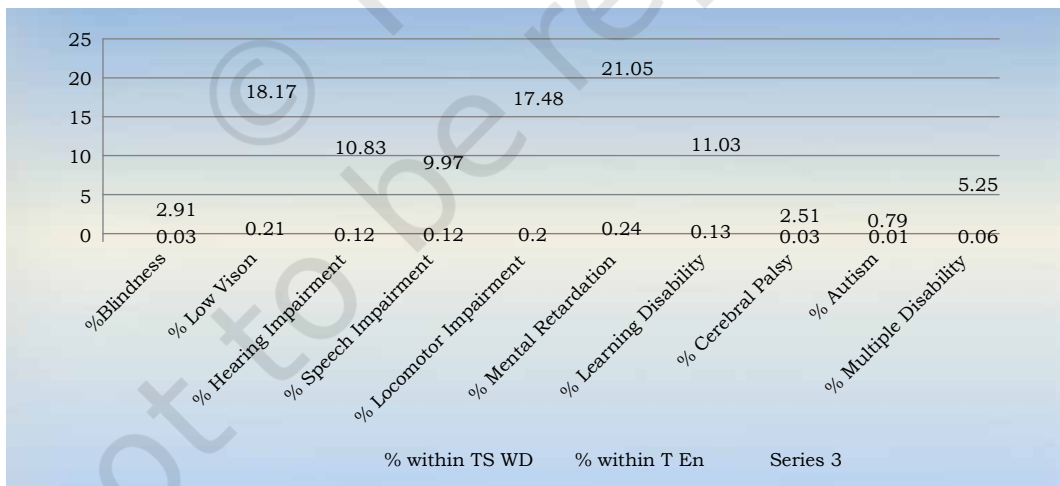
Table 1.2 and Chart 2 shows the percentage of disabled students by their disability to the total enrolment with a disability, which is 1.15 per cent. This reveals that schools are now accessible to children with

special needs. Due to inclusion, many differently abled children with diverse needs are enrolled in schools currently. This might be considered a positive sign for the country's development.

Table 1.3: Comparison of Percentage by Nature of the Disability Within Total CWSN Enrolment and Total Enrolment (2014–15)

Nature of Disability	% Within Total Enrolment with Disability	% Of CWSN in Respect to Total Enrolment
% of Blindness	2.91	0.03
% of Low Vision	18.17	0.21
% of Hearing Impairment	10.83	0.12
% of Speech Impairment	9.97	0.12
% of Locomotor Impairment	17.48	0.20
% of Mental Retardation	21.05	0.24
% of Learning Disability	11.03	0.13
% of Cerebral Palsy	2.51	0.03
% of Autism	0.79	0.01
% of Multiple Disability	5.25	0.06

Chart 3: Comparison of Percentage by Nature of the Disability Within Total CWSN Enrolment and Within Total Enrolment (2014–15)



(Source: Elementary Education in India: Analytical Tables, Part III, Page No. 78)

Table 1.3 and Chart 3 shows a comparison between the per cent of differently abled children by nature within total CWSN enrolment (blue colour) and per cent of them in total enrolment (red line). We can also visualise that few CWSN are enjoying their school life by taking benefit of inclusion, but comparing this percentage to differently abled children getting benefits under inclusion is very low.

The data exhibited in Table 1.3 represents the proportion of the disabled population in the country concerning age group. This is easy to figure out that the total proportion of disabled people between 5–9 and

10–19 years is 1.54 per cent and 1.82 per cent while the total enrolment of differently abled children is 1.18 at primary and 1.10 at the middle level. The total enrolment of CWSN is 1.15 per cent. Hence, we can conclude that we are stepping to transform the vision of inclusive education into reality but lag in the true sense.

From the Table 1.4 and Chart 4, we can compare the enrolment of boys and girls with disabilities; the number of girls' enrolment is lower than boys' enrolment in total and at the primary and upper primary. This reveals that, as usual, girls with disability in India lag behind and also need more support.

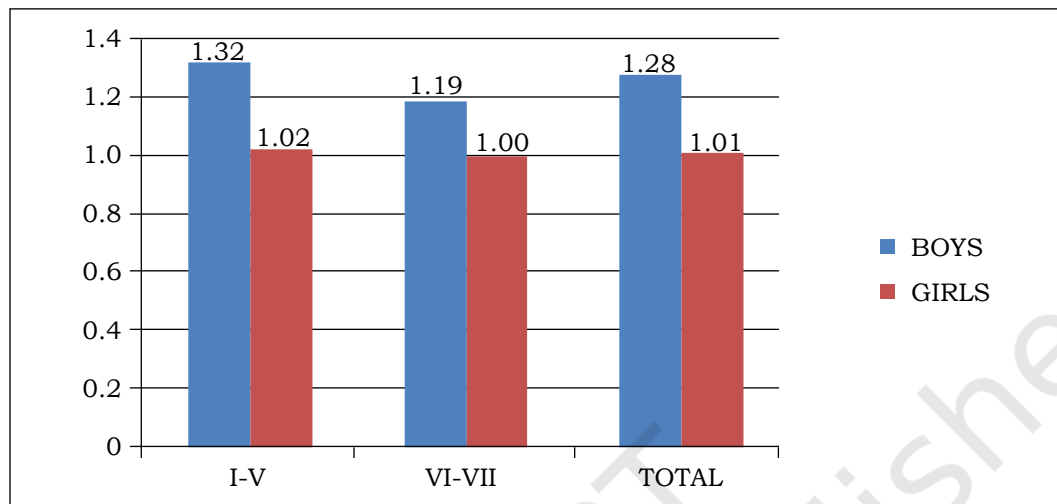
Table 1.4: Proportion of Disabled Population in the Respective Age Groups, India: 2011

Age Group	Persons	Males	Femals
All Ages	2.21	2.41	2.01
0–4	1.14	1.18	1.11
5–9	1.54	1.63	1.44
10–19	1.82	1.96	

Table 1.5: Sex-wise Comparison of Enrollment of Students with Disability 2014–15

Total Enrolment	Gender	I–V	%	VI–VIII	%	Total	%
Total CWSN Enrolment	Boys	8,98,617	1.32	All Ages	1.19	13,10,045	1.28
	Girls	6,41,455	1.02	0–4	1.00	9,69,986	1.01
Total Enrolment	Boys	676,09,101		5–9		1021,10952	1.44
	Girls	628,92,034		10–19		955,55,957	

Chart 4: Sex-wise Comparison of Enrolment of Students with Disability 2014-15



Objective 2: To study the facility-related indicators provided to differently abled children.

In the facility-related indicators data provided in DISE for differently abled children, the authors didn't find any other information regarding facilities offered to them except ramp availability. That's why only this data has been taken to make a dialogue.

DISE data showed the schools have a ramp in India. Only Andaman & Nicobar Islands, Jammu & Kashmir and Sikkim are required to take more initiative in providing ramps as the percentage of having ramps is less than 50 per cent. In Gujarat, Haryana, Maharashtra, Manipur and Assam, 90 per cent of schools have a ramp. Only in Delhi, there is a hundred per cent of schools with ramps holding the top position in this

regard. The second one is Dadar & Nagar Haveli, having 99.10 per cent of schools with a ramp. Jammu & Kashmir is at the lowest place; only 26 per cent of schools have a ramp, and the requirement for the ramp is much more.

However, there is no category in DISE data on facilities such as availability of Braille books and reading material, software to convert text into speech as well as skill-development workshops. This is a matter of concern.

Objective 3: To analyse teacher-related indicators, precisely teacher qualification about differently abled children.

Among teachers-related indicators data for the teachers' profile by qualification included both urban and rural areas as shown below:

Teachers by Academic Qualifications 2014–15

Table 2.1: Contractual Teachers

Academic Qualifications	All Schools	
	Male	Female
Below Secondary	1.30	1.23
Secondary	5.57	6.17
Higher Secondary	25.66	23.56
Graduate	45.76	42.78
Post Graduate	20.56	24.97
M. Phil.	0.83	1.00
PhD.	0.22	0.22
Post Doctoral	0.03	0.03

Table 2.2: Regular Teachers

State/UT	Academic Qualifications	All Schools
All States and Union Territories	Below Secondary	1.23
	Secondary	6.17
	Higher Secondary	23.56
	Graduate	42.78
	Post Graduate	24.97
	M. Phil.	1.00
	PhD.	0.22

The academic qualifications strata mentioned teachers' qualifications, i.e., secondary, higher secondary, graduate, postgraduate, M. Phil., PhD. and Post Doctoral. There is no information regarding whether the teachers have any particular capabilities or professional training to deal with differently abled children.

DISCUSSION

As we know, the national report card produced by DISE shows the picture of the status of school education across the country and states or even within districts since 1994. NUEPA has been actively involved in strengthening the Educational Management Information System (EMIS) in the country. The Analytical Tables: Elementary Education in India: Progress toward UEE is based on the data received from as many as 1.45 million schools spread over 680

districts across 36 States & UTs the country for the year 2014–15.

In enrollment-related indicators, the complete information about the enrolment of differently abled children like enrolment of children by nature of the disability, enrolment of children with disability and percentage enrolment of children by nature of disability has been given. Still, DISE produced the data related to the percentage of dropouts as a whole in which the percentage of differently abled dropouts is not exhibited. If this means that there is no differently abled dropout, how could reasonable causes and measures be identified to stop them from being dropout in the absence of these figures?

In facility-related indicators, the parameters included present a complete picture of the facilities available in schools across the country within all areas. Still, DISE

data didn't produce any data related to the facilities required for differently abled children to provide barrier-free environments except for the percentage of ramp schools. The data revealed that variety of differently abled children are enrolled in schools across the country. However, facilities to meet their needs are still not provided as reading material in Braille, hearing mould, workshop to train mild mentally retarded, separate toilets, etc. Suppose the country has the vision to establish inclusive education in an absolute sense. In that case, there is an urgent need to pay attention to facilities indicators so that schools can facilitate them with their specific needs.

Under teacher-related indicators, unfortunately, the data related to the percentage of special teachers in schools and specifications regarding training to deal with differently abled children have not been given. And within academic qualification of teachers, emphasis on teachers' skills and capabilities to handle differently abled children is not included. They should have a degree, diploma or certificate relevant to inclusive education. They need to develop skills to teach in Braille or sign language, etc.

This analysis showed that providing an inclusive environment means that the teacher is a key component in creating the atmosphere. Still, it seems that the nation has no concern about this.

CONCLUSION AND SUGGESTIONS

Above all, the discussion reveals an urgent need to provide an inclusive environment to differently abled children in schools. The first step is to modify the data capture format of DISE to be filled by schools so that parents, stakeholders, researchers, administrators, and policy makers can get a realistic picture of the facilities provided to them in the name of inclusive education. Every indicator needs to review in the view of whether we are producing complete data regarding differently abled children or not. The present data produced by DISE for differently abled children reflects the preparedness of elementary school to nurture them. This raises a question, are our schools prepared for their development under the flagship of inclusive education? This is a challenging task to answer.

The second step is related to teachers-indicator. Although the pre-service teacher training curriculum included inclusive education as an essential component, there is a need to train every teacher as a special educator to create an inclusive environment in every school. DISE should include this in the teacher qualification indicator, and the government should make it mandatory for recruitment and professional degrees. Third, schools should take the initiative to provide facilities especially required for their development either with the help of the government or stakeholders.

REFERENCES

- DISE. 2014-15A. State Report Card, 2014-2015, DISE, NUEPA, New Delhi.
- . 2014-15B. Analytical table 2014-15: Progress toward USS, NUEPA, New Delhi.
- . 2014-15c. Elementary Education in India, Urban India, Analytical Report, 2014-2015. NUEPA, New Delhi.
- . 2014-15D. Elementary Education in India, Rural India, Elementary Education in India, NUEPA, New Delhi.
- EDUSEI, A.K., MPRAH, W.K., OWUSU, I AND DAHAMAN, T. 2015. 'Attitude of Teacher Trainees Towards Children with Disabilities in the Northern Region of Ghana'. *J. Disability Stud.* Vol. 1, No. 2. pp. 55–60. Retrieved from <https://pubs.iscience.in/journal/index.php/jds/article/download/318/252>
- IDDC. MARCH 1-7 1998. Lessons from the South: Making a Difference. India, Agra, An International Disability and Development Consortium (IDDC) Seminar on Inclusive Education. Enabling Education Network. Retrieved from <http://www.eenet.org.uk/resources/docs/agra.php>
- PHILIP O'KEEFE. 2007. People with Disabilities in India.
- KUMAR, S., GANESH., ROY GAUTAM, KAR AND SEKHAR SITANSHU. 2012. Disability and REHABILITATION SERVICES IN INDIA: ISSUES AND CHALLENGES. *Journal of Family Medicine and Primary care.* Vol. 1, No. 1. pp. 69–73. Retrived from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC389394>
- SAHU, K.K. AND SAHU, S. 2015. 'Attitudinal Barrier Experienced by People With Disabilities'. *J. Disability Stud.* Vol. 1, No. 2. pp. 53–54. Retrieved from <http://pubs.iscience.in/jds>
- SANDHU, P. 2015. 'Legislation and the current provisions for specific Learning Disability in India- Some Observations'. *J. Disability Stud.*, Vol. 1, No. 2. pp. 85–88. Retrieved from <http://pubs.iscience.in/jds>
- SHAHJAHAN, ALI. 2016. 'Children with Disability and Right to Education Through Inclusive Education'. *Dimorian Review: A peer Reviewed multidisciplinary Indexed journal* No. 5, pp. 3.
- WHERE WE WORK/CBM IN INDIA. 2016. Retrieved from <http://www.cbmindia.org.in/Where-we-work-252671.php>
- UNITED NATIONS CONVENTION ON RIGHTS OF PERSONS WITH DISABILITIES (UNCRPD). 2011. *The Country Report.* India. Retrieved from <http://www.disabilitystudiesnalsar.org/report.php>

Deschooling: A Movement Towards Educational Transformation

Arati Upadhyay*

Yogendra Pandey**

Abstract

Children learn the most important lessons of their lives from their homes and community. Schooling provides literacy and knowledge beyond the society that the child may be present in; however, a lot may be imbibed from parents and elders who may never have had schooling, yet have learnt from the school of experience. Deschooling as a concept is new and is emerging for people that can be better utilised to impart formal education to children. This form of education was majorly about building a skill set rather than following a routine existence from the bookish curriculum. This paper is an attempt towards discussing how deschooling if practised properly can prove to be a transformative way of learning.

INTRODUCTION

In the era of the 50s, 60s and 70s when Ivan Illich was talking about the deschooling society, the world joined the celebration of awareness. In India, Sri Aurobindo was discussing the nature and power of the human mind in training mental faculties and also

about successive teaching within the country. As John Dewey stated that “School is the miniature of the society” and it is a common thought/belief that students can learn only through proper schooling. Although children spend their most precious time at home and in the community and they learn most of their life lessons from

* Research Scholar, Faculty of Education, BHU

** Associate Professor, Faculty of Education, BHU

home and community, but yet in our society schools have good weightage over those. When Ivan Illich wrote his book *Deschooling Society* (1971), it evolved as a big pedagogical shift and established a milestone in the area of the teaching-learning process as it has been transformed into a movement and for educational betterment, various stakeholders started to discuss the alternative of schooling.

SCHOOLING Vs DESCHOOLING

“My grandmother wanted me to have an education so she kept me out of school”

– Margaret Mead

Margaret Mead was a renowned American academic anthropologist and this quote by her states explicitly the title of this research paper which deals with an analysis of the concept of deschooling as a movement towards educational transformation.

Illich’s idea of deschooling may be understood better in his own words, “We can depend on self-motivated learning instead of employing teachers to bribe or compel the student to find the time and the will to learn....we can provide the learner with new links to the world instead of continuing to funnel all educational programs through the teacher.” He further wrote, “Mainly students, especially those who are poor, intuitively know what the schools do for them. They school them to confuse process and substance. Once these become blurred, a new logic is assumed that

the more treatment there is the better the results or escalation leads to success. The pupil is thereby schooled to confuse teaching while learning grade advancement with education, a diploma with the ability to say something new. This imagination is schooled to accept service in place of value. Medical treatment is mistaken for health care, social work for the improvement of community life, police protection for safety, military poise for national security, and the rat race for productive work. Health, learning, dignity, independence and creative endeavour are defined as little more than the performance of the institutions which claim to serve those ends and their improvements are made to depend on allocating more resources to the management of hospitals, schools and other agencies in question” (Deschooling Society, 1971).

Various other elements of the latest civilisation such as aid to third world nations, compulsory schooling, consumerism and others reflect a little on the basic quality of human life. As analysed by Ivan Illich, the various norms of schooling harm the society particularly the poor class of society and by denying them joy and human dignity. These norms include the process and need for certification, class and distinction. Illich talked about all the awkwardness of society and the education system entitled ‘why we must disestablish school’, ‘phenomenology of school’,

'ritualisation of progress' and others in his book, *Deschooling Society* which directed pedagogical shift and contributed to the form of critical pedagogy. This initiative by Illich took shape of a movement.

At present by education, we mean to prepare the child so that they can earn sufficiently to run their family and their future. Everyone (especially those who relate education to prestige and standards) wants to make their child a doctor, an engineer, a civil servant or any other professional who has the scope for prosperity and prestige. Though this process is happening with a particular class of society and another particular class of society remains deprived of their right to be educated. Such things and thoughts create inequality and increase the gaps among various classes of society. We can see these inequalities in various reports (E.g., World Inequality Report 2018, *www.wid.world/team*).

