The Primary Teacher

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.

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CONTENTS

CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

Dignity and Expression

- I have the right to know about my Rights.   *(Article 42)*
- I have rights being a child and no matter who I am where I live, what my parents do, what language I speak, what religion I follow, whether I am a boy or a girl, what culture I belong to, whether I am disabled, whether I am rich or poor. I should not be treated unfairly on any basis. Everyone has the responsibility to know this.   *(Article 2)*
- I have the Right to express my views freely which should be taken seriously, and everyone has the Responsibility to listen to others.   *(Article12,13)*
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes.   *(Article 28)*
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences.   *(Article 23)*

Development

- I have the Right to a good education, and everyone has the Responsibility to encourage all children to go to school.   *(Article 23, 28, 29)*
- I have the Right to good health care, and everyone has the Responsibility to help others get basic health care and safe water.   *(Article 24)*
- I have the Right to be well fed, and everyone has the Responsibility to prevent people from starving.   *(Article 24)*
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it.   *(Article 29)*
- I have the Right to play and rest.   *(Article 31)*

Care and Protection

- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others.   *(Article 19)*
- I have the Right to a family and a safe and comfortable home, and everyone has the Responsibility to make sure all children have a family and home.   *(Article 9,27)*
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others.   *(Article 29,30)*
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others.   *(Article 28,37)*
- I have the Right to be protected from economic exploitation and sexual exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment.   *(Article 32,34)*
- I have the Right to protection from any kind of exploitation and everyone has the Responsibility to ensure that I am not being subjected to be taken advantage in any manner.   *(Article 36)*

IN ALL ACTION CONCERNING CHILDREN, THE BEST INTERESTS
OF THE CHILD SHALL BE A PRIMARY CONSIDERATION

All these rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children have all over the world. The Government of India signed this document in 1992.

Source: National Commission for Protection of Child Rights (NCPCR), Government of India

Mahatma Gandhi famously said, "True education must correspond to the surrounding circumstances or it is not a healthy growth." He suggested that a quality education should be tailored to the specific environment and circumstances in which it takes place. He also emphasised on the importance of understanding and adapting to the local context from where the learner belong and how education should be relevant and practical to the needs of the community, and not just atheoretical exercise. This issue of *The Primary Teacher* focuses on these aspects of education.

The first paper 'The Role of Museum in Primary School Education', by Onshangla Zimik and Varada Mohan Nikalje, highlights the significance of visiting museums with reference of visiting museums with reference to young learners. Museums are buildings that preserve paraphrenalia from the past-clothes, pots, ornaments, etc. Such visits can be transformed into memorable experiences, as they provide scope for exloration and imagination, and hopefully cultivate a thirst for knowledge.

The next article 'Linguistic Sensitivity in an Inclusive Classroom', by Sharda Kumari aims to explore the linguistic behaviour of teachers towards differently abled children. This study is based on an observation undertaken in schools of Delhi as a sample where the teachers were observed while teaching in Classes VI, VII and VIII. The observation was focused on how the teachers behaved and spoke to the children in the context of inclusive education. The conclusions drawn from the observation made were that there is a dire need to create awareness among teachers regarding the usage of correct language and projecting appropriate behaviour towards students in order to maintain the inclusive environment of the school.

Literature, or reading material, is the lifeblood of a community. It provides a window into the world, reflecting the culture, history, and values of a society. In recent decades, technology has enhanced the quality of literature available to readers through digital publishing, making it easier and affordable, leading to a broader appeal and wider reach, including among children. Knowledge is no longer restricted to the prescribed syllabus for them as they can explore their inquisitiveness and interests beyond the textbooks. Exposure to various forms of literature helps them to develop their imagination, critical thinking skills, and empathy. The next article, "Emerging Trends in Children's Literature: Editor's Perspective" by Bijnan Sutar explores the gradual progress of publishing in the last three decades, examining how technology has transformed the way we produce, distribute, and consume literature. It also considers the impact of this transformation on our communities and the children.

The next article 'Building National Consciousness in Primary Students through English Language Teaching' by Padma Thinless and Devendra Rankawat attempts to study the primary school curriculum of India and examine its take on national consciousness, particularly through English language textbooks at the primary stage. The conclusions drawn from the study were that the nature of the stories, poems and exercises in the textbook do promote national unity, peace, diversity and patriotism among learners, yet more visual representation of diversity of people and places would definitely result in making the desired impact on the children in whom lies the future of our nation.

The fifth article 'Warli: A Pedagogical Tool for Primary Classes' by Ridhi Sharma focuses on the importance of art in a child's overall development. It elaborates on how it helps in developing learner's motor skills (both gross and fine), numeracy skills, child's self-esteem and more. The article sheds more light on the potential benefits of incorporating an Indian art form Warli with various subjects to improve not only the conceptual understanding of the subject matter among the learners but also help them in developing important values and skills.

An Action research by Neeraj Kumari is the basis for the article titled, 'Achieving Learning Outcomes Through Drama', is an attempt to explore the potential of Drama for achieving learning outcomes. The action research presented examines the achievement of learning outcomes of Hindi language by Class-I students of a Delhi government school. The research also attempts to put forth a possible method to achieve the learning outcomes.

The next paper, 'Preparing Pre-Service Teachers to Teach Socio-Scientific Issues at Primary Level', by Kalyani Akalamkam and Smriti Sharma aims to capture the processes and pedagogical discourses in the teacher preparation classroom while building elementary school pre-service teachers' understanding of socio-scientific issues and to explore the possibilities of incorporating it in primary classrooms. The researchers have identified three themes for analysis—breaking disciplinary boundaries and 'personalisation' for meaningful learning; transacting a 'pedagogy of discomfort'. The paper elaborates on the importance of the development of skills like scientific literacy, scientific temper, critical thinking and problem-solving among children in order to effectively conduct socio-scientific issues in the classroom.

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', the author Kapila Parashar, sheds light on the 'Happiness Curriculum' implemented by the Directorate of Education

in Delhi since 2018 with an aim to humanise the overall school experience for the learners. The innovative curriculum is designed for students from Nursery to Class VIII and it emphasises the concept of sustainable happiness. Rather than preaching, the curriculum encourages learners leading the course with daily life examples.

In the review of the book, 'We're Riding on a Caravan—An Adventure on the Silk Road' by Laurie Krebs, reviewer Neeraj Murthy shares that the story is about a Chinese silk trader family from Xi'an and their annual journey along the silk route to deliver their precious silks to a bazaar at Kashgar. The reviewer also sheds light on how History which is often perceived as boring by children, comes alive and becomes a fascinating source of information through Folktales like these.

In the 'Did You Know' section, the author Satya Bhushan, introduces the readers to the initiative taken by the Government of India in 2019 to promote fitness and physical activity among citizens. The campaign aims to encourage people to make physical activity and sports a part of a daily routine to improve overall health and well-being.

In the 'My Page' section, the author Madhuri Badudi shares one of her very cherished memories which she shared with the children living in her neighbourhood.

— Academic Editors

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

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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!!!

CHILD LINE 1098
NIGHT & DAY

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नए समाज की ओर
Towards a new dawn

Swachh *Bharat*

Ek Kadam Swachchhta ki or

1

The Role of Museums in Primary School Education

Onshangla Zimik*
Varada Mohan Nikalje**

Abstract

A museum is a building where a collection of objects from the past are kept as exhibits for the general public. It is a primary source of evidence of the way humankind situated itself in the environment. Museums may be related to various fields: natural history, art, science, culture, etc. However, the purpose remains constant: it is an institution in the service of society with an aim to educate people. Traditionally, education is perceived in divisions such as 'informal' and 'formal' education. In such conceptualisations, formal education institutions, such as universities and schools, are often viewed as the base from which students 'pay visits' to other sites, such as factories, post-offices and museums, and then return to their 'base'. Such sites have the capacity to promote certain educational experiences and goals, and such visits are therefore advantageous to learners. Museums present a unique opportunity to engage students in many different areas of interest. In the context of primary school education, museum visits can provide children with some memorable experiences, as they open up a world of imagination and exploration. It is important to start cultivating an early appreciation for art and history in children. Certainly, we cannot expect them to magically develop an interest in museums and galleries at a later age. The paper explores the pedagogical and cultural-educational significance of museums with reference to learners at the primary stage of education, and ways in which they may be introduced to learning in an environment that is so different from any other learning experience.

*Research Assistant, School of Technology, IIT, New Delhi
**Professor, Department of Elementary Education, NCERT, New Delhi

INTRODUCTION

Museums are primarily meant to educate people. Specifically, museums educate people about objects by providing them information on the exhibits, the material composition of the objects, how these objects were used, and why these objects were significant in people's lives. In other words, museums reveal how people of the past reacted to their environment. Furthermore, although a museum is perceived as a building that houses objects, the intent of a museum goes far beyond. It not only displays objects but also takes the utmost care for their preservation through temperature control, protective glass cases and regular cleaning; indicating that the past is of great significance to the present. Thus it is obvious that museum education is embedded in a framework in which the relation between teaching, learning, content and situation is taken into account.

To further the cause of education, entry to museums is almost always free or with a nominal fee School students form a sizeable chunk of museum visitors. Yet, school authorities are diffident about ferrying primary school children to museums, citing a whole list of reasons. The paper suggests a transactional conceptualisation of museum pedagogy for sustainable museum education. The paper also attempts to explore the pedagogical and cultural-educational significance of museums, the challenges faced by school authorities in organising museum visits, and most of all, how it need not be a boring experience for young learners.

MUSEUM PEDAGOGY

Since the adoption of the 2030 Agenda for Sustainable Development by all United Nations member states (to which India is a signatory), its 17 sustainable development goals (SDGs) have guided the work to transform the world by ending poverty, protecting the planet and ensuring prosperity for all. The question of how sustainability can be incorporated into all areas of society has made curators and administrators of museums rethink about their approaches to society and education. Moreover, the adoption of Convention for the Safeguarding of Intangible Cultural Heritage by UNESCO 2003 has contributed to the importance of intangible cultural heritage in museums which was ignored earlier.

Today, contemporary museums are demonstrating an increased interest in innovative ways of showcasing their exhibits. In 2019, the International Council of Museums (ICOM) adopted a recommendation from its sustainability working group, acknowledging the responsibility of museums in promoting a sustainable future. ICOM recommended that museums should support the United Nations' Sustainable Development Goals (SDGs) and use the "Transforming our World" 2003 Agenda as a framework to incorporate sustainability into their internal and external practices and educational programmes (ICOM, 2019).

A guidebook titled "Museums and Sustainable Development Goals" by McGhie was published as an initial effort to integrate museum education into the Agenda 2030 framework. The guidebook suggests that museums can play a vital role in promoting public education and engagement with the SDGs, particularly in relation to Education for Sustainable Development (ESD) (McGhie, 2019). To achieve this, museums are encouraged to incorporate ESD into all educational programmes for people of all ages and abilities. Hence, integrating sustainability education into museums represents a fresh and innovative area of focus that presents a new set of challenges for museums and museum education.

Accordingly, discussions about the pedagogical role that museums— as public institutions could and should play in working towards the SDG—and how museums could organise exhibitions and educational programmes that promote and empower sustainable development teaching, learning and action, will probably define museum policy and museum education research for some time to come. This gives rise to several pedagogical and theoretical challenges, particularly in the context of primary stage of education, on how to incorporate an element of interest into the educational programmes and exhibitions at museums.

In order to ensure their survival in the twenty-first century and also to make themselves socially relevant in the community in which they exist, museums are evolving and reinventing themselves.

This has led to the emergence of "post-museum". Marstine clearly defines post-museum and its role: "The post-museum clearly articulates its agendas, strategies, and decision-making processes and continually re-evaluates them in a way that acknowledges the politics of representation; the work of museum staff is never naturalised] but seen as contributing to these agendas. The post-museum actively seeks to share power with the communities it serves, including source communities. It recognises that visitors are not passive consumers, and gets to know its constituencies" (Marstine, 2006, p.19).

Throughout history, museums have been considered as educational institutions that offer valuable knowledge and experiences by showcasing a range of art, cultural artifacts, and natural objects in their collections (Hein, 1998). If a child's visit to the museum sparks their curiosity and creativity, it would be considered "meaningful" in the context of young children.

THE SCHOOLS' PERSPECTIVE

Yet, while school management authorities as well as parents and guardians agree in principle that museums are fundamentally educational institutions, not much enthusiasm is shown regarding museum visits. The diffidence to actively involve the local museum in their students' learning experience seems inexplicable.

A short questionnaire administered by one of the researchers to the teachers and principals of 25 schools in Haryana, Punjab and Delhi revealed some of the apprehensions and challenges regarding museum visits by young children. Some reasons cited are—

S.No.	Challenges	Percentage
1.	Paperwork related to museum visit	50%
2.	Limited availability of financial resources	25%
3.	Risk factor in external (out-of-school) activities	20%
4.	Arranging transportation for museum visits	20%
5.	Pressure on teachers to complete the textbook and workbook	40%
6.	Assessment and testing schedule	35%

Some parents and guardians also expressed the apprehension that the museum is 'a place where no noise is permitted and no running around,' and so it would be 'boring' for young learners; and therefore a visit to a more 'enjoyable' venue (instead of a museum) ought to be planned by the school.

The Transformative Museum

Pedagogical considerations about museum education over the years have centred on a variety of topics, including which information and what kinds of experiences are deemed valuable (Tinning, 2017). It is true that museum authorities do insist on discipline, but that is to ensure fuller concentration on the objects on display, and also in consideration of other visitors in the museum. For a long time, museums have been seen as places where exhibitions serve an educational purpose, and where objects are regarded as conveying their own meaning, without any external interpretation needed. This idea known as "object-based epistemology" has been widely accepted (Bedford, 2014). However, there has been a recent change in perspective, as museums are now being seen more as sources of aesthetic experiences, rather than simply as educational tools. According to Bedford (2014, 16–17), an aesthetic approach has the power to capture, and stimulate the most profound form of personal meaning-making, and can potentially lead to transformation.

Over the past few years, the relationship between formal education and museum education has experienced a transformation. Trofanenko and Segall (2014) coined the phrase 'pedagogical ambiguity' to capture the changing interaction between educators and museums, as well as the diverse viewpoints on the role that museums play in education. This term highlights

the growing collaboration between these institutions. The current pedagogical function of museums differs significantly from their traditional role in the past. In the present day, it is commonplace for museums to have a dedicated educational department that delivers educational programmes and museum-based learning experiences for schools.

However, it may be mentioned that the present-day museums are far more interactive than the 'traditional' ones and employ an engaging approach to visitors. Open-air museums comprising of large objects preserved as artifacts emerged in the twentieth century; the current generation also has the opportunity to 'visit virtually' museums in other countries as well, thanks to the Internet. Museums are also going beyond their in-house operations, and taking initiative in preserving the intangible heritage of a country like folklore, folk tales, folk dances, folk songs, etc.

Thus, a new form of museology has emerged since the 1980s as a result of mounting criticisms of museums. This is a result of the collaboration between scholarly communities and source communities whose cultures were on display in museums around the world. According to Peter Vergo, this new form of museology emerged as a result of "widespread dissatisfaction with the old museology, both within and outside the museum profession" (Vergo, 2006, p. 3).

The recommended approach to teaching and learning is rooted in the Didaktik tradition of Scandinavia and Germany. Didaktik, which is predominantly discussed in formal education, refers to the purpose of education, as well as the relationship between teaching and learning in the context of the specific subject matter being taught. The Didaktik tradition thus views the teaching and learning scenario as a connection between teacher, student, and subject matter (Klafki, 1995). If applied to museums, the didactic scenario of museums can be viewed as an interaction between three key elements—the museum educator, who chooses and arranges appropriate exhibition content and facilitates encounters with exhibits; the museum visitors who attend the sessions to learn and experience; and the chosen exhibition content, which is located within the pedagogical environment of the museum. Therefore, the meanings that can be drawn, the knowledge that can be learned, and the experiences that can be had during a museum visit are all influenced by the decisions made by exhibition curators regarding what to include or exclude, and how objects are arranged and presented. The central idea of transactional pedagogy within the context of museum education is to explore how exhibitions and their objects can be transformed through the interactions between students and exhibitions, as opposed to their inherent qualities. Therefore, the process of drawing meaning is not solely determined by the exhibition or the visitor, but rather, it is the interaction between the exhibition, the visitor and the

context that facilitates the creation of meaning.

This may be better understood through an analogy with literature. In a literary text, meaning is neither located in the text nor in the reader, but it is constituted in transactions between the reader and the text. That is how multiple readings may offer different interpretations, even to the same reader. When transferred to the museum, this idea implies that museum visitors' experiences are considered to emerge in transactions between situational circumstances, such as museum visitors' previous experiences, the displayed objects, the curated museum space and the social and educational situation.

