

ISSN 0970-9282

# The Primary Teacher

Volume XLVII

Number 1

January 2022



---

---

## 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 from two referees. The views expressed by individual authors are their own and do not necessarily reflect the policies of the NCERT, or the views of the editor.

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

---

### Advisory Board

Director, NCERT : Dinesh Prasad Saklani

Head, DEE : Suniti Sanwal

Head, Publication Division : Anup Kumar Rajput

### Editorial Board

Academic Editors : Anup Kumar Rajput

Varada Mohan Nikalje

Chief Editor (In charge) : Bijnan Sutar

### Publication Team

Chief Production Officer : Arun Chitkara

Chief Business Manager : Vipin Dewan

Assistant Production Officer : Rajesh Pippal

### Cover

Amit Srivastava

### OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus

Sri Aurobindo Marg

New Delhi 110016

Phone: 011-26562708

108, 100 Feet Road

Hosdakere Halli Extension

Banashankari III Stage

Bengaluru 560085

Phone: 080-26725740

Navjivan Trust Building

P.O. Navjivan

Ahmedabad 380014

Phone: 079-27541446

CWC Campus

Opp. Dhankal Bus Stop

Panihati

Kolkata 700114

Phone: 033-25530454

CWC Complex

Maligaon

Guwahati 781021

Phone: 0361-2674869

---

Single Copy: ₹ 65.00 Annual Subscription: ₹ 260.00

---

Published by the Head, Publication Division, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Chandra Prabhu Offset Printing Works (P.) Ltd., C-40, Sector-8, Noida 201301 (U.P.)

\*Printed in May 2023

**THE PRIMARY TEACHER**

VOLUME XLVII NUMBER 1

**JANUARY 2022****CONTENTS****Editorial**

3

**ISSUES AND POLICY PERSPECTIVE**

- |  |   |    |
|--|---|----|
| 1. Learning Systems in the Republic of Korea:<br>Lessons From the School   | Ashita Raveendran   | 7  |
| 2. They are Preschoolers, not Scholars!  | Amruth G. Kumar   | 15 |
| 3. Teachers' Perceptions about Community<br>Participation on School-Based Management<br>in Meghalaya State                     | Ayushi Singh, Ankur<br>Tyagi and Virendra<br>Pratap Singh | 20 |
| 4. Teaching Mathematics to Early Graders<br>During Lockdown in Delhi: A Challenge  | Anil Teotia   | 29 |
| 5. The Perception of Global Citizenship Education<br>Among School Teachers in India: A Survey                                  | Varada M Nikalje and<br>Kalpana Manwal                    | 37 |
| 6. Effectiveness of Community Language Learning<br>Method on English Grammar: A Study of JNV<br>Papumpare of Arunachal Pradesh | Vivek Singh and<br>Cheenang Pertin                        | 46 |
| 7. Challenges Faced by Caretakers of Intellectually<br>Disabled Children   | Riya  | 57 |

**FROM THE STATES — NEW DELHI**

- |  |   |    |
|--|---|----|
| Centre for Early Childhood Development and<br>Research (CECDR) | Anubha Rajesh,<br>Zubair Meenai and<br>Seema Naag | 70 |
|--|---|----|

**BOOK REVIEW**

- |                                     |              |    |
|-------------------------------------|--------------|----|
| <i>"What Shape is an Elephant?"</i> | Anagha Kerur | 74 |
|-------------------------------------|--------------|----|

**MY PAGE**

- |                       |               |    |
|-----------------------|---------------|----|
| A Smile on Every Face | Dinesh Sharma | 77 |
|-----------------------|---------------|----|

Form IV (See Rule 8)

**THE PRIMARY TEACHER**

- |  |  |
|--|--|
| 1. Place of Publication  | National Council of Educational Research and Training (NCERT),<br>Sri Aurobindo Marg,<br>New Delhi 110 016   |
| 2. Periodicity of Publication  | Quarterly  |
| 3. Printer's Name<br>(Whether a citizen of India?)<br>(If foreigner, state the<br>country of origin)<br>Address  | Abhishek Jain<br>Yes<br>Not applicable<br><br>Proprietor, Chandra Prabhu Offset<br>Printing Works Pvt. Ltd., C-40,<br>Sector-8, NOIDA-201 301, U.P.                |
| 4. Publisher's Name*<br>(Whether a citizen of India?)<br>(If foreigner, state the<br>country of origin)<br>Address   | Anup Kumar Rajput<br>Yes<br>Not Applicable<br><br><i>Professor and Head, Publication<br/>Division, NCERT, Sri Aurobindo<br/>Marg, New Delhi 110 016</i>            |
| 5. Editor's Name*<br><br>(Whether a citizen of India?)<br>(If foreigner, state the<br>country of origin)<br>Address  | Varada M. Nikalje<br><i>Professor, DEE, NCERT</i><br><br>Yes<br>Not Applicable<br><br>Department of Elementary Education,<br>NCERT, New Delhi 110 016              |
| 6. Names and addresses of the<br>individuals, who own the<br>newspaper, and partner or<br>shareholders, holding more than<br>one per cent of the total capital | National Council of Educational<br>Research and Training, New Delhi<br><i>(An autonomous body of the<br/>Government of India in the Ministry<br/>of Education)</i> |

I, Anup Kumar Rajput, hereby, declare that the particulars given above are true to the best of my knowledge and belief.

**Publisher**

\* This issue has been printed in November 2021

## EDITORIAL

APJ Abdul Kalam famously said, “Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students and become their role model”, and elaborates on the impact a teacher can have on children by providing an inductive environment in order to foster and develop curiosity, creativity and critical thinking among children. This issue of *The Primary Teacher* focuses on these aspects of education.

With the increase in technology and the fast-paced growth, teaching-learning is being reshaped. Teachers need to factor in the skills, needs and interests of the learners. This paper examines the education system of the Republic of Korea by providing glimpses from a school visit conducted as a part of the Global Capacity-Building Workshop on Global Citizenship Education (GCED) organised by the Asia-Pacific Centre of Education for International Understanding (APCEIU), Korea. The visit, apart from sharing of the culture of India with the Korean students helped in gathering insights into the education system of the Republic of Korea. The classroom observation and visits to their learning labs allowed for gaining information about how skills and competencies are given more importance even at the elementary level of education in the Republic of Korea.

The formative or pre-school period is the most essential period to develop social, emotional and physical competencies. In recent years, with the development of large number of pre-schools the quantitative element might be met, but we are far off from the qualitative leap. School readiness is the most crucial aspect to prevent the increasing dropouts. While government initiatives are well in place, the implementation on the grassroot levels has significantly failed reflecting a steep decline in the Gross Enrolment Ratio (GER) while moving from lower classes to upper classes. This paper discusses the significant and often overlooked issues while considering the pre-primary and the primary education. It also is an effort towards identifying the problem areas and proposing better approach towards imparting knowledge and enhancing learning outcomes. The paper concludes with a reflection on the need for trained teachers and better administration as the most important element of a sustainable society.

The third paper titled “Teachers’ Perceptions about Community Participation on School-Based Management in Meghalaya State” presents teacher’s perceptions about community participation on school-based management practises in elementary schools as envisaged under the RTE Act, 2009. A study was conducted in tribal-concentrated rural areas of

Meghalaya state, in which data was collected through a schedule for teachers covering provisions of the Act consisting of head-teachers, primary teachers, and upper primary teachers. Both quantitative and qualitative information were obtained. The results of a study on teachers' perceptions of community participation concluded a positive and motivating picture. However, more stringent measures should be taken by the state, especially in empowering the community through SMC members to implement various academic and non-academic programmes in the elementary schools in order to achieve the goals of the Act.

With the world coming to a standstill due to the COVID-19 pandemic, the education system was adversely affected. The fourth article titled, "Teaching mathematics to early graders during lockdown in Delhi: A Challenge", the author throws light on how difficult it was to teach mathematics to early-year learners during the COVID-19 lockdown. A drastic switch from the offline to online mode of teaching-learning was difficult for both children and teachers. Through this paper, he elaborates on the problems faced by the teachers in teaching mathematics, which in its foundational stage requires a lot of sensory and visual aids in order to develop pre-number concepts. But with classes being conducted online, concept clarity, accessibility to technology, and reassurance to the teacher if every child understood the concept are a few of the many problems that would affect the learning of advanced mathematical concepts in children.

The National Education Policy (NEP) 2020 envisages many changes in the educational landscape to help students meet a variety of challenges. It also includes new and contemporary issues important for school education. One of them is Global Citizenship Education (GCED). If education is to result in the "full development of the human personality", cognitive skills such as critical thinking must go hand in hand with socio-emotional skills, such as cultural awareness, empathy and respect for diversity. Global Citizenship Education (GCED) is based on the principle of respect and appreciation of various cultures, different forms of expression and diverse human realities to ensure an equitable educational environment. The successful implementation of GCED requires a theory-based understanding of the concept by teachers, teacher-educators and school principals. The paper sheds light on the teachers' understanding of the concept and practicality of implementing the GCED values in school curricula.

In the next article, titled "Effectiveness of community language learning method on English Grammar", the authors emphasised that language is closely linked to children's identity and emotional security. Language learning has always been a significant indicator of child development. Learning a first

language happens naturally in sync with a child's growth and development, while the learning of a second language can become challenging, especially if it is distinct from the first language. Given our country's multilingual context, we have a sizeable number of children whose home language is different from the language of instruction at school. Community Language Learning (CLL) is a method that attempts to remove challenging aspects of learning a language. The present paper examines the effectiveness of CLL with respect to English language learning as opposed to the traditional methods practised in Indian classrooms, and also its impact on the attitude of the learners towards language learning.

The next article titled "Challenges faced by caretakers of intellectually disabled children" showcases a study conducted with a sample of 25 people (caretakers of intellectually disabled children) (N=25), both males and females, from Fortis Hospital, New Delhi; Global Institute of Medical Science, Bangalore; and Udaan (NGO), New Delhi and Samarthanam (NGO), Bangalore. The result of the study shows that there is a positive correlation between age and general stress level, between family income and general stress, and between family income and happiness quotient. The study also reveals that there exists a mean rank difference in general stress among different occupations.

The Centre for Early Childhood Development and Research (CECDR), established at Jamia Millia Islamia, New Delhi, in February 2010, is a unique collaboration between Jamia Millia Islamia and Save the Children India. With a vision to bridge the existing gap between theories, practice and policy formulation in India, CECDR is a pioneering centre in a national university dedicated to creating champions and generating empirical evidence in the field of ECD. The centre aims to identify contemporary concerns in the field of Early Childhood Development (ECD) and undertake research, advocacy and capacity building. To achieve this, CECDR offers a Masters and Ph.D. Programme in Early Childhood Development (ECD), designed to nurture and support academic excellence and leadership. The interdisciplinary master's programme focuses on children from birth to 8 years of age in local, national and global settings. The unique master's programme endeavours to develop the knowledge, attitudes and varied skills among aspiring students to work as ECD professionals in diverse settings, and to critically apply theoretical constructs to practice. A total of close to 129 national students and 4 international students have completed their post-graduation, and another 8 students are pursuing their Ph.D., since the inception of CECDR.

— Academic Editors





### Learning Systems in the Republic of Korea: Lessons From the School

Ashita Raveendran\*

#### Abstract

*With technological change and the hastening pace of growth, the way of living is being reshaped, which necessitates reflective changes to occur in the education system of every country. Yet, we stumble in nurturing our students with the requisite skills to steer them through the economy of the future. This paper looks into the education system of the Republic of Korea by providing glimpses from the school visit conducted as a part of the Global Capacity-Building Workshop on Global Citizenship Education (GCED) organised by the Asia-Pacific Centre of Education for International Understanding (APCEIU), Korea. The visit, apart from sharing the culture of India with the Korean students, helped in gathering insights into the education system of the Republic of Korea. The classroom observation and visit to their learning labs allowed for gaining information about how skills and competencies are given more importance even at the elementary level of education in the Republic of Korea.*

#### INTRODUCTION

The foundation of a country rests on the quality of its citizenry, which is the product of the basic institutions' family, religion, and schools. The learning system determined by its school structure and curriculum is the most comparable, adaptable, and receptive to policy. The PISA 2018

result shows that the 15-year olds in the Republic of Korea score 514 points in reading literacy and 526 points in mathematics, which is better than the average of 487 points and 489 points respectively in the OECD countries (Education GPS, OECD 2020). There is a need to understand the school system, the curricular practices, and

---

\* Associate Professor, Planning and Monitoring Division, National Council of Educational Research and Training, New Delhi

the infrastructural facilities in order to gain a better understanding of the fundamental strengths of the country.

### **The School System in the Republic of Korea**

The starting age of school education in the Republic of Korea is six, and children aged 6–15 are required to attend school. It follows the pattern of six years of primary school, three years of lower secondary school and three years of upper secondary school. At the upper secondary level, schools may be academic or vocational.

The instruction time per subject in general lower secondary education shows more time devoted to the natural sciences. Practical and vocational skills and technology are also part of the natural sciences. Religion, ethics, and moral education are included in the social sciences. At the primary level, a greater number of hours are placed for other subjects, followed by reading, writing and literature. Other subjects at the primary level also include religion, ethics/moral education, and ICT (OECD, 2019).

**Table 1**

<b>Instruction time per subject</b>		
<b>Subjects</b>	<b>Primary</b>	<b>Lower Secondary</b>
Reading, writing, literature	21	13
Mathematics,	14	11
Natural sciences	9	20
Social studies	9	15
Second language	6	10
Physical education and health	7	8
Arts	9	8
Other subjects	25	9
Practical and vocational skills	Included in natural sciences	Included in natural sciences
Technology	As part of natural sciences	As part of natural sciences
Religion, ethics/moral education	As a part of social studies and other subjects	Included in social sciences
ICT	As a part of practical and vocational skills and other subjects	As a part of practical and vocational skills

Compiled from OECD, 2019 Education at a Glance 2019: OECD Indicators - © OECD 2019

The National Curriculum Framework 2015 includes general key competencies as well as key competencies specific to each subject area that reflect twenty-first century skills. Creative Experiential Learning (CEL) is included in the curriculum of both primary and secondary schools. Career exploration starts at the lower secondary level and is provided an hour per week (NCEE, 2020). Students in grade I and II in the primary school, apart from the Korean language and mathematics, have subjects like “Good life”, “Wise life”, and “Happy life”.

The curriculum focuses on creativity and character formation, for which experiential activities are undertaken (KICE, 2012). Creativity and critical thinking skills, along with general and occupation-specific skills, are promoted through its curriculum that will nurture skills for future jobs.

### **Visit to the Government Elementary School**

As we move in the bus through the lanes beautifully covered on the sides with both natural scenes and the modern high-rise buildings towards the school, thoughts of school back at home in India linger around. The bus drops us down the lane and we walk uphill along a narrow, crowded street towards Sangdo Elementary School, Dong-jak, Seoul. A large banner greets us GCED educators as we enter their “Global” school. All of us were so excited to see the Korean kids, who were equally thrilled. The



*Figure 1: Sangdo Elementary School, Dong-jak, Seoul*

usual sounds, laughter, whispers, loud footsteps, all common in the school environment, reached my ears. I turn around to see a group of children happily moving towards their classes.

### *Infrastructure and Buildings*

The school consists of several classrooms, a gymnasium, dining halls, and a huge library, which makes you feel like spending the whole day in the company of the books. The buildings are well maintained with



*Figure 2: Walls and doors decorated with student's work*

greenery around them. The whole environment is lovely. The school's playing fields are confined to the indoor stadium. The walls and even the doors are brightly decorated with displays, photographs, and students' artwork. Classrooms are well furnished, especially the lower primary classes, which look very attractive with their colourful hexagon-shaped desks and chairs. All the classrooms have smart boards, and teachers make use of ICT in the classroom teaching-learning process.

Everything about the school, from its building, classrooms, activity rooms to the active use of the library, echoes its rich environment for better teaching-learning. More than marks and grades, the focus is on gaining skills and experiences. The learning labs were full of equipment meant for learning by doing. Even the sick room had things which increased curiosity in the children. A foetus, showing different stages of growth is available along with a weighing machine, which the students can use for weighing each foetus each month. The learning imparted about the growth of the foetus



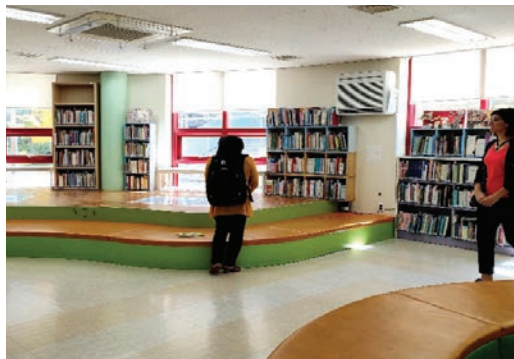
*Figure 3: Model showing foetus at different stages of growth*

in the womb was quite surprising in an elementary school.

Natural sciences are given more hours, and classes are conducted mostly in the laboratory. All equipment are kept arranged in the cupboards and has several student workstations. Natural sciences also include practical and vocational skills, as well as technology. Large computer labs systematically placed with the latest versions available points to the importance given to technological skills.

The school library is modern and well-developed, providing ample reading spaces and a conducive learning environment. The change of location from the tiny, not lighted, untidy, isolated rooms to a welcoming environment showed the importance given to the library as a learning space in the school.

The school for imparting vocational skills is equipped with beauty labs, cooking kits, 3D printing, etc. Children are introduced to all household equipment, viz., washing machines, ovens, cookery sets, etc.



*Figure 4 (a): School Library*

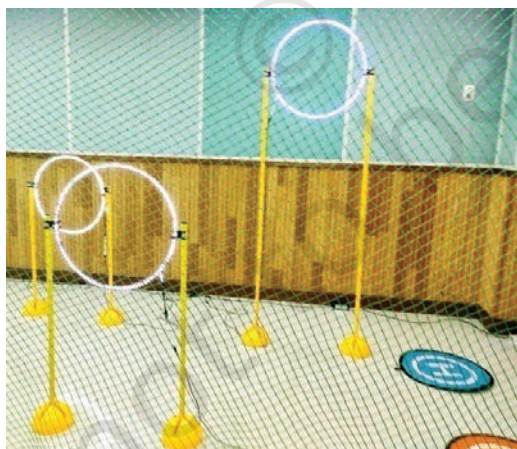


*Figure 4(b): School Library*

The care and importance given to instilling the child's mind, both boys and girls, at such a young age about household work and taking care of oneself and others are very evident.

Physical fitness is also given importance, and the school has an indoor stadium and a gym in the building.