The goal of education is to create equality and to bridge the gap among the various classes of society, not to create inequality and increase the gaps. This scenario forces us to rethink and analyse our current education system despite taking various valuable and necessary measures by the governments and other stakeholders as to why we are not able to build an educated society along with a sense of humanism? This is the main reason behind the evolution of the term, deschooling. Here, a quote from the book *Deschooling Society*

by Illich explains, "School is not by means the only modern institution which has as its primary purpose the shaping of man's visions of reality but the schools enslave more profoundly and more systematically. Since only schools are credited with the principal function of forming clinical judgments and paradoxically try to do so by making learning about oneself, about others and nature depend on a pre-packaged process." The process of schooling is defined by him as "An institution which is age-specific, teacher-related, requires complete and compulsory attendance and has a fixed curriculum." In the sense of Illich, deschooling is a secularisation of teaching and learning by encouraging creative and exploratory learning. A convivial environment is provided to the child which would lead to his/her personal growth.

After the birth of the term deschooling by Illich, the education sector felt a revolution and there were discussions on the pedagogy of teaching and learning in a new way. So many people came for and against this concept, they analysed as well as criticized Illich's view regarding education and schooling. Henting, Everitt Reimer, John Holt, Paulo Freire and Howard S. Becker came up with some modifications to the concept of deschooling and suggested some other alternatives. Nowadays, the fastest growing and popular concept is homeschooling across the globe as an alternative to schooling. *Honey Comb* is a book written by

Ayan Gogoi, he is just a five-year-old and never went to school making him the youngest writer in India. There is another example of the chess player Anuradha Beniwal, an author of the best-seller *Azadi Mera Brand*; she took her education till senior secondary from home. There are so many examples like Ayan Gogoi and Anuradha Beniwal across the globe and the concept of deschooling paved the way for the emergence of homeschooling undoubtedly.

CONCLUSION

However, homeschooling has its route in the ancient and medieval Indian education system. It became extinct in the modern Indian education system after the acceptance of Macaulay Minutes in 1835 and followed the colonial education system blindly. Well, the deschooling movement forced the world to think towards a pedagogical shift that is from teacher and curriculum-centred to a child-centred education system. Hence, up to some extent, various responsible bodies are shaping and making plans to keep children in the centre of need (NCF 2005 and NCFTE 2009, Learning: The treasure within). According to the study conducted by the University of North Carolina, Birmingham University and the University of California (2018), the parental environment is more important than the schooling of children. The students who have a better bonding with their parents perform better in life skills. In the age of technological revolution when

students can access all information with a single click, why should one follow the rigid and uninteresting framework of formal education just for the sake of getting certification. It must be a place where students can feel free and be able to understand the art of living to learn how to live together (Four Pillars of Education, Delores Report, 1997).

According to Von Henting (pioneer of the term, deschooling the schools), the following should be the characteristics of a deschooled school:

- It shall help in bringing back the importance of genuine experience in the process of learning. It means knowledge will be gained as far as possible through real-life situations, experience and experiments, otherwise, all will be present with a single click, i.e., Google, and schools will become only the medium to be certified.
- Schools would be open to changes, give more opportunities for experiments and exchange of experiences and ideas. Teachers & taught should concur to bloom the school and resolve its aims and strategies.
- A teacher's duty would not be confined to teaching, instructing children to perform a task but the teacher would also counsel, guide, research, report political incidents, etc., and will be as human as the pupil, having family and friends and living in the same society as the pupils. This paves

the way to inspire their students to work similarly. Children will learn in a deschooled school through engagement in different tasks in and outside of school either with the help of their teachers, peer group or on their own.

- Children would also be encouraged to explore, analyse, experiment, make use of their imagination, creativity and emotions in conceptualising a variety of social, economic, cultural and political processes going on around them and become self-sufficient and also be aware of what's happening in their surroundings. This would help in bridging the gap between society and its individuals.
- Other key role actors in the deschooled school format are parents; they play a very important component in their learning process of the children. Parents on their part will also be actively involved in their children's education. Parents could provide their assistance and guidance out of their occurrence. This would let the children learn about different things outside the school. It would also encourage parents to some of their time and energy with their children's extracurricular activities,

for example in the kitchen, garden, garage, etc. Thus, the deschooled school would restore the dialectical connection between knowledge and experience.

- Adults should not solve the problem or suggest ways to find a solution, but the children should be encouraged to work on their own. This increases their faith in themselves as well as brings a sense of responsibility.

Such kind of learning in a social network is possible when the student's figure is limited, namely in small-scale schools, in a small community, where interaction and integration are easier and students also learn in the environment in which they live. There is no division based on their caste, creed, ambitions or talents and potential or their professional aspirations. To enable learning in such small-scale deschooled schools, more teachers are needed. Parents will be also playing the role of teachers at home and complement the teacher's tasks as discussed earlier. It is obligatory to make schools a place where learning happens with pleasure and spontaneously, meaning that situations are neither created artificially nor are they fictitious.

REFERENCES

- DAINIK JAGARAN. 2018. Special coverage.
- ESTEVA. 2004. From a Pedagogy for Liberation to Liberation from Pedagogy.
- GABBARD, D.A. 1999. 'The Second Death of Ivan Illich: A Theoretic Active Analysis of the Discursive Practice of Exclusion'.

- GINTIS, H. 1972. 'Towards a Political Economy of Education: A Radical Critique of Illich's Deschooling Society'. New York: Harper & Row.
- ILLICH, I. 1971. *Deschooling Society*. New York: Harper & Row.
- NCF 2005 AND NCF. 2009. Documents.
- POLK, R.T. 1973. *Deschooling Society* by Ivan Illich. *Peabody Journal of Education*. Vol. 50, No.2.
- REIMER, E. 1971. *School is Dead*. Great Britain: Penguin Books Ltd.
- RS TV VISHESH
- RUTH, L. 1989. 'The Critics of Schooling'. *Canadian Journal of Education*, Vol. 4
www.wid.world/time

4

How to Develop Rubrics – A Step-by-Step Guide

K. V. Sridevi*

Abstract

This paper describes the need and importance of self-assessment in school education. We all know that the focus of learning and assessment of children must include different skills, concerns, values, dispositions and sensitivities besides knowledge. In this context Rubrics as efficient tools for teacher assessment, self-assessment and peer-assessment are presented in this paper. Further, this paper also describes the development of Rubrics step-by-step with illustrations. It also elaborates the use of rubrics in bringing transparency and objectivity in assessment; developing preparedness and responsibility among learners and helping teachers to identify gaps and weaknesses in students' understanding.

INTRODUCTION

Self-assessment is defined as a process by which students monitor and evaluate the quality of thinking and behaviour when learning and identify strategies that improve their understanding and skills. That is, self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. This aspect of self-assessment aligns closely with standards-based

education, which provides clear targets and criteria that can facilitate student self-assessment. Finally, self-assessment identifies further learning targets and instructional strategies (correctives) students can apply to improve achievement. Thus, self-assessment is conceptualised as the combination of three components related to a cyclical, ongoing process: self-monitoring, self-evaluation, and identification and implementation of instructional correctives as needed. Essentially, students identify their

* Assistant Professor, Department of Curriculum Studies, NIE, NCERT

learning and performance strategies, provide feedback to them based on well-understood standards and criteria, and determine the next plans to enhance their performance (Bruce, 2001; Schunk, 2004). Research suggests that self-regulation and achievement are closely related: Students who set goals, make flexible plans to meet them, and monitor their progress tend to learn more and do better in school than students who do not. Self-assessment is a core element of self-regulation because it involves awareness of the goals of a task and checking one's progress toward them. As a result of self-assessment, both self-regulation and achievement can increase (Schunk, 2003).

Holistic development helps children imbibe all of these, and the teachers need to assess them continuously to find out their learning requirements and gaps. The evidence or information from different sources for the same may be collected using diverse learning situations and monitored to provide regular and timely feedback and plan the teaching-learning accordingly (Assessment for Learning). To build the capacity for self-assessment and self-learning among children (Assessment as Learning) and help them progress, opportunities for self and peer reflections need to be created. To provide a sense of accomplishment to children, including those with special needs, and help them know where they are and decide where they need to be, requires sharing their progress

at certain intervals (Assessment of Learning) with them and their guardians (or other stakeholders who could potentially contribute towards children's progress), giving a comprehensive picture of the learning and personality. This is possible by mapping their progress through information gathered on their knowledge, comprehension, skills, interests, attitude, motivation, etc., in response to various learning situations and opportunities both in and beyond school. Alternate assessment of authentic assessments or performance assessment practices would help in achieving the above objectives of assessment in the schools. Rubric is one efficient assessment practice which is suitable for teacher assessment, self-assessment, and peer assessment.

RUBRICS

Rubric means a guide listing specific criteria for grading any process, performance and product. It is a systematic scoring guideline (in the form of a matrix or grid) to evaluate students' performance through the use of a detailed description of performance levels. Hence, it is also called a criteria sheet or grading scheme or scoring guide. While the students learn and demonstrate the learnt, in both the cases they need to be observed and checked. Thus, whether it is a process or a product, the student herself needs to check how she is progressing and how she has done. In both the contexts, a child has to reflect on

her performance on assignments, projects, activities, etc. when it comes to process, what is that the teacher needs to observe — physical skills (playing a musical instrument), use of apparatus, equipment (preparing a slide of onion peel for the microscope), communication (language), work or study habits (working independently), social skills (cooperation). In the case of products like preparing reports, poems, essays, artefacts, exhibits, paintings, models, charts, portfolios, presentations, concept maps, etc., rubric also helps in assessing performance of the students. All the intended performances of standards or learning outcomes can be assessed through rubrics. Except for the items which have one correct and wrong answer like True or False statements or oral questions of that category, rubrics can be used for grading the performance of the students. The result of using the rubric not only fetches the description of the performance but also their quality while grading. That is the reason why it is very useful to teachers as it provides feedback in the teaching-learning process. It also brings consistency in assessment by reducing the inter-observer effect due to description. Overall, they help teachers teach coordinate instruction and assessment in a focused manner by increasing objectivity and reducing subjectivity in the grading process. As a result, the assessment process becomes transparent and objective where dependency only on teacher assessment is reduced.

Rubrics are descriptive, not evaluative; it allows students to clarify the expected or desired qualities of their work or performance and consequently improve their performance. Depending upon the purpose of the rubrics (Brookhart and Nitko, 2008), the following types of rubrics can be developed:

Analytical Rubrics — Each criterion (dimension, trait) is evaluated separately, which is diagnostic. It provides feedback to students and facilitates instruction. These are used to assess the performance of the students over an activity to check their progress on various criteria (stages, components, qualities) by providing specific feedback to students.

Holistic Rubrics — All criteria are evaluated simultaneously, hence scoring is faster than that of analytical rubrics. It is in general good for summative assessment to check the overall performance of students and comparatively easier to score when compared to analytical rubrics.

ELEMENTS OF RUBRICS

- Criterion can be stages, features, dimensions, performance, behaviour, quality.
- Levels of performance — adjectives describing performance — exemplary, accomplished, developing, beginning, undeveloped (highest to lowest).
- Scores.
- Descriptors show how the score is derived — graded on the basis of difficulty, frequency, clarity, quality, etc.

Poster making on Air pollution			
Criteria/Levels	Excellent	Good	Poor
Scores	3	2	1
Handwriting on poster	Well written, easy to follow	Adequately written, reasonably easy to follow	Poorly written, and difficult to follow

STEPS TO DEVELOP A RUBRIC

1. Determine the purpose to develop a Rubric

A. Clearly define the task: It is very essential to know the purpose for which the rubric is to be made. One has to know whether the assessment is for a process/product; or qualitative/quantitative aspects. Hence, the task has to be defined clearly and explicitly. For e.g., poster making on measures to control air pollution. The teacher can explicitly state: What is the student expected to produce? What are the common expectations among teachers?

For instance, students are encouraged to carry out a survey where they are asked to collect data and prepare a report of it. Hence, the task for which a rubric has to be prepared is to assess the report of the survey conducted on preservation techniques used in households.

B. Map with the learning outcomes to be assessed:

The task has to be mapped with the learning outcomes or standards specified for the specific group of students and the subject. There can be generic and task-specific rubrics as per the requirements of the class and teacher. For instance: In Class IV Environment Science, *Learning outcome: Records observations/experiences/information for the places visited in different ways and predicts patterns in activities or phenomena.*

2. Determine the key criteria or components to assess

One has to be clear on what aspects are going to be assessed. For instance, if the students are expected to make a poster in groups, then clarity in content, colour combination, layout and organisation, cooperation among the members, etc., are the components

of a poster to be assessed and hence become the key criteria. The criteria have to be brief, and comprehensible and should be able to explain what performance looks like at each level ensuring that they are discrete enough to show real differences.

For example, if the students conducted a survey and submitted the report, then the criteria may include:

3. Determine the level of performance adjectives

The levels of performance determine the degree of performance by students. These levels should match with the related criterion that can be in even or odd numbers. They help in providing consistent and objective assessment and better feedback to students. They tell the students where they are, what they are expected to do, etc. As much as possible, avoid odd numbers on the rating scale. (Studies show that evaluators tend

to choose the neutral middle grade more often on odd-numbered scales. The levels should be discrete enough to show real differences in quality, development/mastery, intensity, etc. Depending on the criteria, the levels are determined. For example: How did the students collect data through the interview? To assess this criterion, one may have five levels ranging from missing to exemplary which shows improving competency/quality in data collection. It is better to avoid adjectives which could influence students' interpretation of performance level (such as superior, moderate, poor etc.)

Learners can be placed under different levels based on their performance (reporting the survey):

Level 1 — requires more support and guidance

Level 2 — performs with adequate support

Level 3 — performs with little or no support

Report of the survey			
Criteria/Levels			
Framing questions			
Data collection through interviews			
Data recording			
Drawing conclusion			
Reporting			
Working together			

Report of the survey			
Criteria/Levels Scores	Requires more support and guidance	Performs with adequate support	Performs with little or no support
Framing questions			
Data collection through interviews			
Data recording			
Drawing conclusion			
Reporting			
Working together			

For example, the levels of performance for poster making could be Master, Apprentice, Beginner or Exemplary, Accomplished, Developing, Beginning, Undeveloped.

4. Determine scores (range of performance in numerical value)

Depending on the criteria and the range of performance, numerical values or scores are decided. This can be done

by describing the range of performance one can expect the students to perform. For example, In the report, one has to check on the summary provided, then maybe we can have a five-point scale which can begin with missing to exemplary. We may expect that some might not submit, but a few would make an exemplary effort or can be exemplary performance. It also depends on the criteria decided.

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>Missing</i>	<i>Unsatisfactory</i>	<i>Emerging</i>	<i>Proficient</i>	<i>Exemplary</i>

Report of the survey			
Criteria/Levels Scores	Requires more support and guidance	Performs with adequate support	Performs with little or no support
	1	2	3
Identify and state the problem			
Framing questions			

Collection of data through interview			
Recording of data			
Drawing conclusion			
Reporting			
Working together			

5. Establish clear and detailed descriptors for each performance level for every criterion

Descriptors are explicit descriptions of the performance and show how the score is derived and what is expected of the students. It describes how one student's work is distinguished from others. The same descriptors can be

used for different criteria within one rubric. It is usually easier to begin by describing the highest level of performance. Descriptors need to be brief, understandable and arranged in a logical order so that there are chances that multiple faculty members will similarly apply the rubric. Rubrics can be made either involving the students in developing or seeking their feedback after developing them.

Criteria	Requires more support and guidance	Performs with adequate support	Identify and state the problem
	Level 1	Level 2	Level 3
Identify and state the problem	Brings some ideas but not related to the issue	Needs some probes to identify issue-based problems and not stated on his own	Identifies and states issue-based problems by himself
Framing questions	Frames questions taking help of others	Frames new questions on his own and finalises with others	Frames questions on his own
Collection of data through interview	Asks questions using a few probes	Asks questions with many probes	Probes deeply and even modifies or frames new questions on the spot
Recording of data	Recording the responses but not in an organised manner	Records the collected information systematically	Records and presents the information systematically

Drawing conclusion	Makes some sense of the information	Draws appropriate meaning	Makes meaning and explains logically
Reporting	Prepares report but not confident while presenting	Prepares report and presents with confidence	Prepares the report comprehensively and explains logically with confidence
Working together	Difficulty in working with others sometimes	Works patiently in groups	Works patiently in groups and also helps others

6. Try out the rubric on a few students

It is very essential to evaluate the rubric each time it is used to ensure that it matches with instructional goals and objectives. It is always advised to try out with students or review with colleagues for refinement. Rubrics can be developed using online tools like Rubistar, rubric, etc. which have readymade templates that can be filled and used.

SUMMARY

Rubrics are efficient tools for consistent and objective assessment of a variety of performances which can be judged on purpose, organisation, details, voice and mechanics. It can be used in individual assessments within the project or work. It is better to develop a different rubric for each assignment involving the students and use it for

self-assessment/peer assessment along with teacher assessment. The rubrics help in student self-reflection and self-assessment as well as communication between an assessor and those being assessed. Thus, it is better to develop a different task-specific rubric for every assignment or task given. The feedback received from the rubrics can help the students to improve their performance by identifying the weak strands or areas of improvement. It is used to assess or communicate product, performance or process tasks. Further, the use of rubrics brings transparency and objectivity to assessment; develops preparedness and responsibility among learners and helps the teacher to identify gaps and weaknesses in students' understanding of that particular criterion and address them accordingly.