MUSEUMS FOR YOUNG LEARNERS

India has more than 1,000 museums. Acquainting children with museums early in life introduces the past to them in a tangible form and broadens their knowledge of the world. However, it is important to take young learners to those museums or sections of museum that would help kindle their interest. A few such museums are suggested below—

Heritage Transport Museum (Bilaspur Chowk), Taoru, Gurgaon, Haryana

Most children are interested in automobiles, and would certainly enjoy a visit to this museum which traces the journey of transportation in India. The Automobile Gallery showcases the evolution of the Indian car industry. On display are over 75 vintage and classic cars.

Chennai Rail Museum in Chennai, Tamil Nadu, India

The museum has outdoor heritage exhibits. Some of the trains and locomotives in the collection are more than a century old, with a sizeable collection of steam engines from the time of the British Raj. It also has vintage coaches such as from Ooty trains, which were endemic on Indian railways. Toy-train rides are available, which are cherished by children.

The State Tribal Museum, Bhopal

The MP Tribal Museum, inaugurated in 2013, is unlike a typical museum where the exhibits are displayed with some contextual information. Instead, it is stunningly beautiful, creatively showcasing the region's tribal art and culture. The lifestyle, folklore, social customs and rituals of the seven indigenous tribes of Madhya Pradesh—the *Bhils, Gonds, Bharias, Korku, Sahariya, Baiga* and *Kol* are displayed in the museum. The different types of houses, characteristic of each tribe, made with materials such as mud, bamboo and stones, have been replicated. Visitors can enter the model houses and have a look at the exhibits there. The exterior of the houses are decorated with colourful murals and paintings. The whole museum is a visual delight and provides a good insight into tribal

from olden times. The visitor would be spellbound by the vast range of utensils from different historical periods. The collection is artistically presented on either side of a path in the hut-like museum, taking one's mind back to the olden days when people did not have modern facilities. Utensils and kitchen tools for each task may be seen—for cutting food items to size, heating food on an open fire or on a stove, grinding, mixing, and frying. Children may be encouraged to notice that using the right tool makes all the difference to cooking. Hopefully, it would also help young minds imbibe the fact that everyday items like utensils are also significant, and as worthy of preservation as the weapons and armour of royalty.

life, their basic tools and weapons, musical instruments and method of preservation of foodgrains.

Vechaar: The Utensils Museum

Vechaar is a private museum in Ahmedabad and is perhaps the only museum of its kind in the world, displaying a collection of utensils

Figure 2: Vechaar Museum, Ahmedabad
Image Credit: Anushka Sharma, Wikimedia Commons.
https://commons.wikimedia.org/wiki/File:Veechar_musuem_,ahmedabad.jpg

Sulabh International Toilet Museum, Sulabh Bhawan, Palam Dabri Road, New Delhi

The toilet museum is often listed as one of India's quirkiest places to visit. With toilets and defecation modules representing around 50 countries, a visit through the museum takes the visitors through three sections of ancient, medieval and modern styles of toilets. Although children may giggle or feel squeamish at first, it is important for them to know that health and sanitation are inseparable.

There are innumerable such examples of museums—the *Bharat Lok Kala Mandal* in Udaipur, Rajasthan and *Gurusaday Museum* in Kolkata are two museums which work on preserving the rural folk culture; *National Science Centre,* Delhi which aims to engage and educate visitors through thematic exhibitions, interactive educational activities and outreach programmes; *Fisheries Museum Andaman & Nicobar,* located in Port Blair, which exhibits species of marine life endemic to the islands along with an aquarium that houses various collections of fishes, corals and shells.

MUSEUM VISITS—NOT A BORING EXPERIENCE

Most teachers and parents would agree that exploring and knowing about the cultural heritage of a nation is important for all of us. Hence, visiting a museum with children is a step in this direction. In order to make it a truly interesting and stimulating experience, and also to ease the child's introduction to art and history, the following steps may prove useful—

A Pre-visit Talk

Children are much more perceptive than we give them credit for. A short interaction with children on the new environment that they would experience will surely pay dividends. For, it would be an environment which is very different from anything else they generally experience in their day-to-day lives. Explain to them that they would be in large rooms filled with objects which are not to be touched, but only looked at. For young children it may be difficult at first to accept the idea that the beautiful and exciting things in front of their eyes cannot be touched.

Tell children that, just as they thoroughly examine a new toy, there would be other visitors completely engrossed in a peaceful appreciation of the exhibited works of art or historical artifacts and so, they should be silent.

Emphasise that there would be ropes or other restraining boundaries, barring their access to certain areas within the museum or the gallery, which they must not jump over or crawl under.

Safety Measures

Safety here refers both to the well-being of the children and the security of the exhibits. Although art and history museums and galleries are relatively safe environments with CCTV systems

and security guards, teachers or accompanying adults need to reinforce some simple security concepts.

Emphasise that the exhibits cannot be touched, dislodged or pushed in any way. Mention the fact that statues and armours are very heavy and they may injure themselves if they tamper with large objects. Explain that there may be a crowd, so you all (teachers and students) need to be together and children cannot simply go explore alone.

Fun Time

- Incorporate play elements in relation to the objects. For example, encourage them to look carefully at the object and list everything that they see.
- If there are common elements, ask children to see how many they can find. (For example, how many paintings with horses can you find?)
- Choose a small detail in one of the paintings and ask children if they can locate it. (For example, A bee near a large bouquet of flowers in a vase).

For the Accompanying Adult

Teachers or guardians who accompany young children to museums need to be prepared too. A few small but significant points—

- Begin with museums and galleries which are local or lesser known with few visitors wherever possible.

- Carry the letter of admission, tickets and receipts for payment made, if any, in a closed file, (no papers flying about accidentally) with a back-up on the mobile phone.
- Find out where the toilets are. This is the most crucial question you need to ask while you are buying your ticket. To avoid the stress of having to rush through seemingly endless rooms in a desperate search for the toilets, find out: Is it a long way from the exhibition rooms to the toilets? Are there toilets on each floor? Generally, young children say that they need to use the toilet only at the very last minute. (Also carry a pack of wet wipes or tissue paper.)
- Some museums organise special kid-friendly events, so the school could utilise such opportunities.
- Putting up flyers, and pictures of the exhibits on the school notice board would also help create interest.
- The school may also consider inviting a local musician, sculptor or folk singer to the classroom. Let children interact with them, touch their musical instrument, learn about their traditional attire and so on.

For the Museum Staff

Visiting museums is an opportunity to expose children to the new worlds in a rich and educational environment

through exhibits. Be it a children's museum, an art gallery or a science museum, the objective is showcasing history. Children form a sizeable chunk of museum visitors; moreover, children generally visit the museum in large groups. Hence, museum staff too, may be pre-oriented to cater to young learners, be sensitive to their needs, and above all, to answer questions patiently. This may be all the more essential for exhibits that children may not encounter in day-to-day life. Yet, a chance remark or snippet of information may open up a new and exciting vista for the child. For instance, if a learner comes across an exhibit dealing with historical figures or events involving aviation; and curiosity to know more about the subject leads him or her to want to learn more about aviation (which may or may not be a topic in the textbook), then the museum experience could well be a significant initial influence on future life choices.

Present-day museums have a strong commitment to education and are closely tied to schools in terms of their pedagogical approach. Thus, the contemporary educational commitment of museums can be characterised as having a close pedagogical relation to schools. As a result, there is a need for more pedagogical reflection on museum education as well as for critical dialogues regarding the relationship between the educational approaches of museums and formal education. Additionally, this transition necessitates a greater attention to the ways that learning happens in museums (Trofanenko, 2014).

CONCLUSION

By conceptualising museum educational practices as a transactional space, we can increase our understanding of the conditions that frame the museum as a public space in which education is negotiated, tested and explored.

A theoretical framework explaining the relation between exhibition, visitor and the educational situation could inform pedagogical discussions about how to incorporate education into museums. Museums must move beyond the walls of tradition to stay relevant and maintain sustainability. Moreover, they must impact their visitors in a meaningful and memorable way. Museums must explore partnerships and collaborative opportunities that allow them to not only invite local student participation, but also to provide the means by which to achieve that involvement. Museums are not merely a collection of lifeless objects in a building; they are narratives that tell yesterday's stories for tomorrow's generations. Remaining at 'status quo' is no longer an option for even the smallest museum today.

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2

Linguistic Sensitivity in an Inclusive Classroom

Sharda Kumari*

Abstract

The general perception of inclusive education being imparted in an educational institution implies is limited to provision of disabled friendly infrastructure to enable differently abled children to move around the premises on their own without any hindrance. However, this approach involves very little focus on the attitude and language of the teachers or the management staff and neither does any systematic orientation exist in this regard.

This study is based on an observation undertaken in schools of Delhi as sample where the teachers were observed while teaching in classes sixth, seventh and eight. Their body language and speech were observed in the context to inclusive education.

INTRODUCTION

There are many courses being run in India that relate to the preparation of teachers, such as B.El.Ed., J.B.T., E.T.E., D.El.Ed., B.T.T., B.Ed., etc. In each of these courses, there is one specific topic on which there is an educational discourse and that relates to out of school children (OoSC) for whom it is not possible to go to school and children who drop out of school without completing their elementary education. In such teacher training institutions where the scope of a 'discussion' is non-existent, efforts are made to make the prospective teachers understand through guidebooks about the reasons for school drop-outs.

If one makes efforts to find out the reasons either through discussion or books, some specific aspects come to the fore, such as—Poverty, child labour, lack of awareness among parents, lack of basic facilities in schools, uninviting school environment, etc.

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* *Principal (Retd.),* DIET, R.K.Puram, New Delhi

Surprisingly, the linguistic behavior of teachers has never been included in the list of 'reasons', neither before nor after the concept of inclusive school environment. India is constitutionally committed to provide free and compulsory education to all children in the age group of 6 to 14 years. However, many children are not able to take advantage of this facility, as they opt to drop out. A major reason for this is the linguistic behaviour of the teachers and other staff members of the school.

LINGUISTIC BEHAVIOR

Linguistic behavior in the context of this article, refers to the way and style of talking with students in different situations in school, such as—

1. How children from different socio-cultural economic background are addressed by the teachers.
   - Language of instructions and commands—Whether it is a morning assembly or a physical exercise class in the sports complex, teachers given various types of instructions to the children orally throughout the school hours. It is worth noting that the vocabulary and expressions of these instructions and commands change their form for different students.
   - Teaching-learning in the Classroom—Whether it is a language class or a science, maths, arts class, it is generally

the practice to nurture a culture of silence in the classrooms. The scope of listening to narrated experiences of the students is not created. Often teachers, considering 'evaluation' as a synonym for classroom teaching, write readymade answers to the questions on the blackboard for students to copy and to 'learn' occasionally some teachers are seen speaking and explaining something. The sentences spoken, vocabulary used and examples quoted by them are such that are seen as excessively ridiculing the inclusive environment of the classroom. The language 'fixes' a particular student socially or makes a heartless attack on the identity of others. The distress arising from such attacks forcibly pushes the student outside the school periphery and harbours in them a feeling of resentment towards the whole society or compels them to live with a sense of humiliation.

- Oral or Written comments given as encouragement—Whether students need it or not, teachers consider it their responsibility to keep students informed with their comments about their conduct, behavior and reading progress. Here too the language used by them disturbs the inclusive atmosphere of the classroom.

2. Language being used in parent-teacher meetings: During an academic session, there are many opportunities for parents to meet their children's teachers, both formally and informally. Access to such opportunities has been seen less in rural environment, but in urban environment, daily wage earners also come to school eager to know and hear a lot about their children. The volatile language used by teachers in such meetings compromises the intent of the inclusive policy.

3. At the time of delivery of welfare services: Along with many opportunities to communicate with their students, teachers also get another opportunity to talk to them outside the classroom, that is when they have to distribute cash, uniforms, books, mid-day meal, etc., under various welfare schemes. The 'linguistic behavior', that is the remarks made by teachers on such occasions is so full of scorn and hate that the students tend to cringe with hesitation and embarrassment or even wipe off tears from the corner of their eyes.

In essence, 'Linguistic Behavior' implies oral or written comments, reactions and interactions that the teachers employ towards their students during their day-to-day interactions in school. This includes their tone, vocabulary, idioms, proverbs and body language. They seem to be least concerned that an inclusive classroom demands from them awareness and sensitivity in terms of their linguistic behaviour.

Global Awareness

The Salamanca Statement, 1994 states, 'Regular school with an inclusive ethos are the most effective way to combat..... education for all' approved a policy of inclusion, which also influenced education policy, and recommended that a flexible, comprehensive and balanced curriculum for the entire country be prepared that meets the needs of each child. That is the provision of inclusive curriculum for all students without any discrimination on the basis of gender, race, socio-economic group, disability or ability.

Generally, when it comes to an 'inclusive' policy, environment or curriculum, the focus or understanding shifts towards physically challenged children (visually challenged, hearing and speech impaired, etc) and this value is achieved by mobilizing provisions like building ramps in school premises and classrooms. It is assumed that with this, an inclusive environment has been created. It may be noted that the policy of inclusive education is not limited to including the 'disabled' only.

IMPLEMENTATION OF INCLUSION

The second important point is that the implementation of inclusive education policy requires not only a change in the physical environment, but also a change

in teaching practices, curriculum content, evaluation process, usage of technology, and specifically positive change is required on a much wider scale in the attitudes and linguistic behaviors of the teachers.

Inclusive school environment includes—

i. Girl, boy and

ii. Children of any geographic background,

iii. Children of any socio-cultural, economic background,

iv. Children of any race, ethnicity, class or colour,

v. Children from different linguistic backgrounds

vi. Working and non-working Children

vii. Physically challenged children (children with any type of disability),

viii. Children learning in different ways

An inclusive school environment is expected to address the physical, emotional and learning needs of all children. It should acknowledge the diversity of the learners and instill a sense of human dignity.

It must identify the limitations and shortcomings of all children, but instead of describing them, create an environment related to developing their characteristics and abilities.

It should identify the characteristics of children and make appropriate changes in their behaviour, teaching-learning materials and methods according to their specific needs. In short, the inclusive policy does not only demand changes in the physical environment of the school but also demands harmony and fairness in the approach of the teachers.

The Study

From 10 October to 24 December, 2014, during the classroom teaching and other activities going on in three schools under the Directorate of Education, Government of Delhi, the linguistic behavior of the teachers was observed and it was found that their speaking style and words were not in consonance with the inclusive education policy.

The names of the schools are as follows—

● Sarvodaya Kanya Vidyalaya, Rajnagar No.1, New Delhi

● Government Co-educational Higher Secondary School, Sector 1, Dwarka, New Delhi

● Shaheed Captain Sumit Rai Sarvodaya Kanya Vidyalaya, Palam Enclave, New Delhi

(Teacher—The names and subjects of the teachers are being kept confidential as stated in writing before the observation.)

COMMENTS BY TEACHERS

1. Some utterances of the teachers and staff, as noted by the observer, in various school situations are given below, while addressing the visually impaired student in the class—

- "O you descendant of Surdas, did you understand or not. Whether the rest of the students understand or not, it is important for you to understand. Or else your father will report directly to the commission. Then we will be running around answering their queries. Have you understood? Will you be able to solve these questions?"

- "Hey you! Make your parents understand that instead of reading and writing, they should teach you to play some song. Now let me arrange a tactile globe for you. I have not seen such a globe till today, where do I get one for you?"

- "As it is, you are blind and on top of that you are also a midget. But look at your tongue, keeps wagging all day! You will somehow manage to get a job under the special category irrespective of whether you study or not. But then why are you bent on ruining the rest by your chatter?"

- Hey!….. Yes. Don't tell them anything. Put them on your head, on a podestal. There is a very strong union of these broken-eyed people. Anything less than suspension will not work."

- Are you actually blind for real or pretending to be blind in preparation for a job in the future? Tell me! How did you know that I have come to the class? I did not open my mouth. Nor did anyone else uttered a word. Go and sit down on your seat. Part of a drama company!"

2. When upper caste students are unable to give the correct answer in the class—

- "Serves you right for befriending this outcaste. If you stay with them, you will only destroy yourself. She will talk only about films and fashion. Show me your hand? What have you painted on your nails? It appears as if you have scratched someone. That's all you will learn from these outcastes."

- "Hey you son of a Baman (priest)! The days of priesthood are over. Gone are the days when your forefathers earned a lot by reciting incorrect verses. Now your bullying will not work, son. Now concentrate on reading. Those who do not answer this question, then just wait and watch..."