Students are served food from the school. At lunch time they diligently enter the neat and clean dining halls after removing their shoes. As is done in our Indian homes, shoes are not



*Figure 5: Indoor sports facility*

allowed inside and are placed in order on the shoe rack. One won't be able to find the washrooms if you can't read the sign boards, as it doesn't stink. There are separate washrooms for boys and girls.

### **Teacher Education**

Teachers occupy a well-respected position in the Korean society. They are regulated by the government, and the national curriculum standards are set by the government. Elementary school teachers need to complete a four-year programme which includes subjects, pedagogy, and a teaching practicum of one week's duration. Teachers are entrusted with the responsibility for counselling students and for children's moral and academic development (Mani, Deepti, 2018). Separate teachers' rooms, teachers' study rooms, and physical fitness rooms are available for teachers' recreation, enhancement of learning, devising activities, conducting experiments, etc.

### **Teaching-Learning in the Classroom**

The liveliness and passion shown by the students inside and outside the classrooms points to the enjoyment they get from the school. The smart classroom has a small class size and children are comfortably seated. In the English class, there are two teachers — one who speaks English and the other who is the Korean interpreter. The students need the instructions to be translated into Korean. Otherwise,

they are not able to follow any of the instruction given in English. When prompted, the students' replies are crisp and clear. Activities are planned and executed well. The teaching in the smart classroom is well supported by audio-visuals, which generates interest of the students in the learning process.

The topic was on making sentences: "Where did you go for vacation? 'I went to...'. At grade VI, it was quite surprising to hear such simple sentences being taught over and over again, and reinforced with various activities. The english language seemed to be very difficult for the students, and none of them could understand without the help of an interpreter.

### **Imparting Skills and Competencies**

Nurturing a creative and integrative learner being at the central of its goals, the National Curriculum Framework 2015, focusses learning on key competencies to raise intellectual students, who can lead the future creativity-based society (Ministry of Education, 2015). The basic life skills, such as the traditional 3 Rs, foreign language, literacy in information technology, and interpersonal skills are on focus. The students start learning English language from grade III in primary schools. The focus in the classroom is on developing communication skills. Audio-visual aids and activities are conducted with this purpose in mind.



(a)



(b)



(c)



(d)

*Figure 5(a)(b)(c)(d): Learning Labs in the School*

The philosophy of learning by doing is actually put into practice. A terrace garden is maintained by the students, which helps in promoting the culture of growing agricultural products within the limited space.



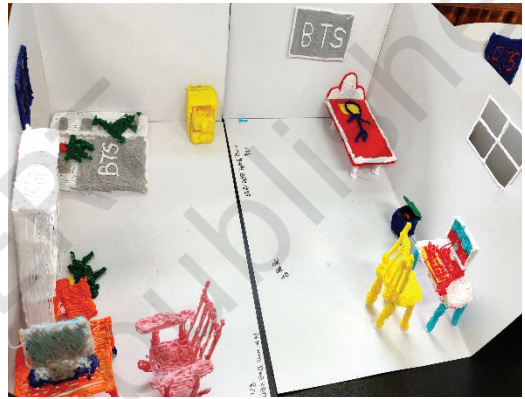
Figure 6: Terrace garden

The 3D printer and the models prepared and designed by the students were amazing. The instructors said that the children, once they develop innovative models, supply these to the industries for large-scale production. In this way, the creativity of the learner is enhanced and supported by the system.

No wonder, the Korean education system has produced hardworking, skilled employees who are capable of bringing in marvels on the economic front. Moving down the hill, all of us spoke of the education system



(a)



(b)

Figure 7(a) and (b): 3D images designed by students

keeping the traditional values and at the same time remaining committed to modernisation, enhancement of competencies and skills, which impacts the students' way of learning.

## REFERENCES

- KOREA INSTITUTE FOR CURRICULUM AND EVALUATION (KICE). 2012. *Education in Korea: Research Report*. KICE, Seoul.
- MANI, DEEPTI. 2018. 'Education in South Korea'. *World Education News and Report*. October 16.
- MINISTRY OF EDUCATION. 2015. *The School Curriculum of the Republic of Korea*. Ministry of Education. Seoul, Korea.
- NATIONAL CENTRE ON EDUCATION AND THE ECONOMY (NCEE). 2020. Retrieved from <http://ncee.org/what-we-do/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/south-korea-instructional-systems/>
- ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT. 2019. *Education at a Glance 2019: OECD Indicators* - © OECD 2019.
- . 2020. *Education GPS*. OECD Publishing. <http://gpseducation.oecd.org>



## They are Preschoolers, not Scholars!

Amruth G. Kumar\*

### Abstract

*The formative or preschool period is the most essential period to develop social, emotional and physical competencies. In recent years, with the development of a large number of preschools, the quantitative element might be met, but we are far off from the qualitative leap. School readiness is the most crucial aspect to preventing the increasing number of dropouts. While government initiatives are well in place, their implementation at the grassroots level has significantly failed reflecting a steep decline in the Gross Enrolment Ratio (GER) while moving from the lower classes to the upper classes. This paper discusses the significant and often overlooked issues while considering pre-primary and primary education. It is also an effort towards identifying the problem areas and proposing a better approach towards imparting knowledge and enhancing learning outcomes. The paper concludes with a reflection on the need for trained teachers and better administration as the most important elements of a sustainable society.*

### INTRODUCTION

Carolina Abecedarian and Perry are two world-renowned preschool intervention projects in America. They provide high-quality pre-schooling interventions based on scientific and systematic procedures. The interesting thing is that both these projects were followed longitudinally for nearly

fifty years. The data derived from their longitudinal observation shows that learners who undergo their pre-schooling not only complete their schooling successfully but also get good jobs, have successful lives, and are less likely to commit crimes and become addicts. There is a substantial body of evidence for the positive impact

---

\* Professor, Central University of Kerala, Kasargode, Kerala

of pre-schooling on IQ scores and long-term outcomes (Schweinhart, et al., 2005; Campbell, et al., 2002; Gray, Ramsey, and Klaus, 1982).

According to the MHRD's Unified District Information on School Education (U-DISE) data, India has 95.1 per cent Gross Enrolment Ratio (GER) at the primary level (grades I-V). When it comes to grades VI-VIII the GER falls to 90.7 per cent. Where do these children disappear? Government records call them 'dropouts'. Whether they themselves dropout or the system drops them out is an important issue to be discussed in detail, which is beyond the scope of this article. Moreover, students who continue school beyond grade 5 and above face a lot of difficulties. Further, everything is not fine with the retained students who continue schooling. Many such students struggle to cope with schooling and its 'rituals'. Research studies have found that those who dropout from schools at early stages lack the readiness to attend school. Children who are detached from their parents and family atmosphere at the age of five will find it difficult to follow the practices that are absolutely strange for them at school. School readiness helps children to get along with the school culture and adjust to the demands of the system. In India, lack of school readiness is an important problem that causes early dropouts at primary level. The Government of India has made substantial interventions to improve the curriculum, teacher

training, infrastructural and health care facilities at preschools (National Education Policy, 1986; National Curriculum Framework 2005; National ECCE Policy 2013; National ECCE Curriculum Framework 2013 and Quality Standards for ECCE 2013). The status of preschools remains grim in spite of all the initiatives from the government.

Understanding the critical nature of the issue, the new draft of the National Education Policy (NEP) underscores the importance of pre-primary education in enabling school readiness among children. However, the draft NEP guidelines for Preschool Education (2020), and Preschool Curriculum (2020) prepared by NCERT are oasis, in India's preschool education initiatives.

The importance of pre-schooling in developing essential social, emotional and physical competencies is undebatable. However, in India, parents and teachers expect children to pick up literacy, language ability, numerical skills all at pre-primary level. Unfortunately, the new draft national education policy also endorses this view. In fact, we treat our toddlers at preschools as receptacles to be filled with certain academic attributes. In other words the preschools invest time and energy to tame the children to 'school', their minds and actions in dovetailing them to the heavily loaded school years that follow.

The question is whether preschools are supposed to 'teach' our little children? Research studies

have shown that the preschool period (3–5 years) is critical as it is the far-reaching phase of brain growth. Decades of research show that a child depends upon a stable and secure relationship for healthy development. ‘Serve and return interaction’ is a basic condition for the healthy brain development of children at 3–5 years. Serve and return interaction needs a responsive atmosphere for the child where all his actions get a response, and at the same time, the child also gets an opportunity to respond. The child is dependent on the adult for many of their biological needs. The quality of response from the adult and opportunity will determine the brain development of the child. The absence of a fair and quality response from an adult would result in serious health problems for the child. In the words of Jack P. Shonkoff, who is a professor of pediatrics at Harvard Medical School, a non-responsive environment and poor cognitive support from adults would lead a toddler to the “activation of the stress system, which may have biologically disruptive effects”. The need of the hour is for highly empathetic teachers and a conducive atmosphere to provide high quality ‘serve and return interaction’ in our preschools.

Institutionalisation at the age of three (at which pre-schooling starts) would be a developmental shock for the child. Unlike their home, they are introduced to an institutional system with certain rules and a code of conduct. This may curb their many

instinctual expressions, leading them to curb their responses, hushing them up for fear of the institutional response in the form of punishment, shame, etc. The capacity of student intake should be proportional to the availability of teachers. This enhances the opportunity to have a responsive relationship with teachers. Lack of individual attention from teachers, if coupled with less engagement and constructive interaction from adults at home, may have an adverse impact on the development of the child. One problem which is often overlooked is the child being away from the parents for a few hours, which, to the child, seems like a long time. With a pattern of staying home, they develop a habit of being with their parents, which when changed, brings about a negative mental impact, which may have future repercussions.

The institutionalisation of education is deeply rooted in global society. At this stage, it will not be proper to argue for a de-institutionalised preschool. Hence, the only option is to strengthen the preschool that supports the harmonious development of toddlers to the maximum possible extent. This makes pre-schooling the most important phase of the whole education system because of its impact on the future studies of students.

Do we have a robust pre-schooling system that can shoulder the responsibilities given? The field-based experiences give a very pessimistic

picture. Primary school principals and teachers delegate the duty of teaching literacy and foundational numeracy to preschool teachers. Primary school principals and teachers get the strong endorsement of parents as they want their wards to be smart children who speak and write English, and are able to count and write up to hundred or above. The most unfortunate fact is that preprimary teachers are not professionally trained to teach foundational literacy and numeracy. Preschool teachers are trained to provide emotional and physical support to children, which in turn supports their brain development. As preschools are under the administrative system of primary schools, they are left with no option other than being meek compliers. The benefit of this forced teaching-learning process goes to primary school teachers as they get 'learned' students, which reduces the struggle of teaching foundational numeracy and literacy in at least two languages.

Publishing agencies exert a major influence on what should be taught in a preschool. They offer a variety of books with loads of information and activities contained in them. In turn these textbooks become the syllabus and curriculum of preschoolers. Teachers become tools to transfer the wisdom supplied by publishing agencies. The pedagogy is left to the discretion of the teachers! The psychological and physiological support is often left to chance. The need of children to be with their

parents is no longer treated as a right in an era when pre-schooling has been institutionalised.

Anganwadis, nurseries and pre-primary schools are the major institutions engaged in pre-schooling. There are neither any minimum standards established nor any set of activities developed scientifically for these institutions. It is very sad to see that even the most literate and progressive state, Kerala, also projects a poor picture of unorganised pre-primary school system. Not even 5 per cent of the total teachers working in the pre-primary sector are appointed on a regular basis. Except for the regular teachers the rest of them get a variable salary, starting from ₹1500 per month. Preschool teachers training institutes also have a very unorganised system. Different types of institutions and different kinds of diplomas and certificates are prevalent, as no standards exist.

## CONCLUSION

The Ministry of Women and Child Development had brought out a national Early Childhood Care and Education (ECCE) Policy in the year 2013. According to the policy the duration of pre-schooling is 3–4 hours per day. The policy categorically states that the curriculum should be developmentally appropriate, child-centric and should be transacted through vernacular language or mother tongue. The new guidelines for preschool education published

by NCERT (2020), also is in line with the recommendations of the National Policy on ECCE (2013). Policies do not ensure practices. This requires sensible teachers and administrative system to ensure the basic rights of

children. Opportunity for living in a joyful and responsible, supportive atmosphere should not be a generosity that we offer to our children, rather it is their right and of course an investment in a sustainable society.

## REFERENCES

- SCHWEINHART, L. ET AL. 2005. *Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40*. High/Scope Press.
- CAMPBELL, FRANCES et al 2002. 'Early Childhood Education: Young Adult Outcomes From the Abecedarian Project.' *Applied Developmental Science*. Vol. 6, No. 1. pp. 42–57.
- GRAY, SUSAN, BARBARA RAMSEY AND RUPERT KLAUS. 1982. 'From 3 to 20: The Early Training Project'. University Park Press.
- MINISTRY OF HUMAN RESOURCE DEVELOPMENT. 1986. 'National Education Policy' MHRD, Government of India, New Delhi.
- MINISTRY OF WOMEN AND CHILD DEVELOPMENT. 2013. 'National ECCE Policy' MWCD, Government of India, New Delhi.
- \_\_\_\_\_. 2013. *National ECCE Curriculum Framework*. MWCD, Government of India, New Delhi.
- \_\_\_\_\_. 2013. *Quality Standard for ECCE*. MWCD, Government of India, New Delhi.
- NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING. 2005. *National Curriculum Framework*. NCERT, New Delhi.
- \_\_\_\_\_. 2020. *Guidelines for Preschool Education*. NCERT, New Delhi.

## Teachers' Perceptions about Community Participation on School-Based Management in Meghalaya State

Ayushi Singh\*

Ankur Tyagi\*\*

Virendra Pratap Singh\*\*\*

### Abstract

*The study presents teachers' perceptions about community participation in school-based management practices in elementary schools as envisaged under RTE Act 2009. The research was conducted in a tribal concentrated rural area of Meghalaya State. The study took an evaluative approach, so data were gathered through a schedule for teachers covering Act provisions, as well as focus group discussions with stakeholders. The sample of data sources for gathering information were teacher's consisting of head-teachers, primary teachers, and upper primary teachers. The quantitative information was analysed and expressed in percentages and statistical figures. The qualitative information was collected through semi-structured data items from teachers, and an open coding method was applied to analyse the same. The results of a study on teachers' perceptions of community participation concluded with a positive and motivating picture. However, to attain the goals of the Act, more stringent measures should be taken by the State, especially in empowering the community through SMC members to implement various academic and non-academic programmes in the elementary schools.*

---

\* Research Associate, Pratham Education Foundation, ASER Centre, B4/58, 2nd Floor, Safdarjung Enclave, New Delhi, Delhi-110029, India

\*\* Associate Professor, School of Education, Lingaya's Vidyapeeth (Deemed to be University), Faridabad-121 002, Haryana State, India

\*\*\* Professor, Department of Elementary Education, NCERT, New Delhi-110 016, India. (E-mail ID: vpsncert@gmail.com, Contact No.: +91-9868733165)

## INTRODUCTION

Community participation was essential in promoting school education at the grassroots level in implementing public policies and programs. It aided in identifying local educational issues and developing strategies for resolving barriers that impede access, retention, and quality of school education. In the Dakar Framework for Action, a document that reaffirmed the goal of “Education for All”, the participating governments, including India, pledged to develop responsive, participatory, and accountable systems of educational governance and management. In this regard, the RTE Act 2009, as enacted by the Government of India (GOI) had stipulated that School Management Committees (SMCs) should:

- prepare and recommend the annual and three-year School Development Plans (SDPs), which addresses infrastructure; academic achievement, etc. These plans should collectively feed into creating an Annual Work Plan for every district;
- monitor the working of the school (mid-day meal, toilet facilities, teacher attendance, etc.); and
- monitor the utilisation of grants received from the appropriate government, local authority, or any other source.

In addition, GoI had recently released the National Education Policy-2020, and this policy had documented the increasing role of

SMCs on various issues, including:

- ensuring participation and learning through monitoring students’ attendance in school, tracking out-of-school children;
- involvement in setting up a school culture, which encourages excellence, curiosity, empathy and equity;
- sensitisation of SMCs to a caring and inclusive school culture on a continuing basis;
- endorsement by SMCs on periodic performance appraisal of teachers;
- efficient resourcing and effective governance through The School Complexes Management Committee (SCMC); and
- involvement in nurturing the culture of planning, both short and long-term ones, for the school includes human resources, learning resources, physical resources and infrastructure, improvement initiatives, financial resources and educational outcomes.

Therefore, an evaluative research approach was undertaken to determine the teachers’ perceptions about community participation in school-based management practises in implementing school programmes and challenges that confront the community. The study was also intended to find out whether there were differences between teachers’

perceptions according to the chosen data items, keeping in view the policies and programmes of the government.

## **MATERIALS AND METHODS**

A cross-sectional survey was conducted to explore the teachers' perception of community participation in Meghalaya State. The mixed analysis method, consisting of qualitative and quantitative data items having an evaluative approach and exploratory in nature, was used for this study, and the same has been illustrated in the succeeding section on data presentation and analysis (Kiral and Kiral, 2011).

### **Participants**

The study sample comprised 75 teachers, comprising head teachers, primary teachers and upper primary teachers, were selected from 11 clusters in Bhoirymbong block of Ribhoi District. In addition, several focus group discussions were held with the stakeholders of the schools.

### **Data Collection, Tools and Statistical Methods**

Data collection was initiated by approaching the Directorate of School Education, Meghalaya Government, and the data collection task was assigned to the Cluster Resource Centre Coordinators (CRCCs). Data items were developed for teachers' schedules based on the various provisions of the RTE Act 2009, and related literature review, which were

subjected to the experts' validation before they were exposed to the pilot testing for field trial, including checkpoints for group discussions. Subsequently, data was collected to assess teachers' perceptions about community participation. The same was subjected to the mixed method of data analysis for drawing inferences using the simple descriptive statistics method as suggested by Czaja and Blair (2005), Jick (1979), and others.

## **DATA PRESENTATION AND ANALYSIS**

The teachers' schedule had data items pertaining to general information about the school and specific information about the contribution of the community, covering provisions of the RTE Act 2009. The schedule was further administered by the CRCCs from January 2020. The item-wise data presentation and analysis of the teachers' perception are presented in the succeeding sub-sections:

### **Orientation of Teachers About the Role and Functions of SMCs**

Teachers are essential members of SMCs, and they should be extensively oriented about the role and functions of SMCs. Teachers reported that orientation programmes mainly focused on free and compulsory education for children, teachers' qualifications, school records' maintenance, and no-detention policy for children, the constitution of SMC, and roles and functions of SMC.