REFERENCES

- BAILEY, G. D. 1979. Student Self-assessment: Helping Students Help Themselves, Kappa Delta Pi Record, 15, 3, 86-88, 96. Cochran, S. B. and Spears, M. C. (1980). Student self-assessment and instructors' ratings: comparison. *Journal of the American Dietetic Association*. Vol. 76. pp. 253-257.
- BOUD, D. J. 1989. 'The Role of Self Assessment in Formal Grading Procedures'. *Assessment and Evaluation in Higher Education*. Vol. 14. pp. 1-20.
- BRUCE, L. B. 2001. 'Student Self-Assessment: Making Standards Come Alive.' *Classroom Leadership*. Vol. 5, No. 1. Retrieved January 31, 2006, from <http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.29d4046bbea>
- BROOKHART, S. M AND A. J. NITKO. 2008. *Assessment and Grading in Classrooms*. Prentice Hall.
- NATIONAL CURRICULUM FRAMEWORK 2005 (PDF). National Council of Educational Research and Training, New Delhi.
- NATIONAL POLICY ON EDUCATION, 1985 (PDF). National Council of Educational Research and Training, New Delhi.
- RIGHT TO EDUCATION ACT. 2009. (RTE). 86th Constitution Amendment Act, 2002.
- SADLER, D. R. 1989. 'Formative Assessment and the Design of Instructional Systems.' *Instructional Science*. Vol. 18, No. 2. pp. 119-128.
- SCHUNK, D. H. 1989. 'Social-Cognitive Theory and Self-regulated Learning.' In *Self-regulated Learning and Academic Achievement: Theory, Research and Practice*. Ed. D. H. Schunk and B. J. Zimmerman, 83-110. New York: Springer-Verlag.
- SCHUNK, D. H. 2004. *Learning Theories: An Educational Perspective*. Upper Saddle River, New York, April. N.J.: Merrill Prentice Hall.
- STANTON, H. E. 1978. 'Self-grading as an assessment method, Improving College and University Teaching'. Vol. 26, No. 4. pp. 236-238.

Implementation of Sri Aurobindo's Philosophy of Education at Primary Level: A Case Study

Monika Davar*

Abstract

Sri Aurobindo Ghosh (1872–1950) was one of the greatest philosophers of his time. Sri Aurobindo presented the concept of Integral Education and Principles of True Teaching which has great relevance in the present education system in the context of deteriorating values. The education system if guided by his philosophy can unleash the great potential in each child. The study aims to explore the extent to which a reputed School in Delhi is following Sri Aurobindo's philosophy at the pre-primary and primary level and its impact on the students. The case study method was used and data obtained were analysed qualitatively to arrive at some significant findings. The outcome was found to be positive and beneficial for primary school students. This study, if followed up with similar research findings in other educational institutions, can lead to a major paradigm shift in the present education system.

INTRODUCTION

Sri Aurobindo Ghosh (1872 -1950) was one of the greatest philosophers and educators of his time. His philosophy has great relevance in the present education system in the context of deteriorating values. Sri Aurobindo's vision of education is reflected in his quote, "It should be clear that the only true education will be that which will

be an instrument for the real working of the spirit in the mind and body of the individual and the nation." According to him, real education is that which provides freedom, and creativity, develops the mind, moral and aesthetic sense and finally leads to the development of an individual's spiritual powers.

Today, there is a crisis of character and morality in the present education

* Assistant Professor, B.Ed., Department, Maharaja Surajmal Institute, New Delhi – 110058

system. The system is suffering from the melodies of materialism, lack of spirituality and erosion of values. Students lack discipline and strength of character. The basic tenets of Sri Aurobindo's philosophy have a great role to play in the current scenario. Sri Aurobindo deals with ways of bringing about harmonious development of a child's personality, developing concentration, self-control and strength of character. The education system if guided by his philosophy can unleash the great potential in each child and lead him along the path of spirituality to attain transcendence.

To make our children good human beings, it is necessary to redesign and revitalise the education system. To regenerate the education system, radical changes will have to be brought about in the activities and methods of teaching. Sri Aurobindo through his philosophy gives us glimpses of such an education system which develops the latent powers of children and develops their self-control, humanism and other desirable values. Sri Aurobindo's educational philosophy has been put into practice in some educational institutions in India. The Mother's International School is one such Institute. This institute has been selected for this research study. It was established in 1956 and is one of the most reputed private schools in Delhi. It is a private school run by the Sri Aurobindo Society and draws its inspiration from Sri Aurobindo and Mirra Alfassa (The Mother).

The school aims to help the child to realize his unique potential in light of Sri Aurobindo's vision of Integral Education. The questions that the study attempts to answer are:

1. Are the methods of teaching and activities carried out in the school based on Sri Aurobindo's philosophy?
2. Are these methods and activities able to instil values and provide holistic education to the children?

A review of related literature showed that no such study about the above research questions has been conducted earlier. However, many researchers have written conceptual research articles on Sri Aurobindo's Educational Philosophy. The research articles by Mohan (2013), Kaur (2015), Rani (2016) and Sharma (2016) have highlighted the relevance of Sri Aurobindo's philosophy in the education system. But very few researches have been conducted on the implementation of Sri Aurobindo's philosophy in educational institutions. Rao (2015) explored the process of education at Sri Aurobindo International Centre of Education, Puducherry and found that holistic quality education is being provided there. Since a positive impact of Sri Aurobindo's philosophy has been found, it becomes imperative to conduct further research in this direction to confirm the findings of the previous research. Also, there is a need to study the implementation and impact of his philosophy on primary school children because

appropriate educational methods used at this stage can form a foundation for a strong character and holistic personality development. If Sri Aurobindo's philosophy is found effective, it should be taken up for further research at the national level so that its benefits can percolate into the students' community as a whole.

SRI AUROBINDO'S PHILOSOPHY OF EDUCATION

In his 'Essays on Gita,' Sri Aurobindo presented the concept of Integral Education. Integral education regards the child as a growing soul and aims at developing all facets of his personality. It attempts to awaken his latent potentialities and bring out all that is best. As per Sri Aurobindo, integral education aims at holistic development through developing the five principal aspects of a human being: the physical, the vital, the mental, the psychic and the spiritual. Physical education focuses on the harmonious development of the body parts and coordinated body movements. Sri Aurobindo emphasised *yoga* and *pranayama* for physical development. Vital education aims at the development of sense organs and the transformation of one's character. It can be achieved through the training of senses and the development of desirable habits. Mental education deals with developing the power of concentration and control of thoughts. It also emphasises on developing an understanding of things rather than cramming. Psychic education assists

a human being to become conscious of a psychic presence embedded in his inner being and discover the true purpose of his existence on earth. Spiritual education aims to detach from earthly manifestations and realize the presence of God.

Sri Aurobindo has given three fundamental principles of true teaching. According to the first principle, "Nothing can be taught". It implies that the teacher should not impart knowledge but rather show the pupil where knowledge lies and how to acquire it. As per the second principle "The mind has to be consulted in its growth". The child is not an object to be transformed by the teachers or parents. The main aim of education is to find the inherent potential in a child, draw it out, encourage the child to grow by his nature and perfect his potential for noble use. The third principle says, "Work from the near to the far, from that which is, to that which shall be". Education should begin from the surroundings, rather than concepts which are alien.

Sri Aurobindo has also suggested some methods of teaching. Each individual is unique and should be considered a self-developing soul. Therefore, methods of teaching should be individualized and dynamic, involving the active participation of the child in the growth of his potential. Every child should be given the freedom to grow naturally and spontaneously. Pedagogy should be such that it inspires joy in the child. Teaching

should begin with the study and observation of nature. For teaching moral values, discipline should not be imposed rather it should be suggested through daily conversation and reading books containing great thoughts of great souls. The child should be directed to the right path by winning his heart and helping him reject bad habits and substitute them with desirable ones.

Every child is an investigator, a hero worshipper and likes to hear interesting narratives. By using the storytelling method, these natural qualities can be utilised to focus and concentrate the attention of children. Questions should be asked while teaching, to arouse students' curiosity and interest. Overburdening the mind with bookish knowledge through rigid teaching and memorisation of rules should be avoided. Informal activities should be used to clear the concept. Once the concept is understood, it can be formalised by introducing the technical names. Opportunities should be given to the child to explore, find out cause-effect relationships, use logical reasoning and draw inferences from the facts. Initially, examples of any particular concept should be discussed and these should lead to the generalisations and rules. Sri Aurobindo suggests an environment of love, sympathy and freedom during teaching. He advocates learning by doing and self-experience by the child. Education should involve cooperative activities

of the teacher and students and should be according to the needs and interests of the child.

DELIMITATION OF THE STUDY

Since Sri Aurobindo's philosophy is very vast and has many dimensions, it is difficult to cover adequately all the aspects in one research study. Therefore, the study is delimited to a critical analysis of the methods of teaching and activities advocated by Sri Aurobindo and their implementation at pre-primary and primary levels in Mother's International School.

OBJECTIVES OF THE STUDY

1. To explore the extent to which the methods of teaching and activities organised in pre-primary and primary classes are as per Sri Aurobindo's philosophy.
2. To study the impact of Sri Aurobindo's philosophy on the students at pre-primary and primary levels.

METHODOLOGY

Population and sample of the study: The population included pre-primary and primary classes from Nursery to Class V of Mothers International School. The sample included 120 students from classes Nursery, I and III, five teachers from primary school, In-charge of nursery wing and Headmistress of primary wing. The case study method was used to examine the implementation of Sri Aurobindo's philosophy at the primary

level in Mother's International School, New Delhi. The activities organised and methods of teaching were observed through participant observation (for primary, nursery, I and III) over one month. The relevant points were noted in the context of the objectives of the study at the time of observation and later elaborated upon. The teachers in-charge of the nursery wing and the headmistress of the primary wing, were interviewed. They were asked questions related to various aspects of the implementation of Sri Aurobindo's philosophy in the school and its impact on the students. Their responses were noted down.

Data analysis: Data obtained was analysed qualitatively. The observation of classes and responses obtained during interviews were analysed in the context of Sri Aurobindo's philosophy. The extent to which the method of teaching and activities organised as per Sri Aurobindo's philosophy was examined. The influence of Sri Aurobindo's educational tenets on the students was also investigated.

RESULTS AND DISCUSSION

Since the study is limited in scope in terms of its sample and population (which is limited to a single school), it cannot claim to make any generalisations. However, some innovative methods of teaching and unique activities were observed in this school which are worth discussing as they had a major impact on the students of this school.

Methods of teaching: The methods of teaching are child-centred where students are active participants. Children in various classes were observed to be happy and cheerful and enthusiastically participated in various activities. At the pre-primary level, the play-way method was used to teach the students. The children were asked to bring pebbles from the ground and count them. There is a sand pit area attached to each classroom where students enjoyed playing with sand, running, jumping and playing freely. Opportunity for physical development and development of gross motor skills is provided in this manner. Fine motor skills are developed through activities like drawing, transferring objects from one container to another, pouring liquids, pounding, etc.

The school has a Montessori lab where Montessori method is followed. Students learn concepts from working with concrete objects. Training of senses is accomplished through various activities such as distinguishing between smooth and rough surfaces using touch boards, identifying colours of pebbles, smelling materials and listening to music. Students are also trained in everyday skills like buttoning, tying laces and using lock and key through practical hands-on experiences. For teaching Hindi, flashcards having objects starting with the alphabet to be taught are shown by the teacher and students make drawings based on their observations. They also

match pictures with the alphabet and words for further clarity and retention of concepts. Students are taught counting using beads and number cards. At the primary level, the concept of addition is introduced by adding objects like pencils, then pictures of objects followed by counting on fingers.

The storytelling method is also used by teachers. To teach the English alphabet, the teacher tells a story having lots of words starting with the alphabet to be taught. Also, English alphabets are taught by relating them to their phonetic sounds instead of asking the students to cram. There is another unique activity called circle time. The students sit in a circle along with the teacher and discuss a particular theme. First, the teacher checks their previous knowledge related to the theme and then builds upon it. Students discuss their experiences and knowledge related to the theme. It is a kind of social constructivism based on mutual learning and discussion of personal experiences. This kind of teaching is also in accordance with Sri Aurobindo's educational ideology of moving from near to far; concrete to abstract.

At primary level, the project method is used for teaching EVS and English in an integrated manner on topics like Myself, around me and Delhi in Class I. Students in small groups complete activities like pasting pictures on charts, and

making figures with paper, and circular cut-outs. This is followed by presentations by the groups. Students are also taken for visits. For instance, for the project on Delhi, students visited various monuments in Delhi. This was followed up with a discussion on what they observed and learnt.

Activities organised: At the primary level, students are given exposure to varied activities such as dance, music, yoga, gymnastics, clay modelling and meditation. Activities like clay modelling and freehand drawing provide an opportunity to express their emotions and enhance their creativity. Annual talent events and sports events are held at the primary level in which every student participates. Activities like meditation, yoga and prayer are an integral part of the curriculum right from the pre-primary level. Such activities lead to concentration of mind and spiritual inclination among students right from childhood. At the primary level, students have a creative writing notebook. In this notebook, they write on topics such as 'If I was trapped in a bubble...' or make their own stories or poems on the given theme. This gives them ample opportunity to think creatively and express themselves freely.

Impact of Sri Aurobindo's philosophy on pre-primary and primary school students: The students were observed to be active class participants. They showed

conceptual clarity and were able to reply to application-based questions asked by teachers. The students showed respect for their teachers and listened to them. They maintained discipline even when the teacher was not there in the class. The students moved in proper lines for the assembly and bus line without any directions from teachers, thus showing evidence of self-discipline. They participated with full enthusiasm and vigour in various academic and co-curricular activities. They were observed to be cheerful and happy most of the time.

CONCLUSION

The Mothers International School provided a truly holistic education to pre-primary and primary students. It was found to implement Sri Aurobindo's philosophy effectively. The school provided integral education by providing vital education through training of senses in the Montessori Lab. Physical development was focused upon through yoga and games. Mental education was provided through hands-on activities like project work. Psychic and spiritual education was given by practising moral values of humility, love, respect, meditation and recitation of bhajans. Daily conversations with children in the form of Circle Time provided opportunities for free expression of feelings leading to socio-emotional development. The fundamental principles of true teaching given by Sri Aurobindo are also practised in

true spirit. Students are exposed to various activities at the primary level, their inherent talents and interests are identified and they are consulted to further choose the activities of their interest. Also, students are taught using concrete objects initially later followed by an introduction to abstract concepts. Thus, they move from concrete to abstract and near to far as advocated by Sri Aurobindo. According to Sri Aurobindo, methods of teaching should be such that they inspire joy in the child. The use of the play-way method, storytelling and interesting activities made learning joyful. Also, the teachers dealt with the students very lovingly. This made the children cheerful. Children are not overburdened with bookish knowledge rather they are provided ample opportunities to explore, investigate and express their creativity through active participation in activities and projects. The influence of Sri Aurobindo's philosophy pervades the environment of the school. It provided an ideal setting to develop a spiritual inclination and strength of character. The outcome of implementing Sri Aurobindo's philosophy was found to be positive and beneficial for primary school students as their personalities developed holistically. If further researches confirm these findings in other institutions also, integral education has the potential to lead to a major paradigm shift in the present education system.

REFERENCES

- CHAUDHURI, H. 1977. *The Evolution of Integral Consciousness*. Wheaton, Illinois: Theosophical Publishing House.
- GHOSE, A. 1998. *Essays in Philosophy and Yoga: Shorter Works 1910–1950*. Pondicherry: Sri Aurobindo Ashram Publication Dept.
- GHOSE, A AND ALFASSA, M. 1972A. *Education: General Principles*. Pondicherry: Sri Aurobindo Society.
- GHOSE, A. AND ALFASSA, M. 1972B. *Education: Learning*. Pondicherry: Sri Aurobindo Society.
- Jain. R.S. Sri Aurobindo's Views on Education. Retrieved from <https://www.slideshare.net/janiriddhi/sri-aurobindos-views-on-education>.
- KAUR, BALTINDER. 2015. 'The Contribution of the Educational Philosophy of Sri Aurobindo Ghosh in the Present System of Education'. *Internal Multidisciplinary E-Journal*. Vol. 1, No. 5. pp. 297–301.
- LAL, MOHAN. 2013. 'Relevance of Educational Philosophy of Sri Aurobindo Ghosh in the Present of Education'. *Airo International Research Journal*, Mumbai, Volume I.
- RANI, ANJANA. 2016. 'Sri Aurobindo Ghosh's Philosophy of Education'. *International Education and Research Journal*, Ahmedabad. Vol. 2, No. 12. pp. 157–157.
- RAO, K.B. 2015. 'A Survey of a Process of Language Learning and Teaching at Sri Aurobindo International Centre of Education, Pondicherry and Experiments of SAICE in an Institute of Technology in Guja'. *The Global Journal of English Studies*. Vol. 1, No. 1. pp. 235–265. Retrieved from <http://thegaes.org/files/documents/GJES-Full-Volume-May-2015.pdf#page=235>.
- SHARMA, P. 2016. 'A Benevolent Summary of Sri Aurobindo's Concept of Education'. *International Journal of Multidisciplinary Educational Research*. Vol. 5, No. 2. pp. 45–53. Retrieved from https://www.researchgate.net/profile/Mahmood_Khan30/publication/326877775.
- SRI AUROBINDO. 2003. 'Education-Words of Sri Aurobindo and Mother'. *E-Sanskriti* Retrieved from <https://www.esanskriti.com/e/SPIRITUALITY/Education-~words-of-Sri-Aurobindo-ad-Mother-1.aspx>.
- SRI AUROBINDO AND THE MOTHER. 1954. *Integral Education*. Lakshmi's House. Retrieved from http://www.sriurobindoinstitute.org/saioc/educational/integral_education.
- Zulaski. J. 'A Complete Integral Education: Five Principal Aspects'. Retrieved from https://integral-eview.org/issues/vol_13_no_1_zulaski_a_complete_integral_education.pdf.