- "Aha! Trivedi (person who has mastered three Vedas) in front of your name...! and result? Zero! Why *bae*! If you do not feel like reading then go and cut grass in the field. *Chikna kahi ka.*"

- "*O, Albelion* (cuties)! Just keep laughing. Oh, the time ahead is very dangerous. With whom you are making merry now, one day they will swallow your jobs. Come on read it, read it. Yes,

you (to another girl) come tell me the answer. *Batayegi ya yoon hi tujhko inki chaat lagi hai?*"

3. When the students of disadvantaged families do not submit their homework—

● "*Kyon ri Chappanchhuri.* Why did you not solve this question? Did you also go to do business with your mother at night?"

● "I knew you would not deposit your copy today. Same story as always. Father beats mother. The lantern will break and all of you brothers and sisters will hide under the cot. I don't care about your stories. I am concerned about your work. I have also given you the guidebook, have not I?

● "Hey you, son of a drug addict! Did you also have one with your father? Which subject's copy have you submitted to me? You are making a fool out of me. It is quite unlikely that you did the work. You may have thought, 'I will submit any copy, and no one would know'."

● "Hu huh…, so madam ji celebrated her birthday yesterday, it was her birthday, so could not work. *Ghar mein daane nahi amma chakki peesne chali.* You have become very big now, have you… Howsover, many birthdays you may celebrate, after all you will stay the same…"

● "*Idhar aa kasai ki aulaad!* I will tell you how not to do the work."

4. While addressing children of dark complexion—

● "*O, Aabnoosi* (blackey)! Did your mother eat a bag of brinjals before giving birth to you? Go and keep all the sticks in the physical room. Do not lose even a single one. All of them have been registered in my name."

● "Look at the *Kaluvi* (black skinned). How she skips and runs. She is too *Phisaddi* (of no use in studies.) And how she runs here like lightning? Anyway, however she is, atleast she always bags a shield for the school."

5. The comment of a sports teacher on a student wearing expensive shoes was—

"*Akkhen…*, wow what a great shoe. *Kahan haath saaf kar ke beta aaya tu?* The father died in the dark and the son is a power house."

6. While checking the uniforms of all the children during the morning assembly—

● "Why are you wearing this red colored salwar? Why, is the school salwar white or red in colour? *Bandariya kahin ki!*"

● "What kind of glitters are hanging in your hair? Has *Kalimai* seen her own face? Have you become a beauty now? I warn you if anyone ever comes to school donning such fashion. This school is not a gathering of dancers. Got it?"

● "O son of Mussalte! Is there no

water in the house to wash? You come along to school with such stink."

7. In the event of a scuffle between two students, and trying to mediate between them—

"O you Talibani! Did you not get your fill after gulping all those Murgmusallam. Get aside. Is this a school or your father's shop? I will give you such a slap that both your ears will go numb."

8. When a student rejoined school after a week's holiday—

- "*Kyonji itne dino baad kahan se aaye?* Today, the flag should be hoisted for you, is it? After all you have decided to come to class. *Kahaan mar gaye the* by the way?"

On the attempt of a student to speak completely in English in the English class—

- "Come on… what's the matter Duncan sir? Running an express (train) in English. You have made up your hair very stylish. Just sit down. Do not try to speak too much in English. It is evident that your father has engaged a tuition teacher for you."

CONCLUSION

Many such conversations of teachers were recorded in different situations at the school, which amounted to not only ridiculing the inclusive policy, but also hurting the human dignity and the identity of the students. It is clear that the teachers do not treat all students

equally through their language. In such a situation, it is not logical to expect an inclusive environment.

Further, it was found that the teachers (who were observed in this study) were also teaching in the primary classes, as well as being involved in sports activities, mid-day meal scheme, etc. Their linguistic behaviour was no different in the primary classes. The devastating impact on young impressionable minds can only be imagined. To curb this evil, institutional support as well as internal motivation is needed.

First of all, teachers should become aware of their language style and choice of words with respect to inclusion. As an initial step, an intervention was held in the form of a dialogue with all the teachers (seventeen in total). They were asked for their reflection to the following questions—

- Have you ever noticed how you address your students?
- Is it possible for you to keep a tape recorder in your pocket or wallet, etc. and record your dialogues or use some other technique or method?
- Have you ever noticed that your linguistic behavior hurts the identity of the students?
- Do you think that students expect polite language from you?

A few teachers showed some resentment, while others asked the purpose of the above questions.

The basic premise of the activity was explained to the teachers—If identity pedagogy are constructed through a self-narrative of lived experience within a social and cultural context, it follows that such experiences offer insight and illumination in teaching-learning situations.

On the basis of the observations, it was recommended to the Deputy Director of Education that, the teachers should be made aware of their language. Teachers need to be oriented on inclusive education, gender, sensitivity, and above all, on the impact of linguistic behaviour. A concerted effort would facilitate in maintaining the inclusive environment of the schools.

REFERENCE

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3

Emerging Trends in Children's Literature: Editor's Perspective

Bijnan Sutar*

Abstract

The literature or reading material available for one's consumption as a bibliophile is the most important resource of a community/nation. The progress in technology has enhanced its quality and quantity towards getting a broader appeal and wider reach respectively. This growth in terms of variety and ease of availability has enriched our community and its children, the future citizens. The knowledge, now is not only restricted to the prescribed syllabus for children but also goes beyond the textbooks and to the realm of their inquisitiveness and interest. Literature aspiring for reach not only fly clasping the wings of books but also spread their span of flight flowing along with the newest media of digital world. This amalgamated medium of dissemination is the golden path to the readers, overcoming various barriers. We will understand the gradual progress of publishing in the last three decades.

Introduction

Literature is an expression of ideas and experiences which the author intends to disseminate as a communication to specific audience or reader. Literature from age old days was writing and preserving them on various medium to be read by the targeted audience. Once upon a time literature was transmitted through oral medium and subsequently later on published through various concrete non-corrupting media. These media of transmission transformed depending on its durability and ease of dissemination. One can observe the ancient kind of Children's literature as evidence are the carvings on the walls of temples, introducing children to various flora and fauna, stories,

*Editor, Publication Division, NCERT, New Delhi

legends and epics. The sculptures carved purely for children, on the outer wall of temple create a narration to impart them with information pertinent to learning. These early forms of children's literature comprise of the syllabus quite similar to the one prescribed today. They also focused on all-round enrichment of pedagogy. With the advent of language and evolution of alphabets it rolled to written forms, literature became more wider form of communication. It travelled from folktales, fairy tales, epics, riddles, puzzles and rhymes exercised orally often imparting moral lessons, life skills and cultural values to books and manuscripts distributed. If we discuss the publishing of literature in the form of books, we

Kobo, Boox, Nook, etc., became an alternative to replace the printed form of book. There were speculation that books will be extinct in near future like the flopy disk, CD, DVD became obsolete and replaced by removable storage. But in due course, it became evident that a printed book and its scent of papers is one of the key media to kindle the fire of knowledge.

India had a surfeit of children's literature available, as source of learning and knowledge. There is a sluggish development to children's literature in the middle ages when we were being governed by outside forces. If we talk about the ancient literature available in India for children, we can see a collection which is ever relevant and appealing. These
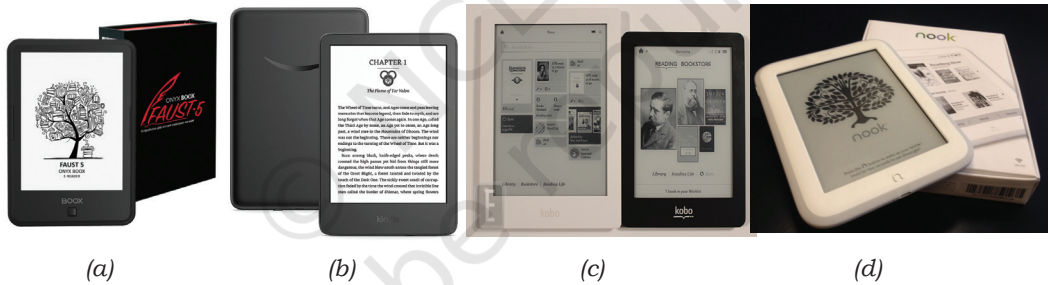

Figure 1 (a, b, c and d): Boox Device, Kindle, Kobo Device and Nook Device

can see the evident progression in printing technology and its direct impact on Children's Literature. The need for attractive indulgent format for children is complementary to the emergent technology in printing and the integration of digital world into it.

The introduction of digital content to publishing created a new avenue for literature. Devices like Kindle,

literature fulfilled all the need and vacuum never happened. Dark ages or illiteracy in children's literature is a myth for Indians. I would like to mention some of these:

Panchatantra

Written in third century by Vishnu Sharma is the oldest form of stories

which is a collection of fables with animals as central characters. Pedagogically the nascent psychology of children become indulgent, they relate the whole world as their ecological extension. Children even now-a-days love these fables depicted in picture books and otherwise. A collection of five volumes graded perfectly towards imparting moral stories and life sustaining skills.

Figure 2: Panchatrantra

Jataka Tales

In progression to pedagogical grading these stories have animals as well as human as their central character. These tales create emotional bonding between them narrating moral and ethical philosophies. The stories are weaved on the past life of Gautam Buddha. As those days Buddhism was the predominant philosophy of life in and around the Indian sub-continent.

Hitopadesha

Meaning "Good Advice," is a collection of moral stories composed by Narayana Pandit in the twelfth century and contains animal fables to impart wisdom to young readers.

Epics

Apart from these two, stalwart epics of India were also the source of various stories and narrations for Indian children. Ramayan and Mahabharata are source of knowledge not only for children but also for the adults inspiring and guiding them to maintain purity in life's struggle, dilemmas and adventures.

CHILD FRIENDLY FORMS AND TYPES OF LITERATURE

The presentation of these ancient literature as well as the modern concepts of teaching, learning pedagogy needs to adopt and subsequently by use of latest technology should create child-friendly literature. This involves adapting of various media and means while retaining complex ideas, language, and themes into modern formats that are engaging, comprehensible and suitable for young readers.

Reading books is the next step after learning and writing the alphabets and numerals. When creating child-friendly literature, it's important to consider the target age group, the complexity of language and themes, and the use of engaging visuals. Additionally, a balance should be struck between providing entertainment and delivering valuable lessons or messages. For this, the ancient available literature is proven treasure.

To elucidate here are a few popular forms of child-friendly literature which are in use now:

Picture Books

Picture books combine simple text with colourful illustrations to tell stories that are easy for children to comprehend. They often convey important themes and messages through relatable characters and captivating visuals. These are easily convertible to various audio visual forms which can have far wide reach through multi-media modes. Format of these books can be of varied sizes, with vibrant graphics depicting the theme and narration.

Early Reader Books

These books are designed for children who are just beginning to read independently. They use simple language, short sentences, and repetitive words to build reading confidence. Format of these books use bigger text, san-serif fonts, four colour realistic illustration familiar to the reader, spread-out graphics, etc.

Chapter Books

Longer than Early Readers Books, these books are divided into chapters, making them suitable for more advanced readers. They maintain an emphasis on age-appropriate language and themes.

Graphic Novels

Graphic novels use a combination of various forms of graphics and text to narrate a story. They are appealing to reluctant readers who are attracted by visuals. This literature offers a visually engaging way to explore different genres and themes.

Interactive Books

Interactive books involve the reader in the storytelling process. They might include prompts to draw inferences/ conclusions, solve puzzles, or make choices that impact the outcome of the story. Sometime even giving option to choose an ending or climax, subsequently enhancing the creative inclination of the reader.

Poetry and Rhyming Books

Poetry and rhyming books use rhythm and rhyme to engage young readers and make language more enjoyable. They often explore themes like emotions, nature, and friendship. They are more effective on the MIL (Modern Indian Language), where it connects the reader to its cultural ethos, various examples of these are available in regional languages and dialects.

Fairy Tales and Folktales

There is an abundance of classic fairy tales and folktales in India which are timeless that often carry moral lessons about life and society. These stories are frequently retold in child-friendly language and are accompanied by true to life illustrations.

Educational Non-Fiction

Non-fiction books for children can

cover a wide range of topics, from animals and science to history and geography. These textual books present factual information in an engaging and accessible way. A large chunk of books in quantity belongs to this category and named as textbooks, A compulsory reading material as children's literature often very didactic in nature. In near past with advent of technology there is a massive change in its presentation format, making it more user friendly and attractive.

Novelty Books

These are specially designed literature which has to be interactive and multisensory. The uniqueness of these are use of multiple media and platforms for dissemination. They might include pop-up elements, tactile textures, or lift-the-flap features that intrigue and engage young readers.

Audio Books and Podcasts

A simple voice narration or sound effects presentation or both of children's literature. These offer an auditory experience that can captivate children's imaginations while improving their listening skills.

Various Platforms

Child-friendly literature can be shared with young readers through a variety of platforms, both traditional and digital. To effectively distribute child-friendly literature, it is important to tailor the content to the preferences of the target audience and choose platforms that align with the reading habits of children and their guardians.

Here are some ways to distribute child-friendly literature through the undermentioned channels:

Traditional Print Publishing

Publishing child-friendly literature in physical formats like picture books, chapter books, and graphic novels allows for a tangible reading experience. These books can be sold in bookstores, libraries, and schools.

Online Book Retailers

Online retailers such as Amazon, Flipkart, Snapdeal, Infibeam, BookMyShow, Paytm Mall, Crossword, SapnaOnline, Oxford Bookstore, BookAdda, Barnes & Noble, and other book-selling websites provide a convenient way for parents and educators to purchase child-friendly books in print or digital formats.

Libraries

Libraries play a crucial role in making child-friendly literature accessible. Libraries can offer physical copies of books, host reading programmes, and provide a space for children to explore and discover new stories.

Schools

Schools often incorporate child-friendly literature into their curriculum. Teachers may read aloud to students or assign books for independent reading. Books can also be a part of school libraries and learning source.

E-Books and Digital Platforms

E-books and digital platforms like Pratham Books, Storyweaver, Epic!,

Getlitt!, Juggernaut Books, Amazon Kindle Store, Rockstand, Apple Books, Penguin India e-books, Notion Press, Tinkle Comics and Google Play Books allow readers to access child-friendly literature on tablets, e-readers, and smartphones. These platforms often offer interactive features and adjustable fonts for personalised reading experiences.

Audio Books and Podcasts

Audio adaptations of child-friendly literature can be distributed through platforms like Audible and other podcast platforms. These are great for children who enjoy listening to stories on the go.

YouTube and Video Platforms

Some authors and publishers create video adaptations of child-friendly stories with narration and visuals. YouTube and similar platforms are used to share these videos, making stories accessible to a wide audience.

Reading Apps

There are various reading apps designed for children that offer a collection of child-friendly books. These apps often include interactive features, animations, and read-along options.

Social Media

Authors and publishers share snippets, illustrations, and updates about child-friendly literature on social media platforms like Instagram, Twitter, and Facebook.

Educational Websites

Educational websites and platforms focused on children's content often provide access to digital books, interactive stories, and other forms of child-friendly literature. NCERT (National Council of Educational Research and Training), NBT (National Book Trust, India), Oxford Owl India, Magic Crate, Pitara Kids Network:, PebbleGo by Capstone:, Karadi Tales, Mocomi, TurtleDiary, BrainPOP Jr. and TopperLearning are some examples of these sites.

Virtual Storytime Sessions

Authors, educators, and libraries can organize virtual storytime sessions through video conferencing platforms, allowing children to engage with stories in real time.

Interactive Learning Platforms

Educational apps and platforms that focus on literacy development often include child-friendly literature as part of their curriculum. Some of these are already mentioned above.

To effectively distribute child-friendly literature, it's important to tailor the content to the preferences of the target audience and choose platforms that align with the reading habits of children and their caregivers.

RESPONSE OF TEACHERS AND CHILDREN

The reactions of children, teachers, and parents to child-friendly literature

distributed through various media can vary depending on factors such as the quality of content, the format of distribution, and the preferences of the individuals involved.

Here are some common reactions you might expect:

Children

Engagement and Enthusiasm

Children often respond positively to child-friendly literature that is visually appealing, interactive, and relatable. Engaging stories, colourful illustrations, and interactive elements can capture their attention and spark enthusiasm for reading.

Curiosity and Exploration

Digital formats, such as e-books and interactive apps, can intrigue children and encourage them to explore stories in new ways. They might enjoy discovering hidden animations, sound effects, or interactive elements.