### Getting Help from Community on CCE in schools

As per the head teachers, the poor contribution of the community was due to a lack of awareness about Continuous and Comprehensive Evaluation (CCE). The responding teachers informed us that if awareness was created among the community, then certainly the community should be helping the school in the implementation of CCE.

provided inputs about the support received from the community to achieve PTR as envisaged under RTE Act 2009. Based on the perception of teachers, it was inferred that PTR, as prescribed under statutory provisions, was followed in more than 60 per cent of the schools. The teachers reported that the main reason for non-compliance with PTR norms in the schools was due to rise in enrolment in recent years.

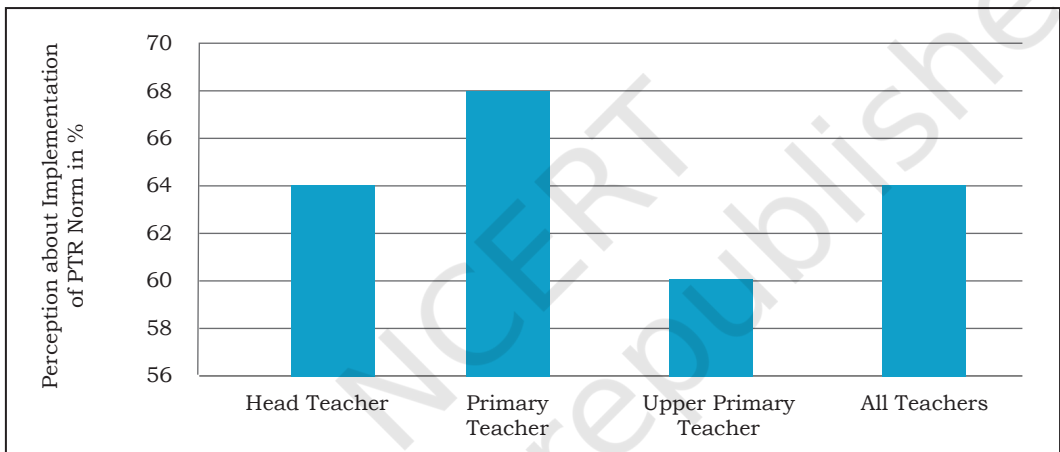


Figure 1: Teachers' perception about implementation of PTR norm in the schools

### Implementation of PTR Norm and Community Support

Fig. 1 exhibits teachers' perceptions about the implementation of the Pupil-Teacher Ratio (PTR). Nearly 64 per cent of the teachers perceived the implementation of PTR. Teacher-wise, perception of the implementation of PTR was reported as a maximum of 68 per cent by primary teachers, and a minimum of 60 per cent upper primary teachers followed by 64 per cent head teachers. Teachers also

### Imposing Local Socio-cultural Specific Norms by Community

The impositions from the community on the children were reflected in the community's demands to teach the religious practices, cultural dance, traditional dresses, making historical instruments and use thereof, etc.

### Nature of Contribution Received from Local Communities

The village council contributed to water facilities, dustbins, desks,

benches, furniture, and the facilitation of plantation drives. Youth Clubs, including NGOs, helped the schools provide cleanliness training, organised sports activities, participated in health and hygiene programmes and distributed medicines.

### **Teachers' Perception on SMC Meeting Details**

The proceedings of the meeting were well recorded and maintained. Most of the decisions taken during meetings were implemented after being approved by the Chairperson of the SMC. The main discussion points as listed in the proceedings of 67 SMC meetings held in the schools for consideration of SMC were obtained and summarised hereunder:

- (a) Education: Promotional development of quality of education, consideration of dropouts, increase in school enrolment, attendance of children/teachers, discipline, academic curriculum/calendar, book bank, fixing examination and result dates, assessment of children and parents-teachers meeting.
- (b) School Staff and Accounts: Honorarium for teachers, funds for the school, the appointment of teachers and cook for the mid-day meals and other financial matters.
- (c) Infrastructure: Repairing of building/furniture, water facilities, toilets, electricity connection, boundary wall and development plans.

- (d) Co-curricular Activities: Sports activities, excursions, cultural programmes, fest and plantation drive.
- (e) Mid-Day Meal: Cooking and other related aspects.
- (f) Cleanliness and Hygiene: Cleanliness drives including toilets and hand washing station.
- (g) Health: Health check-up, distribution of medicines and vaccination.
- (h) Others: Formation of standing committees for addressing specific issues.

It was sought from the teachers to provide follow-up action from the last SMC meeting held, and a listing of at least two points from the proceeding of the meeting. Accordingly, the follow-up action points were reported about mid-day meals, cultural programmes, repairing of buildings, furniture, tree plantation, cleaning drive, attendance of teachers and children, and issues related to enrolment.

### **Constraints and Challenges in Constituting and Holding Regular Meetings of the SMC**

The attendance of members during meetings of SMC was a challenge. One of the contributing factors to the low participation of parents in these meetings was time constraints due to their involvement in labour-intensive occupations like farming and a lack of awareness regarding

the role and function of SMC. The teachers acknowledged that the SMC was central to improving children's education.

revolves around the attendance of children (>84%) and teachers (>88%). At the same time, SMCs had the least attention towards enrolment of

**Table 1: SMC contribution on key parameters of responsibilities as responded by the teachers (in %)**

Key Parameters of Responsibilities	SMC Contribution on Responsibilities as Responded by the Teachers (in %)		
	Head Teacher	Primary Teacher	Upper Primary Teacher
Building	56	64	52
Accounts	44	40	68
School Development Plan	76	72	76
Enrolment of OoSC	44	56	36
Student Attendance	92	84	84
Teacher Attendance	92	88	88
Curriculum Completion	48	48	60

### SMC Contribution on Responsibilities

The RTE Act 2009 has mandated several responsibilities to be undertaken by SMCs in the functioning of schools, such as school building, accounts, school development plans, enrolment of Out-of-School children, children and teachers' attendance, curriculum completion issues, etc.

Table 1 provides SMC's contribution to the functioning of schools, and it is that SMC's contribution to responsibilities

Out of School Children (OoSC), as responded by 45 per cent of the teachers; next in line was curriculum completion, as responded by 52 per cent of teachers, respectively. The contribution of SMCs to prepare school development plans was reported by more than 72 per cent of the teachers. Further, on accounts-related matters, the contribution of SMCs was reported on the lower side (nearly 44%, 40% and 68% by head teachers, primary and upper primary teachers, respectively).

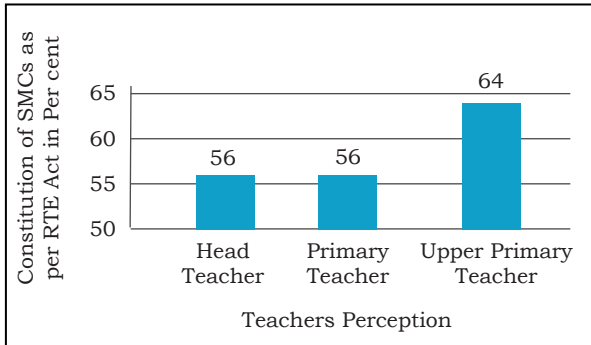


Figure 2: Teachers' perception on the constitution & gender-wise composition of SMCs as per RTE Act 2009

### Gender-wise Composition of SMCs

Fig. 2 represents teachers' perception of the constitution; gender-wise composition of 64 SMCs, and it is evident that the constitution of SMCs as per statutory norms was perceived by 56 per cent head teachers, 56 per cent primary teachers and 64 per cent upper primary teachers, respectively, thereby indicating that constitution of existing SMCs was not as per norms in nearly 40 per cent of schools because of the responding teachers, although more than 10 years had already passed on the enactment of RTE Act 2009. In addition, information on the gender-wise composition of SMCs for 31 primary and 33 upper primary schools as provided by the teachers revealed that:

- the existing SMC was formed as per the specified number of 9 members. Nearly 52 per cent of

primary schools constituted the SMCs with 9 members. Similarly, 73 per cent of the upper primary schools had formed SMCs with 11 members, as specified in the case of upper primary schools under relevant norms.

- female participation as SMC members was reported at more than 50 per cent in nearly 32 per cent of the existing SMCs in the primary schools. In contrast, the upper primary schools' female participation as SMC members was around 9 per cent.
- out of 31 primary schools, only two had established existing SMCs with 50 per cent or more parents as members. However, the Meghalaya RTE Model Rule 13(2) states explicitly that 75 per cent of the strength of the SMC should be from amongst parents or guardians of the children. In the case of upper primary schools, none of the 33 upper primary schools had achieved this target. In this way, the existing SMC in all primary and upper primary schools was not meeting the requirements of the RTE Act 2009 and rules thereon as mandated by the Meghalaya government.

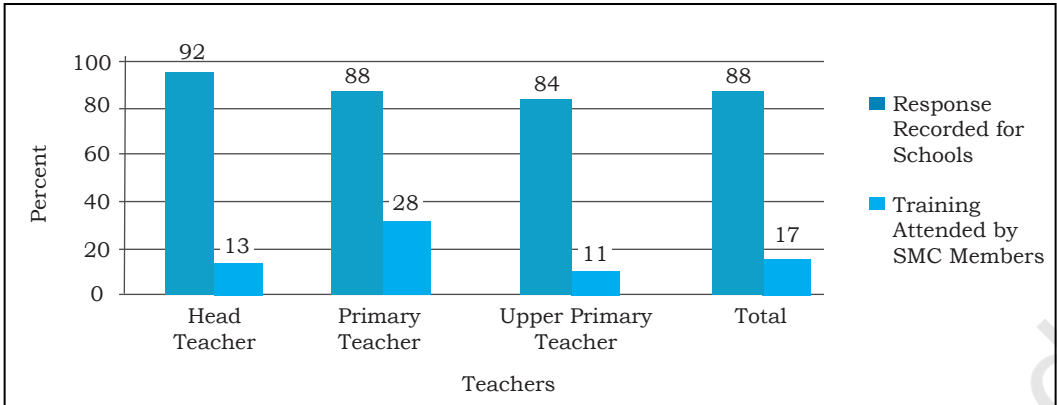


Figure 3: Response recorded for schools by teachers, and training attended by SMC members

### Training Attended by the Existing SMC Members

Section 21(2) of the RTE Act 2009, directed SMC to perform several functions: monitor the school's work, prepare and recommend School Development Plan (SDP), monitor utilisation of grants received from appropriate government or local authority or other sources; and perform such functions as may be prescribed. Given these responsibilities, SMC members felt it necessary to acquaint with these functions that are available under the act in detail and initiate necessary steps with appropriate measures. However, it has been reported by several workers about the absence of competence and training to prepare SDPs among SMC members.

Fig. 3 provides the response recorded by teachers for the number of schools and training attended by SMC members, and it is evident that members of SMCs had a very poor

rate of access to attending the training programme concerning the role and functions of SMC, that was reported 13 per cent by head teachers, 28 per cent by primary teachers, 11 per cent by upper primary teachers, and in totality by 17 per cent teachers.

### Community-based Grievance Redressal Mechanism and Issue of Corporal Punishment

Information about the existence of a community-based grievances redressed mechanism for students was sought from the teachers. The majority of teachers indicated that such mechanisms did not exist in schools, or that if they did exist, they were on the low side (12%). On the other hand, teachers reported that SMC forms a standing committee for redressing grievances, and meetings were held among SMC members to review and resolve such issues if any.

The issue of corporal punishment and mental harassment brought for consideration to the SMC was reported on the lower side. Based on data processing on this item, nearly 17 per cent of the responding teachers (N=75) had brought the issue of corporal punishment for consideration to the SMCs.

## CONCLUSION

Overall, the teachers obtained information from the teachers' schedule, group discussions with stakeholders, field notes and findings-based conclusions on community

participation. It reflected a positive and motivating picture of the status of implementation of the RTE Act 2009, regarding community participation. However, for attaining universalisation of elementary education, goals of children's right to education for elementary education and national education policy and programs, more stringent measures should be taken uniformly and timely by the States in India, especially in empowering the community through SMC members in letter and spirit as enacted by the people through the Indian Parliament.

## REFERENCES

- CZAJA, R AND J. BLAIR. 2005. *Designing Surveys: A Guide to Decisions and Procedures* (2nd ed.). Thousand Oaks, CA: Pine Forge.
- JICK, T.D. 1979. Mixing Qualitative and Quantitative Methods: Triangulation in Action. *Administrative Science Quarterly*. Vol. 24, pp. 602–661.
- KIRAL, B., E AND KIRAL. 2011. 'Karma Arastirmayontemi'. Conference paper presented at 2nd International Conference on New Trends in Education and their Implications, SiyasalKitabevi, Ankara, Turkey. ISBN: 978-605-5782-62-7 (s. 294-298). Available Online at: [www.iconte.org/FileUpload/ks59689/File/050.pdf](http://www.iconte.org/FileUpload/ks59689/File/050.pdf)
- MILLER, J.W., J.A. KUYKENDALL AND S.A. THOMAS. 2013. 'Are We in This Together? An Analysis of the Impact of Individual and Institutional Characteristics on Teachers' Perceptions.' *School Community Journal*, Vol. 23, No. 2. pp. 137–159.
- NGESU, L., A. GAKURU, S.M.O. GUNGA AND C. KAHIGI. 2013. 'Factors Hindering Community Participation in the Development of ECDE Centers.' *International Journal of Education and Research*. Vol. 1, No. 7. pp. 1–6.
- PANDEY, P., S.GOYAL AND V. SUNDARARAMAN. 2008. *Policy Research Working Paper No. 4776, Impact Evaluation Series No. 26. Community Participation in Public Schools: The Impact of Information Campaigns in Three Indian States*. The World Bank, South Asia Region, Human Development Department.
- RAO K.P., M.I. YOUSUF., Q. PARVEEN, K. KANWAL AND M. TAYYAB. 2016. 'Impact of School Management Committees on School Management at Elementary Level in District Jhang (A case study).' *Sci. Int. (Lahore)*. Vol. 28, No. 3. pp. 3115–3118.

## Teaching Mathematics to Early Graders During Lockdown in Delhi: A Challenge

Anil Teotia\*

### Abstract

*The COVID-19 pandemic is going to kill the sensitive and critical period of mathematical learning. This pandemic is leading towards a learning crisis. The continuous closure of schools is going to affect the learning process of first and second graders in negative ways. This adversity faced by the education system now is going to seriously affect us in silent ways. The “early years” suffered a lot. This has inspired the researcher to examine the effects of the lockdown on the teaching and learning of mathematics with regard to early graders in Delhi. Many classes were observed, and parents, teachers, and School Management Committee (SMC) members were interviewed to understand the real issues and challenges. The COVID-19 pandemic was unprecedented and never expected to be one of the most significant pandemics of the modern era. It led to the closure of schools and a paradigm shift in the way learning is accessed. This shift was made with almost zero planning. The apps made in western countries to complement their education systems were adopted in India without a single alteration. Teaching mathematics online to early-year learners is problematic. Among the challenges that were found, the major one was the short attention span of the children. Others include the complicated manner of reaching out to children, and uneven access to technology.*

### INTRODUCTION

The COVID-19 pandemic is one of the most significant and long-lasting crises of this modern era.

This is the first novel pandemic for a technologically advanced society. The epicentre of the pandemic is Wuhan, China, but the effects of this pandemic

---

\* Principal, DIET, Dilshad Garden, Delhi

have been more severe in other parts of the world. All the countries in the world are racing to slow the spread of the virus. Their efforts include aggressive testing, timely treatment, contact tracing, travel restrictions, and quarantining. The coronavirus can be spread through human-to-human transmission; it is the main reason for the adoption of social distancing (also called physical distancing).

The COVID-19 pandemic has affected all spheres of life, including education. This pandemic has resulted in the almost total closure of schools, colleges, and universities. This state of closure began in March 2020. On the 24<sup>th</sup> of March, all the state governments and autonomous bodies started closing down schools. This closure was considered a temporary measure to contain the spread of the virus. Now, in September 2020, there are restrictions on public gatherings and the closure of schools is still mandatory. We can say that this pandemic has significantly disrupted schools and higher education. The novel coronavirus has hit mainstream education severely. Strict stay-at-home orders and physical distancing measures are quite common even today. All schools and educational institutions are directed to be closed, even in unlock 4.0.

The situation demands serious attention because there is no certainty of the re-opening of schools and educational institutes shortly. The recent announcement made by the state government says that all

schools and educational institutions will remain closed till the *Durga Puja* holidays. This is affecting crores of young learners in our country. The early graders are suffering a lot as these are critical years for achieving Mathematical Literacy. It inspired us to examine the effects of the corona pandemic on the teaching and learning of mathematics in early school years, classes I and II.

### **MATHEMATICS AT EARLY YEARS — CURRICULUM IN GRADE I AND II**

Currently, in Delhi, pre-schooling is a choice; it is not mandatory for children to attend. This is the primary cause of a lack of preparation in early mathematical concepts such as pre-number concepts and pre-number vocabulary. The children admitted to Class I are unprepared to learn number concepts and other important concepts. So, in India, the curriculum is designed in such a way that the things a child should have learnt in pre-school (ideally) will be learned in Class I. The learning outcomes of mathematics for Class I include spatial vocabulary, such as top-bottom, above-below, on-under, near-far, thin-thick, and in-out, language to describe physical features of shapes—sliding and rolling, and pre-number concepts, such as seriation, classification, unitising, one-to-one correspondence, and so forth. Further, the child is allowed to explore numbers from 1 to 9 in the first go, and then up to 20 after acquiring the knowledge of addition and subtraction with numbers from



1 to 20 in the context of daily life. The curriculum of Class I requires a child to recognise numbers up to 100 (recognition and writing numerals), estimate lengths in different non-standard units, observe patterns and create patterns, and develop the concept of zero as a number. In Class II, the focus is on using the place value concept in reading and writing numbers up to 99, performing addition and subtraction using regrouping, describing basic 2D and 3D shapes, using non-standard units for measuring distances and capacities and comparing them, using a calendar and data collected.

Due to the closure of schools, these concepts are now being taught by schools through online live classes, which are conducted for students who are technologically advanced, and offline worksheets, which are meant for students who have limited access to technology. The online classes and worksheets are supposed to help students learn the basics of mathematics, which are foundational to further mathematical exploration. The difficulties and challenges of the online classroom and digital learning are explained in the following section.