6

Developing Process Skills in Environment Studies

Manisha Wadhwa nee Dabas*

Abstract

Environmental Studies (EVS) at the primary stage is understood as “an integrated approach to science, social science and environment education” (NCERT, 2005). The subject is taught by exposing children to real-life situations, by which they make sense of the natural, physical, social and cultural environment around them. It is focused not only on concept formation but also on the development of process skills.

It was observed in primary classrooms that teachers focused on labelling and memorisation of parts of the plant like roots, shoot, leaves, flowers, fruit and so on; they drew pictures of plants, despite the fact that plants are all around and the school (under study) has a beautiful garden. Why can't we take children to the garden regularly and make them observe changes in plants from sowing to flowering? Probably, in this way children may learn many more things than just labelling different parts of plants. This paper attempts to focus on the development of process skills among children from Class IV of a North Delhi Municipal Corporation School. For this, activities were designed according to the syllabus of EVS at the primary level during the school internship (practice teaching) experience, which gave space to children for constructing the conceptual knowledge and the process skills to enhance EVS learning. The findings showed that process skills in science develop when children work with hands-on activities. They also achieved better grades on their test.

INTRODUCTION

'Environmental Studies' as envisioned by National Curriculum Framework

(NCERT, 2005) “is an integrated study of science, social science and environment education.” This was a

* Associate Professor, Education, Aditi Mahavidyalaya, University of Delhi

drift from earlier national policies of 1968 and 1986. Both these policies emphasised teaching science and social science separately; sometimes there were separate books labelled Science and Social Studies and other times there were separate chapters in one book labelled Environmental Studies. The integration of concepts was left to children. For instance, water is taught both in science and social studies but from different perspectives. In science textbooks, content is limited to properties of water, solubility and floatation whereas in social studies, it focuses on sources of water (river, pond, sea, ocean), water for irrigation, rainfall, dams, etc. This kind of compartmentalisation of knowledge into various disciplines exists in the school curriculum but it doesn't exist in the minds of children. It may lead to problems in concept formation among children. For instance, elaborating on the previous example of 'water', it is understood differently by different subject experts. A chemist would think of it as a covalent bonding between oxygen and hydrogen molecule, its chemical properties; water as a fire extinguisher; physicists would focus on water as a good conductor of electricity, as a source of electricity generation in Bhakra dam or any other hydropower plant; a biologist would intend to take it as an essential component of our diet and necessary for the survival of all living beings; a geographer would plan to take up different sources of water on earth ranging from rivers to lakes to oceans;

a political science expert would focus on politics of water such as disputes between neighbouring states like that of Karnataka and Tamil Nadu for Cauvery water or water essential for agriculture, enhancing the economy of a state and so on. It is very difficult for young children to integrate knowledge on their own. Thus, Environmental Studies as an integrated subject focuses on the natural, cultural and social environments. For making children understand this integration, it is important that they actively participate in activities in classrooms. Along with learning concepts, they also develop many process skills like classification, observation, comparisons (drawing similarities and differences), communication, raising questions, etc.

PROCESS SKILLS IN SCIENCE

Process skills are explained by Maranan (2017) in a very simple way as "these are the things that scientists do when they study and investigate. Observing, classifying, communicating, measuring, inferring and predicting are among the thinking skills used by scientists, teachers and students." Harlen & Elstgeest (1992) listed process skills as "observing — comparing and classifying, raising questions, measuring and calculating, manipulating materials and equipment, devising and planning an investigation, designing and making, communicating effectively, finding patterns, inference making, predicting and hypothesising". Not only in science experiments but

every activity, some process skills are involved. At the primary school level, the current environmental studies textbooks do not engage with laboratory-based experiments; they have simple activities based on learners' contexts. In those simple activities, process skills are used and emphasised. For instance, an experiment was conducted in Class IV to find out which fabric will be the most suitable for making a dress to be worn on Diwali. The following were steps taken by children.

Step 1— Discussion of criteria for the dress:

It should be bright and colourful, as it is a festive occasion. It should not catch fire easily, as during Diwali, people light up their houses with candles and *diyas* and occasionally there are firework displays too.

Step 2— Collection of samples of different kinds of fabric:

They cut different fabric samples into similar sizes (length 15 cm and width 2 cm)

Step 3— Prediction:

Children by touching the sample fabrics made their guesses about the most suitable cloth/ fabric.

Step 4— Experimentation:

They lit a candle and brought fabrics one by one near the burning candle. They made observations regarding the time taken by the fabric to burn and how it burnt (slowly, or vigorously).

Step 5— Communication:

Children discussed their findings with others and explained their

reasons for selecting a particular type of cloth for the dress.

Thus, it was observed in this activity that children are doing a lot of things:

- raising questions;
- comparing different samples of cloth and drawing out similarities and differences;
- predicting — which fabric is the least fire hazard (should not catch fire easily);
- investigating/experimenting — controlling variables (size of cloth strips), independent variable (a type of cloth-like silk, nylon, cotton, polyester or any other) and dependent variable (burning time and type of burning);
- recording observations;
- making inferences;
- communicating findings to others.

All these are processes involved in the activity called process skills. These skills in a way determine how well content is learnt. These process skills are part of the investigation. Children may forget the content they have learnt in school but if they learn these process skills, these will remain with them throughout life. These process skills are only learnt by doing. This is one of the rationales for doing activities and experiments in classrooms.

OBJECTIVES

1. To develop an understanding of how children learn process skills using classroom activities.

2. To try out a variety of activities for teaching-learning of EVS at the primary level and identify the process skills learnt by children.

SAMPLE

This research was conducted with the help of two B.El.Ed. (Bachelor of Elementary Education) final year students. In the final year, students are placed in primary schools for an internship (also called practice teaching) for 12 weeks. The Class IV students of a Municipal Corporation Girls school, Avantika Rohini Sector 2 located in North West Delhi participated in this research. The study was conducted in two different sections of Class IV. A total of 60 Class IV girls participated for four months.

PROCEDURE

The content in NCERT's environmental studies textbooks is developed around six themes, namely:

1. Family and Friends (it is divided into four sub-themes — Relationships, Plants, Animals, and Work and Play)
2. Food
3. Shelter
4. Water
5. Things we make and do

For this research, themes chosen were Water, Plants (sub-theme of family and friends), Work and Play (sub-theme of family and friend) and Food. Different activities were planned on the concepts related to the above-mentioned themes. Children's ideas

about the concepts were explored through unstructured interviews, worksheets and discussions. The effect of activities on children's development of process skills and attitudes towards science was investigated. The activities planned were hands-on activities, group activities involving experimentation, field visits to the school garden, and visiting sites of water stagnation in the school.

DATA COLLECTION AND ANALYSIS

Water

Floating and sinking

The objective of the activity was to identify things that float and things that sink from a group of given objects. Children were divided into groups of four. Each group was provided with a plastic tub (which they filled with water) and some materials like chalk, bottle caps, paper plates, stones, empty plastic bottles, erasers, board pins, caps of pens, corks, marbles and screws to perform the experiment. Before experimenting, children were asked to predict whether the object will sink or float and make a record in their notebooks. Then they investigated and recorded observations next to the column where they recorded their guesses about sinking and floating. They were cooperating with each other in groups and manipulated the material, which facilitated the construction of knowledge. They classified things that float and things

that sink. They shared their results and also raised questions like “the empty plastic bottle which was large in size floated but the eraser was so small in size that it sank.” Another child remarked, “floating and sinking are not dependent on size, we see large ships floating in the sea.” In another group, a child remarked that heavy objects sink like marbles, but the lighter things like paper plates initially floated but gradually soaked water and began sinking. In group work, children not only explored the nuances of the concepts but also developed process skills like observing, recording, classifying, predicting, comparing, raising questions and experimenting.

Solubility

The objective of the activity was to make children understand the concept of solubility. Children were divided into groups of five. Each group was given a transparent tumbler (which they filled with water) and five different things for the experiment — sand, salt, sugar, oil and chalk powder. Before starting the investigation on what is soluble and what is not, children were asked to make predictions about the solubility and record them in their notebooks. Children began an investigation and recorded their observations. Most children predicted that chalk powder would be soluble in water. They asked questions to clarify their doubts. They also raised questions like how much salt/sugar can be dissolved in one glass of water? Children drew the

inference that chalk powder is partially soluble. They expressed curiosity to find out the solubility of some other things like honey, turmeric, chilli powder, etc. They were able to classify the things as soluble and insoluble. They compared that sand settled down in the glass, oil was floating on the surface of water, and sugar and salt disappeared in the water. Along with developing an understanding of the concept of solubility, children developed process skills like observing, recording, classifying, predicting, comparing, questioning, manipulating materials and investigation. Although a lot of children understood solubility as ‘disappearing’, which is a misconception commonly found among children of age 8 to 9 years.

Viscosity

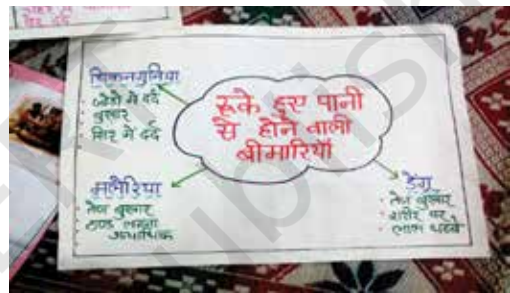
The activity was conducted to develop an understanding of the concept of viscosity. Cardboard covered with a plastic sheet was used for this activity. Five liquids — honey, fevicol, water (coloured), milk and oil were taken for the experiment. Children worked in groups of five and put the drops of these liquids on the cardboard and observed which drop slipped down fastest followed by the others. They recorded observations in a table (along with their prediction, made before the start of the experiment). They found that water drops slipped the fastest and fevicol (an adhesive) was the slowest. After discussion, they inferred that the liquid which slips down fastest is the least thick than

others and the liquid which slipped down slowest is the thickest and most vicious. Another interesting conclusion they discovered was ‘the relationship of the slant of the cardboard with the time to slip down from the cardboard’. They compared the thickness of drops by observing. The process skills learnt through this activity were: observing and recording, comparing, predicting, question raising, communicating, manipulating material, investigating and inferring.

Stagnant Water

The objective of this activity is to identify the problems related to stagnant water. Generally, charts displayed in classrooms give information to children on photosynthesis, food chain, solar system, states of India, weather and many others. Thus, the main purpose is information dissemination. Then, there is another category of interactive charts, which have spaces to write and share responses/observations (for instance, weekly recording of growth of plants)/thoughts (problems related to traffic). These charts are collectively prepared by children and teachers. For this activity, various locations of stagnant water were identified in the school. Children observed those sights and found the larva of mosquitoes in the water. An interactive chart was prepared, where children shared their observations about how that water may be collected; what was there in the water; what can be its harmful effects; what diseases are caused by mosquitoes’ bite; what are the

symptoms of dengue, chikungunya and malaria; what kind of preventive measures can be taken. They connected their real-life experiences with this activity. They shared about people infected with dengue, chikungunya and malaria in their neighbourhoods. Some of them even shared symptoms of the diseases. They shared how these can be prevented. The process skill focused were identification, observation and recording, explanation, communication, questioning and inferring.



Plants

Growth, Seeds, Flowers

Children planted a few saplings at two locations — one in the corridor, where it received sunlight and the other in one of the dark corners of the classroom. Both were given water regularly. They found that sunlight is necessary but even if saplings were kept in dark corner of the class, they survived for several days, almost a week and after that started withering. They recorded the growth pattern of saplings for more than a month in the chart. They inferred that sunlight is essential for plant growth but it is

not necessary to keep plants in direct sunlight every day. This helped them in differentiating between the conditions essential for the growth of plants and making inferences. The school compound has a lot of plants. Its advantage was taken and children were taken to the garden on a regular basis. Children identified different flowers and listed their features — colour, shape, size, and location (isolation or in bunches) in the worksheet provided to them. In the other task, children also categorised plants like herbs, shrubs and trees. They focused on the size and appearance of the plants.

In further extension to this activity, children were given different seeds (kidney beans, lentils, gram, fenugreek, fennel, mustard and canola) in groups along with a worksheet. They observed the seed's shape, colour, texture (smooth or rough) and smell. Finally, they classified the seeds according to their different attributes. For instance, one group classified the seeds according to their colour, other group classified the seeds according to their texture. The process skills focused were observation and recording, comparing, discussion, classification, explanation, investigation (controlling and manipulating variables) and inference.

Work and Play

Types of Work

A discussion in the classroom was organised to identify different types

of work done by people in our society. It was initiated with the presence of different helpers in the school and society. An interactive chart, on which pictures of various workers were pasted was clipped on the wall of the classroom. They were required to answer the questions related to the occupation of the workers. They identified the worker, his/her occupations and the importance of that work for the society. The process skills focused were observation and recording, explanation, reasoning and communication.



Breathing

Inhaling and Exhaling

The concept of breathing — inhalation and exhalation was explained using a story cited in the textbook. After that meter tapes were given to groups of children. They were asked to measure and record chest size of each other after breathing in and out. They learnt how to measure using the tape. Children inquired about how to read measurements on measuring tape and learnt to calculate the expansion of the chest. After discussion, they inferred

that the measurement of the chest after inhaling was more because the chest expands after breathing in, as air goes in, and the measurement of the chest after exhaling was less because the chest contracts after breathing out, as air goes out. They shared their findings with everyone. The process skills focused were observing, estimating, measuring, comparing, inferring and communicating.

Food

Spoilage

A slice of bread was taken for the experiment. Some water was sprinkled on it and it was kept in a box. Children observed this slice daily for four days and recorded the observations regarding the change in appearance (by seeing), texture (by touching) and smell of the bread.

Day 1: Children discussed spoilage of food and shared examples from their experiences.

Day 2: They observed that the colour of the bread slice has become dull, and a little hard in texture and no such change was noticed in the smell.

Day 3: They recorded a few yellow spots on the bread which was harder in texture and had a foul smell.

Day 4: They observed green spots on the slice and the colour of the bread also turned yellowish, the texture was harder than the previous day and had a foul smell.

In this activity, children were curious and patiently recorded the observations for four days. After that,

they discussed how food gets spoilt. The process skills focused were observing and recording, comparing and communicating.

CONCLUSION

The organisation of the above activities whether it was an investigation on food spoilage or finding the solubility created interest in children in the classroom interaction. Children were found to be excited to participate in discussions. It was also observed that they used to look forward to the environmental studies (EVS) class. In the classroom discussion, their observations were shared, discussed and valued in class. This motivated them to observe more precisely the next time. They started observing minute details. Their grades in the assessment of EVS also improved.

We often come across complaints like children make a lot of noise when they work in groups. In our research, a classroom culture was always emphasised where whenever they are working in groups, they communicated in a very low tone. We drew their attention to differentiate between purposeful/meaningful talk and purposeless/meaningless talk. They learnt to distinguish between talk and noise. They learnt to listen to others. Listening is a very important skill like talking. These qualities were not developed overnight. This required continuous focus and reminders to the children in every class. Later in classes,

they made groups themselves and were seated group-wise within a few minutes. Working in groups for these two classes had become like a habit. Thus, the concerns about classroom management during group activities gradually improved with these groups of children. In groups, they discussed their ideas related to concepts. It provided opportunities for peer learning on one hand and the other hand, their misconceptions about concepts were also addressed.

A variety of activities were planned and organised such as hands-on activities, interactive charts, discussions, field trips and experimentation. It enhanced the active participation of children. They were not passive receivers of information but rather active learners and constructed their knowledge. They got several opportunities to reflect upon their learning and simultaneously developed process skills.

It was observed that by conducting activities on a regular basis, children improved their process skills. For instance, during initial activities teacher is required to draw children's attention towards minute details. She prompted them many times to use all of their senses asking them how they feel when they touch. And how does it smell. Gradually with engagement in various activities their skills improved in later stages, children were able to draw similarities and differences between flowers/plants/

seeds. They were able to record fine details related to the investigation in the food spoilage activity. They learnt to conduct investigations, for instance, in the solubility activity one group of children concluded that only a limited amount of sugar can be dissolved in water. After that point, if one wants to add more sugar to water then one needs to heat it. Such kind of inference can only be arrived at by children when they are given the freedom to explore on their own. Thus, by conducting activities related to the daily lives of children process skills can be developed. These activities not only helped in developing process skills but also exploring various concepts in Environmental Studies, making learning meaningful and long-lasting.

Another interesting finding was that when children go outside the boundaries of a physical classroom, then it makes the journey of learning more enjoyable. It breaks the monotony of the class and adds variety to the regular classroom. Activities outside the classroom allow children to have a real-world experience, as in the activity on flowers, thus enhancing experiential learning. I would like to end with the famous quote:
"I Hear and I Forget,
I See and I Remember,
I Do and I Understand".

ACKNOWLEDGEMENTS

The author acknowledges the assistance of Ms Poonam and Ms

Pallavi, B.El.Ed. final year students of Aditi Mahavidyalaya, the University of Delhi in the collection of data during their school internship and also the support of Principal, teachers and girls of classes IV A and IV B of Municipal Corporation Girls School, Avantika, Rohini Sector 2, Delhi –110085.