Empowerment and Independence

Children who are provided with access to child-friendly literature, whether in print or digital form, can feel a sense of empowerment as they navigate stories on their own. This can boost their confidence and foster a love for reading.

Teachers

Integration into Curriculum: Teachers often appreciate child-friendly literature that aligns with educational goals and curriculum standards. They can use these materials to teach various subjects, from language arts to social studies.

Engagement and Learning

High-quality child-friendly literature engages students and enhances their understanding of complex concepts. Teachers value literature that prompts meaningful discussions and critical thinking among students.

Diverse Representation

Child-friendly literature that features diverse characters, cultures, and perspectives is valuable to educators as it promotes inclusivity and helps students develop empathy.

Parents

Quality Content

Parents appreciate well-crafted child-friendly literature that offers educational value, moral lessons, and engaging storytelling. They often look for books that align with their values and encourage positive character traits.

Screen Time Considerations

Parents' reactions to digital media might be mixed. While they value the convenience of digital platforms, some parents might be cautious about excessive screen time and prefer a balanced approach between print and digital reading.

Shared Reading Experience

Parents often enjoy sharing child-friendly literature with their children as a bonding activity. Picture books and read-aloud sessions provide opportunities for shared experiences and conversations.

Educational Tools

Parents view child-friendly literature as a valuable tool for their children's intellectual and emotional evelopment. They seek books that not only entertain but also educate and stimulate creativity.

It's important to note that reactions can vary widely based on individual preferences, cultural backgrounds, and the specific content being presented. Providing a diverse range of child-friendly literature across various media platforms allows for more inclusive and personalised reading experiences for children, teachers, and parents.

IMPACT ON CHILDREN WITH EXAMPLES AND EVIDENCES

Child-friendly literature has a significant impact on children's cognitive, emotional, and social development. Here are some examples and evidence of the positive effects of child-friendly literature on children:

Language Development Example

Picture books with rich vocabulary and engaging storytelling help expand children's vocabulary and language skills.

Evidence

Research published in the journal "Developmental Psychology" showed that exposure to high-quality picture books positively correlated with children's vocabulary growth.

Imagination and Creativity

Example: Fantasy and imaginative stories encourage children to explore their creativity and think beyond the boundaries of reality.

Evidence: A study published in the journal "Child Development" found that exposure to imaginative stories led to higher levels of creativity and imagination in children.

Empathy and Emotional Understanding

Example: Stories that feature characters facing various emotions and challenges can help children develop empathy and a better understanding of others' feelings.

Evidence: Research published in the journal "Child Development" demonstrated that reading literature with emotional content improved children's ability to recognise and understand emotions.

Cultural Awareness and Diversity

Example: Books with diverse characters and settings expose children to different cultures and perspectives, promoting tolerance and cultural awareness. Stories reflecting various cultures, regions and traditions help children develop a sense of cultural identity and respect for diversity.

Evidence: Studies like those conducted by the Cooperative Children's Book Centre show the positive impact of diverse literature on children's understanding of cultural differences.

Cognitive Skills and Critical Thinking

Example: Stories with complex plots and problem-solving situations enhance children's cognitive skills and critical thinking abilities.

Evidence: Research in the journal "Reading Research Quarterly" found that exposure to narratives with challenging content led to improved cognitive skills and critical thinking in young readers.

Motivation to Read

Example: Engaging and entertaining stories foster a love for reading and motivate children to explore more books.

Evidence: The National Literacy Trust reports that children who enjoy reading are more likely to read frequently and perform better academically.

Parent-Child Bonding

Example: Reading child-friendly literature together allows parents and children to bond over shared experiences and discussions.

Evidence: A study published in the "Journal of Developmental & Behavioral Pediatrics" found that reading with parents positively influenced children's socioemotional development.

Positive Values and Moral Lessons

Example: Stories with moral dilemmas and ethical choices can help children develop a sense of right and wrong.

Evidence: Research published in the "Journal of Moral Education" suggests that literature can play a role in fostering moral development in children.

Academic Achievement

Example: Exposure to various genres and topics through child-friendly literature can enhance children's knowledge and readiness for academic learning. Books related to science, history, and other subjects make learning more engaging and memorable.

Evidence: The U.S. Department of Education highlights that reading proficiency in early grades is a strong predictor of future academic success. Child-friendly literature serves as a powerful tool for children's holistic development, offering cognitive, emotional, and social benefits that extend beyond the act of reading itself. These impacts are supported by a wealth of research and observations in educational and psychological studies.

POTENTIAL

The field of child-friendly literature holds immense potential for further growth and innovation. As technology evolves and societies become more interconnected, there are several areas where this field can expand and make a positive impact:

Digital Innovations

Embrace technological advancements to create interactive e-books, apps, and digital platforms that engage children through animations, games, and multimedia elements. This can enhance the reading experience

and reach children who are more accustomed to digital devices.

Diverse Representation

Continue to prioritise diverse characters, cultures, and perspectives in child-friendly literature to promote inclusivity and expose children to a broader range of experiences.

Multilingual Offerings

Create child-friendly literature in multiple languages to cater to the linguistic diversity of India and other countries. Bilingual and multilingual resources can support language learning and cultural understanding.

Augmented Reality (AR) and Virtual Reality (VR)

Integrate AR and VR technologies into child-friendly literature to provide immersive storytelling experiences that transport children into the worlds of their favourite stories.

Global Collaboration

Foster collaborations between authors, illustrators, and publishers from different countries to create cross-cultural stories that resonate with children worldwide.

STEM-focused Literature:

Develop child-friendly literature that explores Science, Technology, Engineering, and Mathematics (STEM) concepts in engaging and accessible ways, promoting interest in these fields from a young age.

Social and Environmental Awareness

Address important global issues such as climate change, sustainability, and social justice through child-friendly literature to inspire young readers to become informed and active citizens.

Personalised Learning

Leverage data-driven insights to create personalised reading experiences that adapt to each child's reading level, interests, and learning style.

Educational Partnerships

Collaborate with schools, libraries, and educational institutions to integrate child-friendly literature into formal education settings and curricula.

Parental Involvement

Develop resources that guide parents on effective ways to read and engage with child-friendly literature to maximise its educational and developmental benefits.

Cultural Preservation

Focus on preserving and sharing indigenous stories and folktales to ensure that cultural heritage is passed down to younger generations.

Empowerment Literature

Create stories that empower children by showcasing characters who overcome challenges, develop resilience, and embrace their uniqueness.

Literature in Marginalised Communities

Increase efforts to make child-friendly literature accessible to children in marginalised communities, including those with disabilities, refugees, and underserved populations.

Literary Events and Festivals

Organise events, festivals, and reading campaigns that celebrate child-friendly literature and encourage a love for reading among children and families.

Research and Impact Assessment

Invest in research to measure the impact of child-friendly literature on children's educational outcomes, cognitive development, and social skills.

The potential in the field of child-friendly literature is vast, and it offers opportunities to shape the future of education, storytelling, and children's development in innovative and meaningful ways.

GAPS AND EMERGING ISSUES

While child-friendly literature has the potential to make a significant impact, there are certain gaps and issues that need to be addressed to ensure its effectiveness and accessibility. Some of these include:

Access and Distribution

Physical infrastructure: Limited access to libraries and bookstores in certain areas prevents children from accessing a variety of child-friendly literature.
Digital Divide: Children without access to digital devices or the internet miss out on the benefits of digital child-friendly literature.

Quality and Cultural Relevance

Quality control: Ensuring the quality of child-friendly literature in terms of content, illustrations, and educational value is crucial for effective learning.
Cultural sensitivity: Stories should reflect the cultural diversity of the readers and avoid stereotypes or misrepresentations.

Linguistic Diversity

Language barriers: Availability of child-friendly literature in multiple languages is essential in linguistically diverse countries like India.
Translation Challenges: Translating stories accurately while retaining cultural nuances can be challenging.

Inclusivity

Diverse representation: Lack of representation of different genders, ethnicities, abilities, and backgrounds in child-friendly literature hinders inclusivity.
Stereotyping: Stereotypical portrayals of characters and cultures can reinforce biases and limit children's perspectives.

Engagement and Relevance

Changing preferences: Keeping up with evolving trends and the changing interests of children is important to maintain engagement.
Age-appropriate content: Ensuring

content is suitable for the target age group and aligns with their cognitive and emotional development.

Educational Integration

Alignment with curriculum: Integrating child-friendly literature into educational curricula can be challenging due to the need to balance creative content with academic requirements.

Educator Training: Teachers may need training to effectively use child-friendly literature as an educational tool.

Digital Overload

Screen time concerns: The growing reliance on digital platforms for child-friendly literature raises concerns about excessive screen time and its impact on children's well-being.

Parental Engagement

Parental involvement: Encouraging parents to engage in shared reading experiences with their children can be challenging due to busy schedules and varying literacy levels.

Affordability

Cost: The cost of purchasing child-friendly literature, especially in print format, can be prohibitive for families with limited financial resources.

Data Privacy and Online Safety

Digital platforms: Ensuring the safety and privacy of children when using digital platforms and apps is crucial.

Content Regulation

Quality Assurance: Ensuring child-friendly literature meets age-appropriate standards and doesn't contain harmful content is important.

Cultural Preservation

Loss of traditional stories: The popularity of modern child-friendly literature can sometimes overshadow traditional folktales and indigenous stories, leading to a loss of cultural heritage. Addressing these gaps and issues requires collaborative efforts from governments, educational institutions, publishers, NGOs, and technology providers. By acknowledging and working to overcome these challenges, stakeholders can create a more inclusive, educational, and enriching experience for children through child-friendly literature.

Suggestions for Way Forward

To move forward and maximise the positive impact of child-friendly literature, various stakeholders can implement strategies and initiatives. Here are some suggestions for the way forward:

Promote Cultural Diversity

Prioritise the creation and distribution of child-friendly literature that represents diverse cultures, languages, and perspectives.
Encourage collaboration with indigenous communities to preserve and share their stories.

Quality Assurance

Establish quality standards for child-friendly literature to ensure educational value, accuracy, and appropriateness for the target age group.

Encourage reviews by educators, child psychologists, and experts in children's literature.

Multilingual Approach

Create child-friendly literature in multiple languages to cater to linguistic diversity, with a focus on maintaining cultural nuances during translation.

Inclusive Representation

Ensure that characters in child-friendly literature reflect a wide range of genders, abilities, ethnicities, and backgrounds to promote inclusivity and representation.

Educational Integration

Collaborate with educators and educational institutions to integrate child-friendly literature into curricula, creating a seamless connection between reading and learning.

Parental Engagement

Offer resources and workshops to guide parents on the importance of reading with their children and strategies for fostering a love of reading.

Digital Literacy Programmes

Develop programmes that teach children and parents about responsible use of digital platforms for accessing child-friendly literature.

Public-Private Partnerships

Foster partnerships between government agencies, NGOs, publishing houses, and technology companies to collectively promote child-friendly literature.

Accessible Formats

Ensure that child-friendly literature is available in both print and digital formats to cater to varying preferences and resources.

Author and Illustrator Training

Provide training and workshops for authors and illustrators to create high-quality child-friendly literature that is both engaging and educational.

Literacy Campaigns

Organise reading campaigns, book festivals, and storytelling events to create awareness about the importance of child-friendly literature and reading.

Research and Impact Assessment

Conduct research to measure the impact of child-friendly literature on children's cognitive development, language skills, and empathy.

Creative Funding Models

Explore innovative funding models to support the creation and distribution of child-friendly literature, such as crowd-funding campaigns or collaborations with corporate sponsors.

Digitisation of Indigenous Stories

Collaborate with indigenous communities to digitise and preserve traditional stories while making them accessible to children in modern formats.

Empower Young Readers

Involve children in the creation and evaluation of child-friendly literature to ensure that the content resonates with their interests and needs.

Advocacy and Policy

Advocate for policies that promote the availability and accessibility of child-friendly literature, both in print and digital forms.

By implementing these suggestions, stakeholders can collectively work towards a future where child-friendly literature becomes an integral part of children's education, fostering a love for reading, critical thinking, and a deeper understanding of the world.

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Building National Consciousness in Primary School Students through English Language Teaching

Padma Thinless*

Devendra Rankawat**

Abstract

Being 'conscious of' something means being aware of one's environs. National consciousness is not a tangible thing; yet, it plays an important role in nation-building. It plays a crucial role in promoting national unity, peace, diversity, patriotism, and gives a sense of belonging within the diverse national community. The concept of 'nation' is an artificial one; therefore it requires a conscious effort to inculcate the right values and attitudes in children so that they may grow into proud citizens tomorrow. National consciousness refers to a state of awareness of one's surrounding as well as the necessary sense of shared identity, unity, and bonding among the people of a particular nation. Since the nation rests on the idea of a continuous history, bringing up children on the diet of national history would likely result in a better future for children. This paper is an attempt to find out whether the primary school English language curriculum addresses the issue of national consciousness. In this direction the study seeks to analyse whether the content and style of representation in the Marigold English textbooks instils national consciousness and if yes, to what extent. Also, whether there can be further reinforcement of this idea in verbal and visual content of the books.

Key words: *Unity, Patriotism, Language, Belonging, National consciousness, Identity*

INTRODUCTION

National consciousness is not a tangible thing; yet, it plays an important role in nation-building. It is crucial for the promotion of national unity and peace, diversity, tolerance and acceptance of diversity and inculcation of a shared sense of belonging to the

*Research Scholar, Central University of Rajasthan
**Assistant Professor, Central University of Rajasthan

diverse national community. Certainly, nations are man-made. They don't occur naturally like plants, rivers and mountains. To build a nation, it takes people who envision their collective existence in a certain way and to develop this sense of collective existence, a certain kind of education is needed. This paper is an attempt in the direction of finding out whether the primary school English language curriculum of NCERT addresses the issue of national consciousness. To do so, the study seeks to analyse whether the content and style of representation of the Marigold English textbooks (Class I to Class V) instils national consciousness in children and how its structuring and selection of content contribute to its reinforcement. The attempt is also to suggest literature which can help inculcate national consciousness.

Generally, consciousness is defined as the physical and mental state of being awake and fully conscious of one's surroundings, thoughts, and feelings. Also, consciousness is frequently used as an interchangeable term for 'awareness'. National consciousness thus refers to a state of awareness in which one conceptualises who one is, where one belongs to, how one wishes to be seen by others. Benedict Anderson's idea of "imagined community" is that a nation is made up of people who see themselves as part of a certain group. He conceived of 'nation' as a community living in a territory with well-defined borders, and as a group with specific configuration of citizenship. In order to better understand nation as a concept it is necessary to analyse how an individual is able to attach himself with territory and its symbols.

The sentiment of attachment among its citizens and the will to differentiate themselves from others are the two pre-requisites of a nation. It is noted that there are various other factors in the creation of national identities. National identity is created within a specific community that has common beliefs, rituals and memories, which are thought about and spoken in a specific language. A shared language strengthens the contact channels between people and helps build a real sense of belonging. For instance, languages like English, French and German and their school education system played a decisive role in generating strong national consciousness among the people of these nations.

Similarly, identifying and establishing what it means to be a member of a nation socially and psychologically is of key importance. Continuity over time and differentiation are the other key criteria of identity. Continuity is embedded in historical roots. Last but not the least, having a set of shared symbols and rituals plays an equally decisive role in fostering national identity. Symbols such as national flag and rituals like attending a national day give strength to the community and a feeling of unity

because such events and symbols are meant for hallowing a common past. Individuals can experience an emotion of unusual strength that stems from their affiliation with the nation through rituals.

The most important resource of a nation is its citizens. In the absence of aware, loyal and proud citizens, all other resources may simply go waste. In developing this one resource, education is extremely vital. Just as bringing children up to a national iconography molds them in a desired way, so their language curriculum can be designed to reinforce their sense of a collective identity. The National Policy on Education 1986 envisions an education system rooted in the Indian ethos—one that contributes directly to transforming India into an equitable and vibrant knowledge society. By providing high-quality education to all, India can be transformed into a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop in the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

The approach of primary language curriculum of letting students make visual observations and then have conversations around these, plays a vital role in primary education. Observation of iconography and diversity of our country, and the

reading of literature pertaining to national historical events, could be very helpful in imparting a basic understanding about the nation to our children. Understanding the relation of the present conditions to our history is a major, if not the most important, factor determining the way in which the nation perceives itself. For instance, a 'Read Out Exercise' in Unit 2 of Class II textbook in the Marigold series, enabling understanding of inclusivity says, "So what if they are dark or fair, so what if they are tall or small, so what if they are 'this' and 'that', they are your children, And you love them for what they are" (Page no. 37, Marigold Class II). Likewise, a poem in Unit 8 of the Class I textbook speaks of pride in being Indian and teaches children how to be a good Indian. A read-and-act story titled The Tiger and the Mosquito says, "A tiger was dozing under a tree. A mosquito came buzzing by. The tiger said, "Hey! Mosquito!"... The tiger struck out with his paw. The mosquito flew off. This time, too, he hit himself... The mosquito called out after him, "Don't be so proud, my friend. Everyone is great in his own way." (Page no. 91, Marigold Class I). A reading exercise in it says, "I must not hit anyone. I am proud to be an Indian." (Page no. 92, Marigold Class I). The need to comprehend and empathise with the theological, philosophical, ethical, cultural, economic, and political perspectives of others, should be the key attributes of an Indian.