### **Paradigm Shift with Zero Planning**

The pandemic was unprecedented. It has come to be one of the most significant pandemics of the modern era. Closing down everything to control the spread of infection among people and to maintain physical distance was the need of the hour. This led to the

closure of all schools, affecting all the early graders. In the initial days of this crisis, it seemed that it would not last for a long time and things would take their ordinary course soon. Hence, no special efforts were made to introduce virtual meetings and online interviews with early graders. After 14–19 days of lockdown, everyone came to realise that the situation is not going to change anytime soon. All the schools and Aanganwadis were closed due to the physical distancing measures.

So, the initial efforts went into determining clear-cut rules for arranging classes for each subject and taking classes online using the available platforms. However, usability, creditability, accessibility, security, privacy, functionality, and familiarity were not considered while choosing online teaching platforms. The acceptance of these things blindly, undoubtedly, had certain ramifications. This is explained later in this article.

Choosing the one option from the only option available to us was not difficult. Teaching online was our only option. Schools and educators started using online platforms for delivering instructions with a little introspection and almost zero planning. Online learning is not easy for small children. I remember one of the interactions that I had with Class II kids using an online platform. I was talking about some situations of addition and subtraction in different contexts using PowerPoint. After my presentation, I asked, “Why do

we have 44 marbles?” Shreya said, “My tooth is loose.” Arjun said, “My mom hates puppies.” Rajashree said, “I love cheese pizza.” And there were many other out-of-context responses. The point here is that children have short attention spans, and it is near to impossible for teachers to prepare video or audio content that is good enough to retain their attention for long. It is wrong to assume that children will pay much attention to the mobile screen when everything around them is so hectic.

While observing the mathematics classes, we found that the teachers were using simple slides to initiate discussions with the students of Classes I and II. Some of the observations are stated as follows:

- “It was 9 a.m. A primary teacher was teaching mathematics online to Class II students. The topic was addition and subtraction without carrying over. Only 19 students were attending that particular class out of the total strength of 45 students. The teacher was using a blackboard for teaching the concept of addition. He gave many sums for practice (before explaining anything). The following were the exact sums that were visible on the board.

5	12	4	6	25
+ 1	+4	+5	+3	+3

- Then, he asked the students to add five apples and one apple together. One of the students gave the answer as six apples. The teacher wrote six in the 5+1 column. Other students seemed to have become serious at that point. The teacher proceeded further to solve the next question. He said, “Twelve apples and four apples together make how many apples.” He used the pointer on the board to locate the problem. Two students said, “Six apples.” Others preferred to look at the boy who gave the first answer correctly. The teacher asked that boy, “Hasan! You tell me.” Hasan replied hesitatingly, “5...umm, aaaaa...16.” The teacher accepted this answer as the final one, and no discussion was made upon the wrong answer that was given by the two students.
- The teacher went to the next question and asked, “Four eggs are added to five eggs. Now, how many eggs do we have?” A student said, “I love omelette sir; I am feeling hungry.” The teacher scolded him for the next two minutes and asked him to focus on the class. The teacher asked others to answer the question. All the students preferred to ignore it. And then, the teacher explained how five eggs and four eggs make 9 eggs.

- At that point of time, only 12 students were attending the class; seven had left the class. When the teacher asked the students about their understanding of the concept, some students said, “Sir, *apki awaz theek se nahi aa rahi.*” (Your voice is not clear). The teacher got tired by now and ended the class, instructing the students to do the remaining sums as a homework.
- Another online class was observed that was being given by a teacher of a different school to students of Class II. The maths teacher was teaching the concept of more than and less than (comparing numbers). Only 21 pupils were attending that class. The pedagogy of this class was almost the same as that of the previously observed class; the only alteration was the use of PowerPoint in place of the board. Two slides appeared with the following questions written on them.

(The figures given below are based on memory.)

### Slide 1

Circle the biggest number in the given rows.
7, 8, 3, 5
14, 61, 27,9
65, 21, 82, 69
22, 36, 49, 71

### Slide 2

Circle the smallest number in the given rows.
65, 21, 82,69
22, 36, 49, 71
7, 8, 3, 5
14, 61, 27,9

- With respect to the first slide (biggest numbers), almost all the students were crying out to say the answer (i.e., eight). Some children said 27, while others said 61 and began shouting. The teacher told them that the correct answer was 61, and then he proceeded to the next question. The attendance of the students was decreasing because they were starting to feel bored. The answer to the next question was 69 for some, 65 or 82 for some others. The students were giving random answers without a thought. This shows a lack of conceptual understanding and low-quality instructions. Then came the next slide (smallest numbers), even when the students had not mastered the previous concept. The teacher gave all the answers at once and asked them to copy them down in their notebook. Then, the class ended.

While discussing the issues related to online learning with

teachers, one of them said that it is tough for us to hold the attention of children in an online class. The environment in most homes is very distracting. It becomes hard for us to capture and retain the attention of children for long. Whenever the mathematics class begins, half of the students leave the class and others do not participate in the discussion. Another teacher added that teaching mathematics online to early years is very challenging. You cannot really capture the attention of students by explaining something. Undertaking appropriate drills and practices is not possible in online classes. We suggested they use the activity method. They should make more lively and concrete activities. They must use resources that are easily available at home to make the activities, so that the students can also perform them easily. This method can prove to be an effective way of engaging them in online learning.

### **Reaching Out to the Children Was the Greatest Achievement**

Teachers admitted the fact that reaching out to the children was very difficult for them. The migrant workers who went back to their villages because of lack of work and the consequent lack of money took their children too. The children of migrants, who are now living in villages, are at risk of dropping out of school. Teachers in Delhi are trying to trace them through a contact tracing technique

and sending them worksheets to keep them connected with school education. Interviews with teachers made us aware of the techniques they used for tracking students. One of my friend from my previous workplace said, "I called all the students to ask them about the contact method which is convenient for them. The students who were not in my contact were traced using the SMC and her friends living in the neighbourhood. This method was useful for reaching out to all the children." Contacting the children of Classes I and II was the most difficult task. Being so young, these children have the least access to mobile phones in the family.

Further, we found that you cannot teach the students only by keeping in touch with them and sending worksheets. The young students have no motivation for completing these worksheets, and the feedback, which is most essential at this stage and crucial for developing future understanding, is limited. Students of classes I and II, whose parents are illiterate, are the most vulnerable. Close collaborations between parents, teachers, different schools and educational setups are the need of the hour. For instance, the children who migrated from Delhi to Bihar should be dealt with by Bihar schools with the help of Delhi (if needed). Small children are greatly impacted by what the children around them are learning. The children in the villages are learning things which are different from what our migrated children

have learnt or are learning. This can leave them in a dilemma. It is always advisable to teach a child the same content as her peers are being taught. The same content and topics have more impact on one's learning in the early years.

### **Uneven Reach to Technology**

One of the greatest barriers to remote or distance learning is that one's accessibility to technology is of utmost importance, and there is a positive relationship between "access to technology" and online learning. The limited access is mainly responsible for the limited opportunity for learning. In the schools that are under the Delhi government, majority of the children belong to the poor or the middle class. It is tough for them to attend classes online. In fact, online classrooms are inaccessible to most of the children in the country. These classes are doing more harm than good; they are making the gap between the privileged and the underprivileged wider. All the schools in Delhi are pretending to take classes online. How strange it is to assume that all our students are learning online when we know for a fact that majority of the students belong to lower-middle to poor class families.

Talking to the parents of the students helped us to learn about the difficulties they are facing, which are restricting them from making online classrooms available for their children. The mother of a government school child said, "My husband died a long time ago. I am the sole bread

earner of the family. I have two kids; the girl is 10 years old, and the boy is 7. The lockdown disrupted my wages, and we do not have enough money for groceries. I cannot afford online classes for my kids. I did not know how to react when school teachers said that attending online classes is compulsory for every child."

This situation is the result of the massive gap between the privileged and the underprivileged. Uneven access to technology is a severe barrier. We need to make sure that this limited access to technology does not become the reason for ignorance.

### **CONCLUSION**

The Covid-19 pandemic is one of the most significant and long-lasting crises of this modern era. It has affected all spheres of life, including education. It has resulted in the almost total closure of schools, colleges, and universities. This is affecting crores of learners in our country. This adversity faced by the education system is going to seriously affect us in silent ways. The "early years" suffered a lot.

The curriculum for Classes I and II mainly includes counting, and addition and subtraction up to 99. Due to the closure of schools, these concepts are being offered online through live classes to students who are technologically advanced. The students who have limited access to technology are being sent offline worksheets. However, the effectiveness of both method of imparting education is doubtful.

Teaching online was the only option to choose from. Schools and educators have started using online platforms for delivering instructions with little introspection and almost zero planning. Online teaching for small kids is very challenging because their attention span is short. Some discussions with teachers also helped in understanding the difficulties faced by them, such as difficulties in reaching out to children, holding their attention, making them understand the use of electronic

devices, and so on. The limited access is mainly responsible for the limited opportunity for learning. It is tough to conduct online classes for the students of the Delhi government schools, as a majority of those students belong to lower-middle to poor class families. Most children in the country do not have access to online classrooms. Teachers have to work harder to ensure that access to technology does not become the only factor shaping learning during the pandemic.

## REFERENCES

- ALLEN, I.E AND J. SEAMAN. 2013. *Changing Course: Ten Years of Tracing Online Education in the United States*. San Francisco, CA: Babson Survey Research Group and Quahog Research Group LLC.
- KUPCZYNSKI, L., P. ICE, R. WIESENMYER AND F. MC CLUSKEY. 2010. 'Student Perceptions of the Relationship Between Indicators of Teaching Presence and Success in the Online Course.' *Journal of Interactive Online Learning*. Vol. 9, No. 1. pp. 23–43.
- NATIONAL COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING. 2006. *Math Magic for Class I*. National Council of Educational Research and Training, New Delhi.
- . 2007. *Math Magic for Class II*. National Council of Educational Research and Training, New Delhi.
- . 2005. *National Curriculum Framework*. NCERT, New Delhi.
- GHEBREYESUS, TEDROS ADHANOM. 2020. *WHO Director-General's Opening Remarks at the Mission Briefing on COVID-19*. Retrieved from <https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-mission-briefing-on-covid-19>
- YUAN, J AND C. KIM. 2014. 'Guidelines for Facilitating the Development of Learning Communities in Online Courses.' *Journal of Computer Assisted Learning*. Vol. 30, pp. 220–232.

## The Perception of Global Citizenship Education Among School Teachers in India: A Survey

Varada M. Nikalje\*

Kalpana Marwal\*\*

### Abstract

*The National Education Policy (NEP) 2020 envisages many changes in education. It also includes new and contemporary issues important for school education. One of them is Global Citizenship Education (GCED). GCED is based on the principle of respect and appreciation of various cultures, different forms of expression, and diverse human realities to ensure an equitable educational environment. The successful implementation of GCED requires a theory-based understanding of the concept by teachers and teacher-educators, and other informal and non-formal settings. A globalised world and its challenges are what future generations are likely to inherit. Hence, it is essential that today's education helps to prepare children for tomorrow's world. This paper sheds light on the teachers' understanding of the concept and practicality of implementing the GCED values in school curricula.*

### INTRODUCTION

It is not surprising when the words 'national' and 'international' appear together in the same title as in this one. World leaders have emphasised that, to build a more sustainable world, there is a need for collective action.

As the poet Donne says "No man is an island"; no nation can exist in isolation. In other words, there are issues that transcend national boundaries: climate change, environmental laws, displaced populations, etc. These cannot be solved by a single country acting

---

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

\*\* JPF, Department of Elementary Education, NCERT, New Delhi

alone; they are neither feasible nor desirable. Increased levels of dialogue and cooperation among countries will not only lead to mutual benefit but also encourage goal-directed behaviour towards peace. The definition of cooperation is — *combining energies to work towards a common goal*. Cooperation requires a combination of character attributes, such as being respectful, honest, helpful and above all, the ability to listen. They can, however, learn these traits over time through frequent encouragement and modelling by parents, teachers and other elders. Not surprisingly, the concept of global citizenship is being explored with increased intensity and, as might be expected, there has been a corresponding – and growing - interest among educators in various parts of the world to strengthen the global dimension of citizenship education in school curricula at all levels.

Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. UNESCO's work in this field is guided by the Education 2030 Agenda and Framework for Action, notably target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries to “ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture

of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development”.

Thus, as times change, and societies adapt themselves to new challenges, education systems are redesigned. The New Education Policy (NEP) of India reflects this metamorphosis: an approach which takes into account the whole of human society and the environments, yet maintains an identity rooted in Indian values.

### **The New Education Policy (NEP)**

The New Education Policy (NEP) was released by the government of India on July 31, 2020. The NEP is a 66 pages document that talks about vision of education in the country: for ECCE (Early childhood care education), School Education, Higher Education and Professional Education. The NEP 2020 replaces the previous National Policy on Education, 1986. Thus it is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2040.

The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen (NEP, 2020: p.7).



Schools play an important role in harnessing the transformative potential of education to empower learners with the knowledge, skills, attitudes and values needed to become global citizens. As children's perspectives expand to include their classrooms, schools, community, nations, and the world, they take the first steps toward understanding the concept of global citizenship.

Teachers have a crucial role in readying learners for climate change, sustainable development and global citizenship. In order to empower learners, educators themselves need to be equipped with the knowledge, skills, values and behaviours required for transformative education. This exercise aims at mapping the existing awareness of the concept of GCED among school teachers in India, to capture the teachers' perception and understanding of GCED. The survey includes the teachers' understanding of learning competencies related to Education for Sustainable Development (ESD) and GCED; specifically, in the syllabus, textbooks and assessment.

## LITERATURE REVIEW

Teacher education can make an important contribution to raising understanding of SDGs within education. ESD, GCED, human rights, peace and inter-cultural understanding can be seen within a range of courses for the initial training and continuing professional development of teachers.

The extent to which these themes can be interpreted as instruments to achieve pre-determined goals is a feature of the discourses surrounding ESD and GCED that is directly relevant to teacher education. The dangers of focusing on societal outcomes and behaviour change rather than educational processes is particularly relevant in the discussions on ESD and teacher education (Pipere, et al., 2015; Manteaw, 2012; Mannion, et al., 2014).

Increasingly, governments and policy-makers are encouraging teacher development programmes to include themes, such as cultural understanding, global awareness and sustainable literacy. Examples of this can be found in Canada (Mundy et al., 2007); Finland (Alasuutari, 2011); Ireland (Martin et al, 2016); Scotland (Bourn et al, 2016; Wisely et al., 2010); South Africa (Lotz-Sistka, 2011) and South Korea (Sung, 2015).

Proponents of ESD and GCED tend to call for a constructivist approach to learning and see it as part of a transformative approach to learning (Mc Keown and Hopkins, 2010; Sterling, 2001). Similar themes emerged in discussions about GCED, human rights, and intercultural education (Bourn, 2015; Gaudelli, 2016; Osler and Starkey, 2010; Scheunpflug, 2011; Wisely et al., 2010). However, as evidence from different regions of the world has identified, the skills that many teachers have mastered are often related to reproduction of bodies of

knowledge within the classroom, teacher rather than learner-led pedagogical approaches, and an over-emphasis on usage of textbooks (Darling-Hammond and Liebermann, 2012; Bajaj, 2012; Kithuka, 2015; Griffin, 2012). How teachers are trained and the pedagogical focus of that training is therefore crucial.

### OBJECTIVES

- To get a picture of the current situation regarding the understanding and implementation of GCED in Indian schools.
- To gauge the teachers' understanding of learning competencies related to ESD and GCED; specifically, in syllabus, textbooks and assessment.

### METHODOLOGY

A questionnaire related to GCED was created using google forms. Two types of questions were given — multiple choice and short answer type questions in the form. Data was obtained from more than 80 school teachers, hailing from different states of the northern part of India.

### ANALYSIS

The data collected via google forms showed that more than 60 per cent of respondents were familiar with the concept of GCED and less than 10 per cent of participants had no idea about the concept at all. Similar was the case

with their knowledge of SDG 4 and the term “glocal”. The seminars and workshops that are organised from time to time for teachers have played a crucial role in keeping up with the changes in the field of education both at the national and international level. This awareness was evident in the responses of more than 70 per cent of participants all with teaching experience of more than half a decade.

#### How would you rate your awareness of GCED?

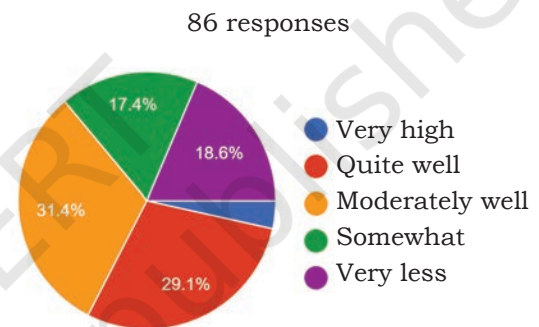


Figure 1: GCED awareness among participants

#### How would you rate your awareness of SDG 4 that calls for quality and equitable education?

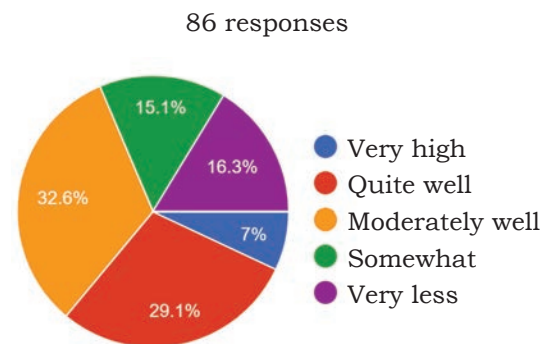


Figure 2: Awareness regarding quality and equity

It did not come as a surprise that more than 95 per cent of participants were aware of the phrase “*Vasudhaiva Kutumbakam*” for it is one of the facets of the cultural ethos of India. The three notions of Global Citizenship Education (GCED) — solidarity, respect for diversity and shared sense of humanity — are deeply embedded in the concept of *Vasudhaiva Kutumbakam*. Rabindranath Tagore, more than a century ago, during one of his lectures in the USA rightly said that “The highest education is that which does not merely give us information but makes our life in harmony with all existence” (Tagore, 1917, p. 116). India’s commitment to peaceful co-existence plays a crucial role in making the country a safe space for people of different cultures, religions, etc.

As per the responses given by the participants on the presence of various GCED values in the current NCERT textbooks, an overwhelmingly

**The textbooks that you currently teach: do they endorse inclusion?**

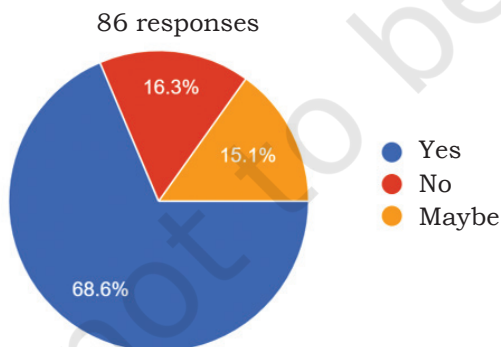


Figure 3: Inclusion in textbooks

positive response was observed for all values, but one. One GCED value which received the mixed response was ‘INCLUSION’. Around 30 per cent of participants were not certain about the endorsement of inclusion by the textbooks.

The term “inclusion” in itself carries multiple aspects. While it is quite evident from the textbooks that pertinent efforts were made to create all-inclusive textbooks. However, more emphasis may be given to various disabilities listed in the RPWD Act, 2016. Further, exercises and activities that contribute to sensitisation towards issues related to inclusion may be added. Following the analysis of textbooks from the participants’ perspectives, they were further asked to rank a few significant areas pertaining to GCED. The seven areas are as given below:

1. practical application of GCED pedagogy in the classroom;
2. linking GCED with real-life issues;
3. planning projects on GCED;
4. identifying learning goals related to GCED;
5. reaching out to the community;
6. the whole school approach to GCED;
7. assessment of GCED practices.

For the first six areas, no clear-cut preference could be deciphered from the data. It was the seventh area, assessment of GCED practices, which was marked least important by 25.6 per cent of the total participants.

**Below are the seven areas of importance in implementing GCED in the classroom teaching-learning process: 1 practical application of GCED p...nt of GCED practice out of the above seven areas**

86 responses

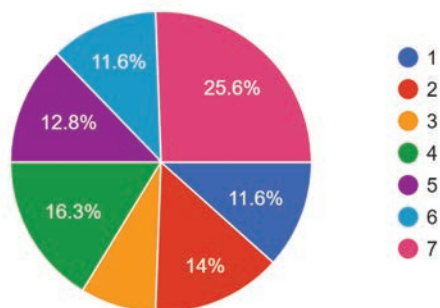


Figure 4: Assessment of GCED practices

It reflects that teachers perceive GCED values, which cannot be easily assessed unlike other subjects, and hence, they deemed it least important. It is possible that a child may modify a particular behaviour while in the presence of adults simply because s/he is aware of being observed and the pressure of being assessed. Even while writing the answers to value-based questions, learners often opt for answers which are seen as acceptable by teachers and elders. Assessment involves setting criteria and it is unlikely to result in anything of significance unless used as feedback for parents or input for the system. Learners would be more motivated if they are in an environment where they get to see the adults incorporating these values in

a “natural manner” instead of being pressured to memorise and write down the “acceptable responses”.

*“I hear and I forget. I see and I remember. I do and I understand.”*

Chinese Proverb\*

The proverb is appropriate to the context especially when it comes to the implementation of GCED. Learners, especially the younger ones, put their teachers on a pedestal. They imitate and follow them. Learners are more likely to be inspired if teachers make the values inherent to GCED a part of their daily lives. Performing simple tasks like switching off the lights and fans while leaving the classroom, watering plants, and giving equal opportunities to participate in different activities may seem routine to adults, but such simple acts leave a lasting impression on young minds.

### GCED Values in Textbooks

Participants seemed more comfortable in locating the GCED values in textbooks. They confidently pointed out lessons, poems and activities that resonated with the values of GCED. It seemed that the participants’ level of awareness of GCED was more evident in examples than with the concept.

The NCERT textbooks published in 2006–2008 were envisaged based on the National Curriculum Framework 2005. The textbooks, ahead of their time, still echo the

\* Usually attributed to Confucius, this quote at times also gets ascribed to one of the Confucian scholars. Due to lack of clarity regarding the original author/speaker, it has been quoted as such.

values of GCED even after a decade and a half of their conception. Many responses given by participants included examples from NCERT textbooks, of all classes, which reflect the GCED Values.

Most of the examples by the participants were from language textbooks followed by science and social science textbooks. However, there were no examples from mathematics textbooks. A deeper probe revealed the reason behind it—GCED values are comparatively less explicit in mathematics textbooks. Educators tend to focus solely on analysis of mathematical problems.

Teachers of mathematics tend to see the subject as being abstract in nature. There seems to be a disconnect between the field of mathematics education and the social and cultural life of learners. This compartmentalisation could easily be one of the reasons for non-integration of GCED values in mathematics.

### **GCED, Pandemic and School Education**

The input regarding the incorporation of GCED values in the pandemic year is broadly concerned with two aspects of teaching-learning.

#### *Digitisation*

The abrupt pause that the Covid-19 put on the life of everyone has led to revolutionising the education sector. India, where in-person teaching was prevalent, also faced the brunt. In the

responses given by the participants, lack of access to the internet was a major concern. It was suggested to make education accessible to all by finding alternative means in the cases where children face such issues because of insufficient digital infrastructure. Constraints of time and access made teachers focus only on the content of the textbooks. Discussions on GCED values embedded in lessons could not usually take place.

#### *Globalisation*

Most of the responses mentioned the impact of the pandemic and how it has become a universal experience for school-going children. A consensus could be seen regarding post-Covid textbooks and teaching, by including in more topics and issues of a global nature. Such sentiments are also echoed by the NEP 2020.

“The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian... as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen” (NEP, 2020: p. 6).

#### **Follow Up**

Based on the responses received, it is clear that GCED is relatively new, albeit not a foreign concept to India. Although the survey constituted a small sample size, more surveys may

be conducted across the country to assess the outreach of the concept of GCED among school teachers. Further, workshops and seminars on various aspects of GCED may be organised to get a clearer perspective of school teachers, their expectations as well as apprehensions concerning the implementation of GCED.

## CONCLUSION

The present survey of primary and secondary stage school teachers highlights significant fact: GCED as advocated in NEP 2020 cannot be implemented in the fullest sense, if teachers do not have clarity of the concept. The survey is also relevant

as it is a compilation of information on GCED from the perspective of one of the key actors in education systems worldwide—teachers themselves.

GCED has a lifelong learning perspective, beginning in early childhood and continuing through each level of education into adulthood. It requires formal and informal approaches, interventions covering both educational programs and extracurricular activities, conventional and unconventional methods to encourage wide participation of learners. For the NEP to achieve its operational definition of global citizenship, teacher training is needed to achieve the goal.

## REFERENCES

- ALASUUTARI, H. 2011. 'Conditions for Mutuality and Reciprocity in Development Education Policy and Pedagogy.' *International Journal of Development Education and Global Learning*. Vol. 3, No. 3. pp. 65–78.
- DARLING DARLING, H.L. AND A. LIEBERMAN. 2012. (eds.). *Teacher Education Around the World*. Abingdon, Routledge.
- EDUCATING FOR GLOBAL UNDERSTANDING: An ETFO Curriculum Development Inquiry Initiative. Global Education (etfo.net).
- MANNION, G., G. BIESTA, M. PRIESTLEY AND H. ROSS. 2014. 'Global Dimension in Education.' In Andreotti, V. (ed.) *The Political Economy of Global Citizenship Education*. Abingdon, Routledge. pp. 134–147.
- MANTEAW, O.O. 2012. 'Education for Sustainable Development in Africa: The Search for Pedagogical Logic.' *International Journal of Educational Development*. Vol. 32, No. 3, pp. 376–383.
- McKEOWN, R AND C. HOPKINS. 2010. 'Global Citizenship and Sustainable Development: Transformation in the Initial Education of Teachers', in Wisely, T., Barr, I, Britton, A. and King, B. *Education in a Global Space*. Edinburgh, IDEAS. pp. 8–17.

- MUNDY, K., C. MANNON, V. MASEMAN AND M. HAGGERTY. 2007. Charting Global Education in Canada's Elementary Schools: Provincial, District and School Level Perspectives, Ottawa, OISEUT/UNICEF.
- NIKALJE, V.M. 2017. The Concept of Global Citizenship in Asian Countries. *The Primary Teacher*. Vol. 42, No. 3. pp. 66–69.
- PIPERE, A., M. VEISSON AND I. SALITE. 2015. 'Developing Research in Teacher Education for Sustainability: UN DESD.' *Journal of Teacher Education for Sustainability*. Vol. 17, No. 2. pp. 5–43.
- TAGORE, R. 1917. *Personality: Lectures Delivered in America*. London: Macmillan
- MINISTRY OF EDUCATION. 2020. *National Education Policy*. MoE, Government of India, New Delhi.

## Effectiveness of Community Language Learning Method on English Grammar: A Study of JNV Papumpare of Arunachal Pradesh

Vivek Singh\*

Cheenang Pertin\*\*

### Abstract

*Language learning has always been an important sign of child development. Learning a first language happens naturally in sync with a child's growth and development, and the learning of a second language becomes challenging, especially if it's a language as distant as from the first language. Community Language Learning (CLL) is a method that attempts to remove the challenging aspects of learning a language. The present paper examines the effectiveness of CLL with respect to English language learning as opposed to the traditional methods practiced in Indian classrooms, and also its impact on the attitude of the learners towards the language learning.*

### INTRODUCTION

As in India today, English is a symbol of people's aspirations for quality in education and a fuller participation in national and international life (NCF-2005). Language is such a normal occurrence in human life that most of us never bother to ponder it. We simply accept it as a human trait, and cannot imagine a life without it. Human growth and development, whether

scientific, socio-cultural or emotional, all owe their existence to language. Apart from this, language and learning have always gone hand in hand. Learning takes place through language and the content of learning is also developed. Now the question of language learning comes. Theories in language acquisition broadly suggest two theories of language learning that side with the universal Nature vs. Nurture debate. **Biological Theory—**

\* Assistant Professor, Department of Education, Rajiv Gandhi University, Arunachal Pradesh-791112

\*\* Research Scholar, Department of Education, Rajiv Gandhi University, Arunachal Pradesh-791112



a theory advocated by Noam Chomsky opined that humans have an inborn trait of developing language skills because of the presence of what he termed a Language Acquisition Device (LAD) in their brains. On the other hand, the **Environmental theory** of B.F. Skinner is antithetical to the biological theory and gives precedence to the environment and the factor of nurture in language learning.

Curran (1963) opined that the educative process of counselling relationships could be useful and insightful for the educative process of language learners. Counselling in the educative process reduces conflict and anxiety and reflects cognitive and emotional development. The same is agreed by Kavaliauskiene (2009), who said that the complete removal of the mother tongue in the learning of English causes stress to the learners, who seek security in their mother tongue to learn a foreign language. She also emphasises that the role of the mother tongue is important for the learning of English and improving language accuracy, fluency and clarity. Similarly, Lakshmi (2016) squashes the popular belief that influence of mother tongue is a hindrance to learning of English language, and that instead, it can be used as an aid to teach a second language. Apart from the four basic language skills — listening, speaking, reading and writing; she believes translation to be the fifth language skill. According to her, translation need not be a boring and tedious

task but a fun activity for language acquisition. Dutta and Bala (2012) on the classroom practices of teaching English in primary government schools reported that language techniques were not effectively utilised and class interaction was highly teacher and textbook dominated. These shortcomings could be countered by CLL as Kemala Sari, Jismulatif and Syarfi (2015) accounted that in CLL the learners are more active and have great motivation during the process of teaching-learning. Since they are free to explore their ideas and share them with their friends.

The present study was an attempt to provide some empirical evidence for the Environmental Theory. CLL stands for Community Language Learning and was developed by Charles A. Curran by applying the principles of counselling to learn a foreign language. It is a learner-centric and constructivist approach to language learning in a community type environment where the knowledge of mother tongue is used to learn L2, the teacher acts as a counsellor and all possible learning barriers are eliminated as much as possible. The present study attempted to assess effectiveness of CLL, that means the capability of producing a desired result, and was measured in terms of academic achievement, which referred to the extent to which the 6th grade learners had successfully achieved their educational goals. Likewise, english grammar refers to the study and use of the rules in which meanings are encoded into wordings

in the English language according to 6th grade English, CBSE curriculum. Likewise, JNV stands for Jawahar Navodaya Vidyalaya, which is a group of schools run by the Navodaya Vidyalaya Samiti, an autonomous organisation under the MHRD, government of India. The present study was delimited to the English grammar learning and attitude towards English language learning (which encompasses cognitive, behavioural and emotional aspects) of 6th grade learners of JNV, Doimukh in Papumpare district of Arunachal Pradesh.

### **RATIONALE OF THE STUDY**

English is the official language of the state of Arunachal Pradesh and also the medium of instruction in its educational institutions. However, in general, the spoken and written English of the children is poor. Without having a decent grasp of the language, it becomes very difficult to understand any subject content and encourages rote memorisation, which the NCF 2005 is determined to eliminate. The performance of state students in board exams is proof of this. The rationale behind this study was to attempt to come up with an alternate to improve English language learning in the schools of Arunachal Pradesh. CLL has been chosen for the purpose because the society in Arunachal Pradesh by nature is community-driven. Thus, the researcher took advantage of this innate quality of the learners in the learning of a foreign language. Also in India, study on CLL is almost

negligible, and in the state no such study has ever been conducted.

### **OBJECTIVES OF THE STUDY**

1. To study the effectiveness of CLL on academic achievement of 6th grade learners in English grammar.
2. To study the change in attitude of 6th grade learners towards English as a foreign language after practicing the CLL.

### **HYPOTHESIS**

- $H_{01}$ : There exists no significant impact in post-test on the academic achievement of the 6th grade learners due to experimental approach or traditional approach.
- $H_{02}$ : There is no significant impact on the attitude of 6th grade learners towards English as a foreign language after practicing the CLL.

### **METHODOLOGY OF RESEARCH**

#### **Selection of Sample and Variable**

For the selection of samples, all the 40 6th grade learners of JNV were divided equally into experimental and control groups with eight girls and twelve boys each, using the stratified random sampling technique. While CLL and conventional method of teaching were taken as the independent variables, academic achievement and attitude were considered as dependent variables, and time was the extraneous variable.

**Research Design**

Experimental research design was used for the present study as shown in Fig.1.

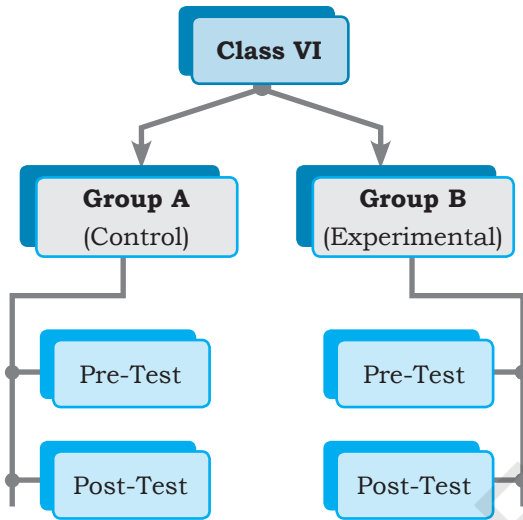


Figure 1: True experimental equivalent group pre-test and post-test design.

**Tools Used**

A self-constructed and standardised 6th grade english grammar achievement test was prepared for the purpose with 70 items from articles, parts of speech, direct-indirect sentence, active-passive voice and present tense. Using split-half estimate the test was found to be highly reliable (0.94), and a subject expert established its content validity. Based on the CLL design by Richard and Rogers (1986) as shown in Table 1, a CLL package was designed for each topic to be taught to the experimental group. Similarly, lessons were prepared using the conventional

method to be taught to the control group. To study the impact of CLL on the attitude of the learners towards English, an attitude scale designed by Mohd. Z. A. Jafre, titled “Attitudes of EFL Secondary School Students Towards English Language Learning” was used.

**Table 1: CLL Design by Richard and Rogers (1986)**

<p>STAGE I</p>	<p>The client (learner) completely depends on the counsellor (teacher).          (1) The client expresses to the counsellor what he/she wishes to say to the group in L1. No one else is involved in the interaction.          (2) The counsellor in a simple language and accepting tone reflects the above ideas in L2 to the client.          (3) The client now directly speaks to the group in L2 expressing the same ideas he did using L1. The counsellor assists the client in correcting errors if any.</p>
<p>STAGE II</p>	<p>(1) The client expresses to the counsellor what he/she wishes to say to the group in L1. No one else is involved in the interaction.          (2) The client directly speaks to the group in L2 expressing the same ideas he did using L1. The counsellor assists the client in correcting errors, if any, however, limits his/her involvement to give independence and confidence to the client.</p>

STAGE III	(1) The client speaks directly in L2 to the group without expressing his/her ideas in L1. (2) The counsellor assists the client in correcting errors, if any, however, limits his/her involvement to give independence and confidence to the client. Translation into L1 is provided only when a member of the group requests for it.
STAGE IV	(1) The client now speaks freely with more complexity in L2. (2) The counsellor directly intervenes without request from the client to correct error, if any.
STAGE V	(1) The client now speaks freely with more complexity in L2. (2) The counsellor intervenes to make corrections, and also add idioms and more refined construction of sentences. (3) By this stage the client can become counsellor to the group in stages I, II and III.

## DATA MANAGEMENT AND DATA ANALYSIS

ANCOVA has been used to analyse the causal relation between the independent variables (CLL and conventional method) and dependent variable (Achievement test) within and between experimental and control group while adjusting the influence of time factor on the statistical analysis. While t-test was applied to analyse the pre- and post-test attitude scale conducted only on experimental group.

## RESULT AND DISCUSSION

The present study attempts to find how effective CLL is in comparison to traditional methods of teaching English language. Based on the data analysis the result and discussion has been done according to the sequence of the objectives:

*Effectiveness of CLL on Academic Achievement*

**Table 2: ANOVA showing effectiveness of CLL on academic achievement**

Source of Variation	Df	SS <sub>x</sub>	SS <sub>y</sub>	MS <sub>x</sub> Mean square variance for X or $\sqrt{X}$	MS <sub>y</sub> Mean square variance for Y or $\sqrt{Y}$
Between Groups	1	81.225	608.4	81.225/1= 81.225	608.4/1= 608.4
Within Groups	38	1815.55	2497.2	1815.55/38= 47.78	2497.2/38= 65.716
Total	39	1896.775	3105.6		

$$F_x = \frac{\text{Mean square variance of among groups}}{\text{Mean square variance of within groups}} = \frac{81.225}{47.78} = 1.699$$

$$F_y = \frac{\text{Mean square variance of between groups}}{\text{Mean square variance of within groups}} = \frac{846.4}{96.47} = 8.77$$

Table 2 shows that calculated  $F_x$  value 1.699 is lesser than table F value 4.08 for df 1, 38 at 0.05 level of significance. Therefore, there is no significant difference in the pre-test scores between the groups and within

the groups. The calculated  $F_y$  value (8.77) is greater than table F value 4.08 for df 1, 38 at 0.05 level of significance. Therefore, there is significant difference in the post-test scores between the groups and within the groups.

**Table 3: ANCOVA showing difference between the experimental and control group**

Source of Variation	Df	SSX	SSY	SXY	SSYX	MSYX or VYX	SDYX
Between Groups	1	81.225	608.4	222.3	404.09	404.09/1 = 404.09	
Within Groups	37	1815.55	2497.2	834.9	2113.262	2113.262/37 = 57.115	7.56
Total	38*	1896.775	3105.6	1057.2			

\* df reduced due to regression of Y on X

$$F_{yx} = V_{yx} \text{ Between Groups} / V_{yx} \text{ Within Groups} = 404.09 / 57.115 = 7.075$$

From Table F, for df (1, 37) Critical F value at 0.05 level = **4.12**

Table 3 reveals that the computed F value 7.075 is greater than the critical F value 4.12 for df 1, 37 at 0.05 level of significance. Therefore, the formulated hypothesis (HO1) “There exists no significant difference between the experimental and control group in their academic achievement on treatment

of CLL to the experimental group and conventional method to control group” gets rejected. It indicates that there is significant difference between the two groups, one that was exposed to CLL and another that was exposed to traditional method in their performance after the treatment.

**Table 4: Showing adjusted mean for Y (post ANCOVA t-test)**

Group	N	$M_x$	$M_y$ Unadjusted	$M_{yx}$ Adjusted	t-value
A	20	26.5	35.5	36.15	2.389
B	20	29.35	43.3	42.64	
General Means		27.92	39.4		

Table 4 depicts that the adjusted mean score of the control group — group A, after treatment of conventional method was found to be 35.5, which is lesser than the adjusted mean score of the experimental (CLL) group, group B, 43.3. The Post ANCOVA t-value came out to be 2.389 which is greater than the critical t-value at 0.05 level of significance for df (38). Therefore, hypothesis (H01) “There exists no significant difference between the experimental and control group in their academic achievement on treatment of CLL

to the experimental group and traditional method to control group,” gets rejected. Henceforth, in both the cases of testing, it is interpreted that the hypothesis was significant and there exists a real difference between the performance of the two groups of 6th grade students who were and were not exposed to CLL. It is concluded that the experimental group, group B that was exposed to CLL was more effective as compared to control group, group A in terms of the teaching of english grammar.

**Table 5: Effect of CLL on attitude of the learners towards english language**

Test	Mean	Standard Deviation	No. of Samples	SE <sub>d</sub>	Calculated t- value	Df	t-value (0.05)
Pre-Test	M <sub>1</sub> = 151.2	σ <sub>1</sub> = 17.58	n <sub>1</sub> = 20	1.28	6.17	38	2.02
Post- Test	M <sub>2</sub> = 159.1	σ <sub>2</sub> = 15.08	n <sub>2</sub> = 20				

*Effect of CLL on Attitude of the Learners Towards English Language*

Table 5 reveals that the computed t-value, 6.17 is greater than the critical t-value 2.02 for df 38 at 0.05 level of significance. This implies that the H<sub>02</sub> “There is no significant difference in the attitude of VI<sup>th</sup> grade learners of experimental group towards English as a foreign language before and after the treatment of CLL” gets rejected. Therefore, it can be said that the attitude of the VI<sup>th</sup> grade learners of experimental group (M-159.1) is positive as compared to attitude (M-151.2) before the treatment of CLL.

**FINDINGS AND DISCUSSION OF THE STUDY**

Based on the result of the study, it was found that the learners of both the groups showed similar academic achievement prior to the treatment of CLL on experimental group and traditional approach on control group. Likewise, both the groups showed improvement in their academic achievement after the treatment of CLL on experimental group and traditional approach on control group which matches the finding of Puspitasari (2011) and Yuliana (2012). Further,

a difference was found between the performances of the two groups; and the experimental group, was more effective as compared to control group in terms of learning of English grammar. In the same way, difference in the attitude of VI grade experimental group learners towards English as a foreign language after the treatment of CLL. It was found that the attitude after the treatment was higher than before the treatment. It signifies that CLL contributes in improving the attitude of learners towards English language learning.

This finding has been supported by Nagaraj (2010) and Putri and Megawati (2011), who opine that through CLL, teachers can help students overcome their negative feelings and convert them into positive energy. Similarly, both Forge (1971) and Richards and Rogers (1986) reported that CLL gives positive motivation and inner joy and pleasure. Teachers in CLL play the role of not only a facilitator, but also a counsellor. This helps develop healthy teacher-student rapport, which is an important component of classroom socio-emotional climate. Therefore, teachers must be a facilitator for, constructive learning and counsellor, for positive classroom climate. Ameer (2016) promotes establishing rapport to improve language learning.

## **CONCLUSION**

The result of the present study is self-explanatory of the positive effect of CLL on academic achievement and attitude of the learners. Therefore, it

can be concluded that CLL could be successfully used to improve English language learning and also the attitude of learners towards learning English as a foreign language.

However, in the process of the experiment, the researcher experienced some drawbacks. First of all, CLL is very time consuming, especially, if the class is large. Secondly, CLL is more appropriate to be used for communication skill classes rather than teaching curriculum English in school classrooms. CLL proved to be a success in the present study largely because each student got an opportunity to participate in the learning activity. Additionally, the students were not spoonfed but encouraged to develop their own ideas, and to construct their own sentences. The fact that they interacted with the teacher at a personal level, and given the opportunity to speak before the class repeatedly aided immensely to develop confidence in both self and spoken English. So, it can be implied that there is a positive relation between language learning strategies and learner autonomy (Ceylan, 2015).

## **EDUCATIONAL IMPLICATION**

The very purpose of the present study was to examine possibilities that could improve teaching-learning of English in particular and education in general. The findings of the study could be helpful in educational policy and programmes. It is often overlooked that language is not merely a subject to be studied academically, but to

learn a set of skills that would act as a medium of instruction. Any instruction would fail if the communication is not understandable at the receivers end. Therefore, English grammar should be taught beyond the rules, allowing the learners to use their creativity and existing knowledge in applying the grammar rules. Therefore, classroom

transaction must be learner centric. In CLL learners enjoyed this opportunity, which positively impacted their attitude and achievements test. Hence, CLL based modules can be developed to improve communication skills. To make it effective CLL should be introduced in both pre-service and in-service teacher training programmes.

## REFERENCE

- AMEER, A.S. 2016. 'Challenges of Rural Students in English Language Acquisition'. *International Journal of English, Language, Literature and Humanities*. Vol. 4, No. 7. Retrieved from <http://ijellh.com/wp-content/uploads/2016/07/6.-Ameer-Anisaa-paper-final.pdf?x72302> on 13<sup>th</sup> February 2017.
- BALO, R. 2016. *A Study of Primary Education in East Kameng District of Arunachal Pradesh*. Thesis. Rajiv Gandhi University Central Library, Doimukh, Arunachal Pradesh.
- CEYLANA, N.O. 2015. 'Fostering Learner Autonomy'. *Procedia - Social and Behavioral Sciences*. No. 199, pp. 85–93. Retrieved from <https://core.ac.uk/download/pdf/82430867.pdf>.
- CURRAN, C.A. 1963. 'Counselling, Psychotherapy and the Unified Person.' *Journal of Religion and Health*. Vol. 2, No. 2, pp. 95–111. Retrieved from <https://www.jstor.org/stable/pdf/27504546.pdf> on 19<sup>th</sup> September 2016.
- CURRAN, C.A. 1982. *Linguistic Model for Learning and Living in the New Age of the Person*. Robert W. Blair (ed.). Innovative Approaches to language teaching. Newbury House Publishers. Rowley, Massachusetts.
- DUTTA AND BALA. 2012. *Teaching of English at Primary Level in Government Schools*. NCERT, New Delhi.
- FORGE, P.G.L. 1971. 'Community Language Learning: A Pilot Study'. *Language Learning*. Vol. 21, No. 1, pp. 45–61. Retrieved from <https://deepblue.lib.umich.edu/handle/2027.42/98191> on 19<sup>th</sup> September 2016.
- GARDENER, R.C. 1968. 'Attitudes and Motivation: Their Role in Second-Language Acquisition.' *TESOL Quarterly*. Vol. 2, No. 3. pp. 141–150.
- KAPOOR, K.C AND T. LHUNGDIM. 2016. 'A Study on Learning Difficulties Among V Grade Learners of Arunachal Pradesh in English as a Medium of Instruction- An SSA Report for the MHRD.' Department of Education. Rajiv Gandhi University, Doimukh, Arunachal Pradesh.



- KAVALIUSKIENE, G. 2009. 'Role of Mother Tongue in Learning English for Specific Purposes.' *ESP World*. Vol. 8, No. 1. pp. 22. Retrieved from [http://www.esp-world.info/Articles\\_](http://www.esp-world.info/Articles_)
- LAKSHMI, P. VIJAYA. 2016. 'Mother Tongue The First Step to Learn English.' *International Journal of English, Language, Literature and Humanities*. Vol. 4, No. 10. Retrieved from <http://ijellh.com/wp-content/uploads/2016/10/38.-P.-Vijaya-Lakshmi-paper-final.pdf?x72302> on 13<sup>th</sup> February 2017.
- LENNARTSSON, F. 2008. 'Students' Motivation and Attitudes towards learning a Second Language- British and Swedish students' Points of View.' *Procedia-Social and Behavioral Sciences*. Vol. 29, No. 2011, pp. 994–1000. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1877042811027947> on 20<sup>th</sup> September 2016.
- MANIAM, M. 2010. 'The Influence of First Language Grammar (L1) on the English Language (L2) Writing of Tamil School Students: A Case Study from Malaysia.' *Language in India*. Vol. 10, No. 4. Retrieved from <http://www.languageinindia.com/april2010/mahendrandissertation.pdf> on 12<sup>th</sup> February 2017.
- NCF (2005). 'Position Paper on Teaching of English: National Curriculum Framework.' New Delhi; NCERT
- NAGARAJ, P. MAY 2009. 'Application of Community Language Learning for Effective Teaching.' *Modern Journal of Applied Linguistics*. Vol. 1, No. 3. pp. 175–181. Retrieved from <http://www.mjnl.org/removedprofiles/2013/Community.pdf> on 15<sup>th</sup> September 2016.
- NANI, AKU. 2009. *Teaching of English Language in Secondary Schools of Capital Complex: A Critical Study*. Thesis. Rajiv Gandhi University Central Library. Doimukh, Arunachal Pradesh.
- PUSPITASARI, TRI YULIANA. 2011. 'The Effectiveness of Using Community Language Learning (CLL) to Improve Students' Mastery of Speaking Skill for Transactional Conversation. Semarang State University. Indonesia.' Retrieved from <http://lib.unnes.ac.id/8008/1/10534.pdf> on 18<sup>th</sup> September 2016.
- PUTRI, W.D AND MEGAWATI. 2011. 'Community Language Learning.' Retrieved from <https://novaekasari09.wordpress.com/2011/06/12/community-language-learning-cll/> on 21<sup>st</sup> September 2016.
- RICHARDS, J.C AND T.S. RODGERS. 2001. *Approaches and Methods in Language Teaching*. Cambridge University Press. Cambridge. Retrieved from [http://libir.josai.ac.jp/il/user\\_contents/02/.../JOS-KJ00000164120.pdf](http://libir.josai.ac.jp/il/user_contents/02/.../JOS-KJ00000164120.pdf) on 18<sup>th</sup> September 2016.
- SARI, KEMALA, N. ET AL. 2015. 'The Use of Community Language Learning Method to Improve Speaking Ability of the Second Year Students of SMP Muhammadiyah Pekanbaru.' *Jurnal Online Mahasiswa*. Vol. 2, No. 2. Retrieved from <http://jom.unri.ac.id/index.php/JOMFKIP/article/view/6364> on 18<sup>th</sup> September 2016.
- SENG, G.H AND H. FATIMAH. 2006. 'Use of L1 in L2 Reading and Comprehension Among Tertiary ESL Learners.' *Reading in a Foreign Language*. Vol. 18, No. 1. Retrieved from <http://nflrc.hawaii.edu/rfl/April2006/goh/goh.html> on 21<sup>st</sup> September 2016.

- WAR, JUANITA. 1986. 'Some Aspects of the Learning of English in English-Medium and Non-English Medium schools in India. Edinburgh Research Archive.' Retrieved from <https://www.era.lib.ed.ac.uk/handle/1842/20277> on 12<sup>th</sup> February 2017.
- YULIANA, HENI. 2012. 'Teaching Speaking Using Community Language Learning Method at the First Grade Students. English Education Study Program of STKIP Siliwangi Bandung.' Retrieved from <http://publikasi.stkipsiliwangi.ac.id/files/2012/09/10220619-Heni-Y-.pdf> on 19<sup>th</sup> September 2016.

© NCERT  
not to be republished

## Challenges Faced by Caretakers of Intellectually Disabled Children

Riya\*

### Abstract

*This study explores challenges faced by caregivers of intellectually disabled children. The study was conducted with a sample of 25 people (caretakers of intellectually disabled children) (N=25) both males and females from Fortis Hospital, New Delhi, and Global Institute of Medical Science, Bangalore, Udaan (NGO), New Delhi and Samarthanam (NGO) Bangalore. A five-point rating scale was used to collect data from caretakers with 5 domains: Social Stigma, Financial Concerns, Future Concerns, Happiness Quotient, and General Stress. The result of the study shows that there is a positive correlation between age and general stress level, between family income and general stress, and family income and happiness quotient. The study also reveals that there exists a mean rank difference in general stress among different occupations. It proved that the home employed population was having the least stress compared to other occupations, also there is a negative correlation between happiness quotient and social stigma.*

### INTRODUCTION

An intellectually-disabled child in a family is usually a serious concern for the parents. It often requires reorientation and re-evaluation of family goals, responsibilities and relationships. In India, the majority of persons with mental retardation

have traditionally been cared for by their families. This home-based care has resulted in many consequences. Factors, such as changes in the social system (e.g., breaking up of joint families) and the economic system (e.g., unemployment, inflation, etc.) have contributed to the stress that

---

\* Research Scholar, Department of Education in Languages, NCERT, New Delhi

parents of mentally retarded children experience. Living with such children can be stressful for caregivers in the family. This paper explores the psychological and emotional, social and economic challenges that parents or guardians experience in caring the mentally ill children.

## **HEALTH AND MENTAL HEALTH**

World Health Organization (WHO) defines human health in a broader sense in its 1948 constitution as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. (WHO, 1948). Mental health includes “subjective well-being, perceived self-efficacy, autonomy, competence, inter-generational dependence, and self-actualisation of one’s intellectual and emotional potential, among others. WHO further states that the well-being of an individual is encompassed in the realisation of their abilities, coping with normal stresses of life, productive work, and contribution to their community (World Health Report, 2001).

## **TYPES OF MENTAL ILLNESS**

Depression, generalised anxiety disorder, panic disorder, obsessive-compulsive disorder, post-traumatic stress disorder, social anxiety disorder, specific phobias are some common types of mental illness. Signs and symptoms of these include feeling sad, difficulty to concentrate, excessive fears or worries, extreme mood swings,

withdrawal from activities previously enjoyed, tiredness, detachment from reality (delusions), paranoia or hallucinations, alcohol or drug use, changes in eating habits, changes in sex drive, immense anger, suicidal thoughts, etc.

The American Association on Mental Retardation defines mental retardation as “subaverage general intellectual functioning which originates in the developmental period and is associated with impairment in adaptive behaviour” (Reschly et al., 2002). It is generally considered that 2 per cent of the Indian population constitutes persons with mental retardation and the prevalence of mental retardation varies from 0.22 per cent – 32.7 per cent per thousand population (Thiyam et al., 2008). Relatives of intellectually disabled children report a wide range of reactions to their situations in dealing with such children.

## **MENTAL HEALTH POLICY**

India is revising its mental health legislation with the Indian Mental Healthcare Act 2017 (IMHA). When implemented, this legislation will apply to over 1.25 billion people. In 2005, the World Health Organization (WHO) published a resource book (WHO-RB) on mental health, human rights, and legislation, including a checklist of 175 specific items to be addressed in mental health legislation or policy in individual countries. Even following the publication of the United Nations Convention on the Rights

of Persons with Disabilities (CRPD) 2006, the WHO-RB remains the most comprehensive checklist for mental health legislation available, rooted in UN and WHO documents, and providing the most systematic, detailed framework for human rights analysis of mental health legislation.

### **MENTAL DISABILITY TO INTELLECTUAL DISABILITY (ID)**

The term “intellectual disability” is gradually replacing the term ‘mental retardation’ nationwide. Advocates for individuals with intellectual disability have rightfully asserted that the term “mental retardation” has negative connotations, has become offensive to many people, and often results in misunderstandings about the nature of the disorder and those who have it. (Salvador-Carulla and Bertelli, 2008).

### **CARETAKER**

A caretaker is someone who is responsible for looking after another person, for example, a person who has a disability or is ill or very young. Typical duties of a caregiver might include taking care of someone who has a chronic illness or disease; managing medications or talking to doctors and nurses on someone’s behalf; helping to bathe or dress someone who is frail or disabled; or taking care of household chores, meals, or bills for someone who cannot do these things alone. (Schulz, R., Eden, J., and National Academies of Sciences, Engineering, and Medicine, 2016).

## **TYPES OF CHALLENGES FOR THE CAREGIVERS OF AN ID CHILD**

### **In Education**

Education, particularly school education, is the domain, which warrants much serious attention for ID children in school. UNESCO and Tata Institute of Social Science report States of the Education Report for India 2019: Children with Disabilities record 75 per cent of five-year-olds with disabilities and a quarter (more than one in four) of children with disabilities (in the age group of 5 to 19 years) do not attend any educational institution. (UNESCO, 2019). The position paper of the national focus group on education of children with special needs brought out by NCERT in the year 2006 (NCERT, 2006) as part of the curriculum revision, which resulted in the National Curriculum Framework 2005 (NCERT, 2005) recommends that the professional development of teachers and educators is an important issue and must incorporate attitudinal change, and the knowledge and skills necessary to lead to an inclusive society.

### **Economic Challenges**

The daily lives and activities of parents are very much affected by the presence of a intellectually disabled child. Much time was spent looking after the child and as a result, they were not able to do other important activities such as business. Income generation in the family was affected and this further

escalated family poverty as explained by a mother of a child with a seizure disorder and mental retardation (Ambikile and Outwater, 2012).

### **Social Challenges**

Social services, stigma and caring responsibilities were areas, which posed major concerns for parents. Other important issues included a lack of public awareness, social support, and social life. As Ambikile and Outwater observed that inadequate social services for children with mental disorders were the most challenging issue for parents. They were concerned about education of the child and to a lesser degree hospital care. The most distressing aspect was the inability of the child to acquire education due to an inadequate number of schools. Parents spent a lot of time looking for schools that could accommodate the child (Ambikile and Outwater, 2012).

### **Challenges Experienced by Caretakers of Intellectually Disabled Children**

Taking care of a child with intellectual disability can have both positive and negative effects on parents. The goal of all caring parents is to provide the best quality of life for their children as well as to maximise their potential. Each family's situation and coping ability is different based on the type and severity of disability of their child as well as other factors including their socioeconomic status, education, culture, support network, and individual personality and parenting style. Inevitably, the

family functions differently, in ways that can be perceived both positively and negatively. There is no doubt the circumstances significantly impact the quality of life of the child and the parents in this situation. Most of the studies on the impact of caregiving have revolved around the stress and depression that the parents encounter.

### **REVIEW OF RELATED LITERATURE**

Mental health and intellectual development are the interest areas of many researchers for long. Some of those are mentioned here:

A study on stress and anxiety in parents of mentally retarded children was conducted by Majumdar, Pereir and Fernandes (2005) at Child Guidance Clinic of tertiary care psychiatry hospital Goa. The study found that the parents in group A had significantly higher frequency of stressors and level of anxiety as compared to those in group B and C. A positive correlation was found between the level of stressors and anxiety (Majumdar, Pereira, and Fernandes, 2005).

A research to determine the burden of mental illness in the family/caregiver and the community was conducted by Nyati and Sebit (2002) with rehabilitation centers, community day centers, resettlement villages and in the community in three provinces — Harare, Bulawayo and Masvingo, in Zimbabwe was done. The study concluded that the caregivers were mainly women and unemployed, whereas patients

were mostly male. Caregivers faced multiple problems, but they were more tolerant to patients' behavior than the community at large.

A study on the challenges of caring for children with mental disorders was conducted by Semel Ambikile and Outwater (2012). The study revealed psychological and emotional, social and economic challenges caregivers endure while living with mentally ill children (Ambikile & Outwater, 2012).

Another study on parenting stress among mothers of children was by Feizi, Najmi, Salesi, Chorami and Hoveidafar (2012) on mothers of 6–12 years old children with chronic physical disease, psychological disorder, sensory motor and mental problems found that mothers of children with sensory-motor mental and chronic physical problems experience more stress than mothers of children with psychological disorders. The stress score of mothers of children with psychological disorders was lower than the other two groups. Also there was a significant difference between the score of mothers of children with chronic physical problems and mothers of children with psychological disorders regarding parent-child dysfunctional interaction (Feizi, Najmi, Salesi, Chorami, and Hoveidafar, 2014).

An interesting study on parental stress and autism: are there useful coping strategies?, conducted by Mancil et al., (2009) has described about various coping strategies used by parents of children with Autism

Spectrum Disorders(ASD). The study shows that coping strategies parents of children with ASD used to deal with stressors and discuss implications for researchers and practitioners working with children with ASD and their families who exhibit increased levels of stress

The reviews above indicate that as the level of retardation in children increases, the stress level of parents also increases and the community behaviour is a greater concern rather than a child with intellectual disability for such parents. The studies reveal that the prime concern of the parents of intellectually disabled children is related to their child's future, and also suggested certain important coping strategies to overcome stress related to caring of such child.

### **Following are the Operational Definitions of the Terms Used in the Research**

#### *Caretakers*

In this study, both mother and father of the child will be considered as caretakers.

#### *Challenges*

Difficulties faced by the care takers while bringing up their disabled child.

#### *Mentally disabled*

Person with anxiety disorders, attention deficit disorder, autism spectrum disorder, eating disorder, mood disorder, schizophrenia or other any mental disability.

### *Intellectual disability*

Disability characterised by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills (Milani, D., Ronzoni, L., & Esposito, S., 2015).

### **OBJECTIVES OF THE STUDY**

- To understand the attitude of the parents towards mental disability of their child.
- To study the happiness quotient of parent in relation to their disabled child.
- To learn about the behaviour of society toward these child.
- To find out the concerns of parents of such children regarding their child's future.

### **Following Hypothesis Were Formed for the Objectives**

- There is a correlation between age and general stress.
- There exist a correlation between general stress and family income.
- There is no correlation between family income and happiness quotient.
- There is a significant mean rank difference in general stress among different occupation.
- There is significant mean difference between all the categories of occupation in terms of financial trauma.

- There is no significant mean difference between male and female in terms of social stigmas.
- There is a correlation between family income and future concern.
- There is a negative correlation between social stigma and happiness quotient.

The researcher wanted to study the attitude and concerns of caretakers of mentally disabled children living in urban cities (Delhi and Bangalore). The population of Bangalore is around 8 million and Delhi is around 20 million and around 3 per cent approx of any population is mentally disabled, so the study will have some meaningful consequence for around 5 lakhs caretakers within the two cities. This research will help the researcher to understand the concerns of caretakers of children with mental disability and help them to overcome these issues by an in-depth study on this topic.

### **SAMPLE AND TOOL**

An informed consent form was given to the heads of the participating institutes. Parents of intellectually disabled children were informed about the research. To obtain the desired result, researchers used a questionnaire based on the domains of the objectives.

A self-prepared questionnaire was used to understand the challenges of caretakers, it includes information



about the age, gender and name of the participating parent. It is divided into four sections: social stigma, which contains six questions and explains the difficulties society places on these parents and children; financial challenges in their daily lives, which contain five questions; future concerns, which contain five questions; stress in their daily lives, which contains eight questions; and other general stress, which contains two questions. The tool consists 26 questions with the following options — never rarely sometimes often always. Data was analysed using SPSS tool. The confidentiality of each and every participant was maintained, in case of any issue regarding the emotional behavior aspects of the participants while collecting data was treated

with proper measures and not within sensitivity.

## DISCUSSION

The study attempted to test the 8 hypothesis on the challenges faced by caretakers of intellectually disabled children. This section discusses the findings of the statistical analysis, namely correlation, mean rank difference, independent sample tests and anova. So the hypothesis formulated were: with the help of spearman’s correlation test, it was found that there is a positive correlation between age and general stress. The strength of association between the 2 variables is low considering the “r” value 0.231. All the assumptions for conducting the test were met. Hence, null hypothesis accepted.

**Table 1: Correlation between age of the caretakers and the general stress**

			Age	GS total
Spearman’s rho	Age	Correlation Coefficient	1.000	.231
		Sig. (2-tailed)	.	.107
		N	50	50
	GS total	Correlation Coefficient	.231	1.000
		Sig. (2-tailed)	.107	.
		N	50	50

### Spearman’s correlation 11

Spearman’s correlation was conducted; there was a positive correlation between family income and general stress. The strength of

the association is low between the 2 variables considering the “r” value 0.199. All assumptions for conducting the test were met. Therefore, null hypothesis accepted.

**Table 2: Correlation between family income and general stress**

			Family income	GS_total
Spearman's rho	Family income	Correlation Coefficient	1.000	.199
		Sig. (2-tailed)	.	.166
		N	50	50
	GS_total	Correlation Coefficient	.199	1.000
		Sig. (2-tailed)	.166	.
		N	50	50

**Spearman's correlation 21**

Spearman's correlation test was conducted after which we concluded that there is a positive correlation between family income and happiness quotient. Hence, alternate hypothesis accepted.

**Table 3: There is a correlation between family income and happiness quotient**

			Family income	HQ total
Spearman's rho	Family income	Correlation Coefficient	1.000	.066
		Sig. (2-tailed)	.	.649
		N	50	50
	HQ total	Correlation Coefficient	.066	1.000
		Sig. (2-tailed)	.649	.
		N	50	50

**Spearman's correlation 31**

After conducting Kruskal Wallis mean rank test, sample population of business category had more stress compared to the other three categories. Whereas, home employed population was having the least stress. Hence, null hypothesis accepted.

**Table 4: Mean rank difference in general stress and different occupations**

Ranks			
	Occupation	N	Mean Rank
GS total	Business	14	27.57
	Govt. service	20	25.78
	Private service	11	24.14
	Home employed	5	21.60
	Total	50	

**Kruskall Wallis 11**

After conducting one-way anova, we found out that there exist no mean difference between the groups in terms of financial trauma as the p value is 0.447, which is greater than 0.05. So, the alternate hypothesis is accepted.

**Test of homogeneity of variances**

**Table 5: Finance total**

Leven statistic	df1	df2	Sig.
.977	3	46	.412

**Table 6: Mean difference between male and female in terms of social stigmas**

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	29.560	3	9.853	.903	.447
Within groups	502.060	46	10.914		
Total	531.620	49			

**Anova 11**

After conducting t-test, we found out there is no significant mean difference because the value is less than 0.05. So, null hypothesis accepted.

**Table 7: Independent samples test**

F		Levene's Test for Equality of Variances		t-test for equality of means					
		Sig.	t	df	Sig. (2- tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
								Lower	Upper
ss total	Equal variances assumed	3.204	.080	-1.753	48	.086	-2.13194	1.21614	-4.57715
	Equal variances not assumed			-1.859	41.747	.070	-2.13194	1.14660	-4.44629

**t-test 1**

We conducted spearman’s correlation test, according to the result, there is positive correlation between both the variables, but the strength of association is low.

**Table 8: Correlations**

		<b>Future total</b>	<b>Family income</b>
Future total	Pearson correlation	1	.285*
	Sig. (2-tailed)		.045
	N	50	50
Family income	Pearson correlation	.285*	1
	Sig. (2-tailed)	.045	
	N	50	50

\* Correlation is significant at the 0.05 level (2-tailed).

There is a negative correlation between social stigma and happiness quotient.

After conducting the spearman’s test, we concluded that there exist negative correlations between social stigma and happiness quotient with a value -.200. Hence, null hypothesis accepted.

**Table 9: Correlations**

		<b>HQ total</b>	<b>SS total</b>
Spearman’s rho	HQ total	Correlation coefficient	1.000
		Sig. (2-tailed)	-.200
			.163

		<b>N</b>	<b>50</b>	<b>50</b>
SS total	Correlation coefficient		-.200	1.000
	Sig. (2-tailed)		.163	.
	N		50	50

Thus, the analysis in the study present the challenges faced by caretakers of intellectually disabled children.

**FINDINGS AND CONCLUSION**

Caring a child with intellectual disability can be highly stressful in terms of social stigmas, financial aspects, health aspects and many other aspects as well. The study reveals that age of the parents and general stress have a positive correlation, which shows that with age stress of the parents also increases. There is a positive correlation between family income and general stress as well, which means, family income effects the stress level among the parents.

Result also shows that people with different occupations had different stress level. People who had their own business were the most stressed; population working in the government and private sector had lesser stress level, and home employed population have the least level of stress.

The study further shows there is no mean difference in financial stress level with respect to different occupations. This means that population having their own business, people working

in government and private sectors, and own employed population were equally stressed in terms of financial concerns. There exist no mean difference among male and female in terms of social stigma, which means both are equally stigmatised.

There is a positive correlation between family income and future concerns, as the income increases, stress related to future also increases. Increase in social stigma leads to decrease in the level of happiness among the parents, the study proves that there is a negative correlation between happiness quotient and social stigma.

The research conducted is mainly focused on the challenges faced by caretakers of intellectually disabled (ID) children in terms of social stigma, financial concerns, future concerns and stress in general. In a country like India, care provided to differently abled (DA) people is mostly home based, family is the major support for DA, so stress and traumas are inevitable among these families.

Birth of an ID child in the family is one of the most traumatic events for parents as well as family. The primary purpose of our study was to understand general stress among the parents of intellectually disabled children with respect to their age. As per previous research, the stress level increases with the age (Lefley, 1987). Our results revealed that there is a positive correlation between age of the parents of disabled children and

general stress level. So as the age of the parents increases, the stress level also increases.

Family income is one of the major concerns for these parents; earlier research suggests that stress of these parents is also affected by their family income (Sen and Yurtsever, 2007). The current study also concludes that there is a positive correlation between family income and the stress level. Stress level decreases with increase in income.

The study also informs that there is a significant mean rank difference in general stress among different stress level, population having business has highest stress level, whereas home employed people have the lowest, and also there was not much of financial stress with respect to occupation. There is no significant mean difference between mother and father in terms of social stigma. The result is clearly contradicting previous study (Gray, 1993), according to which there is a strong tendency for mothers to feel more stigmatised as compared to the fathers. This study also confirms the findings of some of the previous research studies which found that as social stigma increases, stress level also increases in many areas, such as relationships, jobs, etc. (Wahl and Harman, 1989).

This study has its limitations in terms of sample size and other variables. More samples could have been included in the study along with more number of NGOs, hospitals,

doctors and psychologists working with intellectually disabled children to increase the richness of the study. It is suggested that research on health concerns of the caretakers could be undertaken for a deeper understanding of the status of mental and physical strength of caretakers of such children. This would also help in assessing coping strategies for these concerns.

## REFERENCES

- AMBIKILE, J.S. AND A. OUTWATER. 2012. 'Challenges of Caring for Children With Mental Disorders: Experiences and Views of caregivers Attending the Outpatient Clinic at Muhimbili National Hospital, Dar es Salaam - Tanzania.' *Child and Adolescent Psychiatry and Mental Health*. Vol. 6, No. 1. pp. 16. doi:10.1186/1753-2000-6-16
- ANNA, L.S., D. DONCHO, J.K. NINA AND SRECKO GAJOVIC. 2017. 'Concepts and Definitions of Health and Health-related Values in the Knowledge Landscapes of the Digital Society.' National Center for Biotechnology Information. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5778676>
- BHATT, M. 2019. *Status of Mental Health in India*. Retrieved from [https://aif.org/status-of-mental-health-in-india/Change in Terminology: "Mental Retardation" to "Intellectual Disability." \(2013\). Federal Register. https://www.federalregister.gov/documents/2013/08/01/2013-18552/change-in-terminology-mental-retardation-to-intellectual-disability](https://aif.org/status-of-mental-health-in-india/Change in Terminology: )
- FEIZI, A., B. NAJMI, A. SALESI, M. CHORAMI AND R. HOVEIDAFAR. 2014. 'Parenting Stress Among Mothers of Children with Different Physical, Mental, and Psychological Problems.' *Journal of Research in Medical Sciences: the Official Journal of Isfahan University of Medical Sciences*. Vol. 19, No. 2. p. 145.
- GRAY, D.E. 1993. Perceptions of stigma: The Parents of Autistic Children. *Sociology of Health & Illness*. Vol. 15, No. 1. pp. 102–120.
- LEFLEY, H.P. 1987. 'Aging Parents as Caregivers of Mentally Ill Adult Children: An Emerging Social Problem.' *Psychiatric Services*. Vol. 38, No. 10. pp. 1063–1070.
- MAJUMDAR, M., Y.D.S. PEREIRA AND J. FERNANDES. 2005. 'Stress and Anxiety in Parents of Mentally Retarded Children.' *Indian Journal of Psychiatry*. Vol. 47, No. 3. p. 144.
- MANCIL, RICHMOND., B. BOYD AND BEDESEM, P. 2009. 'Parental Stress and Autism: Are There Useful Coping Strategies?' *Education and Training in Developmental Disabilities*. Vol. 44. pp. 523–537.
- MENTAL HEALTH. 2019. Retrieved from <https://www.who.int/india/health-topics/mental-health>
- MILANI, D., L. RONZONI AND S. ESPOSITO. 2015. 'Genetic Advances in Intellectual Disability.' *Journal of Pediatric Genetics*. Vol. 4, No. 3. pp. 125–127.
- NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING. 2006. *Position Paper National*

*Focus Group on Education of Children with Special Needs*. Retrieved from [http://14.139.60.153/bitstream/123456789/232/1/NCERT-national%20focus%20group-special\\_ed\\_final1.pdf](http://14.139.60.153/bitstream/123456789/232/1/NCERT-national%20focus%20group-special_ed_final1.pdf)

- RESCHLY, D.J., MYERS, T.G AND HARTEL, C.R. 2002. *Determining Eligibility for Social Security Benefits*. National Research Council (US) Committee on Disability Determination for Mental Retardation. Retrieved December 6, 2019, from <http://www.ncbi.nlm.nih.gov/books/NBK207540>
- SALVADOR-CARULLA, L AND M. BERTELLI. 2008. 'Mental Retardation' or 'Intellectual Disability': Time for a Conceptual Change. *Psychopathology*. Vol. 41, No. 1. pp. 10–16.
- SCHULZ, R., J. EDEN AND NATIONAL ACADEMIES OF SCIENCES ENGINEERING AND MEDICINE. 2016. *Family Caregiving Roles and Impacts*. In *Families Caring for an Aging America*. National Academies Press (US).
- SEN, E AND S. YURTSEVER. 2007. 'Difficulties Experienced by Families with Disabled Children.' *Journal for Specialists in Pediatric Nursing*. Vol. 12, No. 4. pp. 238–252.
- SRIVASTAVA, K., K. CHATTERJEE AND P.S. BHAT. 2016. 'Mental Health awareness: The Indian Scenario.' *Industrial Psychiatry Journal*. Vol. 25, No. 2. pp. 131–134. doi:10.4103/ipj.ipj\_45\_17
- SINGH, T.K., INDLA, VISHAL AND R.I. RAMASUBBA. 2008. *Impact of Disability of Mentally Retarded Persons on their Parents*. *Indian J Psychol Med*. <https://www.readcube.com/articles/10.4103%2F0253-7176.48482>
- WAHL, O.F AND C.R. HARMAN. 1989. Family Views of Stigma. *Schizophrenia Bulletin*. Vol. 15, No. 1. pp. 131–139.
- NYATI, Z AND M.B. SEBIT. 2002. Burden of Mental Illness on Family Members, Care-givers and the Community. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/12625678/>
- 27% of children with disabilities have never been to school: UNESCO. (2019, July 4). 27% of children with disabilities have never been to school, Retrieved from <https://www.thehindu.com/todays-paper/tp-life/27-of-children-with-disabilities-have-never-been-to-school-unesco/article28278471.ece>

## Centre for Early Childhood Development and Research (CECDR)

Anubha Rajesh\*  
Zubair Meenai\*\*  
Seema Naag\*\*\*

The Centre for Early Childhood Development and Research (CECDR) established at Jamia Millia Islamia, New Delhi, in February 2010 is a unique collaboration between Jamia Millia Islamia and Save the Children India. With a vision to bridge the existing gap between theories, practice and policy formulation in India, CECDR is a pioneering centre in a national university dedicated to creating champions and generating empirical evidence in the field of ECD. The Centre aims to identify contemporary concerns in the field of Early Childhood Development (ECD) and undertake research, advocacy and capacity building. To achieve this, CECDR offers a Masters and Ph.D programme in Early Childhood Development (ECD), designed to nurture and support academic excellence and leadership. The interdisciplinary master's programme focuses on children from birth to 8 years of age in local, national and

global settings. The unique master's programme endeavours to develop the knowledge, attitudes and varied skills among aspiring students to work as ECD professionals in diverse settings and to critically apply theoretical constructs to practice. A total of close to 129 national students and 4 international students have completed their post-graduation and 8 students are pursuing their Ph.D., since the inception of CECDR.

As an integral part of its technical endeavours, CECDR partnered with the Ministry of Women and Child Development (MWCD) and National Institute of Public Cooperation and Child Development (NIPCCD), to develop and pilot test the revised curriculum of the world's largest integrated early childhood programme—ICDS in Haryana, Rajasthan and Delhi. The Centre is also actively engaged in improving the quality of ECD programmes offered at Jamia Nursery, Day Care Centre and

---

\* *Chair Professor*, Centre for Early Childhood Development and Research, Jamia Millia Islamia, New Delhi

\*\* *Honorary Director*, Centre for Early Childhood Development and Research, Jamia Millia Islamia, New Delhi

\*\*\* *Assistant Professor*, Centre for Early Childhood Development and Research, Jamia Millia Islamia, New Delhi



School by involving them in capacity building activities like workshops and training programmes. A total of 24 training programmes and workshops were organised by the centre to build capacities of nearly 1232 DCPOs, ICDS functionaries and teachers.

In addition to capacity building, CECDR aims to identify contemporary concerns in the field of early childhood development and is also actively engaged in research and advocacy. CECDR has conducted around 18 research and evaluations of topical interest, independently and in collaboration with partners, using quantitative and qualitative methodologies, and has created a plethora of dissemination products for a wide range of stakeholders. The centre partners with diverse organisations like NGOs, academic and technical organisations, depending on the context, location and level of effort. The major ECCE programs in India that the centre has aspired to examine through research studies are ICDS across several states, MCD Schools, and Jamia Nursery School.

The CECDR was recently engaged in research on status of ECE in five states of India, namely Delhi, Rajasthan, Odisha, Bihar, and Jharkhand, commissioned by Save the Children, India aimed to understand the quality of ECE in *Anganwadis* and Class 1 of primary schools. The study also attempted to understand the perceptions of teachers and parents regarding ECE

and gender. The centre partnered with Government of Odisha and Bernard Van Leer Foundation to evaluate the effectiveness of delivery of the Mother Tongue Based Early Learning and Parent Plus (MTELP+) programme implemented in 12 tribal districts of Odisha. The evaluation focused on understanding the effectiveness of training of ICDS functionaries and the *Anganwadi* workers capacities to transact quality ECE with a focus on the mother tongue based multilingual education. In addition, the centre also recently conducted evaluations to understand the impact of interventions and quality improvement of ECE services for the Aga Khan Foundation in Gujarat, and for Mobile Crèches in Delhi and Bengaluru. Committed to integrity of research and aligning with ethical standards of conducting research, the biggest strengths of the centre is developing and implementing culturally appropriate methodologies and data collection tools. The CECDR team has created and adapted child assessments, anthropometric measures, classroom observations, parent and staff interviews, rating forms, demographics surveys, focus groups discussion guides for the Indian context, including special populations, such as rural and tribal populations. The tool development process systematically incorporates expert and stakeholder inputs to ensure cultural relevance, appropriateness and linguistic equivalence of tools.

As an integral component of advocacy the centre is engaged in dissemination about 70 publications of many researches and evaluations to promote linkages, effective policy and education strategies among those who are actively involved in the well-being of children in early years with a specific focus on marginalised children. The centre has also organised several international conferences of contemporary relevance with the most recent one being “Early Childhood Development and Emergencies: Way Forward.”

Child protection has emerged as an area of interest for the centre since the year 2017. CECDR collaborated with Children’s Emergency Relief International (CERI), USA and Rainbow Fostering, UK to set up National Resource Centre for Alternate Care (NRCAC) at CECDR. Alternative Care is an emerging field of research and intervention in India. The NRCAC is committed to create innovative, replicable, and sustainable models and promote programmes for family preservation, family strengthening, and alternative care through knowledge generation, capacity building and advocacy.

In a very short span of time, the NRCAC has gained recognition as an expert agency and has successfully provided support in alternative care related matters to Integrated Child Protection Scheme (ICPS) functionaries and other stakeholders. NRCAC is also empanelled with the

Government of NCT of Delhi as an expert agency.

In addition to direct practise/work with families, handholding of the ICPS functionaries, NRCAC was instrumental in building capacities of more than 200 government functionaries/social workers (including District Child Protection Unit (DCPU) staff, Child Welfare Committee (CWC) members, social workers working with specialised adoption agencies and child care institutions) on family strengthening and alternative care to enable them to work effectively, in field of alternative care.

NRCAC has developed Information, Education & Communication (IEC) materials including Standard Operating Procedures (SOPs) and training modules on alternative care. A paper on ‘Child Protection, Family Strengthening and Alternative Care’ was introduced at the CECDR to orient them about recent trends and current scenario of child protection and alternative care in India and across the globe. Now, the centre is in the process of converting the paper “Child Protection, Family Strengthening and Alternative Care” into a Massive Open Online Courses (MOOC) for wider reach.

NRCAC utilises media as an effective tool of advocacy and has collaborated with the Jamia community radio. NRCAC recorded and broadcasted a series of radio programmes comprising of 12

episodes wherein experts were invited for talks/discussions.

CECDR's professionals are committed to supporting government and non-profit organisations to achieve quality with a special focus of working with the marginalised groups. Our multidisciplinary team of over 20 employees include P.h.D. and Master's level professionals from child development, education, psychology, and social work who work as a team to bring the elements and expertise from varied disciplines. The team brings onboard extensive

knowledge on ECCE programs globally and in India, gained through the various research and evaluation and training and technical assistance projects. Additionally, CECDR has an advisory group and engages with experts on different projects for guidance and inputs.

For further details about CECDR related to the Masters and P.h.D. programme, objectives and activities, mission and vision, and information on faculty members of CECDR, readers may log on to <https://www.jmi.ac.in/cecdr>.

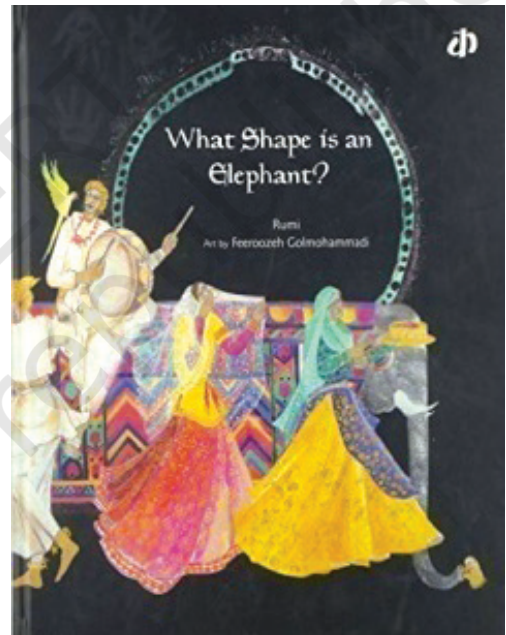
## BOOK REVIEW

### *“What Shape is an Elephant?”*

Anagha Kerur\*

<b>Author</b>	: Rumi
<b>Illustrator</b>	: Feroozeh Golmohammadi
<b>Ages</b>	: 8–11
<b>Publishers</b>	: Katha
<b>Price</b>	: ₹ 95
<b>Pages</b>	: 32

This is a well-known story, known to most adults and children in the Indian sub-continent and beyond. Readers would recall that the story is about six blind men. They try to learn about the elephant, through the only means they know— the sense of touch. Since the elephant is an enormous animal, each is able to touch one part. The one, who felt the leg of the elephant, compared the elephant to a pillar. The second blind man touched the tail of the animal, and declared that the elephant was like a rope. The third blind man, who was quite tall, happened to touch the ear of the elephant, which made



him announce to the world that the elephant was like a large fan. Another felt along the trunk of the elephant, and compared the animal to a snake. Yet another touched the tusk of the elephant, and stated the elephant

\* Freelance Writer, Vellore, Tamil Nadu

is hard, smooth and like a spear. The last one moved his hand over the elephant's belly, and likened the animal to a wall.

The story has travelled across countries and has been interpreted in different ways. There are variations in the tale—in one narrative, there are seven blind men; in another, the elephant is in a dark room, etc. A lesser-known form of the story describes six persons feeling a large statue of an elephant, while being blindfolded. In a fourth version, sighted man is introduced into the story, who describes the entire elephant from various angles, giving a full description. The blind men then learn that they were all partially correct and partially wrong. The story has also been presented in a poem, titled "The Blind Men and the Elephant" by John G Saxe, it has found place in many poetry collections. The poem begins with the following lines:

- it was six men of Indostan to learning much inclined;
- who went to see the Elephant (though all of them were blind);
- that each by observation might satisfy his mind.

This particular publication, brought out by Katha introduces Rumi, the thirteenth century poet and philosopher to young readers. Rumi talks about a group of Persians who had never seen an elephant. One day, they are told that a camp from India has reached Persia, and that

an elephant was part of the camp. The persians were very excited. So impatient they were to satisfy their curiosity that they are not willing to wait till daylight. They reached the camp, and touch and felt the elephant in the dark, and depending upon where they touch it, they compared the elephant to various things. Rumi included this tale in his famous work *Masnavi*. He titles it 'The Elephant in the Dark' and interprets a verse in the Quran.

The story is evergreen in the minds of young and old alike. As with any other folktale, the theme is quite simple, yet it has a powerful impact. Young readers are led into the many layers of meaning that emerged from the story. The most obvious one is of course the suppression of the ego: each blind man is convinced that what he knows is 'right', and what is more, that only his knowledge is 'right'. The truth may be greater than what our puny minds can conceive. Rumi uses the story to explain why people end up having different ideas about life in general, and about God. Rumi seeks to develop in the minds of the reader that the truth is much more than our eyes can see and our hands can touch.

The book has beautiful illustrations by the Iranian artist Ms Feroozeh. It is to be appreciated that the book includes the author's name and the illustrator's name with equal importance to both. Indeed, the illustrations are like miniature persian paintings. She uses a wide

range of colours, with plenty of floral motifs, which adds an expressive dimension of the narrative. Here and there are touches of silver and gold, again in the miniature tradition, which illuminate the illustrations combine to create a unique book.

Rumi also subtly reminds young readers that each of the men was not 'wrong' entirely. The narrative emphasises the limits of perception and the importance of complete context. The elephant is like what it had been compared to, but it is also much more than that. Thus, there can be different perspectives of the same truth. However, each man was 'blind' to the others' perspectives. What they lacked was the will to communicate,

and an open mindset. It is also possible that perhaps there can be a deficit of information. Finally the story leads, young readers to gradually realise that even when people develop open mindsets, and begin to communicate, even then there may not be full knowledge. For, readers to ponder over 'relative truth'; what one fully believes to be true today, may be disproven tomorrow when new facts or discoveries come to light.

They then describe the elephant based on their limited experience. Naturally their descriptions are different. In some versions, they come to suspect that the other person is dishonest and start fighting with one another.

### A Smile on Every Face

Dinesh Sharma\*

We all have multiple roles in life. I am no exception. I am a dentist, and a mother.

My child had begun school last year. As per the customs in most schools, parents are invited to address the children from time to time. During the informal interaction, they would be expected to talk about their respective profession, or narrate a folktale or demonstrate a skill — in fact, just about anything.

I said, “I would be delighted to talk to the young audience, but would like a few parents to attend the session as well.”

Since years, I have been associated with the health check-up camps being put up in the government schools. In my experience, during such mandatory camps organised by the schools, many children seem uncomfortable with the idea of having their teeth and gums examined. Some even refuse to open their mouth. Though the teachers are highly

supportive, it becomes a little difficult to make the young ones understand. I remember, one of the parent who was there, while the health check-up camp was in progress, glanced and said “After all they are milk teeth. They will drop-off anyway. What is the point of caring for them?” It was this remark, which made me realise the importance of educating not only the children, but their parents and guardians as well.

So, during my session, I addressed the parents first, with an intention to emphasise the importance of taking care of one’s teeth and gums, and dispel certain myths that people generally seem to have. I began by saying that a baby is born with eyes, limbs and bones, but the teeth come later. It should be practiced, that when a baby finishes having milk, a teaspoonful of water must be given to her. This helps in rinsing the mouth well, as the baby swallows. The day a baby’s first tooth appears, it should

---

\* Dentist and Writer, Madgaon, Goa

be cleaned by the parent, by passing a clean finger over it. A soft clean towel cloth can also be used.

After a quick interaction with the parents, I spoke to the children. When your goal is to educate the young audience, you have to derive an easy way to put across your words. Children are more perceptive than we give them credit for. So, I decided to use the simile of a 'bath'. I encouraged them to talk of bath time, splashing water, using soap, making bubbles, wearing clean clothes. Ah! Feeling fresh! With this example they could understand the concept of giving their teeth a 'bath'. Toothpaste being the 'soap' for the teeth. Just as they wash their hands after every meal to remove food particles, oil and smell, similarly their teeth have to be 'washed' through rinsing and gargling. Everyone loves to wear clean clothes; likewise every tooth likes to feel clean and fresh. The best way to check if your teeth is clean, I said, "is by running your clean finger back and forth after you finish brushing them. The cheenk-cheenk sound produced, means that your teeth are clean."

The children were delighted. They left with smiles on their faces. And so did the parents!

The simile of bathing that I used is an extremely familiar one. Bathing is something that children enjoy, so they could easily understand it. Teachers can use this simile, and of course more such examples, to focus on dental health.

It's important for the parents to be aware of their child's oral hygiene habits and try to inculcate best practices early in their lives. Once a child develops the habit of keeping proper oral care, they will definitely be much less susceptible to various mouth infections and tooth caries. Babies are born with all their teeth — we can't see them because they are hidden in the gums. Usually a baby teeth start to break through the gums around six months of age, but it is important to start good oral care for infants even before the first tooth comes out. Ultimately, from healthy gums come healthy teeth.

Kids have all their baby teeth, also called primary teeth, by the age of three. Baby teeth start falling out around the age six; that's when the permanent, or adult teeth start coming in. Gaps between baby teeth are considered normal as they make room for the permanent teeth. Most permanent teeth come in by age thirteen.

Dentists play an integral role in preventing oral health problems. They are active members of the preventive educational programme and serve as counselor to families regarding the importance of regular dental care, oral hygiene, and dietary management. Dentists should encourage good oral hygiene and teach correct brushing technique to both children and their parents. Restriction of carcinogenic food is important to prevent dental caries, for both children and adults. Though



it should not be communicated in such a way, especially to the children, that the child interprets withholding of sweets as punishment.

Oral hygiene is the practice of keeping one's mouth clean and free of diseases and other problems (e.g., bad breath) by regular brushing of the teeth, cleaning between the teeth (dental hygiene) and cleaning tongue. Oral hygiene though, a very inexpensive form of the preventive health measure, surprisingly, remains the most neglected one.

A tender twig of the *neem* tree can also, used to brush and clean the teeth. Medicinal plants like *tulsi* and *amla* (Indian gooseberry) continue

to be used today with encouraging results for good oral hygiene.

With a vision 'To reduce morbidity from oral diseases by strengthening existing healthcare delivery system and ensure access to affordable, quality, patient centred care' (<http://edantseva.gov.in/content/mission-vision#>), Ministry of Health and Family Welfare, on October 7, 2019, launched the e-DANTSEVA website and mobile application. It is an initiative under the National Oral Health Programme (NOHP). The digital platform, 'e-DANTSEVA', contains information about the NOHP, a detailed list of all the dental facilities and colleges; Information,

**MINISTRY OF HEALTH & FAMILY WELFARE**  
NATIONAL ORAL HEALTH PROGRAMME

**DENTAL CARE!**  
Word search

a	e	n	a	m	e	l	b	s	c	d	e
t	f	p	u	i	p	g	h	c	i	s	t
o	l	o	d	s	t	b	r	a	c	e	s
o	l	d	e	c	a	y	o	l	e	t	i
t	e	p	n	u	o	n	i	a	a	t	
h	e	f	t	f	r	t	o	n	v	r	n
b	t	f	i	l	l	i	n	g	a	t	e
r	o	i	n	e	c	a	o	u	a	a	d
u	o	k	l	m	m	n	o	m	p	r	q
s	t	o	o	t	h	p	a	s	t	e	b
h	e	f	l	u	o	r	i	d	e	l	

Braces	Fluoride	Toothpaste	Toothbrush	Scaling
Dentist	Filling	Enamel	Dentin	Pulp
Decay	Tartar	Gums	Tooth	

**ORAL HEALTH TIPS**

- Brush your teeth in the morning and night for 2 minutes**
- Rinse your mouth after each meal**
- Eat plenty of fruits and vegetables for a beautiful smile**
- Don't hesitate to visit your dentist. He is your friend**

(Image: An exercise from the 'Training manual on oral health promotion for school teachers', available at the e-DANTSEVA website)

Education and Communication (IEC) materials, including educational posters, videos, badges; step by step techniques for properly brushing and flossing teeth, etc. Training manuals for school teachers are also available with cute cartoon images, bright colours and fun exercises to engage children, and help in learning about the oral hygiene simultaneously.

The readers are advised to visit the website <http://edantseva.gov.in/> for more information.

Lastly, do remind your child and students to brush their teeth twice a day with a fluoride toothpaste for full two minutes. It not only helps fight cavities and strengthen teeth, but also gives older kids the confidence of having fresh breath!

### REFERENCES

<https://pib.gov.in/newsite/PrintRelease.aspx?relid=193659> as retrieved on February 4, 2021.

## TO THE CONTRIBUTORS

---

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

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

*Academic Editor*  
*The Primary Teacher*  
G. B. Pant Block, NCERT  
Sri Aurobindo Marg  
New Delhi – 110016  
e-mail: primaryteacher.ncert@gmail.com

### **MY PAGE...**

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

---

Regd. No. 28935/76

## NCERT Educational Journals and Magazine

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

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

**For further enquiries, please write to:**

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

E-mail: [gg\\_cbm@rediffmail.com](mailto:gg_cbm@rediffmail.com), Phone: 011-26562708, Fax: 011-26851070

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

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