REFERENCES

- BERK, L. 2013. *Child Development*. 9th edition, Pearson: Boston.
- BRUNER J. 1960. *The Process of Education*. Cambridge: Harvard University Press
- DHANAPAL, S AND E. WAN ZI SHAN. 2013. 'A Study on the Effectiveness of Hands-on Experiments in Learning Science Among Year 4 Students'. *International Online Journal of Primary Education (IOJPE)*. ISSN: 1300-915X, Vol. 3, No. 1.
- ERGÜL, R., Y. ŞİMŞEKLI., S. ÇALIŞ., Z. ÖZDILEK., Ş. GÖÇMENÇELEBI AND M. ŞANLI. 2011. 'The Effects of Inquiry-based Science Teaching on Elementary School Students' Science Process Skills and Science Attitudes'. *Bulgarian Journal of Science & Education Policy*. Vol. 5, No. 1.
- GANYAUPFU, E. M. 2013. 'Teaching Methods and Students' Academic Performance'. *International Journal of Humanities and Social Science Invention*. 2(9), 29-35.
- HARLEN, W. 1999. 'Purposes and procedures for assessing science process skills'. *Assessment in Education: Principles, Policy & Practice*. Vol. 6, No. 1. pp. 129-144.
- HARLEN, W AND ELSTGEEST, J. 1992. Reprint 2012. UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education, New Delhi: National Book Trust.
- <https://files.eric.ed.gov/fulltext/ED579181.pdf>
- HUSSAIN, M AND M. AKHTAR. 2013. 'Impact of Hands-on Activities on Students' Achievement in Science: An Experimental Evidence from Pakistan'. *Middle-East Journal of Scientific Research*. Vol. 16, No. 5. pp. 626-632.
- KUMARI, S., S. SWAMY., A. PRASAD AND D. B. SINGH. 2011. 'Teaching-learning strategies or Methods being Adopted for Teaching EVS at Primary Level'. *IJTBM*. Vol. 1, No. 4.
- NATH, B. 2009. Methods of environmental teaching and learning. *Environmental Education and Awareness*. Vol. 1, No. 144.
- NCERT. 2005. Syllabus for Class at Elementary Level. Part I. New Delhi: NCERT.
- . 2007. *Looking Around: Environment Studies – Textbook for Class IV*. New Delhi.
- . 2008. *Source Book on Assessment for Classes I – V: Environmental Studies*, New Delhi.
- PIAGET, J AND B. INHELDER. 1966. (Reprint 2000). *The Psychology of the Child*. New York: Basic Books Ingram Publishing Services.
- RANGANATHAN, N. 2000. (Reprint 2005). *The Primary School Child: Development and Education*. New Delhi: Orient Longman.

- SADI, Ö. AND J. CAKIROGLU. 2011. 'Effects of Hands-on Activity Enriched Instruction on Students' Achievement and Attitudes Towards Science. *Journal of Baltic Science Education*'. Vol. 10, No. 2.
- TURIMAN, P., J. OMAR., A. M. DAUD AND K. OSMAN. 2012. 'Fostering the 21st Century Skills Through Scientific Literacy and Science Process Skills'. *Procedia-Social and Behavioral Sciences*. Vol. 59, pp. 110–116.
- WADHWA, M. D. 2006. 'Environment Education: Learning Science Outside the Classroom, University News.' *Journal of Higher Education*, Delhi. Vol. 44, No. 12. pp. 138–141.
- WADHWA, M. D AND K. KALYANI. 2012. 'Environment Education for Sustainable Development' in Saxena, V. (Ed) *Contemporary Trends in Education – A Handbook for Educators*, Delhi: Pearson, pp. 78–109.
- WOOLFOLK, A AND M. F. SHAUGHNESSY. 2004. An interview with Anita Woolfolk: The Educational Psychology of Teacher Efficacy. *Educational Psychology Review*. Vol. 16, No. 2. pp. 153–176.

Role of Various Stakeholders Towards Early Childhood Care and Development

Anjali Warbal*

Nancy Gogia**

Abstract

Children are an essential part of society. Early Childhood Care and Development (ECCD) plays a pivotal role in the holistic development of a child. It nourishes the child's cognitive skills and helps them to adjust to their social environment in a better way. The family takes care of each and every aspect of a child's life starting from birth until they grow up and become self-sustained. It acts as the first teacher to the child. Every child learns a lot from their family. The family develops cognitive, affective, and psychomotor skills in the child. The role of the family is also very important in the child's academic performance. If the family provides a conducive environment for the child, then it will affect the development of the child. Society is that part of our life that we can never neglect. Through society, a child can learn many things; also, it can change their way of thinking. For the upliftment of the child, society plays a pivotal role. It creates a platform for the development of the child so that they become supportive, emotionally sound, intellectually strong, and physically healthy. Teachers are the epitome of God. They are the ones who, formally as well as informally, educate children. They are considered the guide, friends, and philosophers of the children. They are the motherly figure in the formative years of the children. They are filled with knowledge, attitude, behaviour and skills that are required to perform different tasks effectively. The present paper focuses on the role, problems and current issues that are faced by teachers, parents and society as a whole about ECCD. It explains the critical issues and challenges faced by various stakeholders. Furthermore, it also suggests some measures for further improvement.

* Ph.D. Scholar, Central University of Gujarat

** M.Phil. Scholar, Central University of Gujarat

INTRODUCTION

Children are an essential part of society. It has rightly been said that they are just like flowers whereas teachers, parents, and other society members are just like gardeners, nurturing and shaping them as a whole. Early childhood care and development (ECCD) focuses on the overall development of children, i.e., physically including control of gross motor skills, fine motor skills, emotionally stable, socially developed, and inculcation of inner and external discipline. It helps them to prepare for primary education.

ECCD plays a pivotal role in the holistic development of a child. It nourishes the child's cognitive skills and helps them adjust to their social environment in a better way. It is a stage that starts from the birth of the child and lasts until eight years. The Government of India has taken many initiatives like the establishment of Balwadi and Anganwadi centres, etc., for the development of early childhood care; for the upbringing of children, especially in rural areas as a part of integrated child development services programs to overcome child hunger and malnutrition.

Early childhood is a crucial period in a child's life. During this period, maximum development takes place. This is a period where the child needs utmost cooperation, support, and trust from the family, teachers and society. Most of the learning of a child's life begins from this stage.

Recently, there has been significant interest in ECCD in most countries. There are certain reasons for this current interest.

- For all-round psychological and social benefits to young children that high-quality early childhood care and education offers.
- It has been shown that good early years' experience has positive effects on educational achievement.
- ECCD contributes to a healthy and prosperous society by promoting the most effective and supportive family environment.

Researchers have demonstrated that high quality ECCD for young children contributes to their intellectual and social development in childhood, and their school success and economic performance. For most of us, learning starts at home with our family. The most common way in which children learn, in everyday life, is through observation. A child's learning and socialisation are most influenced by their family as a primary social group.

The family is considered to be the basic building block and the foundation stone for the child. If the foundation is not strong, then the whole building will collapse. Thus, the family is responsible for shaping a child and developing their values, skills, socialisation and security. Society is a system of organisation of the mutual relationship between human beings' implicit communities and institutions.

Bala (2014) examined a study in Nigeria on early childhood education and sustainable functional education. The purpose of the study was to effectively promote early childhood education through different models suited for effective learning depending on the peculiarities of the society. The major finding of the study was Bloom's Taxonomy as a foundation base for early childhood education and sustainable functional education in Nigeria.

Naomee (2013) conducted a study on the role of families in early childhood development and education. The study found that children of highly educated parents tend to cultivate high moral values and participate more in extra-curricular activities. It had been seen that their parents, i.e., especially the father of the family devoted less time to their children as compared to their mothers. The study depicted that the role of parents in ECCD is changing.

Harris & Barnes (2009) conducted a study on male and female teachers: exploring children's perspectives on teachers' roles in kindergarten. The major findings of the study tend to explain how the presence of male and female teachers influences children's behaviour. It was also found that boys perceive that male teacher teaches effectively because they act as role model for them.

ROLE OF FAMILY IN ECCD

A family is an informal agency of education. It plays a pivotal role

in the development of a child. It is only through the family that the child learns everything. It is the first place of education and development. From birth until adulthood, the family takes charge of all aspects of a child's life, serving as their initial educator. The family play a crucial role in shaping a child's cognitive, affective and psychomotor abilities, and has a significant impact on their academic achievements. If the family environment is supportive, it will have a positive effect on the child's development. The parents should provide a joyful environment for the child so that they can share everything comfortably with their parents. In such an environment, it becomes very easy for the child to do everything. The parents should be like the role models who the child can look up to. Every parent wants their child to become a good individual without making any kind of effort.

The basic aims and objectives of ECCD are to meet children's needs and demands in a culturally rich and developed environment. Family-centred practices are one of the mainspring aspects of ECCD and education. Catering to the needs of children through and within the family arrangement has many reasons:

1. A well-knitted family acts as one unit. Everyone stands to benefit from such an arrangement. Children can be taken care of very well in such a kind of atmosphere. If the parents perform their duties

effectively, then their children will also work accordingly.

2. Parents gain an outlet to access fittingly affordably healthcare means that the whole family including children will be healthier and when the children are healthier, they accomplish more.
3. In fact, early childhood professionals say that the family approach should be followed if any stakeholder wants to help children, teaching parents, how to understand and tackle students how to satisfy their needs, whims, and wishes in the right direction and act as a supporting base in the learning process.
4. Family support to children at a very early stage in their process of growth and development leads to an increase in school achievement and success. It will reduce child neglect. Thus, it will lead to a better and sound quality of life for both the child and their family.

In the current scenario, it can be seen that in most families, the parents are so busy with their work that they do not even care about their child. This can be seen in most families where both the parents are working. They send their child to crèches, day-care centres, or play-way schools and think that their child will learn everything from there.

The following are some of the efforts which should be taken by schools to create a parent-friendly environment within the school premises:

1. Exhibit that the school cares

The school must air that they care about the child. The parents should be constantly informed about the child's learning and progress. This will develop a good relationship between teachers and parents. The school should call the parents in different co-curricular activities and tell them to participate with their children.

2. Communicate frequently with parents and the community

If both sides communicate and listen to each other in a constructive manner, then they will remain updated about the child. This can take place every alternate day or on weekly basis.

3. Obtain feedback from parents

The school should gather information about the child from the parents regarding the child's likes and dislikes, motor skills, physical activities, thoughts, etc. It should ask for any further progress or change that needs to be brought and also request parents' opinions and suggestions.

4. Consider family needs

The school should encourage staff members to meet the parents at a time which is convenient for them. They should provide before and after childcare enrichment programs like cooking, dancing, magic play, etc.

ROLE OF SOCIETY IN ECCD

Society is that part of our life that we can never neglect. Through society, a

child can learn many things; also, it can change their way of thinking. For the upliftment of the child, society plays a crucial role. It creates a platform for the development of the child so that they become supportive, emotionally sound, intellectually strong and physically healthy. It provides an environment where a child interacts with other children; such interactions will increase their confidence level, ability to cooperate, critical and logical thinking, etc.

In recent trends, it is evident that professionals are seeking new thoughts and opportunities to link the community with different stakeholders like teachers, parents, etc. Using society in teaching is a magnificent way to help children. It is an echo of what masses and organisations in one's community would use to help to teach children, the importance and value of the community in which they live.

The role of society in child care and development can be stated as follows:

1. Understand students and their needs

Different stakeholders in society are required to be keen observers. They need to discuss each and everything about the child through discussions, etc. They should know and identify barriers and hurdles which could come in the path of children's learning and development and discover the kind of help needed by the children.

2. Ask for help and support from parents, teachers and other family members

Society should involve parents, teachers, as well as other family members, and take everyone's support for the development of a child at an early stage. It needs to invite and involve them personally.

3. Develop a directory of community agencies

Society should have a sharp eye on business pages, phone directories, etc., and suggest useful agencies to help parents.

4. Involvement of stakeholders with community-based programs

Different stakeholders should join hands together to provide essential services, such as the organisation of child play activities, dance, drama, puppet shows, etc., to the children. Sometimes, through these activities, the hidden talent of the children suddenly pops out.

BENEFITS OF WORKING WITH SOCIETAL AGENCIES

1. Society as an agency

Society as a whole works with families to strengthen communication between the home and the school. Different stakeholders can communicate with school authorities by initiating discussions, refraining from problems, and helping to set up a conversation.

2. Agencies provide a wide variety of family support

Children whose parents receive a lot of support from society are less prone to stress at home and thus can learn more. This makes it more effective for the community in making the child more confident, have high self-esteem, etc.

3. Counselling services

Society agencies' volunteers are mostly aware of obvious resources to help families in urgency such as calling the parents for providing free counselling services to them and their children.

Society as a whole must make an extra effort to involve, integrate and engage with parents who fall through the cracks. It needs to value them. When the parents feel that society values them, they are more likely to be involved and would happily send their children to school. The community should arrange for periodic visits, seminars, and conferences for parents, teachers, etc. where they can talk about how they can improve themselves, how they can get involved with children in their activities and projects, and how they can contribute to making the children more disciplined, and good and loyal citizens of the country.

ROLE OF TEACHERS IN ECCD

ECCD covers children under the age group of 3 to 8 years. Teachers need to handle these children with utmost care. They provide the frame book

and help the children in their growing years. They support the children in the development of skills such as listening, speaking, reading, and writing; help them in expressing their emotions; promote their physical, social, religious and cultural development, and so forth.

Teachers of ECCD stage children should focus on five key concepts:

- Friendliness
- Flexibility
- Fun
- Fast
- Focused

The teachers should aim to build a bond with their students similar to the bond parents have with their children. This can be done by:

1. Building trust

Teachers should have friendly relations with their students so that they can easily trust the teachers enough to share their views and thoughts with them.

2. Giving timely responses

It is the foremost duty of the teacher to respond in a timely manner to each and every question of the child.

3. Rewarding/Reinforcing them

Teachers should reward those students who achieve their objectives or goals because when a teacher provides a reward to the students, it will attract or motivate the other students also.

4. Predicting needs and emotions

It is the responsibility of the teacher to predict children's needs and emotions and provide them with choices to achieve small milestones.

5. Planning of everyday schedule and practices

Young children should be encouraged to follow good habits like washing hands, reading storybooks, going to sleep and the restroom, etc. By practising these day-to-day activities, children will become habitual to them; these will also keep them occupied.

6. Maintaining a positive environment

As far as possible, teachers should develop a safe, positive, peaceful and comfortable environment that motivates the children to share their ideas, thoughts and opinions with them.

7. Perceiving and disseminating

Children learn a lot through imitation. They communicate what they observe from their surroundings. Teachers should actively observe children's behaviour. If they find any undesirable behaviour or conduct, they should immediately inform their parents.

8. Catering to cultural and special needs

Early childhood teachers should focus on the social, emotional, physical and educational needs of the children. They should respect the culture and

religion of every child. Some children can be allergic to certain food items. So, the teacher should be sensitive and careful towards such special needs.

Thus, certain codes will prepare the teachers for an effective bond between teachers and parents which include getting to know the parents, avoiding an authoritative atmosphere, communicating with parents, learning to listen, following up and recording the students' progress from time to time.

CRITICAL ISSUES AND CHALLENGES IN ECCD

1. Lack of a clear concept of ECCD

The period of the concept is unclear. Article 45 of the Constitution states to provide free and compulsory education to children from six to fourteen years of age. The National Focus Group on early childhood education and care states that early childhood is the period from birth to eight years of age. In the present context, most people are not aware of the concept of ECCD. This is because of the lack of awareness programs. The government thinks it is the duty of the teachers and the school to train and shape the children, which is incorrect. Sometimes, the teachers are not aware of when the period of ECCD begins and ends.

2. Inappropriate training

The educators are not effectively trained in the right direction. There is a

lack of professional specialised training and development to ensure a high quality of ECCD. No efforts are taken, especially at this level, to organise seminars or any kind of awareness programs for the stakeholders. There exists a scarcity of trained teachers. Inexperienced teachers are also given the job to train and shape new minds.

3. Parent engagement and indifferent attitude

Parents, by nature, are very much concerned about their children. Teachers have to interact with the parents on a daily basis. Sometimes, there is a lack of trust between parents and teachers. When parents become too demanding, it becomes difficult to manage their requests, questions, and complaints. It has been observed that when there is an excessive involvement of parents, it becomes stressful for both the teachers and the child to cope with and meet the expectations.

4. Low pay and lack of recognition

The salary of private school teachers, as compared to other professionals, is very little. They are the real crafters of the country. More than 80 per cent of teachers say that their job makes the world a better place, but they earn very little per year. It can be seen that due regard or recognition is not given to the teachers no matter how much effort they put in, which is certainly wrong. In reality, teachers play a vital role during the most crucial phase

of a child's life. Thus, they may feel undervalued and disregarded even after making one of the most important contributions to society.

5. Lack of developmental opportunities

Teachers may feel that there are very few resources that are available or accessible for their personal and professional development. It has been seen that no regulation is in place to ensure that regular workshops or seminars are organised for the development of teachers. Their time seems to be so much occupied with school's unnecessary or unrelated work.

6. Gulf between policy-making and implementation

Policymakers draft policies very beautifully. It is the implementation of those policies which is problematic. There is a big difference between policy-making and implementation. What appears on paper is just the opposite of what happens in reality. Now and then, new programs and policies are introduced without providing enough training to the teachers.

7. Ineffective monitoring and evaluation and lack of coordination

The current situation depicts that many children are facing issues like inappropriate attitudes towards others, anti-social behaviour, fighting or quarrelling, emotional instability, etc. Parents and other stakeholders are

not able to guide them properly. They tend to neglect such issues thinking that these are normal behaviour or conduct of the children. There seems to exist a lack of coordination between various stakeholders, i.e., the principal, teachers and parents. Sometimes, there is a complete mismatch in their thoughts, and this creates a problem for the child.

MEASURES FOR PROMOTING ECCD

1. Making the concept of ECCD clear

The teachers must be made aware of the concept of ECCD through rigorous training, workshops, seminars and conferences. Improvements must be made in the training and service conditions of personnel engaged in ECCD.

2. Devising low-cost methods

There is an urgent need for devising a cost-effective model for teaching and learning. It should not be so complicated that it becomes difficult for both teachers and parents to use it. It should include the development of audio and video programs for the mass media for wide implementation and the creation of a mobile supervisory cadre. The devised method should be in the form of a play-way technique and should be child-centred. The methods developed should have a realistic approach. Each of the methods must be supervised, guided and supported by a supervisor who is competent to give guidance.