A clear sense of one's own identity is definitely a key factor in determining how one relates to others and responds to them. In the last chapter, titled *Who will be Ningthou,* in the Class V Marigold series, there is a story about a king from Manipur. The story introduces students to a number of themes such as multi-lingualism, leadership and gender awareness. It sensitises the students about the far-east states of India and its languages. The story familiariases them with Manipuri words too such as, "A king is called 'Ningthou' and a queen is called 'Leima' in Manipuri… Their beloved king and queen had three sons—Sanajaoba, Sanayaima and Sanatomba. Twelve years later, a daughter was born. She was named Sanatombi" (Page no. 167, Marigold Class V). Subsequently, the 'Let's Listen and Talk exercise in the chapter encourages students to learn more about Manipur.

1. Can you point out Manipur on the map of India?
2. What language do the people of Manipur speak?

(i) Assamese (ii) Maithailon (iii) Mizo (Page no.172, Marigold Class V)

Of course, it is a fact that the North-eastern states, even today, remain either under-represented or altogether neglected. A report by MHA, prepared under the chairmanship of Shri M.P. Bezbaruah to look into the concerns of the people of the North-East living in other parts of the country says, "One of the most persistent suggestions placed before the Committee was to educate the future generation on the history and culture of the North-East by inserting appropriate chapters in the textbooks. We had detailed discussions with the Ministry of Human Resources Development (MHRD) on this issue; and officers of MHRD including Secretary-Higher Education, Secretary-Primary Education, representatives from the University Grants Commission, NCERT, etc., were present.

MHRD impressed upon us that the Ministry was aware of the important role played by the education system in creating awareness and in sensitising people about the North-East. The Ministry assured us that they have taken a number of initiatives in this regard. The note received from the Ministry can be read in Annexure 14B. The MHRD also informed us that NCERT had edited textbooks for secondary level on the basis of recommendations of the Mrinal Miri Committee." (Government of India, 2014).

Although the committee and its recommendation were primarily focused on the issues faced by people from the North-eastern region; its suggestion seems to be applicable to every lesser-known culture, history and language of India. In the same way, NCERT could add more and more 'native' stories from other parts of the nation in order to understand the vast geography of the country and the diverse people living therein.

Fundamental Duties mentioned in the Indian Constitution have also been quoted at the end of the last chapter of the Class V book to instill a sense of duty among students; to encourage them to abide by the Constitution and follow the noble ideals that inspired India's freedom struggle; to defend the country and perform national service when called upon; and to promote harmony and a spirit of common brotherhood that transcends religious, linguistic, regional and class differences.

has helped the nation grow. There is a chance to highlight specific locations, geographical elements or historical context that could otherwise be overlooked. Naming public infrastructure, such as roads, streets, junctions and buildings after national heroes is a common practice in every nation. This aspect could be elaborated in the textbooks.

In this context, Unit 9 of the Class V textbook, titled *Sing a Song of People* contains a navigation exercise
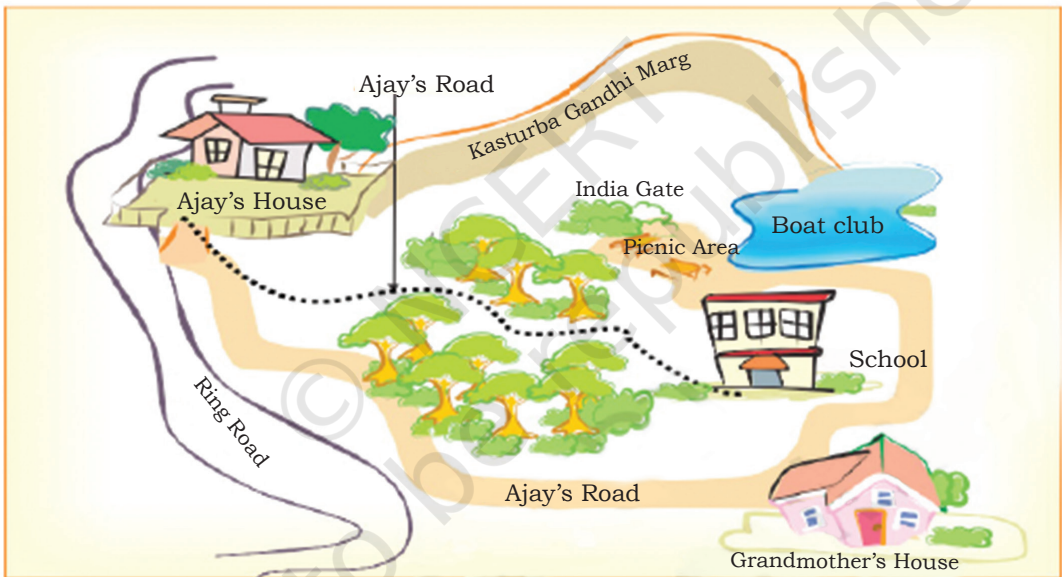
The names of public places, buildings, and monuments are an important strand of our history because they honour people and events from the past. They show not only who the person is, but also what he or she has done and how it

which has some important names pertaining to national history, such as *Ashoka, Kasturba Gandhi, India Gate.* Framing of such exercises around historically significant personages would certainly enable students to remember the country's

heroes, which would consequently lead to the celebration of past idols. The above exercise of navigation in the chapter encapsulates the whole concept of commemorating the legacy left behind by the national figures.

Cultural diversity is a characteristic of nearly every nation on earth today. India is one of the world's most culturally diverse nations. It affords a wide variety of cultures, perhaps making it the most multicultural nation on our planet. Its enormous population includes Hindus, Muslims, Christians, Sikhs, Buddhists, Jains, Zoroastrians and others. There is also a great deal of cultural variation depending on factors such as region, language, caste, and ethnicity. According to the 2011 census, inhabitants in this country spoke one hundred twenty one distinct languages. Twenty-two of

Mahatma Gandhi's approach, which includes inclusiveness, tolerance and compassion for the perspectives of people with other philosophical, religious, political, and cultural orientations, is regarded as not only relevant but urgently needed as a solution in today's conflict-ridden world. The current syllabus does have a certain message of diversity in a few chapters and exercises. For instance, the following exercises in Unit 2, titled *I Want* in the Class II textbook should instill an understanding of the diversity in people's facial appearance, in different parts of India.

Similarly, a story named *The Magic Garden* in the Class III textbook demonstrates the diversity in the form of a garden having numerous varieties of flowers. *The Magic Garden* seems to symbolise a place, where

Let's share

There are many kinds of people. They all look different. One face has been drawn for you. Complete the rest of the faces.

these were spoken by over 96 per cent of the population. According to the statement, there are seven hundred five Scheduled Tribes in India. Even within these groups, there is a great deal of diversity.

diverse people can live together happily by not only appreciating their similarities but also by celebrating the differences. (Page no. 4, Marigold Class III)

CONCLUSION

Since the idea of a nation rests on the idea of continuous history, bringing up children on the diet of nation and its history would likely result in a better future in terms of tolerance and respect for communities other than one's own. In this respect, right education at the primary school stage plays a significant role in a child's cognitive, affective and behavioral make-up. Therefore, it is necessary to feed children with literature that can promote national unity, peace, and respect for diversity. Undoubtedly, there are stories, poems and exercises which lead the way. Yet, a little more visual representation of diversity of people and places would definitely result in making a desired impact on the children with whom lies the future of our nation.

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5

Warli: A Pedagogical Tool for Primary Classes

Ridhi Sharma*

Abstract

India is known for its rich diversity as it is home to different religions, cultures, languages and art forms. Art plays a very important role in a child's life. It helps a child to develop motor skills (both fine and gross), appreciates numeracy, reduces stress, builds a child's self-esteem, enhances creativity and can also act as a medium for starting a conversation. Integrating various Art forms with school subjects helps to facilitate specific skill development and holistic fun-based learning among students. This is especially true in primary classes where an interdisciplinary approach is followed in order to build a foundation for later classes. This article focuses on how integrating such Indian Art form known as warli can lead to better conceptual clarity among students in different subjects.

INTRODUCTION

With a background of abundant cultures, India is divinely blessed with diverse yet unique folk arts and traditions. We have introduced rich picturesque art forms which are much admired by the world. These range from beautiful Madhubani paintings from Mithila a region of Bihar to Tanjore paintings of Thanjavur in Tamil Nadu, in Phad from the state of Rajasthan to Gond Painting of Madhya Pradesh and so on.

One such naïve and treasured folk art form in India is *'Warli'*. *Warli* painting is a style of tribal art crafted by people of Warli tribe mainly residing in the North Sahyadri range in Maharashtra. This range encompasses cities and town such as Dahanu, Talasari, Jawahar, Palghar, Mokhada and Vikramgad of Palghar district. Though the tribe inhabits

*Independent Consultant, TCS

in proximity to the highly populous city life of Mumbai, the *Warli* tribe has maintained a distance from the contemporary culture of the metropolis.

The existence of *Warli* art can be traced back to more than ten thousand years. The art being a form of non-verbal communication, is vastly influenced by their ingenuous lifestyle practices and customs. While comprehending the harmonious inter-dependency of nature and human life, their everyday life practices and even the environment-friendly things they use, are seen to be a part of their art culture. Such value-conservation of nature, simplicity of living and celebration of a way of life-need to be re-emphasied in the twenty-first century.

Warli Art

Since ancient times, *Warli* artists use their huts made of clay as a canvas. The walls of the huts are usually smeared with the terracotta providing the signature earthen backdrop. Using a sticky paste of rice and water, the illustration are painted with the help of chewed bamboo sticks.

Warli art is purely based on their life and its events. Prominence of mountains, coastline, harvest, animals, plants and trees in their art-portrays their love towards the nature and its importance in their lives. Not only the landscape, even the animals carts, utensils and musical instruments that the people of the *Warli* tribe use in their daily lives, is artistically illustrated. Prominently drawn images of gods and goddesses and worshiping practices also inculcates the idea of their devotion in every celebration. Interestingly, no straight lines are used in this art. The elements consists of circles, triangles, squares, curved lines, running dots instead. As stated earlier, originally *Warli* art consisted of white figures on a mud-brown background. Later,

black became predominant. Recently, the use of Maroon and varying shades of brown on white background can also be seen. These figures, although static, seem full of life and movement.

Though being so captivating in nature, *Warli* as an art came into limelight around early 70s, after it caught the eye of government and native NGOs, who lauded and supported this art form. The story would have been much different, if it wasn't for constant efforts of a local artist, Shri Jivya Soma Mashe, who started to draw in this art form. Jivya was born in 1934 in the Ganjad village near Dahanu in Palghar district of Maharashtra. He lost his mother at the age of eleven, after which he stopped conversing with anyone, rather he kept drawing on sand. He gradually started to observe and learn from the women of the community who were raising him. He assisted them while they drew Warli paintings on the outer walls of their house during festivals and other religious celebrations. Though men of the community discouraged the idea of a male helping women in any of the household activities, Mashe's persistent devotion for drawing consequently, made everyone change their outlook. His drawings evolved with his age. In 1970, during an exhibition in Delhi 'Apna-Utsav' festival, *Warli* paintings were exhibited which included Mashe's work. This was the turning point for the Warli art and artisans. In sometime his work was recognised around the world and Mashe received a number of honors and awards. In 1976, he was felicitated by Mrs. Indira Gandhi with a National Award. He had received the title of 'Shilpa Guru' by the Ministry of Textiles in 2002 and was presented with the *Prince Claus Award* in 2009. He was awarded the *Padma Shri* in 2011, becoming the first tribal artist to be honored with this award. Mashe passed away in 2018, but his legacy is being continued by two of his sons and grandchildren.

Likewise other art forms, *Warli* art has made a long journey since its recognition. Use of skillfully drawn figures printed on bright or contrasting backgrounds of fabric can be seen on sarees, bags, wallets, even mugs, earthen pots, decorative items for homes, canvased walls of the metro station, airports, almost everywhere. In 2018, in Mangaluru, Karnataka, a government school decided to beautify the school premises to celebrate twenty successful years of the establishment. They wanted to do something unique. With consensus, a renowned *Warli* artist was approached who outlined *Warli* art on the walls, while the parents of students of the school volunteered to fill colours in the outlines.

WARLI AS PEDAGOGY

This art form fascinating makes *Warli* art amenable to pedagogical use. Since *Warli* consists of simple geometrical figurines, it can be used in varied contexts. It can easily depict traditional

lifestyles as well as contemporary social issues. Indeed, the Warli art form too, had undergone a sea change, thanks to greater exposure, and its own inherent adaptability. Further, the artists seem open to the idea of experimenting and evolving.

The image above is an inspired version of an airplane in Warli art form. Such inclusions in folk art are crucial, as the general population can relate more to stories or depictions which include elements of an urban lifestyle. Though it is important to keep the fundamentals like agriculture and other farming activities alive in the art form, as they are the crux of *Warli* art, regrettably are under-appreciated by the urban communities as these activities aren't practiced on regular basis in an urban-setting. Therefore, it becomes the responsibility of an educator to introduce the learners at an early age with such art forms and with as many relatable elements as possible.

LANGUAGE DEVELOPMENT

Children use language for a variety of purposes to recall the past (event, person or object in the past), to express their fears or plans, to explain things, to describe, and to respond to situations. *Warli* art can be used by the teacher 'to create on environment which permits children to make continuous attempts to link the use of language with life experiences and objects' (Kumar, 2004).

GENDER SENSITIVITY

The above (self-created) image is an attempt to portray birth of a girl child

to a couple. While the proud parents are holding their beloved new born daughter, walking towards the sacred place, the people around are playing musical instruments and dancing to the tunes in its celebration. Such pictures are a great resource for creative and analytical talk. Children need to be taught about gender equality and sensitivity. Since decades, India has been a slave to the idea of preferring a male child over a female child. Through education, governmental policies, and awareness programmes, this attitude towards the preference is gradually changing, however it still remains as one of the major social issues in our country. The above picture is an effort to sensitise the viewer towards the concern of gender equality and equity.

Inclusion

We live in an inter-dependent world: human-nature, animate-inanimate. None of us can meet all our needs on our own. The above (self-created) picture brings out the reality of inter-dependence, it also accepts and celebrates diversity.

A sense of belongingness for every being and opportunities to cherish life with uniform prospects, is strived to be portrayed in the image above. As a society, we must all try to live in harmony with each other, respecting one another and helping one another. There are things in life which can be learnt and experienced well, if we broaden the horizon of our mind and appreciate while accepting love and compassion the ones who have been excluded.
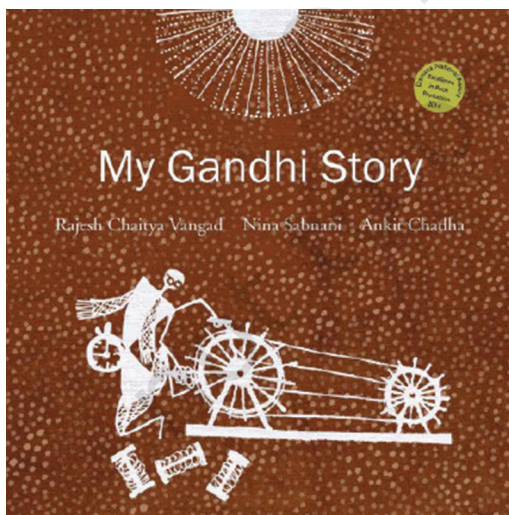
DIGNITY OF LABOUR
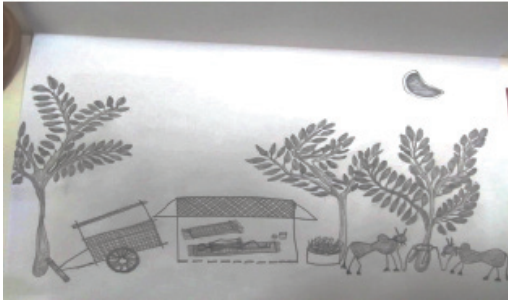
The above image showcases a man resting under a roof after concluding his tiring day of working in the field while the two 'cows' seem to be enjoying a chat about their day, under the moon lit sky. Labour and rest are universal. The picture can trigger discussion on various kinds of labour, visible and invisible.

School Projects

Young minds can be encouraged to draw or even develop a book of their own; perhaps the whole class can come out with a journal, which can be illustrated in the Warli art form. The possibilities are boundless. Teachers may tell learners that such books do exist, as in the following:

Authors: Nina Sabnani, Ankit Chadha
Illustrator: Rajesh Chaitya Vangad

The content and illustrations in this book show Gandhiji's ouster from the train in Africa, and his determination to win justice through non-violence. This book is the result of three minds: an artist of the *Warli* tradition, an animation filmmaker and a storyteller come together in a unique collaboration to create a very visual Gandhi story. In an interview, the authors recall that during the book launch, many children initially mistook the charkha to be an old kind of bicycle! The artwork is breath-taking. Photos of the great personality fill the pages alongside the *Warli* illustrations that depict Gandhiji's lifelong journey and struggle. The illustrations greatly enhance the narrative; in fact, they may be studied as paintings on their own merit.


CONCLUSION

The beauty of our everyday life can be easily displayed through the symphony of silent patterns. *Warli* on the other hand, aspires the art of storytelling with a message to live in harmony with nature and other beings. Novice teachers, particularly those who are to teach the primary grades, are sometimes at a loss when it comes to drawing.

Warli: A Pedagogical Tool for Primary Classes

They can, however, easily use *Warli* without much differently. If still different, they may download and photocopy a few *Warli* illustrations.

Interacting about a picture can be very fruitful from the point of view of developing children's language and concepts. As the children develop interest, different dimensions of response can be elicited: finding, relating, reasoning and predicting.

The first 6 years eight month of a child's life, known as the early childhood stage, are globally acknowledged to be the most critical years for cognitive development. (NCERT, 2004)

Investing in these years, through language, art, and values is of crucial importance to ensure an enabling environment for every chid.

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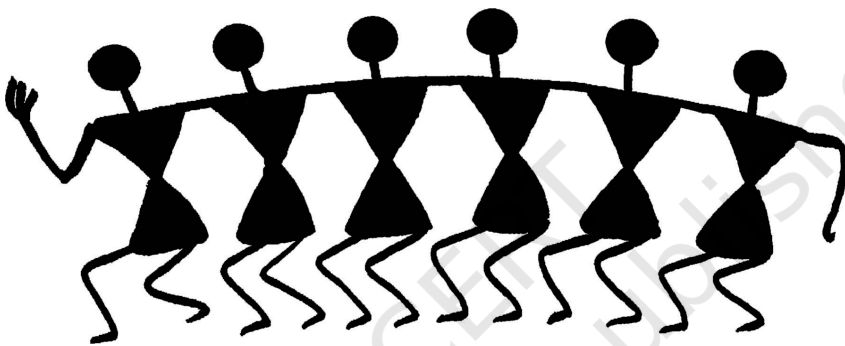
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6

Achieving Learning Outcomes through Drama: An Action Research

Neeraj Kumar*

Abstract

The introduction of Learning Outcomes has been a marvelous step to mark the students on the learning continuum. It would be inappropriate to assess the children on the basis of a pen-paper test taken at the end of the term. The expected learning outcomes developed for Classes I to VIII help the teachers to take the right path of teaching-learning. It also helps the teacher to keep a check on the improvements made by the learner. The present action research is regarding the achievement of learning outcomes of Hindi language by Class I students of a Delhi government school. The difficulty they face in this regard has been the root cause of this research. The research also tries to put forth a possible method to achieve the learning outcomes. This paper tries to explore the potential of Drama. Drama is used to help the students achieve more than they could do earlier. Many drama exercises and activities are used in the classroom situation by the action researcher to achieve the learning outcomes time and again over a period of time in an academic session. Through observations, group discussions, class work and reflective diaries, the inferences have been drawn after cross analysing the data.

Keywords: Learning Outcomes, Drama, Action Research, Language

INTRODUCTION

At no stage or class do we start from 'no learning'

    —Learning Outcomes at Elementary Stage, NCERT (2017).

A child who comes to a formal school system brings along a lot of experiences and understanding about the environment. This treasure with which the child enters the school is

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Assistant Teacher (Primary), GSKV, U-Block Mangolpuri, Delhi 11008
Core Academic Unit, Directorate of Education , Old Secretariat, Delhi

the foundation stone for building a new castle. But the moment a teacher starts teaching, all this treasure is locked away. This goes even for language teaching. Children usually find it difficult to express themselves even in their first language for example Hindi in Delhi region. Teacher keeps on asking the name of a first grader but even after many different trials, no answer is received or a little murmur is heard. Of course, not all cases are like this but a primary teacher can very well relate to it.

Some of the students who don't participate in classroom dialogue or who are very shy to say something are often the ones who are very talkative at home. What made them so talkative at home and equally hesitant in school? Is it the environment difference which is playing the role? Is it the language that is becoming hindrance? Here, we are not talking about some foreign language but Hindi. As a teacher, the researcher faced many such cases of students who can't express themselves clearly, whose thoughts are not coherent, who can't decide what to say when to say, who don't use language for their expression.

This action research explores a class teacher's experiences and observations towards achievement of Learning Outcomes related to Hindi Language. Problems in the way of achieving Learning Outcomes are identified by the teacher.

Learning Outcomes

A learning outcome is a statement that tells what a learner is expected to be able to do and know about at the completion of a topic or chapter or unit. Learning outcomes are written in behavioral language. These include the learnt skills, attitudes, knowledge and values that a student is expected to exhibit. The learning outcomes can be drafted at various levels like related to a topic, a theme, a chapter or a subject and even a class level. NCERT being the apex body that works for school education has drafted class wise subject specific learning outcomes. In reference to that SCERT Delhi has also drafted Learning Outcomes as per the needs and background of students of Delhi. The central idea behind these grade wise learning outcomes is to develop the ability of the child to understand the concepts, find the connections among the events or facts and draw inferences. Further, a child should be able to express the understanding in oral and written form with confidence. It is not just recalling the facts but making statements with a logically built argument. Therefore, SCERT Delhi has framed learning outcomes and based on those, Learning Outcomes Registers have been distributed to all the teachers of Primary classes to keep a record of the students' level. This register has come out very handy for teachers as it is very convenient to mark the level of students on their own pages of the LO register. All the schools of Directorate of Education have been following the same.

STATEMENT OF THE PROBLEM

While handling Class I students, the teacher researcher observed that most of the students lack confidence in speaking even in the Hindi language. Hindi language is considered the first language of the students who are local residents of Delhi region. They find it difficult to use it to express themselves. This problem couldn't be solved through regular teaching even if carefully planned. The researcher tried to help the students reach a better level of Learning Outcomes but even after three months of regular instruction, nothing much could be done.

OBJECTIVES

The primary objective of this action research is to improve the levels of learning of the students studying Hindi language. These language skills are directly related to the learning outcomes defined for the Hindi language. The secondary objectives are: (i) to understand the concept of drama; (ii) to determine, through action research, whether there is a relationship between students' behavior and drama; and (iii) to find ways to use drama as a medium of instruction.

RESEARCH QUESTIONS

1. Why cannot students express themselves in Hindi?
2. Why do students find it difficult to achieve expected learning outcomes?
3. How can the teacher-researcher bring about the improvements in

Language skills of the students?
4. What is drama?
5. How can it be used in a classroom?
6. How Drama work as a medium of instruction?
7. Which Learning Outcomes of Language (Hindi) can be achieved through Drama?
8. Is there a relationship between learners' behavior and Drama in education?

METHODOLOGY

The research model is planned as an action research. Action research is the research that focuses on a particular problem or difficulty faced by the researcher in its way of action. The data on a specific problem is gathered, possible solutions are thought and tried out and finally the results are evaluated. To carry out this action research following steps are taken—

- Determining the problem statement
- Writing the research questions
- Study of related Literature
- Data collection
- Data analysis
- Chalking out an action plan
- Implementing the action plan
- Analysis and evaluation of the implementation

STUDY GROUP

This action research is conducted on the students of Class I of a government school of Delhi. The total number of

students is 38 (equal number of boys and girls) to which the researcher is the class teacher for the academic session. The age of the students is between 5–7 years.

DATA COLLECTION

This is the status of level of achievement of the 38 children of Class I before using the intervention of Drama.

S. No.	Learning Outcome	Exceeds curricular Expectations	Mastered Curricular Expectation	Partial Competence	Total Students
1.	The learners discuss the heard stories, poems, incidents, etc.	6	10	22	38
2.	The learners identify letters by listening to their sounds in stories, sentences, etc.	7	7	24	38
3.	The learners take interest and talk about the pictures presented. (objects, characters, incidents taking place in the picture)	6	10	22	38
4.	The learners attempt to read print in the surroundings (advertisements, directions, names of places, etc) by choosing on their own.	7	7	24	38
5.	The learners try to express themselves in their own way.	6	7	25	38

ACTION PROGRAMME

To help the students to improve their level of learning of the Hindi language, an intervention is thought of and planned. Using drama in the classroom is tried. Since, the teacher researcher had studied Drama Activities and experienced the activities herself during her pre-service teacher training programme. Some drama activities are searched by the teacher-researcher after having an understanding of Drama.

The origin of the word drama is in Greek language. The term "Drama" has been derived from the verb "draō" which means 'to do' or 'to act'. In Greek it became the synonym of action or play. Drama refers to a process where it is used to explore and understand a theme through a pool of activities. Drama is largely concerned with the experience by the participants. Peter Slade advocated 'child drama' has 'therapeutic effects of free expression' and Brian Way (1967) insisted that drama was primarily about making better, more developed individuals. All such developments had an effect in my outlook towards drama and other arts. In India, all the previous N.C.Fs of 1975, 1988 and 2000 emphasised at Art education by defining its aims and objectives in the school curriculum.

NCF 2005 also describes the objectives that drama education holds. We can articulate the aims of drama in simpler term as—

- to develop social skills in children.
- to enable the child to cooperate and communicate with others in solving problems in the drama and through drama.

After having this understanding, various Drama activities are conducted with the students over a period of 5 months. These activities include role play, improvisations, creating drama scenes from the textbook or the story listened, freezing exercises, framing exercises, extempore, ice-breaking exercises, warm-ups, teacher-in-role, children-in-role, hot seating, imitating, dancing, sharing experience, telling *aap beeti*, mime, simulation, dumb charades, exchanging the names, storytelling, what am I holding?, telephonic conversations without the phone, role reversal, characterisation, re-enactment, dialogue delivery, deciding storyline, performing a play, acting out poems, group discussions and other group activities. All of these activities are framed and done according to the level and interests of the children. These activities are repeated over a period of time with the students. All the activities are planned keeping the learning outcomes pertaining to Hindi language of Class I published by NCERT.

DATA COLLECTION

The data is again collected to check the level of students after the intervention for example Drama. It is done through

observations made by the teacher during facilitation, reflective diary of the teacher, class-work and students' class tests. Group discussions are also done with students where students share their views without hesitation.

Analysis and Interpretation

All the abilities perceived through various modes are recorded in a checklist. While comparing the level of learning outcomes achieved by the students before the intervention of drama with the level of students after the intervention of drama, it is found that there was a significant improvement in the students.

Conclusion

Hence, it can be said that many positive changes regarding usage of language skills in the students of the drama workshop are observed. It is believed that the positive changes that are observed in this academic session continues in the life of these students. After this whole process of observing and reflecting, some more questions have come on the surface such as— Can Drama be used to achieve all the learning outcomes? Can Drama be used for teaching a second language– English? How?

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Tool for Data Collection

Name of the Student_____
Father's Name _____
ID _____
Phone No. _____
Class & Section _____
Subject: Hindi

Student Performance								
Learning Outcomes	Exceeds curricular Expectations		Mastered Curricular Expectation		Partial Competence		How the learning has been addressed	
Term	I	II	I	II	I	II	I	II
LO 1								
LO2								
LO3								
LO4								
LO5								

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7

Socio-scientific Issues in Pre-service Teacher Training

Kalyani Akalamkam*
Smriti Sharma**

Abstract

Contemporary educational discourse stresses upon inter-disciplinarity, and incorporation of socio-scientific issues is considered imperative to promote twenty-first century skills of critical thinking and problem-solving. Research to prepare teachers for incorporating socio-scientific skills in elementary classrooms is still in its nascent stages in the Indian context. This research was undertaken with the aim to capture the processes and pedagogical discourses in the teacher preparation in classroom while building elementary school pre-service teachers' understanding of socio-scientific issues and to explore the possibilities of incorporating it in primary school classrooms. Qualitative data was gathered from forty three pre-service teachers studying in a four-year undergraduate teacher preparation programme. Through the processes of open coding three themes were identified for analysis: breaking disciplinary boundaries; 'personalisation' for meaningful learning; transacting a 'pedagogy of discomfort'. The paper also discusses the implications for implementing a pedagogy centred around socio-scientific issues with primary school children.

INTRODUCTION TO SOCIO-SCIENTIFIC INQUIRY

Development of scientific literacy and scientific temper are essential skills in the twenty-first century. In order to prepare school students for these skills and in the process inculcate skills of critical thinking and problem-solving, teachers need to use innovative pedagogical strategies. An important step in this direction is incorporating contemporary socio-scientific issues in the school curriculum and pedagogy.

*Associate Professor, Deptt. of Elementary Education, Lady Shri Ram College for Women, University of Delhi, Delhi 11007, India
**Associate Professor, Deptt. of Elementary Education, Lady Shri Ram College for Women, University of Delhi, Delhi 11007, India

Socio-scientific issues (SSI) are socially relevant scientific issues pertaining to the real world. These issues have multiple perspectives stemming from social, economic, political and ethical dimensions. In the words of Sadler et al (2005), "Socio-scientific issues are usually value-laden, and the juxtaposition of science and ethics can be uncomfortable for scientists, teachers, and students who define science in terms of objectivity" (Page no.112). Socio-scientific issues are an integral feature of developing 'derived scientific literacy' as it involves students to make informed decisions, develop critical thinking, resolve ambiguity, and deploy scepticism and open-mindedness (Sadler and Zeidler, 2005). 'Socio-scientific issues' is an open-ended pedagogy as it contextualises science by placing it within social issues and provides opportunities to students to understand and analyse the issue from multiple perspectives. Given the controversial nature of these issues, they promote discussions and debates; hence enabling the development of reasoning skills. Integration of SSI in the curriculum of elementary schools is hence essential to developing scientific literacy and a collective social conscience. In SSI-based pedagogical approach, students are given the opportunity to explore the controversy around an issue which is informed by science; integrate the 'social' aspects (such as moral, ethical, economic, political) and other individuals' or groups' perspectives; and develop a perspective based upon

their investigations (Klosterman and Sadler, 2010). A pedagogy centred around SSI warrants that the teachers are convinced of the relevance of SSI and are also equipped to transact an inter-disciplinary pedagogical approach in the classrooms.

Socio-scientific Inquiry and Preparation of Teachers

While there is a lot of stress on breaking the ontological boundaries to respond to contemporary educational discourse centering on inter-disciplinarity, the preparation of teachers is yet to break the 'cannons of curriculum' dominating the educational paradigm in India (Rege, 2010). Research on equipping teachers to promote SSI in elementary school classrooms is in its nascent stages in India. International research on preparing teachers for SSI and implementing SSI-based pedagogy in elementary school classrooms indicates that there are a lot of challenges in the incorporation of SSI by teachers in the classrooms: unfamiliarity with the construct; rigid mind-set about disciplinary boundaries; lack of expertise in dealing with controversies and multiple perspectives; systemic concerns (Bunten 2014, Kara 2012, Zeidler 2009). The common misconception among elementary school teachers is that SSI cannot be discussed in primary classes as it is beyond the scope of children's understanding. Since the school curriculum is usually constructed in structures of 'formal knowledge' teachers do not find much

scope in being able to integrate SSI as a part of the prescribed school curriculum. Teachers are also not convinced of the importance of SSI for primary school children, often believing that such issues are either not relevant for children at primary school children or these issues are beyond the competencies of young children. Research has demonstrated that not only is it important to bring in SSI skills with young children to promote broader perspectives and hone their skills of decision making; incorporating discussion on SSI also enriches the pedagogical discourse of the primary school classrooms. To enable this, the preparation of teachers is critical. A teacher needs to have certain competencies to design and implement SSI based teaching in the primary school classroom. The pedagogical approach adopted by school teachers is usually influenced by their initial training (Olson et al, 2015) though systemic issues like centralised and fixed curriculum, evaluation systems, and expectations from school administration also play an important role.

Given this context, it is important to provide experiences to pre-service teachers (PSTs) in exploring, designing and implementing SSI based pedagogy. Saddler (2004) posits that teachers who are well-prepared and have advanced problem-solving skills themselves are in a position to implement SSI based pedagogy. Hence, for successful implementation of SSI in primary classrooms, it is important to strengthen pre-service teachers' own experiences of SSI by first making them go through the processes of SSI. Subsequently they can be involved in designing and implementing SSI based processes in their own elementary school classrooms.

METHODOLOGY

The current research is based on the premise that it is crucial to first engage pre-service teachers in socio-scientific issues in teacher preparation classrooms in order to equip them with the requisite knowledge, attitudes and pedagogical skills to incorporate SSI in their own classrooms. The framework of this action research is positioned in an interpretivist paradigm (Cohen, Manion and Morrison, 2000) which emphasises the subjective world of human experiences.

The present research was undertaken as an action research with the aim to capture the processes and pedagogical discourses in the teacher preparation classroom while building elementary school pre-service teachers' understanding of socio-scientific issues and to explore the possibilities of incorporating these in primary classrooms. The research was carried out with forty three pre-service teachers of a four-year undergraduate teacher education programme in Delhi.

The first phase of the research, which is the basis of the present paper, was focussed on engaging the third-year pre-service students in developing an understanding of

SSI. After an initial discussion with the PSTs about the construct of SSI, they were encouraged to take up topics that interested them for in-depth research. The SSIs chosen by the students included: climate change; genetically modified foods; cloning; euthanasia; nuclear plants; GM crops; waste management; plastic ban; stem cell research; air-quality index (AQI) and stubble burning, construction ban; Yamuna river pollution; Sardar Sarovar Project. The pre-service teachers worked in groups of 5–6 and did in-depth research on the chosen issue. They were encouraged to look at the multiple dimensions of these issues from social, economic, cultural, environmental, political and ethical moral dimensions. Each topic was taken up as a case study, and pre-service teachers collected data regarding these SSIs both from primary sources (scientists, environmentalists, people from their neighborhood and community) and secondary sources (research articles, policy reports, newspaper articles, web resources, films and documentaries). After a month of data analysis each group presented their case study to the larger group. This was followed by focus group discussion and reflective writing done by students individually. Detailed notes of the pedagogical processes, as these unfolded in the teacher education classroom, were made by the researchers. A qualitative research methodology was employed for analysis of data through open coding. The three themes arising from this data analysis are presented in the discussion section.

The second phase of the research involved an exploration of taking up socio-scientific issues through designing and implementing SSI based teaching modules with primary school children (in government schools) by these third year pre-service teachers for a brief period. The idea here was to enable the PSTs to arrive at the possibilities of SSI in primary school classrooms. The topics explored in primary classrooms for SSI included: use of plastics and ban on plastics; climate change, global warming; genetically modified foods; nuclear plants, genetic cloning. In the third phase, two of these pre-service teachers (when they came in the fourth year of the programme) took in-depth action research-based projects spread over three months in government primary school classrooms during their internship. The theoretical framework of the designing of these modules was based was on the four tenets as proposed by Zeidler (2005)—nature of science issues, classroom discourse issues, cultural issues and case-based issues. These PSTs documented in detail the entire classroom processes including the experiences of their students; student growth and progression through the processes of classroom observations, interviews and students' reflective writings.

DISCUSSION

The analysis of engaging pre-service teachers in an inquiry of socio-scientific

issues is presented under three broad themes—breaking disciplinary boundaries; personalisation for meaningful learning; pedagogy of discomfort;

Breaking Disciplinary Boundaries

The engagement of pre-service teachers in SSI was instrumental in breaking their conception of rigid disciplinary boundaries of 'science' and 'social science'. The perspectives of pre-service teachers about science and scientific knowledge underwent a drastic change in this context. During the focus group discussions, they openly expressed that their notions of 'science as objective' were challenged as they explored and delved deeper into SSI. Admitting that their learning at school 'compartmentalised' knowledge into ontological boundaries, the PSTs were appreciative of the inter-disciplinarity they were able to embrace - which they attributed to an in-depth engagement with the themes they investigated. These epistemic shifts were explicitly apparent in the PSTs who had studied science at the secondary level in schools as evident in this response, *"I was a science student in school and looking at scientific issues through the lens of socio-cultural context helped me understand societal implications of science and how scientific knowledge* has many players". Another student shared during the discussions: *"I have read about climate change in my school textbooks but never realised how it impacts various stakeholders".* The responses of the PSTs indicate

that their prior knowledge and understanding about a lot of issues was inadequate and 'textbook-based'. The in-depth research they took up to investigate their chosen issues and the subsequent designing of modules for primary school children led them to gain a deeper understanding of how 'scientific knowledge' is generated and question the positivist traditions in which science is usually taught at school.

In this, context the pre-service teachers were also able to understand and appreciate the socio-cultural embeddedness of science as evident in this response, "While researching on SSI, I understood how scientific knowledge is influenced by politics and power structures". Shifts were apparent in the students' conceptions when they expressed that their "previous understanding of science was in a decontextualised manner and was based on isolated information and facts presented in textbooks" which shifted to "the importance of understanding the diverse perspectives of people from various walks of life on validation of scientific knowledge useful for society". Some students also spoke of the deepening of their understanding of 'working of a social scientist and the importance of qualitative data like observations and interviews in science'. Engaging with SSI for a specific issue gave an opportunity to pre-service teachers to understand the complex relationship between science and society, and how SSI promotes the contextual learning of science.

Personalisation for Meaningful Learning

As the methodological design of the research was situated in a participatory pedagogy, this implied that the PSTs would choose the topics they wanted to research. Throughout this process the PSTs were encouraged to think and relate the topics to their daily lives. During the discussions in the smaller groups and while the groups made their presentations, the PSTs constantly thought through the issues from a personal lens. The effectiveness of the pedagogic approach was apparent when PSTs made remarks such as, *"I have realised the importance of personal observations and experiences in SSI".* Personalisation then made learning meaningful for the PSTs (Rogers, 1969). One group took up the topic of 'Genetic Engineering' and titled their presentation 'Designer Babies'. They looked up videos on the topic and also did an in-depth study of a popular case of a couple who wished their baby to get genes of an IIT Madras graduate to ensure that their baby was born 'intelligent'. The PSTs read newspaper reports on the issue and also discussed the issue personally, "Would you want such a baby?"

Personalisation of issues not only led to meaningful learning by enriching the quality of the conversations that took place in the class; it also led the PSTs towards gaining 'environmental consciousness'. A remarkable change was witnessed in this context about the PSTs' understanding of the environment. A striking example is of a PST who had undertaken research on the use and ban of plastics. While presenting this issue, the group of PSTs put forth several considerations pertaining to the issue such as: lifestyle and plastics; financial considerations when not using plastics. Since the issues were contemporary and chosen by the PSTs themselves, it led the PSTs to investigate the issue deeper as they found these issues relevant and meaningful for them. The PSTs explored these issues from a variety of perspectives by reading widely on these issues, talking to experts, professionals and stakeholders, and watching documentaries and popular videos. They shared that these activities enabled them to probe the issues deeper and enrich their understanding while also making them realise the complexities involved in these issues; besides enabling a critical reflection on their own actions and behaviour.

A PST responded, "*I have understood the environmental issues better but more importantly I am also aware that there is a complex relationship between environment and society*". Another student shared, "*While working on the issue I realised that we cannot look at these issues from a black and white perspective. Each issue has many perspectives, and we need to be aware of these issues and value the complexity embedded in these issues*". For another PST a drastic shift in thinking occurred when she developed and

implemented the module on 'plastic ban' with her Class V students in a government school in Delhi. She shared, "*I have always seen plastics as absolutely harmful and had thought of total ban on plastics as the one and only solution*". After implementing the module with her primary school children, she realised, "*The issue of plastic ban is a complex one. The economic perspective in this cannot be ignored. The children's view that if we ban plastics then their entire life will be disrupted got me into thinking this. It was so easy for me to say that instead of plastics we should use paper bags or glass jars or steel boxes. The children cannot afford this and if there is a ban on plastics how would they carry tea and other food items*". This response indicates that the PST has been able to comprehend the complexity of the issues by looking at varied perspectives of the issue (especially the economic context of the children) and move away from her rigid 'right and wrong' position. Problematising was identified as an essential component in this pedagogy.

Transacting a 'Pedagogy of Discomfort'

Getting the PSTs to be comfortable in problematising issues and to accept that as an individual and as a teacher they might want to have rigid positions and logical answers to every issue, was the most challenging aspect of this research. To enable the PSTs to embrace this, a 'pedagogy of discomfort' (Ohito, 2016) was transacted in the

teacher preparation classroom. While scaffolding the PSTs to enable critical understanding of their chosen topics the teacher-educator employed the use of questioning.

As indicated earlier a participatory pedagogy was employed in the teacher preparation classrooms. The pedagogical discourse while engaging with SSI in teacher preparation classrooms and implementing SSI in primary classes, did lead to tensions and anxieties as the PSTs passionately explored multiple perspectives and brought controversies into the class-leading to heated debates sometimes. Initially the PSTs were visibly quite uncomfortable in not taking a 'categorical stance' on the issue they were investigating. They talked about, "*how being unsure about what stance to take was unsettling*"; "*not being able to decide what is a valid solution is troubling*"; "*how can we as a teacher not give a categorical answer to the children*"; "*what do you tell the children if they ask for a solution*". As the PSTs researched more, they questioned the validity of their own stance and became unsure about the perception they held before taking up the issue. However, as the classes progressed the PSTs admitted becoming relatively more comfortable in not having a clear-cut solution to the issue. According to them, two major factors contributed to this change–talking to multiple stakeholders to gain varied perspectives and the space in the teacher preparation classroom to discuss and debate without the

'pressures' of providing and arriving at the 'right answer'. The pedagogy employed in the classrooms was one in which "*controversies and conflicts were welcomed and promoted rather than brushed aside*". Moreover, the PSTs felt that since they "*were encouraged to bring in and discuss practical examples*" rather than just to theorise issues they realised that "*it is difficult to take a stand when you position the theoretical constructs in lived experiences*".

The 'pedagogy of discomfort' also created tensions in the classrooms since a resolution was not reached. In the example of a PST who took up the issue of plastic ban with class V children, the PST felt 'dissatisfied' since she was not able to offer a clear-cut alternative to problems the children would face in the event of plastic ban. While she was able to reason out at the theoretical level that her rigid position on plastic ban needed repositioning, she was not comfortable with the pedagogical discourse in her primary classroom wherein she left the issue in abeyance. She admitted, *"however, that while theoretically she could convince the children of the need for banning single-use plastics"*; after listening to the children she did not feel *"that the children should arrive at a consensual*

solution to the issue of plastics as total plastic ban".

CONCLUSION

Rege (2010) argues how education should seek to break these artificial barriers amongst the various 'subjects' and be embedded in inter-disciplinarity at its core. In this context Panchapakesan (2018) argues that scientific temper can be inculcated through social science issues that subject them to understanding through multiple perspectives, thereby breaking the false objectivity that is often attributed as a prime characteristic of science and scientific knowledge. This was achieved for a lot of PSTs as is evident through their responses. This was made possible by transacting a 'pedagogy of discomfort' in the classrooms so that the pre-service teachers became comfortable with contentious issues. Enacting such a pedagogy in pre-service classrooms with the teacher-educators making the reasons and processes of the pedagogy explicit to the students (Loughran, 2007, 2013) was instrumental in the PSTs being convinced of as well as confident of using SSI in primary classrooms. Scaffolding the processes as they employed the pedagogy in the primary classrooms, further strengthened their ability to do so.

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Happiness Curriculum

Kapila Parashar*

Students study 'Happiness Curriculum' in the schools run by the Directorate of Education, Delhi, as part of their formal education. This unique and innovative curriculum was introduced in the year 2018 to humanise the school education. The focus of the curriculum is to introduce and develop the concept of sustainable happiness in students studying in Classes Nursery to VIII of the Directorate of Education, Delhi. The curriculum promotes leading by example rather than preaching.

BACKGROUND

Formal school education is centred on developing students in literacy, numeracy, sciences and skills to prepare students to face challenges and succeed in a highly competitive world. In the struggle to cope with challenges and to achieve best, the idea of happiness gets disoriented. What generally is thought of as happiness, does not actually provide happiness. A deeper reflection on the idea of true happiness led to the development of the happiness curriculum.

The Happiness Curriculum is based on the triad of happiness which helps students to understand the concept of happiness. In the triad of happiness, momentary happiness is the first aspect of happy living. Momentary happiness is experienced through senses, for example seeing a painting, listening to a song, smelling the aroma of a favourite food, eating good food, etc. This happiness lasts for a short time. A deeper happiness is the one that instills value in relationships with family, friends and society. Values of feelings such as respect, care, thankfulness and gratitude provide happiness for a longer time than the momentary happiness. Thus, this happiness is a deeper happiness. The Happiness Curriculum while acknowledging the importance of momentary and deeper happiness guides students to strive for sustainable happiness. Sustainable happiness helps students to develop harmony with self and in society. Sustainable happiness brings calm and peace by infusing a sense of balance in even

*Assistant Professor, DIET, Bholanath Nagar, Delhi

the difficult situations. Sustainable happiness helps students have a deeper self realisation, to have clarity of thought and to find purpose and interrelatedness in our daily living.

Objectives of Happiness Curriculum

The Curriculum Framework of the Happiness Curriculum mentions the objectives of the Happiness Curriculum as following:

1. To develop self-awareness and mindfulness amongst learners.
2. To inculcate skill of critical thinking and inquiry in the learners.
3. To enable learners to communicate effectively and express themselves freely and creatively.
4. To enable learners to understand their expectations in relationships, develop empathy, and ensure healthy relationships with family, peers and teachers.
5. To enable learners to apply life skills to deal with stressful and conflicting situations around them.
6. To develop social awareness and human values in learners to engage in meaningful contribution in society.
7. To develop holistic approach to education in a universal context.

Pedagogical Approach

The Happiness Curriculum is transacted through child centred pedagogy and students are facilitated to explore and understand the idea of happiness. A number of innovative teaching-learning methods such as games, discussions, role plays and joyful activities. Reflection is also an important aspect of the Happiness Curriculum. Teachers use teacher manuals, there are no books prescribed for students.

A Happiness Class

The main components of Happiness classes are mindfulness practices, stories, activities and student expression.

Students participate in mindfulness sessions which help them to focus and be in the present. Mindfulness sessions also help them to be more aware of self.

Students listen to stories related to experiences of everyday life. After listening to the stories, they discuss and reflect on the questions based on the stories.

There are various experiential and joyful activities in the Happiness Curriculum. Students reflect on the process and outcome of the activities and construct their knowledge about the concept of happiness and happy living.

Students also get numerous opportunities for free expression which helps them to develop confidence in addition to applying the learning of happiness classes in their activities.

Specific days of the week are dedicated to each component of the Happiness Curriculum.

Outcomes of the Happiness Curriculum

Various studies have been conducted to find the outcomes of the Happiness Curriculum. These studies show encouraging findings about the Happiness Curriculum.

A Study conducted by Brookings Institution and Dream a Dream, found out that the Happiness Curriculum improves student-teacher relationship, classroom participation and mindfulness in students. Teachers were also found to collaborate better with their colleagues.

Another study conducted by DIET. Dilshad Garden found that various stakeholders accepted the positive impact of the Happiness Curriculum on student learning. Students' relationship with parents, peers and teachers has also improved.

The outcomes of the Happiness Curriculum in Delhi have attracted the attention of various stakeholders on national and international levels, and many of them have visited the government schools of the Directorate of Education to observe Happiness Classes.

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We're Riding on a Caravan: An Adventure on the Silk Road

Neeraj Murthy*

Author: Laurie Krebs
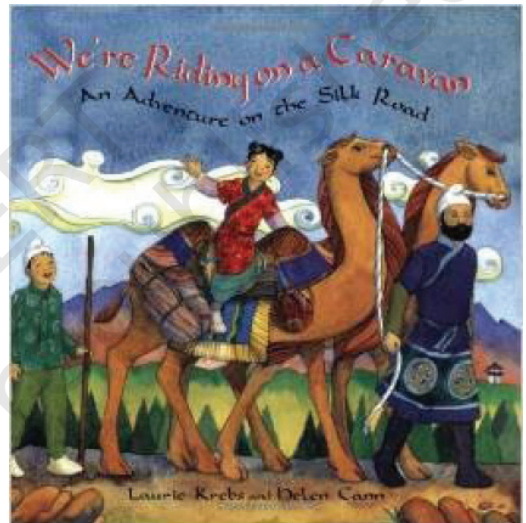**Illustrator:** Helen Cann
Publisher: Barefoot Books
Year of Publication: 2005
Place of Publication: Cambridge
Price: ₹ 762/-

Folk tales and narratives are expressions of the close contact between the world of nature and the world of human existence. The roots of literatures across the world can be traced to rich narratives shared orally across societies and over centuries.

The 'Silk Road' is a term used to designate a group of trade Roads that stretched from eastern Asia to the Mediterranean Sea. Centuries ago, merchants, missionaries, craftsmen and travellers made their criss-crossed voyages among the cities of Asia. They journeyed through mountains, forests, steppes and deserts. They travelled as far east as China and as far west as Europe, on horses in groups or on camels in long caravans. Along the way, in taverns, inns, resting places and oases, these travellers exchanged stories. These would be told and re-told, with details added perhaps, yet essentially remaining the same. Over the centuries, the shifts from oral to literature and later from writing

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**Lead Educato*r, Heritage Experiential Learning School, Sec. 62, Gurugram, Haryana

to print, have had wide-ranging impacts on all aspects of culture and education.

In this book, the history of the 'Silk Road' is introduced to young readers through the concept of a caravan. The narrative is told from the perspective of a Chinese family of silk traders from Xi'an. Each year, they begin a long journey to deliver precious silks to a bazaar at Kashgar. As the seasons change, they trade their silk for various necessities along the way. In the story, the landscape is ever-changing; they come across huge sand dunes surrounding the oasis at Dunhuang, they pass through the vineyards and grape-drying huts of Turpan, they view the high mountains near Kashgar, where they sell their silk at the famous market. Then, they begin preparations for their journey back home.

There is one large illustration on every page. The illustrations are bright, colourful and multi-patterned. The illustrator has used various mediums such as watercolour, graphite and collages, often with marbled or decorative papers of vivid hues, which lend a brilliant richness and texture to the pictures. The pictures of various animals carrying sacks through the landscapes emphasis the distances covered. The architectural styles along the journey are imaginatively captured by the watercolours. The variety of fabric patterns, pots and baskets indicate the mingling of numerous cultures in Kashgar, while details such as leaves that resemble peacock feathers are eye-catching.

The text is presented with rhyming verses, with a two-line refrain. The sing-along refrain,

'We're going on a caravan, a bumpy, humpy caravan
We're riding on a caravan to places far away'

Occurs at the end of each page, and is in consonance with the plodding of a long journey. The story is engagingly told and is quite informative. The short descriptions of places visited are accurate. Additional information about the 'Silk Road' and the making of silk is provided in an appendix. The young audience is introduced to the geography of the Road and the goods that were traded, including carpets from the Middle East, horses from Arabia, ivory from India, and silk from China. Teachers and parents will welcome a concluding map, an endnote on Chinese silk, some legends, brief notes on each of the featured cities and a little bit of history. It is hoped that this well-illustrated and interesting book will fuel kids' enthusiasm to learn more.

However, life in this caravan is highly romanticised—especially in the illustrations—depicting a world much more beautiful than it is in reality. There is no mention or even a hint, of the hazards of such a long journey through unknown lands. It is also regrettable that no dates are given for what is obviously a historical tale. In addition, no sources or bibliography are included. Despite its drawbacks,

this book is an excellent way to introduce children to the 'Silk Road'.

Laurie Krebs, the author, draws inspiration for her books from her own love of travelling to fascinating places and her adventures around the world. The author hopes that the readers of this book, particularly children, would begin to understand and respect various cultures, including those other than their own.

Children's literature is a relatively recent literary form as research studies on child psychology and language learning increased, the sensitivity to children's minds and an awareness of their cognitive needs began to develop. Children, by their very nature, enjoy letting their imagination run free; they enjoy tales of bygone years, of adventure, and of unfamiliar lands.

Further, children's aesthetic sense about printed matter is shaped by books. They begin to look carefully at colours, illustrations, fonts and book layouts and cover designs. The intricate illustrations, collages, watercolours and textured patterns used in the books dealing with the 'Silk Road' invite readers to share the author's delight in the subject with the young readers.

The book provides an overview of children's literature that offers insightful glimpses into the Silk Road, the people who travelled or lived in its regions, places found along it, and the folktales, myths and legends that may have migrated along these Roads and thus contributing to a better understanding of various cultures and civilisations over the years. History, often perceived by children as boring, comes alive through this book, as it is full of colourful illustration and interesting pieces of information.

Books for young children are produced, marketed and circulated for readers of ages ranging from 4 to 10, although readers from other age groups would continue to go back to them as well. The readership, in a sense, is quite special. The material is meant for readers whose minds are still developing, in that their ideas about themselves and the world are still in the process of being formed. It is ironic that in today's world most of the information exists with ignorance. The younger generation should be made aware of the ancient highway of the world that was the 'Silk Road'. One of the ways to do it is through children's literature that introduces snippets and snapshots of the 'Silk Road' to young and impressionable minds.

Initiatives for Physical Health in India

Satya Bhushan*

Living a healthy life encompasses a fundamental component of achieving one's physical and mental well-being. With increasing awareness of physical and mental health around the globe, the government of India has taken several initiatives in this respect. Sports play a major role in not only enhancing physical fitness among students but also helping in imbibing moral values and social skills among children. It helps in managing stress too.

Various initiatives taken by the government of India aim at increasing opportunities for the youth to consider sports as a career option. Alongside, physical education has not only been encouraged through the curriculum but also through various scholarships for students with an inclination for sports as well as the ones who have participated in the games at the zone, state, national and international level.

A few such opportunities and initiatives taken up by the government of India with the aim to provide our budding champions are presented below.

Fit India Mission

In 2019, a fitness programme was launched with the goal of promoting fitness and wellness throughout the nation. This movement encourages people of all ages to make individual or group efforts towards their own health and well-being, incorporating physical exercise and healthy eating habits into their daily routines to achieve a healthy body and mind. The movement also aims to shift behaviors from a sedentary lifestyle to an active way of living with schools being the first formal institution where physical fitness is taught and practiced. To involve schools on a large scale, the FIT India movement introduced parameters for FIT India School Certification.

Fit India School movement attempts to inculcate the 'How to live' concept in the formal education system by encouraging teaching and

Assistant Professor, ESD and IRD, NCERT, New Delhi

practising the art of taking care of one's body and health daily.

The following are the parameters stated by FIT India Mission in order to provide certification to schools:

1. Having one teacher trained in PE, and such teacher is physically fit and active.
2. Having a playground where two or more outdoor games are played.
3. Having one PE period each day for every section and physical activities (sports, dance, games, yogasan, PT) take place in the PE period.
4. Having all students spending sixty minutes or more on physical activities daily.

The government encourages Schools to Organise a Fit India School Week in the month of November to December.

The 'Khelo India' program is an additional effort introduced to revive sports culture in India at the grassroots level by creating a robust framework for all sports played in the country and establishing India as a prominent sporting nation. Its objective is not only to promote good health but also to instill important traits such as teamwork, strategic and analytical thinking, goal-setting, risk-taking, and leadership skills in individuals. As part of this initiative, 'Khelo India School games' holds annual competitions in various sports disciplines such as archery, athletics, badminton, basketball, boxing, football, gymnastics, hockey, judo, kabaddi, khokho, shooting, swimming, volleyball, weightlifting, and wrestling in partnership with the School Games Federation of
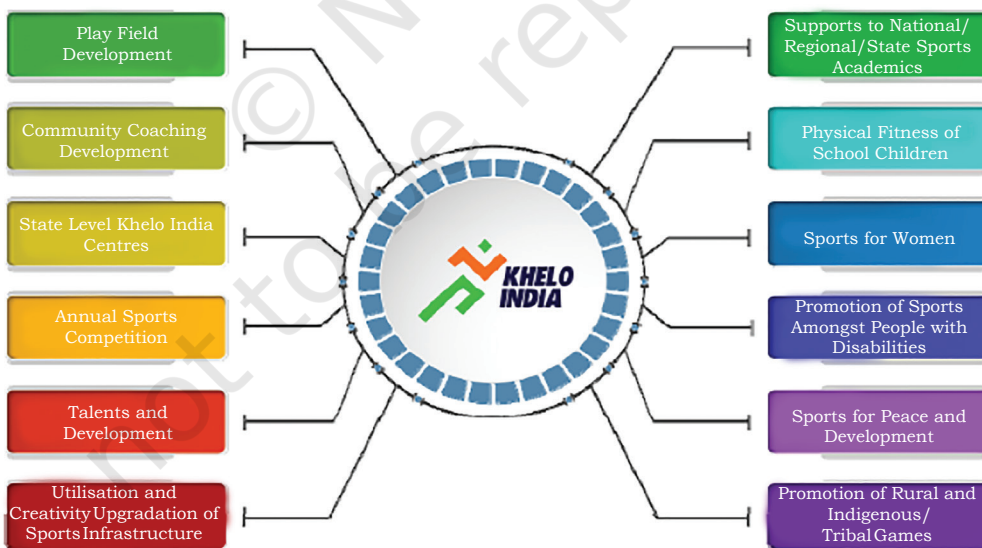
India (SGFI) and the National Sports Federation (NSFs).

The *Khelo India*—National Program for Development of Sports was revamped. *Khelo India* has the above twelve verticals as its components to serve in the field of sports. For more information, please visit the website–https://kheloindia.gov.in/ .

Both Fit India Movement and Khelo India encourage physical fitness for everyone—young and elderly, men and women.

Along with the scholarships offered for sports persons, there are several organisations and institutions (governmental and non-government) that organise and encourage participation in annual sports events.

The challenge is quite complex. Most Indians are falling into the routine of a sedentary lifestyle which has engrossed us in our mobile phones, television sets, social media or playing games on the computer. Hence, including physical activity in one's daily life needs will power and discipline, encouragement from family and friends. On the other hand, malnutrition in India is rampant, and although in a vast number of cases it is related to property, it is also underlined by lack of knowledge and care.

A Special Kind of Makeup

Madhuri Badudi*

I had recently bought a flat in a residential complex in Delhi. The complex was quite large with play pen for toddlers see—saw and slides for children and a basketball court for adults. As I neared the enterance, I was greeted by my two young friends Seeta and Sarasu, aged eight and six respectively. They rushed towards me—eager, to talk about their toys, playmates or some exciting new event. This had become a daily routine: one of them would hold my hand, the other would press the lift button and both would chatter incessantly till we reached my flat. Then we all would have lime juice together.

Today, they had a question for me. 'What makes your face shiny?' Both chorused, swinging their feet as they sat comfortably. My expression of surprise at this unexpected question made them elaborate on it.

'Your face does not sweat much' explained Seeta. 'And it seems quite clean,' finished Sarasu. They looked at each other then at me. 'How do you do it?' They asked.

I wanted to laugh, but it was obvious that the question had been put in all seriousness.

'I use make-up' I answered.

'Oooh' was the dual response with more than a hint of disappointment.

'It is a special kind of make-up' I continued, as though I had not heard the response. 'In fact, it last for months and years.'

'Ooohh', they chorused again, but this time with curiosity.

'It's there for everyone to see' I said. 'But no one sees it. In fact, it's MAGIC!'

'MAGIC!' they repeated. Oh, how they loved the word.

'Yes' I nodded my head mysteriously. 'It's in water. It's in the lime juice that we all have every day.'

The little girls looked at the glasses in their hands, their eyes round with excitement.

'As I said, it's in water. Good, clean water. Now this water, which you drink, cleans out your stomach. It

*Assistant Professor, ESD and IRD, NCERT, New Delhi

clears your mouth when you rinse. It cools your brains and eyes. If you are clean on the inside, you will look clean on the outside.'

'Water is there in fruits and vegetables as well' I continued. 'Fresh leafy vegetables contain water. An Apple is juicy because it has water. And remember how juice squirts out of a lemon?'

'Watermelon is my favourite fruit' said Seeta enthusiastically.

'And bel fruit is mine' smiled Sarasu.

'Yes, my dears' I said, 'Remember to have lot of water. And do eat all kinds of fruits and vegetable, something different every day. This will give you clear skin and sparkling eyes, through the wonderful magic make-up!'

Early chilhood education
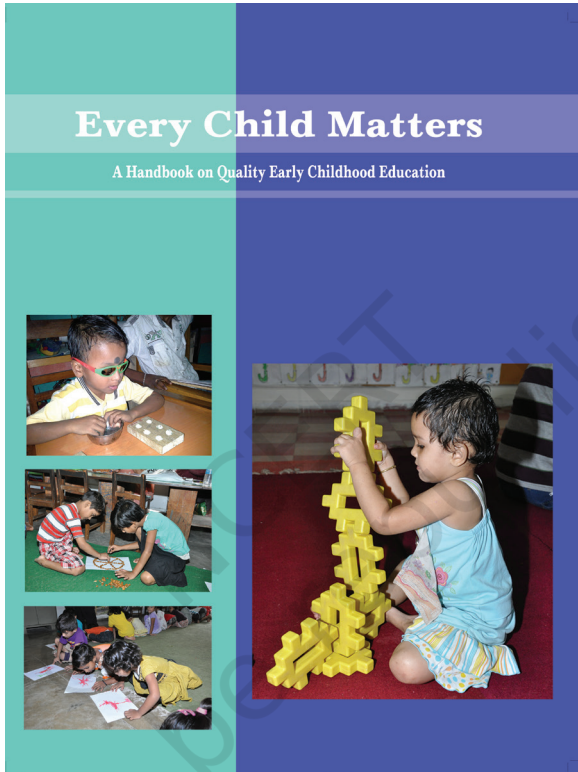₹25.00 / pp.38
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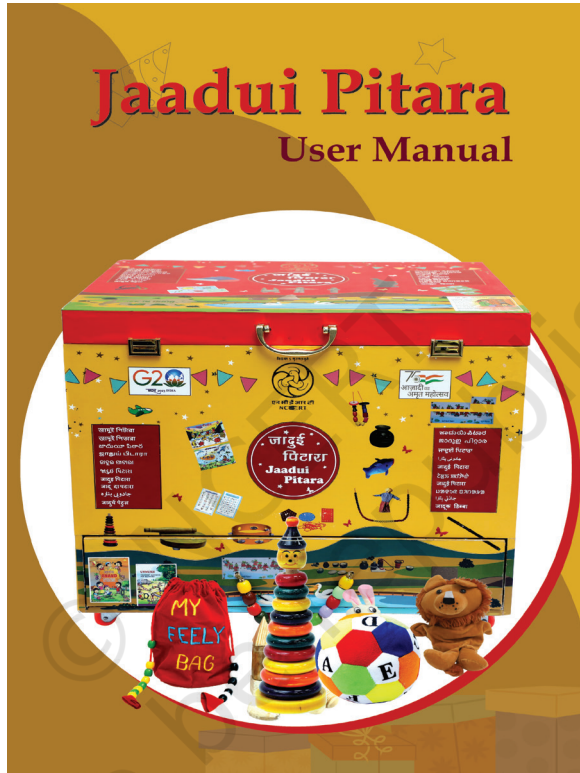
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To the Contributors

The Primary Teacher invites teachers, teacher educators and research scholars to write articles, field notes and reports that impact Primary stage of education. The focus areas may be issues and concerns that you feel should be shared with other stakeholders.

➤ 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 and a communicative tone.
➤ The photographs and illustrations should be sent in JPEG format, having a resolution of at least 300 dpi.
➤ The articles must be sent in soft and hard copy to:

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G. B. Pant Block, NCERT
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Regular Features

My Page

This section contains letters and feedback, where one can put forward responses, suggestions and expectations in the form of articles, papers and columns. It also addresses issues, concerns, doubts, incidences, experiences related to teaching-learning processes, classroom practices, syllabus, textbooks, evaluation patterns and research related to the primary stage of education.

Book Review

This section reviews fiction and nonfiction, books and documents relevant for school teachers. It provides a concise and critical perspective of a variety of works with details on language and style, along with a short summary, that would facilities schools in replenishing their libraries.

Did You Know

This section provide interesting snippets of factual information which helps teachers and teacher educators not only to expand their knowledge, but also, if used judiciously, contribute to increasing the interest of young learners in different areas of study.

From the States

Various initiatives are taken up in school education by States and Union Territories of the country. This section showcase the best practices in teaching, highlights supplementary reading material and discusses new approaches to training and orientation developed by States/UT that may be replicated or scaled by stakeholders in other regions.

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