3. Improving the pay standards and giving due recognition to teachers

The teachers are nation builders. They must be given due regard and recognition. They play a vital role during the most crucial phase of a child's life. Their pay standards should be increased and revised like that of other professions.

4. Apposite developmental opportunities for teachers

For stakeholders' own personal and professional development, there should be regular workshops and seminars. This will enable teachers to learn new methods and techniques and then apply the same to the teaching and learning process.

5. Developing good coordination between teachers, parents and society

There should be good coordination between teachers, parents and society members. For developing this, various meetings and cultural events should be organised, especially in the early childhood stage. Both the parents and the teachers should communicate with each other effectively so that both can get to know about the child. They should work as allies, not as adversaries.

6. Developing a holistic approach

Such a type of environment should be provided to the child that promotes the development of a child's philosophy

and psychology. All stakeholders should organise various programs that enhance the thinking of the child physically, mentally as well as emotionally.

7. Providing counselling services to parents and teachers

Guidance and counselling must be an integrated approach for early childhood care and development. The parents should be made aware of the child's growth and various stages of development. Issues related to many problems like anger, stealing, emotional instability, better communication, etc. can be dealt with ease. Thus, children's needs will be addressed easily.

CONCLUSION

Early childhood is a very crucial and critical stage. Children need to be nurtured with immense care. So, it becomes the duty of various stakeholders like parents, teachers and society to provide education in such a manner that the children become responsible and able citizens of the country in the future. All stakeholders must encourage, acknowledge and reinforce children at regular intervals. It will ultimately recognise children's success. Thus, they will become more confident, and aware, and positively self-evaluate their efforts.

REFERENCES

- AHN, H. J. 2005. 'Child Care Teachers' Strategies in Children's Socialisation of Emotion'. *Early Child Development and Care*. Vol. 175, No. 1. pp. 49-61.
- BALA, N. A. 2012. *Early Childhood Education and Sustainable Functional Education in Nigeria*.
- BONNEY, J. F AND M. L. KELLEY. 1999. 'A Model of Fathers' Behavioral Involvement in Child Care in Dual-earner Families'. *Journal of Family Psychology*. Vol. 13, No. 3. pp. 401-415.
- CIMAGALA, R. 2010. 'Family's Crucial Role in Child's Education'. *The News Today*. Iloilo City, Philippines.
- HARRIS, K AND S. BARNES. 2009. 'Male Teacher, Female Teacher: Exploring Children's Perspectives of Teachers' Roles in Kindergartens'. *Early Child Development and Care*. Vol. 179, No. 2. pp. 167-181.
- NAOMEE, I. 2013. 'Role of Families on Early Childhood Development and Education: Dhaka City Perspective'. *The International Journal of Social Science*. Vol. 11. pp. 158-168.
- SARACHO, O. N. AND B. SPODEK. 2007. 'Early Childhood Teachers' Preparation and the Quality of Program Outcomes'. *Early Child Development and Care*. Vol. 177. No. 1.

Stress and Job Satisfaction Among Primary School Teachers after Implementation of the Tri-semester System and Continuous and Comprehensive Evaluation Scheme

D. Packialakshmi*

S. Anithamary**

Abstract

The study aims at investigating the stress and job satisfaction among primary school teachers after the implementation of the Tri-semester system and Continuous and Comprehensive Evaluation scheme. The sample consists of 500 primary school teachers in the Kanyakumari District. A self-prepared and standardised Stress Questionnaire and Job Satisfaction Scale were used for data collection. The data was analysed by using mean, standard deviation, 't' test and F-test. The present study reveals that the demographic variables such as marital status, type of the family, type of the school, teaching experience, age and monthly income influence the stress of primary school teachers after the implementation of the tri-semester system and continuous and comprehensive evaluation scheme. Also, the present study reveals that the demographic variables such as locality of the school, locality of the house, type of the school, teaching experience, age and monthly income influence the job satisfaction of primary school teachers. There is a significant relationship between stress and job satisfaction of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme.

* Principal, Sri Sarada College for Women, Tirunelveli

** Research Scholar, Research and Development Center, Bharathiyar University, Coimbatore

INTRODUCTION

A continuous and comprehensive evaluation scheme is the process to provide a holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development. Such evaluation will not only take into account the academic performance of the child but will also focus on scholastic and co-scholastic activities. This research is an attempt to study stress and job satisfaction among primary school teachers after the implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

NEED AND SIGNIFICANCE OF THE STUDY

In any school setting, teachers are the source of guidance at all the crucial steps in the academic life of the students. The role and responsibility of a teacher are multitasked in the present-day school system. A continuous and comprehensive evaluation scheme requires more time and energy. The workload of teachers has increased as it involves formative and summative evaluation, grading system, frequently observing the learners and recording data, more freedom for students, etc. The present system has forced the teachers to hastily finish their work and increase their burden.

With the changes in the type of teaching and learning strategies, teaching has been identified as one of the most stressful professions,

especially at the primary level where teachers have to deal with a lot of problems connected with lesson planning, classroom management, teaching-learning process and co-curricular activities. Job satisfaction will largely determine the quality of education. Hence, the investigator wants to study the stress and job satisfaction among primary school teachers after the implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

STATEMENT OF THE PROBLEM

Stress and job satisfaction are the results of various attitudes the teachers hold towards their job and life in general. A continuous and comprehensive evaluation scheme is the process to provide a holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development. The present system has increased the workload of the teachers. So, the area selected for the study is entitled "Stress and Job Satisfaction among Primary School Teachers after implementation of Tri-semester System and Continuous and Comprehensive Evaluation Scheme."

OPERATIONAL DEFINITIONS OF THE VARIABLES USED

Stress: The term stress refers to an environmental, social, behavioural factor or combination of factors capable of inducing responses that are helpful

in survival situations. In this study, the word “stress” refers to the stress of primary school teachers.

Job Satisfaction: Job satisfaction refers to the extent to which a person is pleased or satisfied by the content and environment of his work or is displeased or frustrated by inadequate working conditions and tedious job content. In this study, the word “job satisfaction” refers to the job satisfaction of primary school teachers.

Primary School Teachers: The teachers who are participating in the teaching and learning activities of Standard I to V of the Department of Education of the Government of Tamil Nadu.

Tri-semester System: In a move to reduce the burden of school bags of students, the State Government introduced the tri-semester pattern in all schools from the academic year 2012 to 2013 for Classes I to VIII.

Continuous and Comprehensive Evaluation Scheme: Continuous and comprehensive evaluation scheme refers to a system of school-based evaluation of students that covers all aspects of student development.

OBJECTIVES OF THE STUDY

1. To find out the level of stress of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme.
2. To find out the level of job satisfaction of primary school teachers after the implementation of the tri-semester system and
3. To find out whether there is any significant difference between the stress of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme based on their gender, locality of the school, locality of the house, marital status, type of family and type of class handled.
4. To find out whether there is any significant difference in the stress of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme based on their type of school and teaching experience.
5. To find out whether there is any significant difference between job satisfaction of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme based on their gender, locality of the school, locality of the house, marital status, type of family and type of class handled.
6. To find out whether there is any significant difference among the job satisfaction of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme based on their type of school and teaching experience.

7. To find out whether there is any significant relationship between stress and job satisfaction of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

NULL HYPOTHESES OF THE STUDY

1. There is no significant difference between the stress of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme based on their gender, locality of the school, locality of the house, marital status, type of family and type of class handled.
2. There is no significant difference in the stress of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme based on their type of school and teaching experience.
3. There is no significant difference between the job satisfaction of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme based on their gender, locality of the school, locality of the house, marital status, type of family and type of class handled.
4. There is no significant difference in the job satisfaction of primary school teachers after the implementation of the tri-semester

system and the continuous and comprehensive evaluation scheme based on their type of school and teaching experience.

5. There is no significant relationship between stress and job satisfaction of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

METHODOLOGY

The researcher used the Normative Survey Method to study the stress and job satisfaction of primary school teachers after the implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

Population and Sample of the study: The population of the present study included all the primary school teachers in the Kanyakumari District. The researcher selected 500 primary school teachers from 58 schools in Kanyakumari District as the sample. The random sampling technique was used for the study.

Tools used: Stress Questionnaire constructed and standardised by the researcher and Packialakshmi (2014), and Job Satisfaction Scale was constructed and standardised by the researcher and Packialakshmi (2014). In the present study for establishing the validity of the tools, the content validity was found by submitting the tools to a panel of experts from the fields of Education, Sociology and Psychology. The reliability of the Stress Questionnaire was found using the test-retest method and

the reliability coefficient value was calculated as 0.77. The reliability of the Job Satisfaction Scale was found using the test-retest method and the reliability coefficient value was calculated as 0.81.

Statistical Techniques: Mean, Standard deviation, Percentage analysis, Test of significance of mean difference (t-test), ANOVA (F-test), Post Hoc ANOVA–Waller-Duncan Test, Chi-square and Pearson’s Product Moment Correlation.

FINDINGS

The present study reveals that the demographic variables such as marital status, type of family, type of school, teaching experience, age and monthly income influence the stress of primary school teachers after the implementation of the trimester system and continuous and comprehensive evaluation scheme. Also, the present study reveals that the demographic variables such as locality of the school, locality of the house, type of school, teaching experience, age and monthly income influence the job satisfaction of primary school teachers. There is a significant relationship between stress and job satisfaction of primary school teachers after the implementation of the trimester system and continuous and comprehensive evaluation scheme.

DELIMITATIONS OF THE STUDY

The investigator sincerely worked and tried her best to make the study

a success. Due to lack of time, the following limitations were seen:

1. The study limited to primary school teachers in Kanyakumari District.
2. The sample of the study limited to 500 only.
3. The investigator only used the tools- stress Questionnaire and Job Satisfaction Scale. No other techniques like an interview, observation, etc., were employed.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The school authorities should identify the ways and means through which teachers can be provided with a facilitating work environment. The findings of the study should be acknowledged by policymakers outside the school. Administrators in the field of education must ensure fair promotional policy, congenial working conditions, timely reforms on service conditions, revision of salary and incentives for the hard work of teachers to make them satisfied and committed to their organisation. Schools can take steps to identify the persons with symptoms of stress and develop effective coping mechanisms, proper recreational and physical facilities and promotion of interpersonal relationships. Preschool education should be given importance by the government. Administrative policies of the government should cover the private preschools in the state. For selection, promotion and placement of teachers, preference must be given to those possessing nursery

or pre-primary teacher training. The general attitude towards preschool must be changed and research and training should be encouraged in early childhood education.

SUGGESTIONS FOR FURTHER RESEARCH

Based on the limitations and findings of the present study, the following suggestions are given for further study:

1. This study is limited to primary school teachers only. It can be extended to the teachers of other grades also.
2. A study on occupational stress and job satisfaction of school teachers may be conducted.
3. A comparative study on the job satisfaction of male and female teachers could be conducted.
4. The study can also be extended to other districts.
5. A study on the relationship between teaching competency and job

satisfaction of teachers may be conducted.

CONCLUSION

Tri-semester system and continuous and comprehensive evaluation scheme have increased the workload of teachers and there is a problem of feasibility also. It is a fact that the classrooms are overloaded but the concept of continuous and comprehensive evaluation tells that the learners should be examined individually. Hence, possible measures must be undertaken to reduce stress and enhance the job satisfaction of primary school teachers. Schools can take steps to identify the persons with symptoms of stress and develop effective coping mechanisms, proper recreational and physical facilities and promotion of interpersonal relationships. Preschool education should be given importance by the government. Administrative policies of the government should cover the private preschools in the State.

REFERENCES

- SINGH, A., PATEL, JAYESH AND R. DESAI. 2013. 'Attitude of Student Teachers Towards Continuous and Comprehensive Evaluation with Reference to Gender, Caste and Habitat'. *Educontlab*. Vol. 2, No. 1. pp. 45-47.
- KUMAR, R AND S. PRAKASH. 2011. 'Job Satisfaction of Government Primary School Teachers'. *The Primary Teacher*. Vol. 1, No. 1. pp. 58-62.
- JAISWAL, S. 2010. 'Teachers Attitude Towards New Evaluation System'. *International Research Journal*. Vol. 1, No. 4. pp. 19-20.
- KUMAR, V. D. 2010. 'Job Satisfaction of the PG teachers in Kancheepuram District, Tamil Nadu'. *Journal of Humanities and Social Sciences*. Vol. 2, No. 2. pp. 28-34.
- THOMAS, S. 2009. 'The New Education System of Continuous and Comprehensive Evaluation pattern in CBSE in India'. *International e-Journal*.

- SUVITHA, D., A. RAJAKUMARI AND A. GOWRI. 2012. 'Stress among Secondary School Teachers'. *EDUTRACKS*. Vol. 11, No. 6. pp. 46–47.
- SINGH, T AND A. SINGH. 2012. 'Attitude of School Teachers Towards Continuous and Comprehensive Evaluation: Role of Gender'. *EDUTRACKS*. Vol. 11, No. 10. pp. 35-37.
- MEHRA, V AND H. KAUR. 2011. 'Job Satisfaction Among Government and Private Secondary School Teachers of Various Academic Streams. *Journal of Community Guidance & Research*. Vol. 28, No. 2. pp. 257–268.
- CENTRAL BOARD OF SECONDARY EDUCATION. 2010. *Continuous and Comprehensive Evaluation Manual for Teachers*. New Delhi.
- BEST, J. W. 1982. *Research in Education*. New Delhi: Prentice Hall of India.
- MANGAL, S. K. 2013. *Advanced Educational Psychology*. New Delhi: Phi learning Private Limited.
- GMECH, W. H. 1983. *Thriving on Stress for Success*. California: Carvis Press INC.
- Trisemester-system-in-tamil-nadu. Retrieved from www.thehindu.com/
- Job satisfaction of primary school teachers. Retrieved from www.academia.edu/
- Stress and Job Satisfaction*. Retrieved from <https://www.researchgate.net/.../>
- Continuous and comprehensive evaluation. Retrieved from www.cce-up...um.pdf
- School Education Department. Policy1-Government of Tamilnadu. Retrieved from www.cms.tn.gov.in/.../

Texts and Contexts— Into Pedagogy of Social Sciences in Primary Classes

Tripti Bassi*

Abstract

Social Sciences occupy unique significance in the disciplinary domain of school knowledge. They are integral for building understanding of social realities and meanings. In the form of Social Studies, they enrich school learning by introducing children to concepts related to the self, neighbourhood and society, among others. This paper is based on content analysis of three textbooks of Social Studies introduced by the State Council of Educational Research and Training, Delhi, in 2004, following a distinct approach by introducing children to concepts in a sequential and developmental manner through Class III textbook 'My Delhi' (Meri Dilli), Class IV textbook 'Our India' (Hamara Bharat), and 'Our World' (Hamari Duniya). According to the National Curriculum Framework 2005, Class III onwards Environmental Studies should be introduced for building cognitive capabilities. Discussions related to natural and social environments have to be presented to the learners in an integrated and cohesive manner. However, the successful exercise of underlining the social and cultural aspects related to the self and the world around is vividly brought through these textbooks, and offers an appreciative way by its innovative and distinct approach to situate Social Sciences within the discourse of school knowledge.

INTRODUCTION

Social Sciences are integral for developing a sound understanding of the self and society playing significant

roles in the initial years of childhood when young learners are grappling with social phenomena around them and their nuances. These help children to develop the potential for keen

* Assistant Professor, Department of Elementary Education, Lady Shri Ram College for Women, University of Delhi

observation and learning and gradually become skillful observers of socio-cultural practices and traditions. The threads of Social Sciences also weave the tapestry of social relationships that are both formal and informal in nature. Social Sciences help in development of attitude, behaviour and personality of children by inculcating the spirit of critical inquiry among learners. From skillful observation come comprehension and analysis. Social Sciences ensure overall growth of the child's potential in comprehending social situations and analysing cultural practices. These build schemas which are useful in social contexts as well as interpersonal relationships. However, it is ironical that students mostly find Social Sciences to be uninteresting as a discipline and also many a times question its relevance. One reason could be that a few parents pursue Social Sciences in their professional lives being employed in sectors that are skill-based. Social Sciences therefore need to be transacted in an innovative manner to nurture inquisitive skills so that they instill curiosity and interest among young learners to understand and explore, rather than just be a subject of rote memorisation for passing examinations.

THE CONTEXT

This paper seeks to analyse the Social Studies textbooks of Delhi for Classes III to V to critically look at how they locate disciplinary discourse within local milieu. Social Science curriculum is transacted through syllabus and

textbooks. Textbooks serve as source of content knowledge that students are expected to be acquainted with. When a child goes to school, she begins learning by acquainting herself with her body (My Body and Five senses) and her immediate needs. The next step in learning is to focus on the family and its role in knitting the fabric of society. Later, the 'family tree' is introduced as a concept that depicts all the family members across generations, along with description of their relationship with one another. Early efforts to draw the family tree and highlight relationships enable them conceptually to build linkages with their network of associations. Next, students are acquainted with the idea of 'neighbourhood'. They realise how we exist in consonance with people around us. Exchange of ideas and practices allows students to develop the quality of empathy which is integral to human values. Meanwhile we need to note that as prescribed by the National Curriculum Framework 2005, the Environmental Studies for Classes I and II are taught in a flexible manner whereby concepts are taken up by the teacher adhering to the ideal of spiral curriculum. The same concepts are transacted in progression by increasing their level of complexity wherein students keep developing a better understanding of the concepts and their meanings in a gradual and progressive manner.

Curriculum, syllabus and textbooks serve a shared purpose of bringing concepts to learners in

an organised and comprehensive manner across the stages. Social Sciences are multifarious in nature, touching all aspects of our lives. They constitute disciplines of History, Geography, Political Science, Economics, Sociology, Anthropology and Psychology. Initially, students are introduced to themes in a structured way. Only later the disciplines are presented in the middle stages, when students are supposed to have developed a more mature vision of social realities. As focused learners of each discipline, students manage to develop a gamut of knowledge associated with each discipline and acquire the techniques used for strengthening the nature and scope of each subject. These textbooks are critically examined in respect to providing insights into social, cultural, political and economic milieu of Delhi, India and the World in this study.

METHODOLOGY

This paper employs content analysis in the backdrop of theoretical framework as a method to examine and discuss Social Studies textbooks. Qualitative content analysis comprises of 'strict and systematic set of procedures for the rigorous analysis, examination, replication, inference and verification of the contents of written data'. Thus, attention is paid to the text and its meanings in order to capture holistic understanding of the written and unwritten but intended suggestive aspects (Cohen, Manion & Morrison

2018, 674). The paper describes and discusses the content of these three textbooks introduced consecutively to the learners of primary classes in Municipal Corporation of Delhi schools.

The paper makes use of the experiences of student-teachers who have transacted content from Class III textbook to the learners. The qualitative data was gathered through interaction and classroom discussions. The purpose was to gain a field view of the content transaction. The paper therefore includes briefly what they liked about the content and what they found was challenging in the course of the teaching-learning process from the viewpoint of the teacher. Overall, the paper uses content analysis, experiences of student-teachers of the Elementary Teacher Education Programme (B.El. Ed College) of University of Delhi to see in praxis the discourse around the texts, and how it builds their context to examine the associated meanings and their interpretation.

THEORETICAL FRAMEWORK

Social Studies

At the Elementary Stage, the Social Sciences have been traditionally introduced to students in the form of 'Social Studies'. The main objective of Social Studies is to acquaint the young learners with the social world in an organised manner (Ellis, 1995, 2). It is a cohesive and collective study of

social subjects with a view to develop holistic knowledge and understanding. According to the National Council for the Social Studies (NCSS), Social Studies is “the integrated study of the social sciences and humanities that enhance civic competence... as a discipline it enables students to develop the capability to make rational decisions for the public good being citizens of a culturally diverse and democratic society in a cohesive world” (Ellis 1995, 3).

Widening Horizons

Students as young learners are expected to start from the local and then progress to the global understanding of different phenomena. Social Studies usually adopts a widening horizon or expanding environments-curriculum approach whereby the instruction begins from simple to the complex, from what is familiar to that which is remote, actually from the known to the unknown. This means that students of kindergarten and first standard begin by reading about self-awareness and families because these themes are known, familiar and relevant to the immediate environment of young children. Gradually, their horizon widens to include neighbourhoods, communities, cities, regions, nations and the western and eastern hemispheres. These entities appear as concepts and understanding tools as their learning progresses. Thus, this kind of progression in the study of people from the self to the world is referred to as widening horizons approach (Ellis 1995, 7).

Spiral Curriculum

The idea of spiral curriculum is integrated with the concept of widening horizons. The concepts and ideas with learning begin to reappear in later stages as learning progresses, but with higher forms of differentiation this can be seen as spiralling curriculum. The spiral curriculum is focused upon those aspects through which ‘reinforcement of knowledge and ideas, concepts and skill development, and transfer of learning’ is expected to actualise. Thus, self-awareness and family studies that find space in the early grades are revisited again at the later stages. These concepts which are presented in a simple manner are again presented with higher levels of analysis and discussion. Moreover, through the spiral curriculum we are able to introduce themes to learners which were considered to be too complex to be presented early. Therefore, the widening horizons and spiral curriculum work in consonance in imparting a logical and rational understanding of the Social Sciences (Ellis 1995, 8). It is also the case with natural sciences. As learning grows in stages, the concepts and subjects reappear with higher levels of information and complexities.

Inquiry Learning

Inquiry is the basis of all knowledge acquirement. For the child, it is the most natural way to know the things based on curiosity. In Social Sciences, it is established as a valid method of

research too. Inquiry is “a process in which we pose questions about human behaviour and attempt to answer those questions by making inferences about our data” (Ellis 1995, 159). It involves ability to pose questions and reach indepth analysis to texts. Such an approach of inquiry learning is also intricately related to the idea of spiral curriculum. Here, students apply Social Science methods or processes to explore ideas and the connection between ideas by themselves. Such transaction ensure student-directed efforts being used for investigation. This approach allows students to develop a conducive attitude towards learning and they are also able to retain this knowledge for a longer duration of time (Ellis 1995, 10).

THROUGH THE TEXTBOOKS

Social Studies Textbooks

The Social Studies textbooks developed by the State Council of Educational Research and Training (SCERT), Delhi in 2004 paved the way for the transaction of Social Sciences in an effective manner. In the preface, the Education Director highlights how Delhi like other States required textbooks which would reflect both

cultural and social dimensions of the city and its neighbourhood effectively. This kind of content is crucial at the elementary stage of education (Classes I-VIII) since it assists in construction of the fundamental value systems and helps in building perspectives for the future.

Kumar (2004) underlines that since Delhi is the Capital of India, the students should be exposed to content that relates to National aims. Students should be briefed about the ethos of Delhi and its immediate surroundings. Moreover, National Policy on Education (1986) states that child-centred content should be developed. Yashpal Committee (1993) also underlines that content should be presented in cohesive and simple manner ensuring reduced information-load but broadening the understanding. The SCERT textbooks uphold the aims and objectives of the National Policy on Education (1986) in synchronising learning goals with the aims of education. Teachers were deputed with the task of transacting textbooks in an effective manner. Focus was laid on vulnerable groups like girls while finalising drafts of these textbooks.

The Social Studies textbook of Class III, *Meri Dilli* has concepts and processes related to History, Geography and Political Science which have been introduced with clarity to build a sound theoretical framework. For instance, the first section— ‘Our City’ includes chapters on ‘Map of Delhi’, ‘History of Delhi’, ‘Children’s



Delhi', 'Means of Transport in Delhi', 'Journey', 'Seasons', 'Festivals', 'Mountain and River'. The second section is on 'Capital of Delhi'-New Delhi', 'President's House', 'Picnic at India Gate', 'Walk through Connaught Place', 'Rajghat: Remembering Gandhi', 'Places of Worship', 'Culture: Museum'. The final section is on 'Story of Delhi' which includes 'Qutab Minar', 'Tughlakabad', 'Hazrat Nizamuddin', 'Humayun's Tomb', 'Shahjahanabad', 'Walk through Chandni Chowk', 'Delhi Gate', 'Jantar Mantar', 'Communication System' and 'Delhi Government' in a story-telling manner.

Hamara Bharat (Our India)

Marking the journey from the familiar to the broader zone, the subsequent textbook of Class IV, *Hamara Bharat* marks the shift from Delhi to the rest of India. Thus, the themes that are highlighted include rivers and plains of India, deserts of India, mountains of India, plateaus of India, sea shores, administration in India, neighbouring countries, and finally the map of the World. Alongside, seasons and festivals have again been discussed with an enhanced level of complexity. A chapter on 'play' focuses on various kinds of indoor and outdoor play as well as rules and methods of playing these sports and games. The chapters in this textbook also have exercises to enable teachers to assess students and address their concerns. Broadly, Geography related themes are emphasised upon and students are encouraged to develop mapping skills. The content

of the textbook, being interactive, highlights expression of children and are essentially child-centred.

Hamari Duniya (Our World)

The final series of this set, *Hamari Duniya* referred to as 'Our World' underlines the need to be acquainted with global knowledge. It believes in 'one World, one Planet'. The content is introduced in a lively manner through conversation between children in most of the chapters. It starts to familiarise students with continents and oceans of the World. Students are encouraged to indicate the same on map of the World and enhance their mapping skills. The chapter on 'The Earth: Then and Now' brings forth the history of the Earth to the students in a succulent manner. Use of coloured photographs and maps enables abstract thinking to formalise into concrete reality. Special additions like boxes on interesting facts about continents generate curiosity among learners. Moreover, hands-on activity for students provides them enough scope to explore and experiment. The concepts of 'earth, globe and map are clarified through content and related applications. Students are expected to be able to locate places with the help of latitudes and longitudes. Use of atlas definitely assists in cementing such ideas in a cohesive manner.

Certain concepts considered to be of the higher order like 'climate' are introduced in a contextual manner and the next chapter is on 'grasslands'. Thus, the teacher can build linkages between these two themes and help students understand how climate

affects vegetation in an important manner. Grasslands have also been presented to bring diversity of flora and fauna to young learners. Deserts of the World are also discussed and students build upon their previous learning of this idea gained in the previous class. Oceans such as water bodies are linked integrally to the themes discussed already. Life on earth addresses environment concerns and issues that are significant for sustenance in the long run. The chapter on the beginning of Civilisation discusses primitive civilisations like Sumerian Civilisation, Egyptian Civilisation, Harappan Civilisation and Chinese Civilisation that create a ground for the introduction of History as a discipline to the students in the next class. Such back and forth progression accelerates the accumulation and dissemination of knowledge in a meaningful manner. Means of communication have been discussed helping children develop higher cognitive abilities. Invention of paper and its printing marks a section that assists students in contextualising concepts based on their experiences. A chapter on '*Sanket Yantra*' (signal device) could have been compressed to transact contemporary relevant technological knowledge to the young learners. Means of transport focuses on waterways, airways and railways helping students place their real life experiences in relation to knowledge gained. Thus, the last textbook in the series capacitates learners in building theoretical knowledge specifically related to the disciplines of Geography and History.

PEDAGOGY IN PRACTICE: EXPERIENCES

The experiences of a few student-teachers who taught Social Studies would be worth looking at. The transaction of the textbook on Delhi involved many challenges since the chapters had only texts and assessment exercises were missing. Not only students but also teachers are accustomed to assessment that goes alongside the chapters in the form of exercises. The student-teachers, during their internship, tried to address this gap by developing their own forms of assessment and assist students in acquiring the requisite social science skills of inquiry learning and discovery method. To illustrate, in order to underline the significance of 'culture', one student-teacher Disha (name changed) did clay-modelling activity whereby she helped students develop clay models of artefacts and displayed them in the class museum. The students became very fond of their 'class museum' and continued to add various objects and in the process, also developed a sense of belongingness to their class as a space besides developing a sense of history. Story telling as a method, experience as a resource, use of child-centred articles from magazines as supplementary text served as vital tools in building ideas and thought. The student-teachers themselves developed curiosity about Delhi's rich cultural heritage and started reading additional books on the history of Delhi which strengthened their own conceptual base (classroom discussions).

CONCLUSION

Innovations, inventions and discoveries in the content and its transaction are vital for strengthening of disciplinary discourse and its fusion and diffusion among learners. Teachers require textbooks as medium to transact themes that the syllabus expects them to do. The aims of the Social Science curriculum as discussed in the Position Paper of Social Sciences in the National Curriculum Framework (2005) are to allow learners to appreciate diversity and heterogeneity that exists around them. Similarly, they are expected to nurture curiosity and interest about Social Science phenomena which can be made possible through the

use of scientific method in forming a conceptual base of the Social Science teachers. Social Sciences are objective but at the same time, they allow subjective expressions to seep in through individual experiences. Social realities can only be transformed into theoretical categories through effective transaction of the Social Sciences. Education for Peace will also be possible through this educational endeavour in a smooth and effortless manner. Thus, we need Social Science teachers who metamorphosise learners from caterpillars to butterflies of various hues and imaginations by taking them on a journey of self-discovery and exploration.

REFERENCES

- COHEN, L., L. MANION AND K. MORRISON. 2018. *Research Methods in Education*. New York: Routledge.
- ELLIS, ARTHUR K. 1995. *Teaching and Learning Elementary Social Studies*. Sixth Edition. Seattle Pacific University.
- NATIONAL CURRICULUM FRAMEWORK. 2005. *Position Paper on the Social Sciences*. NCERT. New Delhi.
- GOVERNMENT OF INDIA. 1993. *Yashpal Committee Report: Learning Without Burden*, Ministry of Human Resource Development, New Delhi.
- GOVERNMENT OF INDIA. 2020. *National Education Policy*. Ministry of Human Resource Development. New Delhi.
- GOVERNMENT OF INDIA. 1986. *National Policy on Education*. Ministry of Human Resource Development. New Delhi.
- SCERT. 2004. *Meri Dilli (My Delhi)*. *Samajik Adhyayan (Social Studies)*, Class 3. State Council of Educational Research and Training, Delhi Textbook Bureau, Delhi Directorate, New Delhi.
- . 2004. *Hamara Bharat (Our India)*. *Samajik Adhyayan (Social Studies)*, Class 4. State Council of Educational Research and Training, Delhi Textbook Bureau, Delhi Directorate, New Delhi.
- . 2004. *Hamari Duniya (Our World)*. *Samajik Adhyayan (Social Studies)*, Class 5. State Council of Educational Research and Training, Delhi Textbook Bureau, Delhi Directorate, New Delhi.

Scouts and Guides Programme in Schools

Ram Kumar*

The Boy Scouts Movement had a simple start in the year 1907 when a retired Army General Lord Baden Powell conducted an experimental camp on Brown Sea Island in England with 20 boys. The successful conduct of the camp and publication of the book, “Scouting for Boys” in a fortnightly marked the start of the Boy Scout Movement.

Scouting started in India in the year 1909, when Captain T.H. Baker established the first Scout Troop in Bangalore and got it registered with Imperial Headquarters, London. Subsequently, Scout Troops were formed in Kirkee (Pune), Shimla, Madras, Jabalpur, and Lonavla (Mumbai) and registered with the Imperial Headquarters between 1910 and 1911. These units were open to European and Anglo-Indian Children only. The first Guide Company in India was started in Jabalpur, Central India in 1911.

As the Scout Movement was not initially open to the Indian boys, Nationalist leaders of India decided to offer scouting activities to Indian boys and Sewa Samiti Scout Association was formed with Headquarters in Allahabad by Pandit Madan Mohan Malviya, Pandit Hriday Nath Kunzru and Pandit Sriram Bajpai. Annie Besant with the help of Shri G.S. Arundale started a separate Scout Association for Indian boys in Madras.

After the independence of our country, efforts were made for the unification of the Scout and Guide Associations functioning in India and the unified Organisation came into existence under the name, “The Bharat Scouts and Guides” on 7th November, 1950. The Girl Guides Association formally joined the Bharat Scouts and Guides a little later on 15th August, 1951. The Bharat Scouts and Guides is a registered society under

* *Programme Officer*, Directorate of Secondary Education, Panchkula, Haryana

Societies Registrations Act. It is a voluntary, non-political and secular organisation.

Keeping in view the objective to enrol more and more boys and girls in scouting, another organisation named Hindustan Scouts and Guides has been recognised by the Govt. of India in 2001.

AIMS AND OBJECTIVES

The purpose of the Scouts and Guides Movement is to contribute to the development of the youth (boys & girls from 05 to 25 years of age) in achieving their full physical, intellectual, social, emotional and spiritual potentials as individuals, as responsible citizens and as members of local, national and international communities through a value-based and character-building training. It teaches the youth to respect such values as mutual tolerance, helping others, eco-friendliness and World Brotherhood through a well-defined system of training activities and camps, rallies, standard judging camps, blood donation camps, campfires, all faiths prayer, service camps, adventure and trekking camps, jamborees, jamborettes, camporees, etc. The total number of beneficiaries (students of various schools) in the State is more than 12 lakhs.

FINANCIAL OUTLAY

The Department of School Education, Haryana has been providing financial support to run these activities and training programmes for the vital benefit of school children (boys & girls of 05 to 18 years of ages mainly the students of Classes I to XII). A budget to the tune of Rs. 300.00 lakhs and Rs. 55.00 lakhs on the non-recurring side was allocated under this program during the year 2018–19 out of which the amount of Rs. 150.00 lakhs + 27.50 lakhs = 177.50 lakhs was provided to the 'Bharat Scouts and Guide' and the same amount to the 'Hindustan Scouts and Guides' for the execution of this programme in the State.

A PROGRAMME AND ACTIVITIES

The aim is achieved through a combination of activities and programmes offered at the Unit level and a structured syllabus which offers programmes and activities through a progressive Advancement Scheme which is designed to satisfy the needs of each age group and is contained in APRO Part II for Scout Wing and in APRO Part III for Guide Wing. The section-wise detail is as under:

Scout Wing

Section	Age Group	Name of Unit	Motto
Bunny	03–06 Years	Tamtola	Keep Smiling
Cubs	05–10 Years	Cub Pack	Do Your Best
Scouts	10–17 Years	Scout Troop	Be Prepared
Rovers	16–25 Years	Rover Crew	Service

Guide Wing

Section	Age Group	Name of Unit	Motto
Bunny	03–06 Years	Tamtola	Keep Smiling
Bulbul	05–10 Years	Bulbul Flock	Do Your Best
Guide	10–17 Years	Guide Company	Be Prepared
Ranger	16–25 Years	Ranger Team	Service

Stages of Advancement

Cubs	Bulbuls	Scouts & Guides	Rovers & Rangers
Pravesh	Pravesh	Pravesh	Pravesh
Pratham Charan	Komal Pankh	Pratham Sopan	Praveen
Dwitiya Charan	Rajat Pankh	Dwitiya Sopan	Nipun
Tritiya Charan	Suvarna Pankh	Tritiya Sopan	Rashtrapati Award
Chaturth Charan	Heerakh Pankh	Rajya Puraskar	
		Rashtrapati Award	

The programmes of the Scout & Guide Movement are based on the activities of open-air including camping and hiking organised right from the Unit level to the National level. The following are some important activities organised section-wise annually at various levels:

Cubs and Bulbuls: Cub Bulbul Utsav is a gathering of the Cubs and Bulbuls in which opportunities are provided to the Cubs and Bulbuls to enjoy the activities specially carved out for them, and also help them to demonstrate their skills and talents. Some of the activities in the camp/Utsav are a demonstration of Cub Bulbul greetings, decoration of Bulbul tree, enacting the jungle stories, jungle dances, exhibitions, play acting, fancy dress, etc.

Scouts and Guides: Adventure activities, coastal trekking, desert trekking,

Himalayan trekking, skating tour, water activities, nature study camps, patrol leaders jamborettes, youth forum, patrol leaders training programme, national integration programmes, inter-state cultural exchange programmes, etc., are organised annually at various levels. Training programmes on first-aid, map reading, star gazing, and disaster preparedness are imparted in addition to the awareness activities on peace and harmony, AIDS/HIV, anti-tobacco, anti-drug, etc.

Rovers and Rangers: Rover Ranger Samagam (National Gathering of Rovers and Rangers), Rover Moot/Ranger Meet, Rover Service Camps, Adventure Programmes, trekking camps, etc.

ACHIEVEMENTS

Presently, more than 12 lakh students of Classes I to XII are involved in various

training programmes and activities at various levels. The participation of the students from Haryana in Scouting and Guiding at the National level is 14 per cent against our population of around 2 per cent. Haryana State has bagged 17 National Awards for excellence in various Scouts & Guides activities during the year 2018–19 for the year 2017–18, which is the highest number of awards won by a state.

FUTURE PLAN

To further promote the 'Scouts and Guides' activities in Haryana state and following the pattern of the Government of India, the 'Hindustan Scouts and Guides Association' has been permitted to render the 'Scouts and Guides' activities in the Educational

Institutions/Schools in the State from the year 2016–17 in addition to the existing association, i.e., the 'Bharat Scouts & Guides Association'. This form of activity plays a very crucial role for children in primary school as it opens new avenues of fitness and discipline for them.

With this practice, it is expected that both the associations will work in a competitive approach, and the number of 'Scouts and Guides' units in schools and activities will be increased. Accordingly, more students will be benefitted from the same budgetary provisions. It is imperative to introduce the competitive spirit well early in time. Primary school is an important stage for children to enter the real world.

BOOK REVIEW

My Treasure of Poems

Arshad Ikram Ahmad*

Title of the Books	: <i>My Treasure of Poems</i>
Authors	: Kusum Sharma and...
Publication	: Published by UEE Mission, DOE, GNCT of Delhi
Year of Publication	: 2018
Language	: English
Price	: Unpriced



Comprising thirty poems, the book entitled, 'My Treasure of Poems' seems to be a great resource for young children. The poems included in the book present a beautiful opportunity for learners to enjoy reading them with fun and never-ending enthusiasm.

The theme chosen for every poem touches the heart of the learners as they take them to the fanciful world where their creative faculty could be broadened by virtue of the diction used which beautifully represents the nature around them. The book

also presents a lovely canvas of an attractive confluence of poems which strike a balance between facts and fiction.

Reciting 'My Loving Dadi', as the maiden poem, the learners could recollect what emotional bond they have with the elderly members of their family along with others and how they are nurtured through informal education, be it through storytelling or inculcating values through interpersonal relationship. The depiction of flora and fauna

* Associate Professor (Language Education), DES, Faculty of Education, JMI, New Delhi

through these poems makes the book even more eco-friendly as it sensitises the young learners to develop a 'we' feeling with them.

The poems on 'Food', 'Water', 'Recycle Me' and 'Zoo Manners', etc., develop cheerful mannerisms among the learners. 'O Soldier, I Salute You!' creates a new sensibility for the readers—the sensibility which is essentially needed for developing a love for one's nation.' 'Let's Celebrate Language' and 'Indian Culture' are the poems which denote India being a multilingual and multicultural country and how the language and culture of others can be respected to maintain the diversity.

The inclusion of the poem, 'Winning Spirit of a Young Girl', is yet another example that beautifully brushes the adventurous story of a young girl who scaled the Mount Everest thus breaking the myth of gender stereotypes. Similarly, the poem on 'Colours of Nature' portrays different shades on a beautiful landscape though as humans we may fight over the colours of our skin.

In a nutshell, the book is a valuable treasure of marvellous ideas and information coupled with rhymes and rhythms which sound musical. Significantly, each poem also offers the opportunity to the readers to learn the language along with their vocabulary enrichment. Use of degree, opposite words, prepositions, adjectives and other parts of speech make it a learning conducive resource.

The figures of speech meticulously used by the poets are also appreciable and praiseworthy. The activities given at the end of each poem further sustain the interest of the learners. The font size and illustrations used also make the book very attractive and interesting from the young learners' perspective.

The fact is that thirty poems is nothing short of an equal number of gems drawing profound attention of the readers. I wish the book would be widely disseminated so that young children who long to learn English in the Indian context would not be deprived of the pleasure of reading it.

DID YOU KNOW

Bhasha Sangam

Nabeela Ata*

India's richness is marked by her cultural, ethnic and linguistic diversity. In order to celebrate these unique features of our country, the “*Bhasha Sangam*” initiative under the “*Ek Bharat Shreshtha Bharat*” ushers in a programme for schools and educational institutions to provide multilingual exposure to students in Indian languages listed in Schedule VIII of the Constitution of India. “*Bhasha Sangam*” marks the unique symphony of languages of our country and is an expression of our shared dreams, hopes and aspirations for one India. This initiative is just the

beginning of a journey meant to create interest in these languages and a curiosity to learn more about them.

Bhasha Sangam was initiated by The Department of School Education & Literacy known as the Ministry of Human Resource Development (now known as the Ministry of Education). In order to celebrate the uniquely diverse character of our country, it provides an opportunity to schools and educational institutions (BIETs, DIETs, CTEs/IASEs, SCERTs, SIEs, School Boards, Directorates of School Education, etc.) to provide multilingual exposure to students in Indian Languages. The objective is to familiarise every child with short, simple dialogues in all the 22 languages under Schedule VIII of the Constitution of India, taking up one language on each working day. This activity would contribute to enhancing linguistic tolerance and promote national integration.

The State/UT Departments of School Education are responsible



* Junior Project Fellow, DEE, NCERT, New Delhi

for running the programme. *Bhasha Sangam* aims to implement the vision of celebrating Linguistic Diversity which marks the appreciation of the unique symphony of languages of our country through a short dialogue consisting of five simple, commonly used sentences, designed in 22 languages for use by students of all classes. These sentences are provided on pages 1 to 22 of a booklet published under the title of “*Bhasha Sangam — Celebrating the Linguistic Diversity of India*” by the Department of School Education and Literacy (MHRD). They have been arranged in alphabetical order of the language (it may be noted that the translations in Roman and Devanagari scripts have been simplified for use by children). Facilitators are supposed to share sentences from each language with students, every day for 22 working days. Every day only one language should be shared. A schedule in this regard, given the language of the day, is placed on page ii of the above-mentioned booklet (*Bhasha Sangam — Celebrating the Linguistic Diversity of India*). In case any school misses a language on any day, then it should continue with the schedule as on page ii and cover the missing language at the end.

This booklet is by no means the only resource available for the programme. *Bhasha Sangam* has an active web page containing a multitude of other resources along with general information about the programme including

a basic introduction, objectives of the programme, its features, suggested activities and instructions for educational administrators. A digital book with audio recordings of the dialogues is also a part of the resources available on the website which can not only help students learn the correct pronunciations but can also prove useful for specially-abled students. Other materials include *Bhasha Sangam* Media, Highlights of *Bhasha Sangam* — Image Gallery, Videos of *Bhasha Sangam*, *Bhasha Sangam* Video Submission Form, and Instructions to Schools for uploading the *Bhasha Sangam* Videos on YouTube.

The programme advises the administrators to carry out the suggested activities in a joyful and interesting manner, as students have enjoyed the activities and participated with great enthusiasm wherever this initiative has been piloted as of now. This initiative is not mandatory so it doesn't require formal testing of any kind. Heads of schools may upload photographs and videos of daily activities under *Bhasha Sangam* on the website in the image and/or video gallery.

The resource materials available under the programme suggest many activities that familiarise facilitators with its basic idea, objectives and pedagogy. For example, the five sentences pertaining to the language of the day can be read out, e.g., Assamese on day 1, Bengali on day 2, etc., in the morning assembly, and

students can be asked to repeat them. In case there are any students from that State, generally, schools follow the Alphabetical order, e.g., Assam on day 1, West Bengal on day 2, etc., or who speaks the language studying in the school, then he/she or even all of them should preferably read out the sentences in the morning assembly. Similarly, any teacher, parent, non-teaching staff or any other person from that State who speaks the language, may be invited to read out the sentences. Senior students can also be encouraged to create posters on these sentences which can then be put up all over the school. Teachers can address the students and converse with them in the language of the day, and encourage them to do the same. Students may be encouraged to share these sentences with their families at home. The above-mentioned activities are just some examples which can help the administrators initiate the integration of varied Indian languages. The schools may plan and carry out other activities related to this initiative to effectively achieving the goals of this visionary programme.

Bhasha Sangam is a visionary initiative, attempting to not only bring tolerance for linguistic diversity and inclusion among students but also to the various levels of educational administrators. It provides scope and opportunity for State-level organisations particularly the SCERTs/SIEs, School Boards, BIETs,

DIETs, CTEs and IASEs to organise appropriate activities at the State, District and Local levels to promote *Bhasha Sangam*. It also suggests that officials should converse in the language of the day. It asks that all the CRCs, BRCs, BEOs and District Education Officers can lead the team of officers of their departments and visit schools to participate, encourage and appreciate celebrations of linguistic diversity. As noted above, these officials may also be encouraged to speak in sentences under this initiative.

Finally, under this initiative, all school headmasters/principals are asked to upload videos of the daily activities on the *Bhasha Sangam* YouTube Channel, named '*Bhasha Sangam* Video Submission Form'. In case administrators face challenges in uploading videos, they should refer to the 'Instructions to Schools for uploading the *Bhasha Sangam* Videos on YouTube' for which the link has been provided at the end of the webpage. All State and UT Departments of School Education, the DEO and the BEO running *Bhasha Sangam* should also upload photos and videos of activities at the State/UT level, the district and the block level respectively in the same procedure as the above three, or they may submit these directly to the Department of School Education and Literacy, Ministry of Human Resource Development (MHRD), Govt. of India.

Common Mistakes in English Language Usage

Sharickah Muthu*

In my years of work as a copy editor (with a stint as an English teacher thrown in) I have come across almost every type of error, in writing as much as in spoken English. Not only are these mistakes much more common than one might think, but those who make these mistakes also do so in the innocent confidence that they speak, or write perfect English! While these interesting quirks are lightly dismissed as ‘mere Indianisms’, a student of English would do well to heed these potholes on the road to learning English and steer clear of them.

Let us examine some of the most common ones here:

1. Incorrect—I am going to **give** an exam.

Correct—I am going to **take** an exam.

This probably happens because you translate directly from the vernacular, as in “*Main test dene ja*

raha hoon.” In English, you don’t **give** an exam (or test); you **take** it.

2. Incorrect—After reading the passage again, it is **more clear** to me.

Correct—After reading the passage again, it is **clearer** to me.

In the above, and similar sentences, use the comparative form, rather than adding ‘more’. For eg: He is taller than his brother (not ‘more tall’ or ‘more taller’). She looks thinner now (not ‘more thin’ or ‘more thinner’).

3. Incorrect—Vaishali has many beautiful **sarees’**.

Correct—Vaishali has many beautiful **sarees**.

The incorrect use of the apostrophe is very common. The apostrophe should be used to show possession or with the possessive form. When we add ‘s’ at the end of a word, it is simply to make a plural. So, the correct usage would be:

*Principal, S. D. Public School, Pitampura, New Delhi.

Vaishali has many beautiful **sarees**.
(Plural)

Vaishali's sarees are beautiful.
(Possessive)

4. Incorrect—Although he worked hard, **but** he missed the first rank.

Correct—Although he worked hard, **yet** he missed the first rank.

Remember, **although** and **yet** are used as a pair in the same sentence for emphasis. If you don't want to use 'although' and 'yet' you could use **but** by itself in a sentence, as in:

He worked hard, **but** he missed the first rank.

5. Incorrect—She **feeded** the baby and put him to sleep.

Correct—She **fed** the baby and put him to sleep.

This is a typical example of incorrect usage of tenses. 'Feed' is the present tense and 'fed' is the past tense. **Fedded** becomes a double past tense and therefore incorrect. A similar example would be **lead** (present tense) and **led** (past tense). For example: She was born to **lead**. She **led** the team to victory.

6. Incorrect—The damp weather **effects** their health very badly.

Correct—The damp weather **affects** their health very badly.

'Affect' and 'effect' are commonly confused with each other. The difference is simple – 'affect' is a verb while 'effect' is a noun. So, we should say:

The damp weather **affects** their health very badly.

The **effect** of damp weather on their health was very bad.

7. Incorrect—A dog is always loyal to **it's** master.

Correct—A dog is always loyal to **its** master.

Again, a rather common mistake. Two tiny words but what a difference! Remember, **it** is the possessive form of **it** while **it's** is the short form of **it is**. So, we should write: A dog is always loyal to **its** master. **It's** (It is) man's best friend.

8. Incorrect: He is unable to **cope up** with his studies.

Correct: He is unable to **cope** with his studies.

'Cope' itself means 'to keep up with' so there is no need to add 'up'. Just use the word 'cope' by itself.

9. Incorrect—The committee will **discuss about** this matter tomorrow.

Correct—The committee will **discuss** this matter tomorrow.

The word 'discuss' itself means to 'talk about', so there is no need to add the extra word 'about'.

10. Incorrect—"What's your good name?"

Correct—"What's your name?"

Can a name ever be 'bad'? So why ask someone their 'good name'? Simply asking their name would be enough.

11. Incorrect—The guests **entered into** the hall.

Correct—The guests **entered** the hall.

The word 'entered' means 'to get into', so adding 'into' after 'enter' is redundant.

12. Incorrect—What's the time **in** your watch?

Correct—What's the time **by** your watch?

Again, this mistake is the result of a literal translation from the vernacular (Tumhari ghadi mein kya samay ho raha hai?)

13. Incorrect—My mother is a great **cooker**.

Correct—My mother is a great **cook**.

Remember, 'cooker' is the vessel in which food is cooked while 'cook' is the person doing the cooking. A similar example would be:

Incorrect: He works as a domestic **helper**.

Correct: He works as a domestic **help**.

14. Incorrect: Ankit is sitting **on** the table/desk/computer.

Correct: Ankit is sitting **at** the table /desk/computer.

You never sit 'on' the computer or 'on' the table, unless you are literally using the table/desk/computer as a seat! You always sit 'at' a table or desk or computer.

15. Incorrect—Hello! Myself Subhadra.

Correct—Hello! My name is Subhadra.

When introducing yourself, don't refer to yourself as 'myself'. The correct English form is to say: My name is ___. Or, I am ___.

Even if you have been making these mistakes, none of these is difficult to correct. Practise the correct forms a few times and you will never make these errors again. Start now!

TO THE CONTRIBUTORS

The Primary Teacher invites you to write articles, field notes and reports that impact elementary education. The focus areas may be issues and concerns that you are sensitive to, which you feel should be shared with other teachers, working at the grass-roots level.

- Each article should be about 1500 to 3000 words.
- Each article should have a short abstract in about 150 words.
- Use simple and non-technical language, keeping the target audience in mind, who are primary teachers.
- The articles should have a friendly and communicative tone.
- The articles must be sent in two copies, along with the soft copy (CD/e-mail).
- The photographs and illustrations should be sent in JPEG format, having a resolution of at least 300 dpi.
- The papers may be sent to:

Academic Editor

The Primary Teacher

G. B. Pant Block, NCERT

Sri Aurobindo Marg

New Delhi – 110016

e-mail: primaryteacher.ncert@gmail.com

MY PAGE...

This section contains letters and feedback, where you can put forward your responses, suggestions and expectations in the form of articles, papers and columns. You may have issues, concerns and doubts related to teaching-learning processes, classroom practices, syllabus, textbooks, evaluation patterns, research pursuits, etc. These could also reflect the concerns of many others working in the area. You may also share incidences and experiences that may have baffled you.

Regd. No. 28935/76

NCERT Educational Journals and Magazine

Title	Single Copy	Annual Subscription
School Science A Quarterly Journal for Secondary Schools	₹ 55.00	₹ 220.00
Indian Educational Review A Half-yearly Research Journal	₹ 50.00	₹ 100.00
Journal of Indian Education A Quarterly Journal of Education	₹ 45.00	₹ 180.00
भारतीय आधुनिक शिक्षा (त्रैमासिक) (<i>Bharatiya Aadhunik Shiksha</i>) A Quarterly Journal in Hindi	₹ 50.00	₹ 200.00
The Primary Teacher A Quarterly Journal for Primary Teachers	₹ 65.00	₹ 260.00
प्राथमिक शिक्षक (त्रैमासिक) (<i>Prathmik Shikshak</i>) A Quarterly Journal in Hindi for Primary Teachers	₹ 65.00	₹ 260.00
Firkee Bachchon Ki Bilingual Biannual Children's Magazine	₹ 35.00	₹ 70.00

Subscriptions are invited from educationists, institutions, research scholars, teachers and students for the journals published by the NCERT.

For further enquiries, please write to:

Chief Business Manager, Publication Division
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi 110016

E-mail: gg_cbm@rediffmail.com, Phone: 011-26562708, Fax: 011-26851070

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING