

MODERN METHODS OF TEACHING



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MODERN METHODS OF TEACHING

Chapter 1

KINDERGARTEN METHOD

"Play is the purest, most important activity of man at this stage. It gives, therefore, joy, freedom, contentment, inner and rest, peace with the world. It holds the sources of all that is good".

—Froebel

- Q.1.** Explain the salient features of the Educational Philosophy of Froebel. Elucidate the methods suggested by him. *Or*
Who is the founder of the Kindergarten? Describe merits and demerits of Kindergarten method? How could we make the best of this method in Indian situation?

Ans. **Educational Philosophy of Froebel (1782-1852)**

Friedrich Wilhelm August Froebel was a German educator who brought about a revolution in child education. Though he himself did not possess a major degree, his books and work have received a wide recognition all over the world. He founded the Kindergarten system of education. His ideas on education are reflected in his books—(1) '*Education of Man*', (2) '*Pedagogies of Kindergarten*', (3) '*Education by Development*' and (4) '*Mother Play and Nursery Songs*'.

Chief Features of Educational Philosophy

Froebel was a great exponent of pre-school education. His philosophy of education was the outcome of his experiences in the school he founded for the young children. His important ideas are as under—

1. Creativeness of Childhood—Froebel propounded a new concept of childhood. He stressed that childhood is not merely preparation for adulthood. Childhood is a value in itself and possesses its own creativeness. An adult has no-right to feel superior and to interfere with the nature of the children. Rather the adult must first understand the child and then guide him accordingly.

2. Inner Relatedness of all Education—The educator ought lead the child through such situations as will help to relate his experiences organically one with another. Only thus can the child realize his own personal utility and the unity inherent in the diversity of life.

3 Totality of Educational Endeavour—In order to realize the divine character of the universe and his part in it, man needs his senses and emotions as well as reasons. They all are windows of the soul. Hence Froebel emphasizes the totality of educational endeavour.

4. Concept of Play—According to Froebel, "*Play is the purest, most important activity of man at this state. It gives, therefore, joy, freedom, contentment, inner and rest, peace with the world. It holds the sources of all that is good*". Froebel recognized that play needs to be organized and controlled on definite materials so that it may not degenerate into aimless play, "*instead of preparing for those tasks of life for which it is destined*". There should be rational conscious guidance. Consequently, Froebel has given seven gifts to children to play with.

Kindergarten

Meaning

Kindergarten is a German word which implies a children's garden. Froebel conceived the school as a garden, the teacher as the gardener and the students as tender plants. Like the gardener the teacher

is to look after the little human plants and water them to grow to beauty and perfection. Froebel discovered much similarity between a child and a plant. He believed that the process of growth and development of the plant and the child is the same. As the plant grows from within according to the seed that is within, in the same way the child grows from within. He unfolds his tendencies and impulses from within.

Objectives

In the words of Froebel the object of a **Kindergarten** is "*to give the children employment in agreement with their whole nature, to strengthen their bodies, to exercise their senses, to engage their awakening mind through their sense to make them acquainted with nature and their fellow creatures. It is specially to guide a right the heart and the affections, and to lead them to the original ground of all life, to utility with themselves.*"

Chief Features

1. Self-activity—Froebel said that 'free self activity' is a process by which the child realizes his own nature and builds up his own word and then unites and harmonises the two. Self-activity of the mind is the basic law of a kindergarten.

2. Play Songs—Froebel gave fifty play songs in his book '*Mother and Nursery Songs*'. The idea of the introduction of songs is to enable the child to use his senses, limbs and muscles and also to familiarise him with the surroundings. The child begins to use language through these songs. Each song is accompanied by a game such as '*Hide and Seek*'. The selection of the song is determined by the teacher in accordance with the development of the child. There are three parts in a song—

- (a) A motto for the guidance of mother or teacher.
- (b) A verse accompanied by music.
- (c) A picture illustrating the song.

The song for drill is—

Let us have a drill to-day,
March along grand array,
And whoever steps the best,
Shall be captain over the rest,
And lead us on our way.

3. Gifts and Occupations—To provide activities, Froebel devised suitable materials known as gifts. The gifts suggest some form of activity and occupations are the activities suggested by gifts. These have been carefully graded. They possess all the novelty of play things. The order of the gift is devised in such a way as it leads the child from the activities and thought of one stage to another.

4. The Place of Teacher—The teacher is not to remain passive. He has to suggest the idea of occupation when gifts are offered to children. He is also required to demonstrate certain activities to them. He also sings a song with a view to helping the child to form appropriate ideas.

5. Discipline through Love—According to **Froebel**, "*Control over the child is to be exercised through knowledge of his interests and by the expression of love and sympathy*". A teacher has important responsibilities to perform. He has to inculcate sympathetically values like love, sympathy, humility, co-operation and obedience to elders. He has to avoid external restraint and bodily punishment. The child should be made to realize that punishment depends upon his love for order, goodwill and mutual understanding. Froebel stressed that women should be trained for training children at this stage.

Merits of the Kindergarten

1. It emphasis on pre-school or nursery education.
2. It stressed the importance of play in the early education.

3. It broadened the concept and scope of the school as a social institution. Froebel regarded school as a miniature society where children get training in important things of life. They learn the virtues of co-operation, sympathy, fellow-feeling and responsibility, etc.
4. It stressed the necessity of the study of child's nature, his instincts and impulses.
5. The gift and occupations of the kindergarten give a new method of teaching.
6. There is sufficient scope for activity in a kindergarten.
7. Various gifts provide sensory training.
8. The inclusion of nature study in the curriculum helps to develop love for nature and world in the mind of the students.

Limitations of Kindergarten

1. It expects too much from the child. It is not possible for the child to be able to understand abstract ideas of organic unity while playing with gifts.
2. Too much stress has been laid on the development from within. The importance of the environment has not been fully recognised.
3. Songs as given by him are out of date. These cannot be used in every school.
4. The gifts of kindergarten are formal in nature. The order of presentation of gift is arbitrary. They do not save much purpose of sense training.
5. The kindergarten does not provide for the study of the individual child.
6. There is little correlation in the teaching of various subjects,
7. It is not possible to accept his excessive emphasis on play in education as it is likely to detract the child from serious learning.

Kindergarten in Indian Schools

Kindergarten can be introduced in our schools. Gifts on the pattern of Froebel's gifts may be adapted to local conditions. Similarly songs in Indian context may be devised very easily. There is no need to introduce costly gifts and other items in our kindergarten.

Q.2. Explain Kindergarten Philosophy underlying the pre-primary education. Describe its open curriculum.

Ans. Kindergarten Philosophy Underlying the Pre-primary Education

Kindergarten philosophy of the pre-primary stage of education is guided by three approaches although all these approaches emphasise that education should be child-centered. It may be summed up with the words of **Froebel**, "Come, let us live for our children".

1. **First** of all, there is the philosophy of the activity centered curriculum. Her pupils are actively involved in selecting goals, learning opportunities and appraisal procedures. A variety of materials to learn from are readily apparent in a stimulating learning environment.

2. **Secondly**, it stresses the importance of pupils learning subject matter. Definite subject matter is prescribed for pupils. The scope and sequence of the kindergarten curriculum is prescribed for the young learner. Subject matter to be learned is strongly emphasized in the pre-determined scope and sequence.

3. **Thirdly**, it emphasises measurement driven instruction. Precise objectives are developed first in the kindergarten curriculum. The teacher then selects and aligns learning activities which guide kindergarten pupils to attain the objectives. Evaluation is emphasized only in terms of the "measurably stated objective(s)". Ideally, the stimuli in the learning activity should not exceed what is contained in the measurably stated objective. Emphasis is placed upon measuring observable outcomes of instruction.

To synthesize diverse philosophies and beliefs in the kindergarten curriculum, it is recommended that the pupils are provided—

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1. Ample opportunities to choose interesting sequential learning opportunities.
2. Stimulating experiences which develop intrinsic motivation for learning.
3. Opportunities to learn to read and write when readiness is in evidence.

Open Curriculum in the Kindergarten

The philosophy of the Kindergarten emphasises a very informal curriculum in to-day's schools. The teacher becomes a guide or stimulator. His/her job is to motivate, encourage, challenge and secure pupil interest in learning. The informal classroom structure emphasizes the use of leaning situations in the classroom. Each situation is quite open ended in terms of what pupils may achieve. The following are examples of the kinds of situations contained in the classroom—

1. A Library Book Centre—Here, pupils may listen to a story being read by the teacher in a stimulating manner. Illustrations are shown to learners in the books as the contents are read orally by the teacher or by an aid. Selected objects on the table relate to content in the library books. Thus, a few model animals at this stage relate directly to the content being read from the library books. The models are also discussed with pupils.

2. A Drawing Centre—Diverse art media are at this centre. The media include pencils, crayons, magic marker, coloured pencils and water colours. Creatively, the learner chooses what to portray as an art product on paper. Spontaneity and uniqueness of expression are desired in terms of processes emphasised in art work. Pupils may wish to tell the content in the finished art product. Sharing of ideas with other learners is to be encouraged.

3. A Model Centre—Model of animals, buildings and people should be housed here. Learner may imitate the models to build diverse scenes. The models may also be discussed in terms of characteristics and traits. Pupils may secure additional ideas about each model by consulting picture books with large illustrations. Ideas secured should be shared with other learners. Oral communication needs to be encouraged at each situation.

4. Role Playing Centre—Toys, dishes, plates, utensils, a kitchen sink and refrigerator among other items may well provide stimulating materials for pupils. Spontaneity of learners needs to be encouraged as they prepare and serve food to each other in a stimulated setting. Quality of positive interactions is important in role playing activities.

Addition Situations for the Kindergarten Pupils

1. A reference material place containing illustrated contents for pupils.
2. A costume place; here, Kindergartners may dress up in different costumes such as in adult dresses, suits, slacks, shoes and hats.
3. A construction station where pupils may enjoy making diverse objects. The materials utilized need to bear the understanding level of pupils. Necessary skills are possessed or can be developed by learners to construct and to make. **Froebel** (1782-1852) believes that a school should represent joyous situations for the learners. Play and learning need to be integrated. Kindergarten should be spontaneous, creative and free.



Chapter 2

PROJECT METHOD

"A project is a whole hearted purposeful activity proceeding in a social environment".

—Kilpatrick

Q.1. What is project method of teaching? Describe its types and principles.

Ans. **What is Project Method?**

W. H. Kilpatrick, an eminent American educationist was the main brain behind the project method. He was the favourite pupil of John Dewey, a famous American philosopher and educationist. As a lecturer in Education in Columbia University, he was deeply influenced by John Dewey's pragmatism that education should enter the depth of real life. In these days education was provided with such methods as resulted in their mental development but they failed in their practical life. Hence, Kilpatrick indoctrinated a new teaching method on the basis of his pragmatic principles according to the interests, attitudes, capacities and abilities of the pupils in order to acquire practical knowledge. This system was called 'project method'.

Meaning of Project

A project is that in which the pupils perform such constructive activities in natural conditions so that they may learn to lead best possible social life without any difficulty. Each activity in this strategy has necessarily one or the other objective. The plan is made according to the objective. In order to complete the plan, a working system is devised. Then all the pupils evaluate the utility of the results for the society after completing the task in natural conditions according to their interests, attitudes, capacities and abilities. Thus, project is a plan which is used to complete some other plan. The teacher creates some problem before the pupils. Then, all the pupils acquire knowledge in different subjects according to their interests in a natural way.

Definitions of Project

1. **Kilpatrick**—*A project is a whole hearted purposeful activity proceeding in a social environment.*
2. **Thomas and Lang**—*Project is a voluntarily undertaking which involves constructive effort or thought and eventuates into objectives results.*
3. **Prof. Stevenson**—*A project is a problematic act carried to completion in its natural selection.*
4. **Ballard**—*A project is a bit of real life that has been imported into the school.*
5. **Burton**—*The problem is a project which results in doing. The motor element is not what makes the activity a project, but the problem-solving of a practical nature accompanying the activity.*
6. **Snedden**—*Project is a unit of educative work in which the most prominent feature is some form of positive and concrete achievement.*
7. **W. W. Charters**—*In the topical organization principles are learned first while in the, projects the problem are proposed which demand in the solution the development of principles by the learner as needed.*

Types of Project

1. **Individual Projects**—Individual projects are those which every pupil completes in his own way. Social qualities do not develop in the pupils by completing them.

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2. Social Projects—Social projects are those which are completed by the student of a class collectively. Such projects develop citizenship and sociability in the pupils.

According to **W. H. Kilpatrick**, projects are of following four types—

1. Constructive Project—In these, the nature of the work is physical, such as—letter writing, digging of a well, making models and playing a drama, etc.

2. Aesthetic Projects—In these, some artistic or aesthetic feeling is aroused, such as—presenting a music programme, recitation of poems etc.

3. Problematic Projects—In these, some intellectual problem is solved, such as—why as time occurs in a sea? Why it rains? etc.

4. Drill Projects—In these, the working efficiency and capacity of the pupils are increased such as—drawing a map and a sketch.

According to some scholars, the projects are of the following two types—

1. Simple Projects—In these, only one activity at a time is given for completion, such as to produce a one-act play, compiling the collection of poems etc. Since, only one task is given to the pupils for completion, they acquire knowledge in one field only.

2. Complex Projects—These are projects in which more than one activities are to be carried on for their completion, such as—constructing a house, sending a parcel etc. Since various activities are unified in these projects, pupils acquire the knowledge of various subjects like language, mathematics, history, geography and art, etc.

Principles of the Project Method

1. Principle of Purpose
2. Principle of Activity
3. Principle of Experience
4. Principle of Social Experience
5. Principle of Reality
6. Principle of Freedom
7. Principle of Utility.

Principles of the Project Method

1. Purposiveness—There must be some objective of the project because the pupils do that work with more enthusiasm which have definite and clear objectives.

2. Freedom—The pupils are free to select the project. They select the project according to their will and they execute it with the advice of the teachers.

3. Activity—The project should be activity-centred because the knowledge gained if activity is stable and useful.

4. Reality—The project should be real. Only then, the pupils would be able to complete it naturally and in real conditions.

5. Utility—The project must possess the quality of utility because the pupils do the work with more interest which are useful for them.

6. Social Development—The project should be such that the social development of the pupils may be achieved by social attributes and social contacts.

Q.2. Describe essential steps of project method.

Ans.

Essential Steps of Project Method

1. Creating the Situation—In this step, it is the pupils themselves and not the teacher and put up the proposals regarding some problems. As the pupils cannot define a problem completely themselves after selecting the problem, therefore, the teacher must guide them. He should create a condition by

mutual conversation that it may create interest in the pupils for solving daily life problems. A teacher encourages the pupils to such an extent that they put a proposal themselves regarding some problems before the teacher.

2. Choosing the Project—All the projects, chosen by the pupils cannot be accepted. The teacher helps the pupils in choosing such a project which meets their real need. The teacher initiates discussion in the class. He should participate in the discussion with such an efficiency and skill that the proposed projects and plans may be made clearer to the pupils. After evaluating their merits and demerits, which carry some social and real value the pupils should be prepared to choose those projects. **Kilpatrick** says, “*The part of the pupils and the part of the teachers in most of the social work depend on largely as who does the purposing. It is practically the whole thing*”.

3. Planning—After choosing the project, the teacher gets the programme prepared for accomplishing that project from the pupils themselves. It is not an easy job because of its dependency upon the preparation of its result-producing programme in order to complete the project. The programme should be prepared in such a way that it can be completed in natural conditions. The teacher should create an environment so that each pupil can express his opinion regarding the programme with freedom. When the debate is over, the teacher should write the programme on black-board. He should divide the programme in many parts. Each pupil should be provided with some task according to his interest ability and capacity so that each pupil of the class may become anxious to finish the project work.

4. Execution of the Programme—When the task is distributed, then all pupils start doing their task. They collect the facts about many things by supervising and testing and then they write all those facts. As learning by doing is more stable and effective than forced knowledge, the teacher should provide more opportunities for doing them task according to their speed. If need arises, he should provide necessary help to the pupils while supervising the task.

5. Judging or Evaluating the Project—Thus, the pupil criticizes his own tasks and decides whether the predetermined objectives have been achieved. All the pupils express their ideas with freedom. They also tell about the drawbacks in Planning, Selecting, Preparation and execution regarding a project. All the above things are discussed collectively and the results are drawn. Thus, all the pupils repeat the knowledge acquired by self-criticism.

6. Recording—All the pupils keep their individual project book in which then write in detail about all the five steps of a project mentioning consulted books, aids, detail of tasks provided to the pupils, the people contacted and the methods used to accomplish the project. Such recording conveys the pupils and the teachers about the amount of the task done and the balance of the task remained undone.

Q.3. Explain practical working of project method.

Ans. Practical Working of Project Method

Human life is full of projects. If a person completes all those projects successfully, he succeeds in life. As the pupil gains a variety of experience while solving his life's various problems in natural conditions with a practical approach in project strategy, hence gets not only learning by doing, but also learning by living. **C. W. Stone** has tried to explain the principles and the working of project by mentioning a complex project of sending a parcel. According to this project, the pupils of fourth class acquire the knowledge of various subjects while registering a parcel through postal system for their far-off friends in the following way—

1. Discussion—Initially, the pupils decide to send a parcel to their far-off friends. Then they discuss how that parcel should be sent. This involves logic and reasoning. In while their pronunciation gets corrected. Their thinking reasoning, logic and decision-making powers get developed.

2. History—When the history-period starts, then all the pupils think that when and how a post-office came into existence. When, there were no such post-offices, then what solve the difficulties people used to face in sending their messages. How was the provision of the stamp made and of what value the parcel is to be stamped etc. By giving a thought to the above aspects, the pupils acquire the knowledge about the stamps and citizens of various countries.

3. Hand Work—In the period of hand work, pupil make envelops. This teaches them folding, cutting and pasting of the paper. They also learn through conversation how the paper is made, what are the types of paper and of what type of paper is used for making a parcel.

4. Language—In the period of language, the address of the receiver is written. This teaches the pupils writing of letters to their friends.

5. Geography—In the period of Geography, pupils look at the map where the parcel is to be sent. They also acquire the knowledge about the mode through which the parcel will be sent and the places which will come in its way. Thus, the study of Geography provides the knowledge of various men, places and their distances.

6. Arithmetic—In the period of arithmetic, pupils weight the parcels themselves and put the stamps according to the weight of the parcel. From this, they learn to keep the accounts of expenditure along with subtraction, multiplication and division, etc.

7. Excursion—After preparing the parcel, pupils go to the post office. This provides them the knowledge of standing in the queue, getting the weight of the parcel from parcel clerk and getting its receipt from parcel clerk in token of its booking.

Thus, the pupil acquires practical knowledge of various subjects while solving the real life's problems through the projects method.

Selection of a Project

The following points are to be kept in mind while selecting a project—

1. It should have an academic value.
2. The essential materials should be arranged before starting or executing a project.
3. The materials to be used should be cheaper.
4. A project should take only so much time for its completion that it may not become an obstruction in the completion of curriculum.

Q.4. Evaluate the advantages and limitations of Project Method.

Ans. Advantages of Project Method

1. Based on the laws of learning—The project method is based upon the laws of learning as doctrinated by **Thorndike** : (a) Law of Readiness, (b) Law of Exercise, (c) Law of Effect. According to law of readiness, the pupils are made ready before starting the lesson in project method. This law is used especially in the second phase of the project. According to the law of exercise, the conditions are created to practise the acquired knowledge for the pupils. According to the law of effect, the pupils feel satisfaction and enjoyment when they complete the project. This has a pleasant effect upon them. The proposal of some problem, selection and preparation of the programme out-line etc. are prepared by the pupils himself. The teacher does not impose the knowledge upon the pupils, but he creates conditions by collecting essential sources so that he may enhance his knowledge by solving his problems in a play-way method.

2. Psychological—Teaching activities are made meaningful. In the project, this makes education effective. As teaching activities are purposeful, this increase curiosity for learning and the learning laws are used properly, this keeps the pupils happier. Various basic instincts of pupils like curiosity, construction, pugnacity and self-assertion are used. The inferiority complexes formed unconsciously in the pupils are removed.

3. Related to real life—A relationship of school with the real life gets established by project. It makes education meaningful and purposeful. All the pupils solve the real life's problems practically; they use this new knowledge in the new situations of future life and spend a successful social and enjoyable life.

4. Connection to life and work—While working in natural conditions and in reality, a relationship of pupils life is established with the task. Hence, all the pupils do their respective tasks with interest. This provides knowledge of various subjects in a play-way manner; they become efficient in doing every responsible task of life.

5. Economical—The pupil acquires only that knowledge which is required in his present and future life. He acquires such knowledge in a very short time. Thus, project has the characteristics of being economical.

6. Correct use of time—In the project method, the selection of a project and the preparation of its outline is carried out by the pupils themselves. They understand it properly as it is their personal project. They work hard with involvement in order to complete it. They learn to utilize the time properly.

7. Training for democratic way of life—The project strategy is a democratic way of learning. Its use involves all the pupils to think and work collectively to complete a project. This develops the social values like cooperation, politeness, sympathy, tolerance and social service. It makes them aware of their rights and duties. In this project method prepares the pupils to live democratically.

8. Character building—The project method causes an all-round development of the pupils. Its use develops the various attributes like self-dependence and self-confidence. As it is the collective responsibility of all the pupils to complete the project, therefore, they become resourceful and efficient and in making decisions.

9. Dignity of labour—The project method develops dignity of labour among pupils. All the pupils have to work physically along with mental work. By doing with their own hands, they learn the importance of handicraft and meet the labourers with respect.

10. A bliss for the retarded—Project method is a source of bliss for the retarded pupils. Some pupils lag behind in their class-room tasks with regard to intellectual achievements or due to some other reasons. Such backward pupils either become problem-students or inferiority complexes develop in their unconscious mind. As the project method provides opportunities for all pupils to work collectively in a group, it is a source of peace and pleasure for these backward pupils.

11. Correlation—In the project method, the pupil is considered more important than a teacher. He has not to study all the subjects of the curriculum, side by side. As all the subjects are correlated with one project through activity, therefore, all the subjects get correlated with each other in a natural manner. Thus, the unity of the lesson increases through and all the pupils acquire knowledge through activity.

Limitations of Project Method

1. Haphazard and discontinuous teaching—The project method cannot provide knowledge of all the subjects of the curriculum. While, the objective of education is to cause an all-round development of the pupil, a project with a limited scope being used in the school cannot help in achieving this great objective. There is no such project which may provide knowledge of all the subjects. There are still some topics which cannot be taught through any project. Hence, teaching becomes haphazard and discontinuous in project. Hence, there should be a provision for a systematic study of all the subjects along with the use of project method.

2. Balanced learning of all students not possible—While doing the project work, clever pupils often lead other students. This makes the retorted pupils passive they imitate them blindly. The specific tasks are assigned to the main students only. This leads to the disinterest of other pupils in completing the project. Hence, every pupil does not get balanced education. Therefore, the teacher should encourage

all the pupils to participate in the conversation. He should motivate them to do the tasks according to their abilities.

3. Literary aspect neglected—According to some people project method neglects literary aspect. There should be a separate provision in the school for literary education. However, the project strategy does not aim at doing more hand work. It aims at solving the problems through practical experiences, in an intelligent way.

4. Difficult selection of suitable project—The selection of a project is difficult for young students, because the views which pupils present before the teacher are not alike. Some undesirable projects are selected which have no academic value. But responsibility of this demerit lies on the teacher. He should guide the pupils at every step of the project with patience, tolerance and intelligence.

5. Costly—The major defect of his project method is its cost. It needs costly books, apparatus, devices and other materials. Hence, it cannot be used in poor countries. However, as projects are to be completed in natural environment, they need only local materials. If we make provisions of education through productive projects, then project method will become not only self-supporting, but also profitable.

6. Difficulty of text-books—While project needs some special text-books, in market, books are available which are written for traditional school only. Efforts by teachers can eliminate this defect.

7. Disorganised and irregular school teaching—Some educationists are of the opinion that education cannot be provided with project method according to the time table, because the project needs freedom and flexibility. Both these requirements disturb the school programme. Pupils cannot be provided with education in accordance to the prescribed curriculum. The only remedy to avoid this demerit is that while the first four hours of the school should be given to the classroom study, the rest four hours to the project may be given.

8. Difficulty in change of school—If a pupil transfers from a school offering project method to a non-project school, then his adjustment, will become very difficult. However such incidents take place in the beginning only.

9. Encouragement to indiscipline—Freedom and responsibility are emphasized in the project. Hence, the students of the school misuse their freedom and try to escape from their responsibilities. This encourages indiscipline.

10. Waste of time—While teaching through project method, pupils are led to do such tasks which are not useful to them. This wastes their energy and time.

11. Difficulty in examinations—While using the project method, it is very difficult to examine the pupils. If education is to be provided through project, we shall have to change examination system as well as impossible.

12. Too much strain on teacher—The project method puts too much strain on teacher's resourcefulness and intelligence. As the teaching of almost all the subjects is done by a single teacher. He has to be present in the class for the most of the time. Every teacher cannot be expected to be efficient in each subject. At the same time, it is not possible to correlate all the subjects with a project. Moreover, suitable text-books written on the project method lines are not available.

13. Limited to perceptual knowledge—Project method is confined to perceptual knowledge only while goal is conceptual knowledge as well. In higher classes, children lose interest in projects and they crave for conceptual knowledge.

Q.5. Suggest improvement for project method. What is the role of teacher while using project method in normal classroom.

Ans.

Suggestions for Improvement

1. Supplement class-room teaching—Projects should be used to supplement the class-room teaching. Projects may be carried on for half the day and there may be class-teaching in essential subjects in remaining half time.

2. Direct class-room lesson—Direct class-room lesson may be given in order to fill the gap in the knowledge.

3. Co-operative activities—Projects should be based on the idea of co-operative activities and students may work in groups.

4. Economical projects—Projects like fruit preservation and bee-keeping vegetable gardening, staging a variety programme etc. may be taken in the higher classes in order to reduce the financial burden.

5. Formal teaching of neglected subjects—Formal teaching should be provided for subjects neglected by the project *e.g.* drawing and solving mathematical problems, practice in reading, spelling, pronunciation and drawing.

Role of the Teacher

Project Method and Normal Classroom Teaching

The first and the main responsibility of teacher is to provide those situations to the students wherein they should feel a spontaneous urge to solve some of their practical problems. The teacher must be in the look-out of discovering their interests, tastes, aptitudes and needs. There are different methods of providing situations. As far as possible, problems or situations which are provided to the students should be social ones. These provide better social training and give more satisfaction.

The teacher, may converse with the class on different topics of interest to them. Pictures of different scenes may be shown to them. Surveys of the surrounding conditions may be undertaken. The projects for study and work may arise out of the festivals like Diwali or Dussehra. The teacher is to tap all resources to provide worthwhile situations.

Most of the educators are of the view that the projects should be selected by the students themselves. They think that this will stimulate pupils purposing and that they will be more interested - in their work if they had a share in determining what they are to make.

Others who think that the teachers should select the projects argue that this method will ensure that the students undertake only those projects which are within their reach. Students are immature and they require adequate guidance to select their projects.

However the safer course would be to arrive at a compromise. According to this plan the 'planning' and 'doing' should be under the guidance of the teachers. There should be no hard and fast rule in the selection of the project.

The relation of the teacher with his students is closer in the project method than in the ordinary class teaching. The teacher is like a friend and elder brother/sister who works together with the students and helps them to gain rich experiences. He must stimulate the shy students to put in their best. He must help the students to help themselves. He must see that the project is carried on in a democratic way. He must read intensively as well as extensively. He should have adequate patience, skill, knowledge, fact and sincerity.



Chapter 3

PLAY-WAY

“Play may be defined as the activity in which a person engages when he is free to do what he wants to do”?

—**Crow and Crow**

Q.1. What is Play? Where does the Child Play? State advantages of play-way activities.

Ans.

What is Play?

Educators and psychologists consider play as essential to the all-round development to the child. It affords a safer release of mental and physical energy. It relieves of mental tension. It facilitates and encourages sensory and perceptual experience. It is a great socialising force. It helps the child in keeping him emotionally stable, mentally alert, physically sound and socially adjusted.

Definitions of Play

1. According to **Crow and Crow**, “*Play may be defined as the activity in which a person engages when he is free to do what he wants to do”?*
2. According to **John Dewey**, “*Activities not consciously performed for the sake of any result beyond themselves”.*
3. According to **Froebel**, “*Play is the purest, most spiritual activity of man at this stage....It gives, therefore, joy, freedom, contentment, inner rest, peace with the world”.*
4. According to **Montessori**, “*When a child plays, it resembles the never ending, activity of the following stream and of the growing tree”.*
5. According to **Good**, “*Any pleasurable activity carried on for its own sake without reference to the ulterior purpose or future satisfaction”.*

Where Does the Child Play?

1. In and with his environment
2. With living objects.
3. With non-living objects.
4. In and with nature.
5. With the ‘doll’ as a living reality.
6. With pets and animals.
7. With other children.
8. Plays imitating the adult world—‘marriage’, ‘cooking’, ‘policeman’, ‘doctor’, etc.
9. Plays with toys.
10. Plays indoor and outdoor.

Advantages of Play-way Activities

1. Physical development.
2. Intellectual development.
3. Social development.

4. Emotional development
5. Educational development.

1. Physical development—The child develops his/her body through play. It provides ample opportunities for the movement of various parts of the body which helps in his muscular development. Blood circulates more freely in play which helps in the elimination of waste matter. It also enables the child to keep physically fit and fight disease.

2. Intellectual development—Learning is more effective when children are curious to learn. Play way provides many occasions of learning.

3. Social development—Play provides scope for expression for the herd instinct and for the instinct of pugnacity and gives a chance for the sublimation of those instincts. The students have a chance to live and work with others in play. They learn to co-operate, to take the lead and to follow.

4. Emotional development—Play helps in stabilising the emotions of children. They are given outlets. They are able to overcome shyness, moodiness, timidity and sensitiveness.

5. Educational development—Play way has educative value due to the following—

- (i) It is a great motivating force. Its activities are based on the natural urges of the children. They put their heart and soul into work.
- (ii) It kills drudgery and boredom. The students willingly undertake to do a piece of work.
- (iii) Doing and practice occupy the first place and telling the second and less important place.
- (iv) It is based on the laws of learning and it provides a great incentive to original creative work.
- (v) It provides opportunities for the sublimation of various instincts of children.
- (vi) It assures maximum freedom for the child with the result that he develops originality, power of reasoning, imagination and insight.

Q.2. Suggest play activities on Piaget's Model.

Ans.

Educational Implications of Piaget's Cognitive Theory of Development

1. It provides a broad development perspective to the educator for building a curriculum for the pre-school children.
2. The description of developmental stages and qualitative aspects of intellectual growth is very useful in providing suitable educational practices.
3. The cognitive theory states that the child is to be actively involved in the teaching learning process for his intellectual growth.
4. Piaget-based curriculum requires that children should not skip any stage.
5. The pre-school child is at the pre-operational level. The educational programme at this stage should provide concrete operations.
6. A pre-school programme should enable the child to integrate the information.
7. A child should be helped to develop internal consistency to the system.
8. Most of the activities of the Piaget type require simple equipment and material.
9. Drilling in skills is to be avoided.
10. Teaching-learning situation should be geared to a point where the child is neither too familiar nor too unfamiliar with the objects and ideas.
11. A variety of cognitive activities like storytelling, rhymes, singing etc., are included in the programme in a systematic manner. There is a deliberate attention of developing cognitive growth.

Suggested Play Activities on Piaget's Model

Dr. (Miss) T. Saraswati, Reader MS University, Baroda has suggested the following—

Play Activity No. 1

Skills Aimed at—Developing one-to-one correspondence, observing shapes of objects, noticing similarities and differences; matching.

Materials Required

1. Two 12" × 18" pieces of tag-board and hard-board.

2. Coloured pencils to colour the outlines.

3. Small objects; block, key, comb, scissors, books, buttons, rubber band, toys, paper clips, corks, coke-lids (any object available).

4. Container for the objects.

(If tag-board, card-board and coloured pencils are not available, the outlines of the objects could be drawn on the floor with the help of chalk.)

Activity—The child takes out one object at a time from the container and names it. He then tries to place the object on its outlines only in one trial. Children who are very confident may like the challenge of attempting to reproduce the arrangement on the answer board.

Getting Started—The teacher might discuss the activity as follows—Can you find what shape this key is on the answer board? Who do you choose this one? Good! Try it and seal. Good! Find where all the others go.

Idea for Follow-up Discussion

1. What did you do with the objects, Nila? How did you know where they would go on the answer board?

2. Point out to an object which is round. How many objects are green? How many are not white, not red, show me?

3. Show me something used to hold things together.

4. Point to an object that unlocks a lock.

Play Activity No. 2

Skills Aimed at—Learning about the natural environment of various animals, classifying animals according to their habits; making comparisons, and drawing conclusions.

Materials Required

9" × 12" sheets of tag-board, card-board and clean paper. Pictures showing 'in water', 'on land' and 'in the air'. Pictures of animals that live mostly in water, in air and on the land.

Activity—The child sorts the picture under appropriate category, placing together the animals which live in water, in air, on the land.

Getting Started—The teacher might say, showing a picture, "*If this animal mostly lives on land where will this picture go? If it mostly lives in the air where these pictures go? Put the pictures where you think the animal mostly live*".

Ideas for Follow-up Discussion

1. Name the animals that live in water, in air, on land.

2. Name one animal which is very small and lives on land. Name one large animal.

3. Do you know the name of the largest bird and the tallest bird?

4. Show me some pictures of animals whose names you do not know and I will tell you their names.

Q.3. Describe types of play. What should be done to promote play activities in India?

Ans. Different Types of Play

[I] Six Broad Categories of Play

Play can be divided into the following six categories—

1. Outdoor play.
2. Imaginative or make-believe play.
3. Domestic play.
4. Constructive play.
5. Natural materials play.
6. Creative play.

1. Outdoor play—It includes running, jumping, galloping, climbing, hooping or even rolling on the grass. It also includes outdoor games. In fact outdoor play includes all types of play. It denotes the place where play is carried out.

Through outdoor play, the child learns to observe and experience with a variety of materials, such as leaves, flowers; twigs, seeds, pebbles, trees, wooden boxes, etc. He also learns to cooperate with his peers. He learns the social value of participating in a group.

2. Imaginative or make-believe play—For imaginative play, old clothes, hats, shoes, hand bags, household equipment like cooking utensils and cutlery are most suitable and are a great boost to a child's imagination.

Imaginative play is of great value to the child in controlling his intense emotions.

3. Domestic play—A child likes to do tasks that the grown ups do. In this type of play, children enjoy acting out home situations and being fathers and mothers. In this kind of play a doll corner is a must. Materials for setting up a shop, clinic, post office, etc., may be provided.

4. Constructive play—This type of play requires building materials such as empty boxes of different sizes and textures, plants, wheels, wooden blocks of various sizes, etc.

Constructive play provides opportunities for the child to make estimations, improve manipulative skills, to acquire mathematical and scientific concepts and to develop vocabulary.

5. Natural materials play—Natural materials such as sand, water and dough are a real necessity to the developing child especially in developing, the sense of touch.

6. Creative play—It provides an opportunity to the child to experiment with colours, patterns and textures. Here the child learns about space, balance, angles and measurement especially when he is painting, drawing or modelling.

[II] Five-fold Division of Play Activities

1. Free play including educational and constructional toys, indoor games and outdoor activities in association with other children.
2. Physical activities involving rigorous and limb movement.
3. Play involving contact, acquaintance, imitation and experience of physical, family and social environment.
4. Organised play group activities and directional play.
5. Play-ground activities using play-ground apparatus.

[III] Two Types of Play

1. **Active Play**—Here children get enjoyment from what they 'do'.

Active play may take the following forms—

(i) Exploratory—This satisfies the curiosity of the child about the toy. The child looks at a toy, shapes it and smells it.

(ii) **Construction**—Instead of throwing things, children use them to make new things. What they make is not very important to young children. For them making is the enjoyable experience. There is plenty of reward for the energy they use.

2. Passive Play—Her children get amusement from ‘watching’ or ‘listening’ to someone or something.

A well-balanced programme will include both types of play.

[IV] Six Classes of Play Behaviour

Observation of children between the age of two to five years in the nursery school setting have led Parten and Newhall (1943) to describe the following six classes of play behaviour—

1. Unoccupied behaviour—Play represents the least amount of social involvement. The child is more preoccupied with his own random movements. He watches anything that may be of interest to him.

2. Solitary play—It refers to the child playing by himself. There is no effort to speak to other children who are close by. This form of play is usually more frequent in children of two years of age. As they grow older this form of play occupies less time.

3. Onlooker behaviour play—The child now spends his time watching others play. He may also speak to other children.

4. Parallel play—This is also independent play, but the child engages himself in the same activity as the other child. He plays with similar toys. He does not play with other children.

This type of play is common between the ages of two and three.

5. Association play—This involves some social interaction, like leading and following one another with trains and wagons. Such play is most common among the children of three and four years.

6. Co-operative play—This involves greater social interaction than in associated play. The children join together to make some things or compete with each other to get some joy. They may dramatize some adult life situations. They may also play some formal games. At this level one or two children may control others. They assign them specific tasks.

Thus these various forms of play not only indicate the development of play activities but also show how play comes to involve greater social interactions. This also depends on the development of motor skills, language and intellectual abilities.

Criteria of Selection of Play-way Activities

1. It should provide for enough child participation.
2. It should help in developing desired values, habits and attitudes in children.
3. It should not be very expensive.

Measures for Promotion of Play in India

1. A national policy on play should be formulated.
2. Suitable legislation regarding child’s right to play should be enacted.
3. Guidelines for organisation of child’s play be developed.
4. Adequate provision for play facilities should be made in school and public parks.
5. Experts in the field of child development should be involved in preparing play programmes.
6. Different media, *i.e.*, Press, T.V., Radio, Exhibition etc., may be used to create awareness of the importance of play.
7. Parents may be involved in the implementation of play way programmes.
8. Programmes may be organised in hospitals.

9. Equal opportunities for play should be provided to boys and girls.
10. Ways and means should be devised to make available low cost indigenous play material.
11. Foreign play way material should be adapted to our conditions.
12. There should be a play schedule in school curriculum.
13. Specific play needs of different categories of children should be kept in view.
14. Creative workshops for making play materials should be organised.
15. Children should be encouraged to make play way material.
16. Play way materials should be prepared for disabled children also.
17. Parents may be motivated to prepare play way material.
18. Exhibition on play way equipment, material, toys, etc., may be planned.
19. Clearing-house facilities for the exchange of information among different agencies engaged in the production of play materials should be provided.
20. International co-operation for the promotion of play should be encouraged.



Q.4. Write short notes on—

(i) Play Acting, (ii) Sand Play, (iii) Water Play.

Ans.

(I) Play Acting

Play Acting provides for free expression of emotions and ideas. It involves coordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm.

Suggestions from the children may be invited about the themes of the plays. Play acting should be started with simple themes.

Children may be encouraged to invent their own stories and act them.

(II) Sand Play

Sand Play activity, if handled imaginatively by the teacher, can provide scope for growth in several areas. Especially for small children, starting school for the first time, sand play can ‘reduce their tension enough to settle them into the new world of school. A small crying child who cannot be comforted by anything else often quiets down in a sandbox full of dry sand. The feel of the sand on his hands and feet letting the sand fall through his fingers, has a wonderful calming effect on most children.

Sand play helps in building many basic concepts through experimentation. Pre-number concepts come naturally through the sand play. The relationships between quantity and size, volume and shape and different shapes to each other develop in the children through experiments with sand.

Children learn a lot of geography through sand play. Several characteristics of local geography are expressed in sand play. Children often make rivers and bridges.

Sand play contributes to the development of small muscle strength and, skills, to eye-hand coordination, to increasing imagination and initiative.

Materials Needed in Sand Play

1. Sand box or sand pile of any shape; the recommended size is approximately twelve feet in diameter or 12 feet square. The sides should be about 6 inches above ground. The sand box can be made by digging a hole in the ground.
2. Digging implements such as small spades or large spoons.
3. Some bowls or containers of various sizes.
4. A few sieves to sift the sand.

(III) Water Play

Like sand, water also gives a sense of soothing calmness to a child. Water play helps a child in many ways to discover the mysteries through his own eyes. As a child plays with water, wets his hands

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and again and again repeats the same game of scooping and pouring water with different objects or filling those up, he gets to know the qualities of water. Gradually and slowly the child develops the basic difference between solid and liquid. He learns that solid is dropped and liquid is poured and that solid does not flow but liquid does.

Materials Needed in Water Play

1. A source of water such as a tap or a tank.
2. If a tap is not available, a container or tub.
3. Several plastic or tin jars of various shapes and size.
4. Several small pails or containers to carry water.
5. Two small pieces of flexible pipe of different thicknesses.
6. Several unbreakable plastic or aluminium funnels.

(Note—Most of the materials and equipment of the sand play can be used in water play activity.)

Important Guidelines

1. Tell the children that they should not sprinkle water on one another and get their clothes wet.
2. Remind them that all the equipment for water play should be taken to the store and put back after the activity is over.
3. Gradually introduce different science experiments through water.
4. Ask some questions relating to the use of water in everyday life and encourage logical thinking and formulation of concepts.

Q.5. What is the importance of play? What are its essential characteristics? Describe its advantages.

Ans.

Importance of Play

Play is of great importance in the life of every child. It is the most effective learning situation for him. It is an intensely absorbing experience and even more important to the child than work to the adult. Play is important as a means of contributing to a happy and creative childhood. The insatiable urge for play among children is an expression of the energy and vitality and muscular action. A child who plays is a very happy child. Play, along with the basic needs of nutrition, health, shelter and education is vital to the full development of the child.

Main Characteristics of Play

1. A natural expression of child's life.
2. A spontaneous expression of child's life.
3. A voluntary activity.
4. A strong motivating force.
5. Without any deliberate purpose.
6. Provides learning without tears.
7. Touches all aspects of life.
8. Develops children emotionally, mentally, physically and socially.
9. A means of learning to live and not merely passing of time.

Essential Requisites of play

1. Space for play—It is not possible to play many activities in tight spaces. The space must be large enough.

2. Knowledge of how to play—Young children learn to use toys and play equipment through the following—

- (i) Through trial and error;
- (ii) Through imitation; and
- (iii) Through training.

3. Playmates—Playmates are needed to play or watch.

4. Possession of extra energy—Children must have more energy. Children who suffer from any physical ailment or defect have little desire to play.

5. Equipment—Simple play equipment should be provided for play. There should be enough variety to stimulate sufficient kinds of play.

6. Freedom—Children are at their best in play when adequate freedom is given to them.

Advantages of Play

1. Physical advantage—The child develops the body through play. It provides ample opportunities for the movement of various parts of the body which help in his muscular development. Blood circulates more freely in play which helps in the elimination of waste matter. This also enables the child to keep physically fit and fight disease.

2. Intellectual advantage—Learning is more effective when children are curious to learn. Play-way provides many such occasions.

3. Social advantage—Play gives scope for expression for the herd instinct and for the instinct of pugnacity and gives a chance for the sublimation of those instincts. In play the students have a chance to live and work with others. They learn to co-operate, to take the lead and to follow.

4. Emotional advantage—Play helps in stabilising the emotions of children. They are given outlets with the result that they are able to overcome shyness, moodiness, timidity and sensitiveness.

5. Development advantage—Play is an important means of growth. There can be no growth without play. It provides opportunities for the development of the whole child and not a part of him.

6. Educative advantage—Play-way has educative value on account of the following—

- (i) It is a great motivating force. Play-way activities are based on the natural urges of the children. They put their heart and soul into work.
- (ii) It kills drudgery and boredom. The students willingly undertake to do a piece of work.
- (iii) Doing and practice occupy the first place and telling the second and an unimportant place.
- (iv) It is based on the laws of learning and it provides a great incentive to original creative work.
- (v) It provides opportunities for the sublimation of various instincts of children.
- (vi) It assures maximum freedom for the child with the result that he develops originality, power of reasoning, imagination and insights.
- (vii) It provides training in developing democratic and social attitudes.

Q.6. Suggest whole year Nursery School Programme for different age groups.

Ans.

Programme for the Three Year Olds

1. Winning the confidence trust of children.
2. Development of muscles.
3. Development of language.
4. Development of independence.
5. Development of social skills.
6. Development of concepts like concept of number, concept of time, concept of colour, and concept of form.
7. Experiences of animal life.
8. Experiences of plant life.
9. Concrete art experiences.

10. Outdoor excursions and trips.
11. Concept of health and hygiene.
12. Concept of personal safety.
13. Keeping of records.
14. Evaluation.

Programme for the Four Year Olds

1. Development of large muscles.
2. Development of finer muscles.
3. Development of social skills.
4. Aesthetic and creativity development.
5. Experiences of animal life.
6. Experiences of plant life.
7. Dispersal of seeds.
8. Seasonal changes.
9. Familiarity with one's own body processes.
10. Experiences for language development.
11. Development of number concept.
12. Experiences with matter.
13. Experiences with measurement.
14. Experiences with work, energy and machines.
15. Experiences with liquids and gases.
16. Experiences with phenomena of heat.
17. Experiences with light.
18. Experiences with wealth.
19. Physical and chemical changes.
20. Evaluation of the programme.

Programme for the Five Year Olds

1. People who work for us outside the home.
2. Cleanliness experiences.
3. Raising season experiences.
4. Air.
5. Water.
6. Plant life.
7. Sun and moon.
8. Other projects.
9. Evaluation of the programme from time to time.

Q.7. Write short notes on—

- (i) **Free play and guided play or unstructured and structured play.**
- (ii) **Indoor and outdoor play.**
- (iii) **Individual and group play.**
- (iv) **Encouraging play among children.**
- (v) **Story telling.**
- (vi) **Celebration of national and social festivals.**

Ans. (i) Free Play (Unstructured) and Guided (Structured) Play

It is very necessary to maintain a balance between the free play and guided activity. In free play, a child is free to engage himself without any kind of external command. He takes part in it spontaneously. There is no interference in free play activity. Free play provides an opportunity to child to explore, investigate and find out different possibilities of using different types of activities. He learns from self-chosen and self-initiated play. Free play can take the form of indoor or outdoor activity. In the guided play, the teacher takes the initiative and the activity or activities are done under his direction and guidance. Guided play can be both indoor as well as outdoor play. It can be individual and group play also. Usually guided play takes the form of group activity. A guided activity is a planned activity by the teacher. The teacher takes into consideration the interests of the group. In an ideal school programme time will be allocated for free play and group play. A group play is helped in promoting values of cooperative and social living.

In the structured play, planning plays an important part. A structured play can be an individual as well as group play. It may not always be supervised by the teacher but should be planned.

(ii) Indoor and Outdoor Play

1. Indoor play—Play activities under this category are done inside the classroom or inside the house. Among the important play activities of this category are: (a) Card-board games, (b) Cut-outs, (c) Dancing, (d) Doll and doll house, (e) Dramatics, (f) Drawing, (g) Glass toys, (h) Gifts of Froebel, (i) Painting, (j) Pictures of animals, birds, etc., (k) Picture book puzzles, (l) Painting, (m) Rubber toys, (n) Storytelling, (o) Sand play, (p) Water play (q) Wooden toy, (r) Quiz, (s) Music.

2. Outdoor play activities—These activities are performed outside the room and include—(a) Climbing, (b) Excursions, (c) Games and sports, (d) Gardening, (e) Galloping, (f) Hooping, (g) Rolling on the grass, (h) Running, (i) Walking through outdoor play. The child learns to observe variety of materials such as leaves, flowers, twigs, seeds, pebbles, trees, etc. He also learns to cooperate with his peers. He learns the social value of organising a group.

(iii) Individual and Group Play

The pre-primary school programme should be balanced between individual and group activities. A child when he joins the nursery class takes interest in individual play. He takes any play material that he likes and plays with it. There is no interaction with the other children. Gradually he is drawn towards group play and he becomes a part of the group. But at the same time he enjoys individual activity also. A variety of activities, individual as well as group should be provided and children should be free to choose any activity they like. The teacher, however, should keep an eye on them to ensure that each child gets an opportunity for individual as well as group work. If it is noticed that a child indulges in only solitary play, he may gradually be brought to group activities and vice-versa.

(iv) Encouraging Play among Children

1. Adequate provision for play activities should be made in the school. It should include indoor as well as outdoor play.
2. A variety of play activities should be provided to cater to the interests of children.
3. Efforts may be made to get low cost indigenous play material.
4. The parents and the community may be involved in designing as well in providing play material to schools.
5. There should be a definite play schedule in the school.
6. There should be provision for free play as well as guided play.
7. Teachers themselves may make play material and for their training arrangement may be made at various places like Bal Bhavans.
8. Competitions may be arranged from time to time.

9. Workshops may be arranged for the children to learn toy making.
10. Suitable guidelines for play-way may be issued to children.

(v) Story Telling

Value of Story Telling—Stories provide a ‘Vital nourishment’, to children. Colourful, realistic and vivid stories stir the imagination and arouse sympathy of the children. Stories of discoverers, heroes, saints and soldiers, etc., have a unique value of training the creative faculties of children. Stories are helpful in developing value like charity, compassion, honesty, piety, trustfulness value and the like. Stories help in enhancing the interests of the students. Stories develop imagination of the students.

Different Types of Stories

1. Stories about home life.
2. Stories about school life.
3. Stories about children.
4. Stories about people they know—a postman, a doctor, etc.
5. Stories about animals of all kinds.
6. Stories about the children of other lands.
7. Stories about elder people of other lands.
8. Stories about adventure.
9. Fairy tales.
10. Stories about ethical, moral and spiritual values.

(vi) Celebration of National and Social Festivals

Celebration of national festivals like the Independence Day, the Republic Day, Birth and Anniversary celebration of great leaders and social festival like Baisakhi, Pongal, Onam, Deepawali etc., is very helpful in the following ways—

1. Sublimation of instincts of children.
2. Civic training.
3. Social training.
4. Moral training.
5. Supplementation of formal academic work.
6. Recreational training.
7. Development of sentiments of loyalty.
8. Disciplinary training.
9. Physical and motor development.
10. Development of qualities of leadership.
11. Community knowledge and cordial relations with the community.
12. Play-way element.
13. Development of love for the country.
14. Training in the art of working together.

Q.8. Explain the concept play-way. What are its advantages? State its applications in teaching-learning,

Ans.

Play-way

Meaning

Caldwell Cook, the originator of the play-way described the spirit of play-way as “*Good work is more often the result of spontaneous effort and free interest than of compulsion and forced application*”.

Play-way is one of the most important ways of learning through play-way. A child goes through hundreds of experiences, picks up several kinds of information, develops numerous skills and inculcates valuable attitudes and values. He also learns to express his thoughts and feelings. Play-way also becomes an instrument for transmitting the cultural heritage, adoption of customs and values for personal life and for social living.

Play-way is different from play. It is a spirit or an approach which should pervade all activities—classroom, play field, hobbies corner, creative work etc. Play-way is one of the most essential means of growing. Play-way helps to develop mental, social and physical skills including talking and walking. It helps children grow in curiosity, competence and confidence. It lays the foundations for school work and for learning necessary skills in later life.

Encouraging play by providing materials and ideas is one of the most important skills of bringing up a child.

Having discovered the unwillingness and distaste of his pupils for lessons in English literature. Cook employed a method by means of which the boys showed a keen interest in the subject. The Shakespearean plays, meaning of which were generally memorised without any interest and understanding, came to be treated like real plays when dramatised by the pupils. An open-air theatre was organised in the school. Literature now, acquired a new meaning for them and the lesson became play. Similarly, activities were planned for grammar and composition lessons. The pupils participated eagerly in the lessons and were allowed to express their ideas freely. Thus the English period was welcomed with joy. Gradually the scope of play-way became enlarged and it began to be applied to the teaching of other subjects. School work was thus associated with freedom and laughter. The play-way introduced the elements of reality, freedom and responsibility into the school work.

Various Play-way Activities

1. Dramatic play

2. Games—Games may be simple card games, guessing games or more lively games such as musical chairs.

3. Amusement games—Children play a passive role in such games. They get enjoyment from watching or listening to others.

4. Watching others—It not only gives enjoyment to children but also has a great learning value. Children learn how to do things.

5. Looking at pictures—It provides enjoyment and at the same time students learn word meaning by talking about the pictures with adults. Bright coloured pictures both in comics, in magazines and in newspapers have great appeal for young children. Children enjoy looking at the same pictures again and again. This has leaning value for two reasons. First, it encourages them to focus their thoughts. Second, it encourages them to seek new meanings.

6. Listening to stories—Children are very much interested in listening to different types of stories. A teacher is expected to develop the art of storytelling. He should use simple words; meaningful words should be stressed. The teacher should speak slowly. He may also use facial expressions to give meaning to the words.

7. Poems—Children also like poems. The poems should be short and simple.

8. Listening to music—Children like music. Music should be simple and should have a strong beat. After hearing a tune several times children will sing even without music.

9. Watching the television—Television can be educational, relaxing and enjoyable if the television shows are properly chosen and presented in accordance with child's level of development. Television

shows that have a great deal of fighting, shooting and killing are not suitable. These terrify young children and lead to sleep problems and nightmares.

10. Sand play—It affords unique scope for the child's enjoyment using its imagination and skill.

11. Water play—It affords great amusement as well training to children. Water play needs to be explored in India. It includes visit to sandy river banks and sea shores.

Principles of Play-way

1. It is based on the principle that learning takes place through doing.
2. It is based on the principle that learning takes place in an atmosphere of freedom.
3. It is based on the principle that learning should be selected to life situations and not to books.
4. It is based on the principle that the method should be suited to the needs and interests of the students.
5. It is based on the principle that the child should be freed from authoritarianism.
6. It is based on the principle that the children should take the responsibility of learning and progress in studies.
7. It is based on the principle that ample opportunities should be provided to children for self-expression.

Play-way and Soft Pedagogy

Play-way is not soft pedagogy. It is in the words of Smith and Harrison, "*An all absorbing activity, in which initiative, forethought, control and skill can be exercised in full measure.*"

Role of the Teacher

Play-way requires a real zeal on the part of the teachers as well as of the students. The task of the teacher is very hard. He has to plan and execute projects very carefully and thoughtfully.

Play-way aims at making activities interesting. It makes tough jobs as light ones by introducing elements of interests and motivation.

Application of Play-way Attitudes

The application of the principles of play-way is found in all the progressive methods of education like the Project Method, the Kindergarten Method, the Montessori Method, the Heuristic Method and the Basic System of Education and other school activities in one way or the other.

School Life and Play-way

The play principle should be at work in all aspects of school life. The work of the educate is to make more and more use of this technique. The following play-way activities may mentioned—

1. Self Government in schools—This is very helpful in sublimating the various instincts of children—self-assertion, gregariousness, self-submission and pugnacity. Students develop valuable social and civic virtues. They themselves frame their rules.

2. The Boy-scout and girl guide movement—This movement makes the life of children full of activity, competition and co-operation. Students learn valuable social, intellectual and civic lessons through camping and tracking, etc.

3. Dramatics—Students prepare the stage, learn their parts and prepare costumes. They are working, but it is play.

4. NCC, excursions, school celebrations etc.—All these are examples of play-way spirit.

Concluding remarks—Thus we find that the idea of play-way is spreading rapidly and replacing older educational methods. It has brought relief to the students from the boredom of traditional methods of teaching.

Q.9. Explain the application of Play-way Spirit to learning of various school subjects.

Ans. Play-way Spirit in Various School Subjects

1. Mother tongue—Dramatics, magazines and games are the different ways of introducing the spirit of play-way in the teaching of the mother tongue and other language. Mock interviews, mock parliament, debates and panel discussion provide play-way means of training in oral expression in languages.

2. Mathematics—Running a school shop is the best way of teaching mathematics in a play-way spirit. Homely and practical examples should be selected. Survey provide many opportunities. The students may be asked to prepare temperature and weather charts.

3. History—There is a great scope of introducing the spirit of play-way in the teaching of history. The schools should maintain a good historical library which should contain interesting books. Memories, biographies, letters and historical poems must find a place in the library. Historical plays should be staged. Important speeches should be got memorised by the students. Visits to local museums, historical building, caves, monuments, forts, etc., should be planned. Charts depicting events and scenes should be got prepared. Students should be encouraged to see historical films.

4. Nature study—Every school should attempt to set up a small museum. Audio-visual aids should be made use of. Films depicting scenes on life in different parts of the world should be shown to the students. Excursions may be arranged.

5. Science—Heuristic method has brought the play-spirit in the teaching of science. Scientific hobbies like soap-making, radio repairing and photography should be encouraged. School library should be made rich by placing illustrated scientific journals, books on lives of scientists, books providing materials on scientific discoveries etc. Experiments performed bring a spirit of joy and happiness.

6. Moral and social training—Various co-curricular activities like self government counting, home-room, co-operative stores, games, N.C.C., all impart training in citizenship in a play-way spirit.



Chapter 4

MONTESSORI METHOD

"The school must permit the free, natural manifestations of the child if he is to be studied in a scientific manner".

Q.1. Give a brief life sketch of Maria Montessori. Describe her contribution to education.

Ans. Maria Montessori

Montessori was an Italian lady doctor who later became one of the foremost educationists of the world. The doors of the medical colleges were practically closed for women in those days. How to get admission was the problem before her. She tried a trick and was successful in getting admission. She signed herself "M. Montessori" when she applied for admission. The authorities could never think that a lady could apply so. They admitted her thinking to be a man. She became the first Italian lady to get the degree of Doctor of Medicine. This speaks of her intellect.

For seven years from 1900 to 1907, she worked as a professor of anthropology in the University of Rome. There she got an opportunity to come into contact with children. There was a ward of mentally deficient children in the hospital attached to the medical college. She was asked to supervise these unfortunate children. She took a keen interest in the study of such children and in their education. Dr. Montessori watched the daily activities of the mentally defective children carefully. She saw them trying to find out for themselves about things. She started a special school for them. She designed various games and apparatus to teach them the differences between colours, skills and tastes. She made building bricks by which children could learn sense of length, height, thickness etc. She developed special apparatus to fasten buttons and shoes. The results were surprising. She discovered the following points—

- (a) The mental deficiency results from the dullness of the senses.
- (b) Sense training was the best method to achieve marvellous results in their education.
- (c) If the same method of sense training is employed to educate normal children, far better results would be achieved.

Contribution to Education

By originating the Montessori Method, M. Montessori revolutionised the concept of child education. Her impact on educational thought and practices is universal. She has also made an important contribution to the training of teachers for the pre-primary stage. She spent a number of years in India and organised teacher training. Her important publications include—1. The Discovery of the Child. 2. The Secret of Childhood. 3. The Child, Peace and Education. 4. What You should Know about Your Child? 5. Child Training. 6. The Montessori Method.

Q.2. Explain Montessori's Philosophy of Education.

Ans. Philosophy of Education

According to **Maria Montessori**, "*Child is a body which grows and a soul which develops these two forms—physical and psychic, have one eternal front, life itself*". It follows then that, "*We must neither nor stifle the mysterious powers which these two forms of growth, but we must await from them the manifestation which we know all succeed one another*".

Educational Principles Underlying Her Philosophy

1. Principle of Development from Within— She believed that education of a child is from within. “*If any educational act is to be efficacious, it will be only that which tends to help towards the complete unfolding of the child's individuality. The child has a body which grows and a soul which develops*”. She is of the opinion that education must help in the complete unfolding of the child's individuality. Suitable environment should be provided so that the child may grow and develop the potentialities that he has within him.

2. Principle of freedom or liberty—Her belief is that the freedom is the birth right of every individual and she advocates the spontaneous development of the child through full liberty. She does not believe in putting restraints as she thinks that these may ‘mar or stifle the innate powers of the child’. She says, “*The school must permit the free, natural manifestations of the child if he is to be studied in a scientific manner*”.

3. Principle of No Material Rewards and Punishments— According to her, they are incentives unnatural or forced effort and the development that comes with their help will also be unnatural.

4. Principle of Individual Development—She believes that every child is peculiar to himself and he progresses at his own speed and rate and collective methods of teaching crush his individuality. She treats each child as a separate individual and recommends that he should be helped and guided in a manner that helps him in his proper growth and development. In the words of **John Admas**, Dr. Montessori has rung the knell of class teaching.

5. Principle of Self-education or Auto-education—Montessori has shifted the emphasis from teaching to learning. She believes that self-education or auto-education is the only true education. She advocates that the child should remain undisturbed by adult interference. She has devised the didactic apparatus which attracts the attention of the children, keeps them busy spontaneously, leads them to learn the powers of movements, reading, writing and arithmetic, etc.

6. Principle of Sense Training—Montessori asserts that our senses are the gateways of knowledge and therefore on their training and development depends the acquisition of knowledge throughout life. She pointed out that the senses are very active between the ages of 3 and 7 and that a lot of learning takes place during this period. She advocates that the sensory training is the key to intellectual development.

7. Principle of Motor Efficiency or Muscular Training—She has also attached importance to muscular training as a part of the early education of children. She believed that muscular training facilitates other activities like writing, drawing, speaking, etc. She takes muscular activity as purely physiological in character. She stresses that running, walking, etc., all depend on muscular training.

8. Principle of No Fairy Tales—She would like to banish fairy stories from the curriculum of young children since these tend to confuse children and to hinder them in the process of adjusting themselves to the real world.

9. Functions of a Teacher—

(i) Teacher as gardener—She thinks that a teacher should care for the child like a gardener who cares for the plant so that the natural growth of the child is properly guided and aided in the process of unfolding itself.

(ii) Knowledge of each child—The teacher should have an intimate knowledge of the mind and character of each individual. He should keep the physiological records of each child's development; his weight, height and other measurements.

(iii) The directress and not the teacher—Dr. Montessori has replaced the word ‘teacher’ by the word ‘directress’ and she thinks that the primary duty of the person in authority is to direct and not to

teach. She insists that the directress should have an extensive knowledge of psychology and laboratory technique.

(iv) Doctor-cum-scientist-cum-missionary—In the words of Montessori, the Directress should be partly doctor, partly scientist and completely religious. Like a doctor she should avoid scolding or suppressing the patient in order to avoid worst situations. Like a scientist she should wait patiently for the results and should conduct experiments with her material. Like a religious lady she should be there to serve the child.

(v) Faith in the personality of the child—She should allow the child to grow according to his own inner law. Her business is to provide for suitable environments. She should provide children with suitable opportunities to think for themselves.

(vi) Moral qualities—“*Virtues and not words are the main qualifications of the Directress*”. She must banish anger which is a great sin and which prevents from understanding the child. The soul of the child, which is pure and very sensitive, requires her most delicate care. Her motto should be “*I must diminish to let you grow*”.

Q.3. Explain the advantages and limitations of Montessori Method of nursery education.

Ans. Advantages of Montessori Method

1. Sense training—The Montessori method aims at educating the children through the senses training. It is based upon the maxims ‘proceed from concrete to abstract’, ‘general to abstract’.

2. Unique method of reading and writing—Special importance to the learning of writing has been provided in the methods. She takes into consideration the muscular movements in the process of writing. Properly graded and correlated exercise for reading and writing are provided.

3. Learning through living—She has provided practical exercise in her school which enable children to learn good habits of cleanliness and order. The students learn the lesson of dignity of labour and self-help by attending to their needs themselves. Many practical lessons are provided.

4. Social value of the method—Though her method is individualistic in nature, yet it is full of social values. The social value of serving at the table and lunching together and cleaning plates etc. is beyond doubt. The students perform many other activities cooperatively.

Limitations of The Montessori Method

1. Mechanical and artificial nature of didactic apparatus—Too much importance has been given to the didactic apparatus. The critics argue that the apparatus handcuffs both the teacher and the pupil. The pupil is expected to do different types of exercises with the help of the apparatus and the teacher also has to teach through the didactic apparatus with the result that the free expression of the children is limited and so the work of the teacher. The apparatus is unreal and unnatural.

2. More emphasis on biological aspects and less on psychological—The teacher in this system takes special care in keeping records of the height, skull and limbs of each individual child. She hardly observes temperament and other emotional traits.

3. Belief in transfer to training—The idea of sense training in the Montessori method is based on the old theory of ‘Formal training of the senses’. She feels that by training particular faculties through particular senses it will be possible to get advantage of that training in other life situations through transfer of training to the desired field. Modern psychology disapproves of this idea.

4. Neglect of the training of imagination—There is no place for fairy tales in the Montessori system. Fairy tales used in a proper way form part of the literary training of children and help in the development of imagination.

5. Lack of suitable teachers—The successful working of the Montessori system depends upon the teachers who possess extensive knowledge of child psychology and acquisition of laboratory procedure. It is not possible to find such teachers in sufficient numbers.

6. Little scope for projects and correlation—The present tendency is to teach all subjects together in the form of projects. Learning by doing is the key-note of the present methods of teaching. In the Montessori Method the children have to depend upon the mechanical apparatus.

7. Very expensive—It requires a lot of money to set up a school on the lines as suggested by Dr. Montessori. It is very doubtful if we could spare huge sums for such schools. ●

Q.4. Explain the working of the didactic apparatus in the Montessori Method.

Ans. Didactic Apparatus in Montessori Method

Maria' Montessori believes that muscular skill in children is very easily developed and, therefore, the teaching of writing is a purely mechanical activity and reading partly intellectual. Following is the application of Didactic Method in Montessori Method—

1. Teaching of writing—There are three factors involved in writing—

- (i) Movements which help in reproducing the forms of letters.
- (ii) Manipulation of the pen.
- (iii) The phonetic analysis of words in writing to dictation.

The letters of the alphabet are cut in sand paper and pasted on cardboards. The students are asked to pass their fingers on them. The students learn to establish the visual muscular images of the letters. At the same time, the phonetic sounds are also taught in three stages—association, recognition and recall. There are certain exercises through which the students are taught the handling of the pen.

2. Teaching of reading—Montessori is not in favour of reading the sentence aloud. The child is handed over a card on which the names of the familiar objects are written slowly into sounds and then he is asked to read faster. After some practice the child learns the correct pronunciation of the word. Then the child is asked to attach the cards with the objects lying there.

3. Teaching of number—A 'long stair' is used to the teaching of numbers. It, consists of a set of the rods varying in length from 1 to 10 decimetres. It is divided into parts painted red and blue alternately. The child learns first to arrange the rods of size and then he counts the red and blue division and names the rods as one, two, three, etc. The signs of the numbers are cut in sand paper and the same procedure of three stages—*association, recognition and recall* is followed. ●

Q.5. Compare the educational thought and practices of Froebel and Montessori.

Ans. Froebel and Montessori

Similarities

1. Recognition of the importance of Nursery Education—Froebel as well as Montessori have given us a method of educating the infant. They have brought about a revolutionary change in the concept of education at the pre-school age.

2. Education as development from within—Both the educators regard education as the development of the inner nature of the child. They point out that the function of the educator is to draw the inner out.

3. Congenial environment—Both the educators stress the importance of providing a congenial environment in which the growth of inner nature of the child should take place in a suitable manner.

4. Reverence and affection for the child—Froebel as well as Montessori have greatly stressed that there should be an environment of love and affection for the child; his personality should be recognised and even worshipped.

5. Stress on sense training—Froebel as well Madam Montessori have devised apparatus for the training of senses of the child.

Contrast

1. Philosophical v/s Scientific Background—The education principles of the kindergarten are based on the philosophy of Froebel who was a philosopher and who became interested in education afterwards. To understand the method one has to understand his philosophy. The Montessori Method is the outcome of the effort of a doctor and scientist. Therefore, it has a scientific foundation. Its principles are clear-cut.

2. Scope for fairy tales—For the development of imagination Froebel recommends story telling. Montessori Method has no place for fairy tales. Realities of life are given more importance.

3. Scope for social development—In kindergarten the children are encouraged to work in groups. Same things and same subjects are taught to them together. In Montessori Method therefore is too much stress on the development of the individual child and less on social development.

4. Class-Room v/s Individual learning—Class-room instruction forms an important part of instruction } in kindergarten. A fixed time-table is followed. Montessori Method is individualistic. There is no set time-table. Students are free to learn according to their taste.

5. Sense training through gifts v/s sense training through the didactic apparatus—In the Kindergarten there is a set of gifts to be presented to the child in a set order and each child is provided with an occupation with the gift. In Montessori Method there is the sensory apparatus for the development of senses which is entirely different from that of the Kindergarten.

6. Emphasis on play-way v/s Self-corrective—Froebelian item puts more stress on play activities. All lessons are accompanied by songs, gestures and movements. In Montessori method apparatus is provided to the child and this apparatus is to be used in a specific way and it affords little opportunities for play.

7. Importance of manual activities v/s Stress on daily-life activities—There is much scope for activities like gardening, nature study, class modelling etc. in kindergarten system. In Montessori Method, besides manual activities, dusting, cleaning, washing, sweeping etc., the students learn how to take care of themselves.

8. The teacher as leader v/s The Teacher as a directress—In kindergarten the teacher is like a gardener who looks after the young human plant. He is a leader who guides their songs and movements. In Montessori method, the function of the directress is to provide apparatus and work like a spectator and watch from a distance.

9. Easily applicable v/s apparatus is indispensable—Kindergarten method can be made use of even without the apparatus. We do not require any elaborate material to equip a school to run on Kindergarten lines. An elaborate and costly apparatus is required to set up a school on Montessori lines. No school can be set up without the apparatus.

10. Not a detailed system v/s detailed system—Kindergarten lacks a suitable system for the teaching of three R's. A detailed system of teaching three R's, i.e., reading, writing and arithmetic has been decided in the Montessori method.



Chapter 5

NURSERY EDUCATION METHOD

“When we do that we often undermine those greater intrinsic values. Offering large reward also tells children that, ultimately, their parent are taking the responsibility for seeing that a task is done”.

—Woldkowski

Q.1. Describe types, functioning and problems of nursery school in India.

Ans. Types of Nursery School in India

1. Nursery School—Margaret McMillan was the exponent of this system of children's schools. These schools were originally started in slum areas in western countries for the children of working mothers. In India they are usually run for the children of well-to-do families. They charge high fee and provide variety of activity education.

2. Kindergarten Schools—These schools were originally run by the missionaries. Now they are set up by enlightened teachers in cities and towns. The majority of kindergartens are located in the big cities in India and are comparatively expensive. These schools attach much importance to Christianity and have English as the medium of instruction. Froebel was the founder of the Kindergarten.

3. Montessori Schools—These schools form the largest group among the pre-school in India. The training facilities for the teachers of these schools exist in some States. The full use of the Montessori apparatus with trained teachers is their essential equipment. When not in competent hands, such schools do not succeed and die out. The Montessori School has been named after its founder, Dr. Maria Montessori, who worked out her methods among the poor as well as abandoned children in slum areas.

Functioning and Problems of Nursery Schools

Children in the age-group of 3 to 5 years are generally described as tiny-tots. A large number of English-medium nursery schools are there for them in town, cities and of late even before a child is admitted in a nursery school; education takes place from the environment at home. When a child is three to four months old, it is able to recognise human faces, sounds and movements. When it begins to crawl, it can discriminate between objects/sounds/people and express pleasurable or painful experiences. Within a year the child begins to utter words (mother tongue), phrases and small sentences learnt through songs and stories. The mother is the natural educator at home. She has to organise play activities for her child. There is need for mother's education centres specially in villages for training them in holistic education approaches and techniques and in the basic health care of pre-school children.

1. Creches—In towns and cities, creches for such children have come into existence. But often they are run on commercial lines. Working parents leave their infant in a creche mainly for “safe custody”. They are generally huddled together in a room under the care of ayahs. A trained pre-school may be there. But there is lack of infrastructural facilities and individual care and education organise such creches.

2. Kindergarten—**(i) Admission**—When a child is three years old, it has to be admitted in a nearby nursery/kindergarten school. Such schools conduct tests and interviews for tiny-tots and interview the parent's as-well. The Principals of some of the leading public schools met in Delhi a few years ago

and decided against admission tests and interviews. They held it was cruel to conduct tests and evaluate the academic achievement in language and number-work of those seeking admission to the first year of nursery education. The sole criterion should be the child's age and easy access to the school besides general intelligence and awareness of the neighbourhood.

(ii) Medium of instruction—In countries like Germany, France, Russia and Japan, the regional language is preferred. In this country, all nursery schools have the English medium. It is said that parents belonging to the middle and upper income groups want that. In the Balwadis and Anganwadis the regional language is used. But these schools cater mainly for the poor.

(iii) Teachers—In most nursery schools untrained lady teachers are appointed on low salaries. They start teaching the children English alphabets and numbers and nursery rhymes. The children are made to read from books and also write. The teachers try to satisfy the parents more than the children retained in the school.

The education of tiny-tots should be done by well-trained nursery teachers and the schools must have excellent infrastructure, including indoor and outdoor play facilities.

(iv) Garden—A well maintained garden, aquarium and animal houses are useful assets in a nursery school. Children love to watch birds and animals. In the garden, children may be guided to observe the flowers not to pluck or destroy them.

(v) Play—A covered sand pit is ideal for creative play activities. Music and dancing are excellent modes through which children learn to be together. Nursery school teachers should be trained by specialists in the important area of creative play activities.

(vi) Art—In a school, one is delighted to see the drawings and paintings of the tiny-tots displayed in the classroom. In a rural nursery school, painting/drawing was done on newsprint hung from a roller. The pen had been made of bamboo splice. Powders of different colours had been bought from the village market, mixed with water, and stored in small plastic containers.

(vii) Furniture—Good nursery school takes meticulous care of the classroom furniture. They have to be in attractive colours and light so that they could be shifted easily to organise different formations for play-based group education activities. The tables and chairs should be comfortable for children and of proper specifications so that the right posture is ensured while they are seated.

Recommendations on Problems of the Pre-primary Schools

1. According to the Kothari Education Commission—“*Pre-primary schools were first established to meet social needs such as looking after the children of working mothers or providing a suitable environment to little boys and girls from urban families whose small tenements or flats were hardly appropriate for the children's proper growth. These schools also attempted to compensate for the unsatisfactory home environment of children from slum areas or poor families. Recently, however, the educational significance of this stage is being increasingly realised. Modern researches have shown that the years between three and ten are of the greatest importance in the child's physical, emotional and intellectual development. It has also been found that children who have been to a pre-primary school show better progress at the primary stage and help in reducing wastage and stagnation. The modern trend in educational policy, therefore, is to emphasize pre-primary education especially, for children with unsatisfactory home backgrounds*”.

2. The Secondary Education Commission—It stressed the importance of pre-primary education in these words, “*At this stage, the child is introduced to the joy of learning through companionship and recreational activities. He is slowly guided in proper habits of life, cleanliness and healthy mode of living, as well as in the cultivation of social habits so necessary later for community life*”.

The nursery school is a real place of nurture and merely a place where babies are taught, till they are five. This will affect the whole educational system very powerfully and very rapidly.

The children (2 years to 6 years) must be profitably utilised so that the children develop a healthy and sane outlook on life as they grow up. If these years remain unutilised, then the children will grow up in their own way. As a matter of fact, most of the later discontentment in life is due to the mental and emotional disturbances of childhood period. It is, therefore, essential that pre-school period be given due-attention. Improper adjustment at this most impressionable period will result in an imbalanced personality.

"He carries within him the beauty and dignity of the creative spirit", said Madame Montessori.

Q.2. What should be done to motivate children from early age?

Ans. Motivate Children from Early Age

1. Reward and punishment—Most parents would agree that it is generally better to reward children for doing what you want them to do than punish them for avoiding tasks like finishing their homework or some other little household chore. Yet psychologists who study motivation say it is not that simple. In fact, sometimes parents and teachers actually worsen the problems they are trying to flight. What they intend as a reward children may see as a bribe.

2. Command—*"I never use expression motivate a child"*. said **Dr. Raymond J. Woldkowski**, a psychologist at Antioch University, Seattle, *"That takes away their choice. All we can do is influence how they motivate themselves"*.

Intrinsic and Extrinsic Motivation

Studies show that there is big difference between doing something for enjoyment (intrinsic motivation) and doing the same thing for a reward (extrinsic motivation). *"If children are motivated extrinsically rather than intrinsically, when they are told that they have done something wrong, they tend to give up"*, said **Dr. Ann K. Boggiano**, an Associate professor of psychology at the university of Colorado who studied how incentives affected school performance. Other effects are more subtle.

Danger in Reward

1. If a reward can be gained only by doing a desirable task, the task tends to become evenness attractive. One example is telling a child he will be allowed to watch TV if he finished his mathematic homework. The child will tend to enjoy doing the Math problems less than if he had not been offered the reward or if he has simple been told that he should do his homework as watch some television, that tactic also encourages the child to shift his focus from the task to the reward, he will try to get the reward with the least effort.

2. A child who is told that she should clean her room because that is one of her duties as a family member, will tend to do a better job than one who feels she is doing it mostly to get her allowance.

3. *"If the child does not like science and the teacher puts a bonus on doing the homework that does not increase the child's enjoyment of science"*, said **Woldkowski**, who is an author of *"Eager to Learn, Helping Child Become Motivated and Love learning"* (1990 Jossey-Bass, 1995). *"Because the emphasis is on the reward"*, he says, *"You never improve the activity once it is done, the child will never do it again"*.

4. The size of the reward intended to motivate a child also appears to have an effect, but not the way many parents believe large rewards tend to draw the child's attention away the task. Studies have shown that children who are offered a large reward tend to enjoy a task less than children who are offered a small reward. *"There are dangers to offering children large rewards for doing things that should have intrinsic value such as reading or doing family chores"*, **Woldkowski** says, *"When we do that we often undermine those greater intrinsic values. Offering large reward also tells children that, ultimately, their parent are taking the responsibility for seeing that a task is done"*.

5. Not only is the value of the work passed by—be it a school project or chores at home—children become more dependent on their parents for the next reward. “*There is difference between helping a child develop certain value such as sense of responsibility and getting a task, such as taking out the garbage*”, said **Dr. Richard M. Ryan**, an Associate Professor of psychology at the university of Rochester in New York who studies the affects of rewards on children’s motivation”, Getting the task done is the easy part.

Motivation in Undesirable Tasks

Even though it can be difficult to persuade children to complete undesirable tasks, things can be done to help.

Children feel that parents are aware of and respect their opinions. After all, no one really enjoys taking out the garbage saying that one realises it is sometimes a smelly and messy job, but that one must still do his or her part can be helpful.

Motivation in Homework

The same holds true of doing homework. Acknowledge that sometimes it is not and that it might be more pleasant to talk on the telephone or watch television, but make it clear that this does not mean they should avoid their schools assignments. With such an approach, it is possible to avoid battles over whether they are generally lazy or selfish. “*Legitimise your child; feeling about the activity, whatever that feeling might be*”, said **Dr. Edward L. Deci**, a professor of psychology and the director of the human motivation programme at the University of Rochester.

Motivation in Results out of Control

If you try to convince children that something is interesting when it is not you are saying that their feeling when do not count. Avoid offering rewards for things that are out of the child’s control. If one says one will give a child a certain amount of money for every ‘A’ on his report card will have no reason to keep working hard if he feels he will never get the grade. “*Instead, focus on the activity you want the child to do, such as studying or getting papers in on time*”. Deci said. ●

Q.3. Bring out clearly the objectives of pre-primary education in India according to NCERT.

Ans. NCERT Objectives of Pre-primary Education

A publication of the National Council of Educational Research and Training, entitled ‘*A Guide for Nursery School Teachers*’ (1978) has spelled out the broad objectives of nursery education as under—

1. Development of physical health and motor skills—To develop a good physique, adequate muscular co-ordination and basic motor skills in the child. A child, when he joins the nursery school, is still a toddler. He often falls down when he walks or runs, he cannot climb steps without support, his muscles are still not fully developed. The nursery school should provide suitable outdoor equipment for the development of the large muscles of children. There should be opportunities for climbing, jumping, sliding, swinging, pedalling, etc. Through all these activities, children master the basic motor skills involving the large muscles. Similarly, the school should provide a lot of activities like tearing, cutting, pasting, drawing, painting, threading beads, etc., for the development of finer muscular co-ordination.

2. Development of good health habits—To develop good health habits and to build up basic skills necessary for personal adjustment, such as dressing themselves, toileting, eating, etc. In a nursery school, the children are taken to toilet and for washing hands at regular hours. The children are told about the necessity of brushing the teeth, combing the hair or taking bath, through free conversation, stories and puppetry. These activities and talks help the children to develop proper health habits. The children are encouraged to do their own work, and be self-reliant. The teachers are always there to supervise and give help if any child needs it, but independence and self-help are encouraged and praised.

3. Development of desirable social attitude and manners—To develop desirable social attitudes and manners, to encourage healthy group participation by making the child sensitive to the rights and privileges of being a member of a social group and to encourage him to co-operate, share and take care of the property belonging to him as well as others. For instance, the teachers greet one another in the morning, or say ‘Good Bye’ while leaving the school and the children pick this up very soon. The children are encouraged to share play material or food with other children, wait for their turn and respect the school property. The children work in groups and learn to conform to the group demands.

4. Development of emotional maturity—To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions. A child has hardly any emotional control when he comes to school. He often has temper tantrums; he can hardly wait for his turn. He is often unable to take a ‘No’. But by proper and careful handling by the teacher he gains better emotional control by the time he leaves the nursery school.

5. Development of aesthetic values—To encourage aesthetic appreciation in the child. There may be many beautiful things around in the environment but unless the children’s attention is drawn to these they do not notice them. For instance, the children are encouraged to appreciate beauty in the environment, such as pretty flowers, colourful butterflies, or a beautiful view. The teachers play good music at times or show the children beautiful pieces of art in order to draw their attention to it and help them appreciate it.

6. Stimulation of intellectual curiosity—To stimulate in the child the beginnings of intellectual curiosity concerning his immediate environment (awareness of environment), to help him understand the world in which he lives and to foster new interests through opportunities to explore, investigate and experiment. A young child is very curious and he is always asking questions. Much depends on how his questions are answered and his curiosity is satisfied. A child can take in many things if they are properly explained to him. At the same time, the child should be encouraged to investigate, experiment and draw his own conclusions rather than remain satisfied with ready-made answers.

7. Encouraging independence and creativity—To encourage in the child independence and creativity by providing him with sufficient opportunities for self-expression. Through painting, music, drama or puppetry a child is encouraged to express himself in the nursery school. He is helped to work on his own and create objects that are of his choice. The pent-up emotions, stress and strain are expressed by the child through such activities.

8. Development of language—To develop in the child the ability to express his thoughts and feelings in fluent, correct and clear speech. The language development of a child depends, to a great extent, on the opportunities he gets to use language or listen to correct speech. Through story-book reading, free conversation, puppet play, etc., new words are introduced to the children and these new words are used again and again till they become a part of their active vocabulary. The child in the nursery school is encouraged to talk in a group, describe his experiences and join on-the-spot story-making activity. It leads not only to the development of vocabulary but also to correct and clear speech. A large vocabulary is necessary for the child for success in the primary school. Each nursery school should include a large number of activities involving free use of language so that the child is adequately prepared before he enters the primary school.

Q.4. State the reasons for growing interest in pre-primary education.

Ans. Growing Interest in Pre-primary Education

Many factors have contributed to growing interest in pre-primary education. Some of the important factors are—

1. An increase in overall government commitment to serve disadvantaged areas and eradicate poverty.

2. An increased government role in formulating policies which stimulate the growth of Early Care and Childhood Education (ECCE) programmes.
3. Successful attempts by governments and other agencies to cultivate an awareness of the value of ECCE for children whose parents live in rural and deprived areas in the region.
4. In the context of Universalisation of Primary Education (UPE) at the level of primary education curriculum development and implementation, several issues emphasize the need for greater attention to pre-primary education at policy-making levels. They include—
 - (a) The achievement and survival in school of learners from disadvantaged environments, which often has fallen far short of expected levels despite massive investment for universalization;
 - (b) Learning difficulties of large numbers of ‘below-average’ children, especially those from majority rural populations, which points to the lack of pre-requisite competence demanded by the primary school;
 - (c) A realization that prevention of learning difficulties would be more cost-effective than post-hoc curative remedial treatments; and
 - (d) The realization that intervention requires consideration of the whole child and that the perspective must be more pervasive and holistic than ever before.
5. The increase in female employment. The upswing in the number of working mother coincides with trends towards urbanization and an erosion of the traditional extended family. The result is that, with both parents working, children who traditionally would have been looked after by a grandmother or aunt or another member of the extended family are now left alone in the house, if child care is not available. The ‘working mothers’ trend is likely to be a profound and permanent one—women do their part in enabling the family to avoid poverty; there is growing interest in living beyond the level of mere ‘survival’. Also there is an increasing recognition of the ‘rights of the woman’, as well as her potential to contribute to national economic development.
6. Regional advancements in living standards have encouraged families to want a better quality of life and, together with new notions of greater sexual equality and human rights, women are convinced that working is ‘good’. Available ECCE assures women that they can accept their new tasks without forsaking their children. The leadership and examples provided by the socialist states in this respect are widely known.
7. Tied in with the trend of working mothers is the tendency for a greater number of children over six years old to attend school which, if care is not available, leaves younger siblings alone.
8. An increasing number of parents now recognize the value of education. Many families with only a few children increasingly want the children to have the best opportunity for success, since they are more ‘special’. There is a greater perception of the role of pre-schooling as a means to ensure future success in the educational (and hence the job) ladder. Educationists are finding broader and more receptive audiences for their calls to recognize the urgent need for pre-primary education for both the disadvantaged and affluent.
9. Commensurate with the trend towards an appreciation of the merits of early education is the phenomenon regarding early education as a sort of ‘status symbol’. With increasing numbers of parents sending children for pre-primary programmes, an increasing number of other parents want to follow suit. The result is a ‘fashionable’ regard for pre-primary education.
10. Another factor contributing to the interest in pre-primary education is the annual migration of rural workers, to the city after harvest time or during periodic natural crises, such as floods and drought. During such times, young children (infants to six years olds) accompany the family. The result is that more migrants leave the rural areas more often, necessitating an increase in care services for their children.

11. Current economic development programmes in rural areas also generate new work outside the home for both males and females, which in turn generates a further demand for pre-primary services.

In addition to the factor of working parents, a mobility of another kind affects the popularity of pre-primary education. Families frequently move away and are often permanently (not just seasonally) separated, so that the extended family breaks down. The need for child care education in the new environment is of great importance to the security of the family, as well as for the psychological and social adaptation of the child.

Q.5. Point out the need for providing pre-primary education to deprived sections of the population. Identify these sections and suggest some programme for them.

Ans. **Pre-School Education for the Disadvantaged Groups**

The pre-school age (3-6 years) is the most impressionable age in one's life. The more experiences we give the child at this stage, the richer is the dividend. At that stage he is able to benefit as much from an enriching environment as he can at the pre-school stage. In this context it is observed that many of our homes belonging to the culturally, economically and socially groups are not able to provide proper environment to the children because they live in deprived conditions.

India has accepted the concept of a democratic and socialist state which aims at providing equality of opportunity to all sections of the population. This equality cannot be imagined without educational facilities and especially at the foundation stage to the deprived children.

The Education Commission (1964-66) observed, "*Pre-primary education is of great significance to the physical, emotional and intellectual development of children, specially those with unsatisfactory home backgrounds*".

The National Policy on Education has viewed pre-primary education as a crucial input in the strategy of human resource development and a support service for working women of the disadvantaged sections of the society. It specifically focuses on the need for early care and stimulation of children belonging to the vulnerable sector—culturally, economically and socially deprived children. The Programme of Action (1992), prepared by the Department of Education, Ministry of Human Resource Development, Government of India has identified the following groups which need to provide pre-primary education on priority basis—

1. Very poor urban slum communities.
2. Ecologically deprived areas where children are required to fetch fuel, fooder, water and do other household chores.
3. Family labour and household chores in rural areas and artisan households.
4. Itinerant or seasonal labour, which have a mobile and transient life style like road workers.
5. Construction workers in rural and urban areas.
6. Landless agricultural labour.
7. Nomadic communities and pastoralists,
8. Forest dwellers and tribal's in remote areas.
9. Residents of remote isolated hamlets.

Girls in these groups may require support services like child care, sometime in very small units. Special attention should be given to scheduled castes and scheduled tribes in all the above defined categories.

Establishment of Day-Care Centres—Since funds for pre-primary education and care are limited, it is suggested that where it is not possible to establish pre-primary schools or units attached with primary schools, family day-care centres may be established. A suitable woman from the area may be identified as the home care worker and given the necessary training and material etc. to take care of

five or six children in her own home. It is envisaged that every cluster of about 10 home care units would be supervised, guided and supported by a supervisory worker.

Q.6. Explain the objectives of Nursery school in child education.

Ans. Objectives of Nursery Schools

General Objectives

1. To provide healthy external conditions for the children like light, sunshine, space and fresh air.
2. To organise a happy, healthy and regular life for the children as well as continuous medical.
3. To assist each child to form for himself wholesome personal habits.
4. To give opportunity for the imagination and for the development of many interests as well as skills of various kinds.
5. To give experience of community life on a small scale where children of similar as well as varying ages work and play with one another day-by-day.
6. To achieve a real unity with home life.

Kothari Education Commission Recommendations

1. To develop in the child good health habits, and to build up basic skills necessary for personal adjustment, such as dressing, toilet habits, eating, washing cleaning, etc;
2. To develop desirable social attitudes and manners and to encourage healthy group participation, making the child sensitive to the rights and privileges of others;
3. To develop emotional maturity by guiding the child to express, understand, accept and control his feeling and emotions;
4. To encourage aesthetic appreciation;
5. To stimulate the beginnings of intellectual curiosity concerning the environment and to help him understand the world in which he lives; and to foster new interest through opportunities to explore, investigate and experiment;
6. To encourage independence and creativity by providing the child with sufficient opportunities for self-expression;
7. To develop the child's ability to express his thoughts and feelings in fluent, correct and dear speech; and
8. To develop in the child a good physique, adequate muscular co-ordination and basic motor skills.

Importance of Nursery Education

1. **Dr. Montessori**—She stayed in India from 1939 to 1948 and trained many teachers in her method of teaching and opened a number of Montessori schools.
2. **The Sargent Report (1944)**—It was the first official document which called upon the government and the people to provide for pre-primary education. It recommended—
 - (i) An adequate provision for pre-primary instruction in the form of Nursery Schools or classes is an essential adjunct to any National system of education.
 - (ii) Such schools should be staffed by women teachers who have received special training for this work.
 - (iii) Pre-primary education in all cases should be free.
 - (iv) The main object of education at this stage should be to give young children social experience rather than formal instruction.
3. **The Secondary Education Commission (1952-53)**—It recommended nursery schools for the age group 3-6.

4. Kothari Education Commission—It made the following recommendations regarding pre-primary education—

- (a) Pre-primary education is of great significance to the physical, emotional and intellectual development of children especially those with unsatisfactory backgrounds. An enrolment of 5% in the age-group 3-5 and 50% in the age group 5-6 in Pre-School classes will be a reasonable target by 1986.
- (b) Pre-primary education should be developed on the following lines during the twenty years (i.e., till 1986)—
 - (i) Pre-primary Educational Development Centres should be set up one in each of the State Institutes of Education and one in each district, for the development, supervision and guidance of pre-primary education in the area.
 - (ii) Private enterprises should be made largely responsible for setting up and running pre-primary centres, the state assisting with grants-in-aid on the basis of equalisation.
 - (iii) Experimentation in pre-primary education should be encouraged especially to devise less costly methods of expanding it.
 - (iv) Children's play centres attached to as many primary schools as possible under the guidance of primary school teachers will help to smoothen the transition from infancy to formal schooling.
 - (v) The state should maintain state and district level play centres, train pre-primary teachers, look after research and preparation of literature on pre-primary education, supervise and guide pre-primary schools and training institutions, assist private agencies with grants-in-aid and run model pre-primary schools.
 - (vi) The programme of pre-primary schools should be flexible and consist of various types of play, manual and learning activities accompanied by sensorial educations.
 - (vii) Co-ordination should be maintained among the different agencies that work in field of pre-primary education.

Q.7. Describe curricular activities suggested for Nursery Education.

Ans.

Curricular Activities

[A] Swaminathan Report

The Minister of Education set up a Study Group to prepare a programme of action for the development of the pre-school child through the mobilisation of local community resources, especially in the rural areas. Below we publish the main findings and recommendations of this Study Group which worked under the convenership of Smt. Mina Swaminathan. Also known as Swaminathan Study Group Report, its main recommendations were—

1. Integrated services combining education, health, nutrition and welfare are essential for the total development of the pre-school child and should receive high priority and adequate resources. The objective of such services should be to promote the optimum physical, mental, emotional and social development of the pre-school child. The different agencies concerned should make concerned and co-ordinated efforts to provide these services.
2. Basic data collected at regular intervals may be collected for proper planning, implementation and evaluation of programmes for the pre-school child. The department of Social Welfare may be designated and adequately equipped to collect and publish this data annually.
3. In drawing up a programme of services for the pre-school population, special attention was given to the vulnerable group of children, remedying imbalances in the distribution of services, co-ordination among the agencies involved in the programme, expansion and reorientation of the training programmes and provision of guidance and supervision.
4. A target of enrollment covering 10 percent or 5 million children was achieved in 1981, children from the urban slums, tribal areas and under-privileged groups in rural areas are benefited.

Training programme—The special feature of the training programme recommended by the Swaminathan Group included—

1. Alterations of the primary teacher training curriculum so as to bring primary and pre-school education closer together;
2. Modification of the pre-primary training course so as to bring it in line with the course of the balsevikas;
3. Provision of new training course for all categories of workers, including sandwich type courses and vacation and orientation courses;
4. Orientation towards urban rural and tribal environments; and Integration of extension, training and research in all training units.

Provision of suitable and adequate play and education equipment is essential to the success of any pre-primary school. Scales of equipment have been suggested for the different models striking a mean between the optimum desirable and maximum possible. The state and local community should both contribute to provide these.

Methods should be adopted to provide the necessary equipment, including mass production, local fabrication, class-room improvisation, collection of folk toys, etc., and contributions of simple furnishings by the local community. Assistance should be given to institutions to establish prototype design units and display centres.

Lot of nice literature on the subject has been brought out by official and private organisations.

[B] Kothari Commission on Curriculum for Pre-primary Schools

It agreed with the suggestion of the Committee on Child Care (1961-62) appointed by the CSWB, that the programme should consist of the following activities—

1. **Play activities**
 - (i) Free play including educational and constructional toys, indoor games, and outdoor activities in association with other children;
 - (ii) Physical activities involving muscular and limb movement;
 - (iii) Play involving contact, acquaintance, imitation and experience of physical, family and social environment;
 - (iv) Organised play, group activities and directional play;
 - (v) Playground activities using playground apparatus.
2. Physical training including simple exercise, dance and eurythmics.
3. Manual activities and play like gardening, simple chores and participation in simple community efforts.
4. Sensorial education using natural objects and specially constructed apparatus.
5. Handwork and artistic activities involving the use of finger skill and tools; and activities like drawing, painting, singing, music and dancing.
6. Learning activities including language; personal hygiene and health rules; elementary nature study involving contact with the physical plant and animal world; counting and arithmetic, etc.
7. Self-service in school eliminating as far as possible the use of servants and adult helpers.

The programmes should not tend to be rigid and authoritarian, adequate opportunities should be given to children to know their environment, group work should not tend to be emphasized at the cost of the children's needs and that the educational possibilities of the provision of mid-day meals and snacks should be utilised fully.

Q.8. Describe building and equipment means for Nursery School.**Ans. Nursery School Building**

The nursery school building is an important factor in determining the learning possibilities within a school. The building affects the children in many ways. For example, the independence in the children is promoted by such things as low shelves, low toilets and wash basins.

A well-planned building in which supervision is easy makes it easy for the teacher to give help when it is needed.

Health conditions are influenced by proper ventilation, adequate playgrounds and necessary sanitation.

Nursery Equipment

A pre primary school should be equipped with suitable and attractive material. The following equipment is considered essential for a pre-primary school—

1. Furniture—The furniture should be in accordance with the age of children. It should be light and painted in bright colours. It should be simple, durable and comfortable.

2. Blackboards—The blackboards should be within the reach of children.

3. Toys—There should be a variety of toys such as—

(a) Run about types and go-carts to teach muscular control and co-ordination.

(b) Manipulatory toys like building blocks, mechanical puzzles, carpentry instruments etc., to teach manual dexterity.

(c) Simple toys designed specially to stimulate imagination and inventiveness.

4. Dancing and singing equipment—There should be dancing and singing equipment like tabla and harmonium and even tape-recorder.

5. Pets—Some pets like cat, dog, parrot etc., should be kept in the school.

6. Garden—A small garden should be attached to the school so that children may study plants and flowers.

Nine Types of Equipment

1. Physical development—Climbing boards, swings, slides, push and pull toys, jungle-gyms, seesaws, boxes for climbing, wading pools, states, tricycles and bicycles.

2. Large muscle coordination—Roller states, tricycles, bicycles, jump ropes, doll carriages, balls, jungle-gyms, ice-skates, garden, tools, sandbox toys, and boxes for climbing.

3. Small muscle coordination—Scissors, crayons, paints, clay, pencils, small blocks, pegboards, weaving sets, jacks and balls.

4. Intellectual development—Records, picture books, story-books, T.V. and radio shows, puzzle, games, comics and 'how to' toys.

5. Creativity—Cast-off clothes and household equipment, dolls, stuffed animals, simple musical instruments triangles, bells, and toy-trains, aeroplanes, trucks and puppets.

6. Speech development—Pictures in comics and magazines, story books, radio and T.V. shows.

7. Social development—Anything that can be shared or used in play with other children, such as, sandboxes, wading pools, make-believe play equipment, balls, swings, seesaws, jungle-gyms and jump ropes.

8. Aesthetic development—At the pre-primary stage of development, aesthetic development of children is equally important. Naturally, therefore, different types of equipment for developing aesthetic sense will be required. Dolls, puppets, painting materials, etc., come under this category.

9. Mid-day meals equipment—Provision of mid-day meals is also made in several schools for which necessary equipment is needed.

Situations to be avoided in the Selection of Site

1. Noisy and busy roads.
2. Public places like bus stand, railway station, grain market, etc.
3. Places like cremation ground and burial ground.
4. Marshy lands.
5. Uneven and undeveloped lands.
6. Stagnant pools, cattle ponds and other unhealthy surroundings,
7. Places of public entertainment like the cinema houses.

General Principles of Designing

1. Principle of adequacy—School building must provide for sufficient space to conduct the activity programme.
2. Principle of safety.
3. Principle of durability.
4. Principle of economy and low costs.
5. Principle of mobility.
6. Principle of simplicity.

Present Position of the Pre-primary School

Due consideration, is not being given to the principles of designing school buildings and equipment. In most of the cases it is seen that primary schools have been set up at all odd places. Buildings are dark and dingy. Surroundings are unhealthy. Equipment is not in accordance with prescribed standards. The state of affairs in most of the school is hardly conducive to the all-round development of the child. There is an urgent need to supervise the working of pre-primary schools.

Q.9. What considerations should govern the selection of equipment and material?

Ans. Equipment and Material

Right type of equipment and material must meet children's needs, abilities and interests. Suitably designed material provides not only enjoyment to children but also helps in facilitating effective and inspirational learning experiences.

Guidelines for the Selection and Purchase of Material

1. Durable material should be selected.
2. While buying equipment, it should be kept in view that it can be used by more than one child at a time.
3. The equipment should be firmly fixed as far as possible to avoid hazards.
4. Inexpensive and locally made material should be selected.
5. The proper placement and arrangement of equipment facilitates its use.
6. Proper care, maintenance and replacement of the worn-out equipment are also very necessary.
7. The teacher should be constantly in search of new equipment and materials that are challenging to the children.
8. Parents' help may be obtained in the selection of material.
9. Parents' help may be made in preparing some equipment for the school.
10. Materials must be put to maximum use and not kept unused in stores.

Careful Handling of the Equipment

1. A teacher has to remain always vigilant so that no accident or unpleasant event takes place due to careless handling of the equipment.

2. The equipment and the material should be properly maintained.
3. Children should be helped to keep their hands, clothes and surroundings clean.
4. Rubbish of waste cuttings should be collected and thrown into the dustbins by the children themselves so as to keep the activity room or classroom clean.
5. All equipment and material should be handled carefully so that they last longer.
6. Records regarding equipment and materials should be kept up-to-date.

Q.10. Prepare a list of the equipment, needed for a Nursery School.

Ans.

Equipment for the Nursery School

'A Guide for Nursery School Teachers' Published by NCERT in 1978 has listed the following equipment required for a nursery school with forty children. There are some types of equipment which are absolutely necessary for the all-round development of the child. These are listed as essential equipment. There are several other types of equipment which it is desirable to have if adequate funds are available. These are as follows—

1. Outdoor play equipment (for development of large muscles)

Essential

| S.No. | Name of the Item | Quantity | App. Price ₹ each (1978) |
|-------|-------------------------------------|----------|-----------------------------|
| 1. | Jungle-gym | 1 | 450.00 |
| 2. | Swings | 2 | 350.00 |
| 3. | Tricycles | 3 | 40.00 |
| 4. | Rocking boats | 2 | 50.00 |
| 5. | Two-wheeled baby cycle with support | 1 | 75.00 |
| 6. | Scooters | 2 | 40.00 |
| 7. | Rubber balls (large) | 2 | 5.00 |
| 8. | Rubber balls (medium) | 2 | 2.00 |
| 9. | Watering cans | 6 | 4.50 |

Desirable

| S.No. | Name of the Item | Quantity | App. Price ₹ each (1978) |
|-------|--|----------|-----------------------------|
| 1. | Pedalling car | 1 | 95.00 |
| 2. | Old tyres hung on a frame | 2 | 10.00 |
| 3. | Large pipe about 8 ft. long cemented in the ground for creeping through it | — | 80.00 |
| 4. | Nesting frames with planks | 2 | 300.00 |
| 5. | Triangular set with planks | 1 | 180.00 |
| 6. | Wading pool or a big tub | 1 | 60.00 |
| 7. | Floating toys—rubber ducks, boats | — | 15.00 |
| 8. | Pull and push carts | 2 | 40.00 |

For Urban Schools

Essential—A sand pit or a big sand tray where 8 to 10 children can play together. Tumblers, small buckets for sand play. Different moulds to make pancake, biscuits, etc; 100.00

2. Indoor Play Equipment

Essential—Doll's corner, 4 or 5 dolls : ₹ 20.00. Household articles, such as, cooking materials, tea-set, doctor's set : ₹ 15.00. A box full of costumes made out of old dresses, handbags, shoes, caps, etc. (these may be collected from parents).

Desirable

| | |
|------------------|-----------------------|
| Doll's Furniture | ₹ 50.00 |
| 1. Bed | 1 Poll's house |
| 2. Chairs | 1 Meat-safe |
| 3. Table | 1 Doll's perambulator |

The furniture should be such that the children can also use them in their household play. They should not be too small.

Doll's corner should be partitioned with a small screen to give privacy to the children playing there.

3. Building Block Corner

Essential—A shelf with building blocks of different sizes and shapes to construct different structures as follows—

| | | | |
|--------------------------|--------------|---------------|------------------|
| (i) 8 Rectangular planks | L 20 cm | B 10 cm | Thickness 2.5 cm |
| 8 Small bricks | L 15 cm | B 7.5 cm | Thickness 2.5 cm |
| 8 Big bricks | L 20 cm | B 10 cm | Thickness 5 cm |
| 8 Arches | L 20 cm | H 12.5 cm | |
| 3 Semi-circles | Radius 10 cm | | |
| 2 Cylinders | Height 15 cm | Diameter 5 cm | |
| 8 Triangles | Base 20 cm | Height 10 cm | |

All these building blocks should be painted with different bright enamel colours. The cost should be around ₹ 150.00

- (ii) A box of small building bricks: 26 pieces, size of bricks being 10 cm in length, 5 cm in width and 2 cm in thickness. The cost will be around ₹ 40.00.
- (iii) Wooden trains, cars, trucks, pulling toys, costing about ₹ 70.00.

Desirable

- (i) Wooden bridge, wooden railway tracks, costing around ₹ 75.00.
- (ii) A box of road building material, a wooden box consisting of the following blocks costing around ₹ 75.00.

| | L cm | W cm | H cm |
|--------------------------------|--------------|---------|---------|
| 21 Rectangular blocks | 14 | 7 | 3.5 |
| 8 Double rectangular blocks | 28 | 7 | 3.5 |
| 5 Four fold rectangular blocks | 56 | 7 | 3.5 |
| 6 Square blocks | 7 | 7 | 3.5 |
| 2 Small pillars | 14 | 3.5 | 3.5 |
| 2 Double pillars | 28 | 3.5 | 3.5 |
| 2 Big cylinders | 14m diameter | | 7 |
| 2 Small cylinders | 14 diameter | | 3.5 |
| 2 Half Roman arches | 14 | 7 | 3.5 |

| | | | |
|----------------------------|----|---|-----|
| 8 Quarter arcs of a circle | 20 | 7 | 3.5 |
| 2 Bridges | 14 | 7 | 3.5 |
| 2 Ramps | 14 | — | 3.5 |
| 8 Quarter circles | 20 | 7 | 3.5 |
| 2 Elliptical curves | 35 | 7 | 3.5 |
| 1 Branch line | 21 | 7 | 3.5 |
| 1 Crossing | 21 | 7 | 3.5 |

The measurement of the box is—length: 61 cm, width: 38 cm, Height: 26 cm. The children like to construct roads and play with a variety of small vehicles. The set of building materials helps the children to have an understanding of some of the traffic rules.

4. Construction Material

- (i) Different types of plastic material which can be fitted together, like multimoons, house building sets, etc. There are plenty of these types of material in the market these days: costing about ₹ 20.00
- (ii) Wooden construction toy like Magic Man, Pink Tower, etc.: costing about ₹ 5 each.
- (iii) Picture puzzle trays.

Pictures of animals, buses, etc., should be of interest to the children. There should be at least low trays of puzzles with two or three pieces which can be fitted by very young children. There may be a few puzzles with four or five pieces for the older group. These materials are not readily available in the market.

5. Threading the Beads

| | Cost in ₹ |
|--|-----------|
| 1 Kg. of small beads of three basic colours : red, blue, yellow | 10.00 |
| 500 big wooden beads, plastic thread | 15.00 |
| 6 plastic medium-sizes bowls | 12.00 |

6. Painting, Drawing and Clay Plasticine Work

| | |
|---|------------|
| Brush painting for 4 double sided easels where 8 children can work together | 50.00 each |
| 20 big Brushes, No. 12 | 3.00 each |
| Different powder colours—3 basic colours, 750 gms each and ten bowls for finger painting | 15.00 |
| Crayons—12 boxes of crayons and big sheets of paper | 10.00 |
| Clay—keep a basin full of wet clay ready Plasticine—6 packets | 12.00 |

7. Carpentry Tools

Essential

| | |
|--|------|
| 6 hammers | 1.50 |
| Nails | |
| Pieces of soft wood | |
| Wooden planks (dismantle a few packing cases and use these planks) | |

Desirable

| | |
|--------------|-----------|
| 4 small saws | 1.50 each |
| 1 small vise | 10.00 |

8. Play with Paper

| | |
|---|------------|
| (Paper-tearing, pasting, folding and cutting, puppet-making etc.) | ₹ |
| 20 pairs of scissors (small and blunt headed) | 40.00 |
| Glazed paper | |
| Tissue paper | |
| Old magazines | |
| Old newspapers | |
| Gum, thread | |
| 6 small stapling machines | 12.00 each |

9. Collage Work

Wool pieces, cloth pieces, silver and gold paper (collected from toffees, biscuits packets), feathers, leaves, seeds, saw dust, burnt match sticks, etc.

10. Picture Books

| | |
|--------------------------------|-------|
| At least 10 selected | ₹ |
| Picture books for the children | 50.00 |

11. Musical Instruments

Essential

| | |
|----------------------------------|-------|
| 6 or 8 flutes | 12.00 |
| 4 mouth organs | 20.00 |
| 6 or 8 pairs of ghungroos (bell) | 12.00 |
| 4 small drums | 12.00 |
| 4 pairs of manjiras | 12.00 |
| 1 big drum for teacher's use | 50.00 |
| 10 or 12 pairs of big nails | 2.00 |

Desirable

| | |
|-----------------------------------|------------|
| 2 triangles | 15.00 each |
| 1 pair of tabla | 30.00 |
| 1 dholak | 10.00 |
| 1 record player | 450.00 |
| 4 few good records of dance music | 75.00 |

12. Science Equipment

Essential

| | |
|-----------------------------|-----------|
| 2 powerful magnifying glass | 9.00 each |
| 2 baras of powerful magnets | 9.00 |

Desirable

| | |
|---|--------|
| 1 balance with different weights—1 kg, 500 gm, 200 gm, 50 gm | 80.00 |
| 1 set of measuring cans for measurement of liquids—1 litre, 500 ml, 230 ml, 100 ml | 15.00 |
| 1 microscope, 1 binocular, 1 prism, 1, compass | 500.00 |

13. Articles for Cleaning Activities

| | |
|------------------|------|
| 6 small brooms | 6.00 |
| 6 dusting cloths | 6.00 |

| | ₹ |
|-----------------------|----------------|
| 6 small buckets | 18.00 |
| Tin of vim | Standard price |
| Packet of soap powder | Standard price |

Other Articles Required for Mid-Day Meals etc.

Essential

| | ₹ |
|--|-------|
| 6 small plastic bowls for different handwork activities | 12.00 |
| 40 plastic plates—for snacks | 60.00 |
| 40 tumblers—each child should have a separate tumbler, towels—if there are adequate funds, each child should be given a separate towel | 60.00 |
| 22 Aprons—can be made out of old shirts | |

| | |
|------------------|-------|
| 2 display boards | 30.00 |
| 1 first-aid box | 20.00 |

Desirable—

| | |
|---|--------|
| Puppet stage for the children | 40.00 |
| An aquarium with some fish | 50.00 |
| A pet's corner with some rabbits, guinea pigs, birds, (if facilities available) | |
| 1 weighing machine | 200.00 |



Chapter 6

BASIC SCHEME OF EDUCATION

“True education is that which draws out and stimulates the spiritual, intellectual and physical faculties of the children”.

Q.1. Trace the development of Basic Education.

Ans. Development of Basic Education

Mahatma Gandhi had been writing in *Harijan* since long his views in regard to education. Later on these articles formed the basis of ‘Basic Scheme of Education’. In one of his articles appeared in the Harijan of July 31, 1937, Mahatma Gandhi has clarified his view in regard to education in the following words—*“As a nation we are so backward in education that we cannot hope to fulfil our obligations in this respect in a given time during this generation, if this programme is to depend on money. I have, therefore, made bold, even at the risk of losing reputation for constructive policy, to suggest that education should be self-supporting. By education, I mean an all-round drawing out of the best in the child and man—body, mind and spirit. Literacy is not the end of education nor even the beginning. It is only one of the means whereby men and women can be educated. Literacy in itself is no education. I would, therefore, begin the child’s education by teaching it a useful handicraft, enabling it to produce from the moment it begins its training. Thus, every school can be made self-supporting, condition being that “state takes over the manufacture of these schools”.*

Wardha Conference

The same year, in October, a conference of national workers was called at Wardha under the presidentship of Mahatma Gandhi and, after considering his ideas, passed the following resolution—

1. That in the opinion of this conference free and compulsory education be provided for seven years on a nation-wide scale;
2. That the medium of instruction be the mother tongue;
3. That the conference endorses the proposal, made by Mahatma Gandhi, that the process of education through some form of manual work and that all other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child;
4. That the conference expects that the system of education will be gradually able to cover the remuneration of the teacher.

This conference appointed a Committee of distinguished educationists under the chairmanship of Dr. Zakir Hussain to prepare a detailed syllabus. Among others who served on the Committee Prof. K. G. Saiyldain’s name is prominent. The report of the Committee published in March 1938, has come to be known as the Wardha Scheme of Education. It was approved by Mahatma Gandhi and was placed before the Indian National Congress at its Haripura Session held in March 1938. The Congress accepted the scheme and passed the following resolutions—

1. Free and compulsory education should be provided for seven years on a nation-wide scale.
2. The medium of instructions must be the mother tongue.
3. Throughout this period education should centre round some form of manual and productive work and all other activities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft with due regard to the environment of the child.

Zakir Hussain Committee

Besides Dr. Zakir Hussain as Chairman, this Committee consisted of nine more members. They include Arya Nayakam, Vmoba Bhave, Kaka Kalekar, J. C. Kumarappa, Kishori Lai Mashroowala, Prof. K. T. Shah, etc. The Committee had the right to co-opt certain other members also.

Zakir Hussain Committee submitted two reports, one in December 1937 and the other in April 1938. In the first report were included the basic principles of Wardha Scheme of Education, its aims, teachers and their training, organisation of the schools, administration, inspection and other important handicrafts like spinning and weaving, etc. The second report dealt with agriculture, metal work, wood craft and other basic handicrafts. An attempt was made to present an elaborate curriculum of all these subjects and to suggest ways and means to establish their co-relation with the other subjects. ●

Q.2. What is basic education? Describe its aims and ideals.

Ans.

What is basic Education?

Although Wardha Scheme of Education has been called, “Nai Talim” as well as basic education, but it is popularly known as ‘Basic Education’. Basic stands for fundamentals. It means that this scheme of education was based on the national culture and civilisation of India. It shall have close relationship with the basic needs and interests of the educands. It shall also try to impart such a knowledge to him which will help him to have a reasonable relationship with the environment and to use his knowledge in this task. The central pivot of this scheme of education shall be some handicrafts whose teaching shall enable the student to be able to solve the problem his livelihood.

Aims and Ideals of Basic Education

1. Drawing out the basic—Elaborating his views about the aims of education, **Gandhiji** has said, “*By education I mean an all-round drawing, out of the best in child and man, body, mind and spirit. Literacy is not the end of education, not even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education*”.

2. Livelihood—Gandhiji was highly critical of the educational policy implemented by British Government. In his opinion the aim of education is self-dependence, and education must enable every girl and boy to develop the ability to depend upon himself or herself. The ability to earn one's livelihood is part of this independence or self-reliance. As he himself put it, “*This education ought to be for them a kind of insurance against unemployment*”. That is why Gandhiji placed so much emphasis upon industrial training in his own plan for basic education which was intended to acquaint the child with real life. He wanted the education to become the means of producing ideal citizens. Seeing the endemic poverty of the nation, he suggested that education in India should be based on industrial ‘raining and the development of manual skill and handicrafts.

3. Character formation—Like Rousseau Gandhiji also believed in paidocentric education, that is, education which centres around the child. He impressed upon people the cultural aspect of education was far more important than its literary aspect, because it is through the cultural aspect that the child learns conduct and ideas and develops his character and ideals. As he puts it, “*True education is that which draws out and stimulates the spiritual, intellectual and physical faculties of the children*”. Hence, the aim of education is the complete development of the child, its physical, mental and spiritual aspects. For him character formation was more important than literacy. He was once asked what his education would aim at after the country won its independence. He answered without hesitation that it would be designed to develop the character of the people. And, in character, Gandhiji addressed the importance of thought, word and deed, non-violence and truth? He, like many before him, felt that abstinence was an essential weapon for the educand. He was a supporter of the ancient Indian ideals of education. He in fact felt that the words educand and Brahmachari should be treated as synonymous. And for him, abstinence meant a persistent effort to reach God in the least possible time.

4. Complete development—It is clear from the foregoing account that Gandhiji viewed education from a comprehensive or broadminded standpoint. Any education that develops only one aspect of a

child's personality can be dubbed narrow and onesided. And it is just such an education which has been the bane of our culture. Education must aim at developing the child's personality instead of limiting itself to providing the child with bits and pieces of information. Not only must education guide the individual towards self-knowledge, it must instil in him all those qualities which go to the making up of a good and responsible citizen. Gandhiji has made a distinction between the immediate and long term aims of education, suggesting that such aims as getting certificates of merits or degrees or obtaining education for livelihood should be considered the immediate aims. But the final aim of education can only be self-knowledge. Thus, Gandhiji states that education must make the individual to live and earn his daily bread, to be the means of his sustenance. As he himself puts it, "*I value individual freedom, but you must not, forget that man is essentially a social being. He has risen to his present status by learning to adjust his individuality to the requirements of social progress*". His faith in religion is at the base of his liberal attitude to education. Realization of God is, in fact, the end or the goal of all human activity and service to humanity its finest means. It is only natural that such a faith should lead him to stress the social objectives of education more than the personal or individual ones.

5. Synthesis of individual and social aims—In this way Gandhiji synthesised the individual and social aims of education. He did not restrict education to the achievements of any one single aim. He looked to the process of education from various perspectives. Therefore, he assigned different aims to education at different times, so much so that sometimes they looked mutually contradictory and even self defeating. A closer examination of all these statements of Gandhiji, however, shows that these aims of education are complementary to each other.

6. All-round growth—In the history of education different educationalists have defined the ideals of education in different ways. Most educationists have, however, felt that the aim of education is integral development of human personality. Such was also the ideal of education formulated by Gandhiji. Like Vivekananda, Gandhiji maintained that character formation and manual skill were equally important. On the one hand, he wanted the child to earn while he learns. On the other hand, he also wanted the child to develop his character. According to him the criterion of an individual's cultural development is not the width of his knowledge but his inner growth. Culture, according to him, is not an adjunct of the mind but a characteristic of the soul. The aim of education is the development of such a culture. Gandhiji's plan of education laid stress upon all types of education—physical, mental, moral, aesthetic and religious.

7. Self-reliance—As has been already pointed out, Gandhiji aimed at self-reliance through education. Therefore, he visualised a craft-centered education. Explaining his scheme of Basic education as an insurance against unemployment in India, **Gandhiji** said, "*The child at the age of 14, that is, after finishing a seven years course should be discharged as an earning unit. Even now the poor people's children automatically lend a helping hand to their parents—the feeling at the back of their minds being what shall they give men to eat, if I do not work with them? That is an education in itself. Even so the State takes charge of the child at seven and returns it to the family as an earning unit. You impart education and simultaneously cut at the root of unemployment*". Recommending this scheme of education in the report on national education the **Kothari Commission** declared, "*We recommend that work experience should be introduced as an integral part of all education, general or vocational. We define work experience as participation in productive work in school, in the home, in a workshop, on a farm, in a factory or in any other productive situation*".

8. Democratic ideals—Like his contemporary Indian educationists Gandhiji aimed at the evolution of democratic ideals through education. His basic plan of education amply demonstrates this fact. He aimed at an education for ideal citizenship. Education, according to him, should make children ideal members of a democratic society. The school, according to Gandhiji is itself a small democratic society in which such democratic values are imparted to the children as wide outlook, tolerance and good neighbourhood. In the miniature society of the school the child learns the virtues of sympathy, service, love, brotherhood, equality and liberty, etc. These qualities are transferred from one generation to another through education. The welfare of the individual and the nation are complementary to each

other. Therefore, if the country has to progress, the future generation should develop the virtues of democratic citizenship. As **Gandhiji** said, “*A nation cannot advance without the units of which it is composed advancing, and conversely, no individual can advance without the nation of which it is a part also advancing*”.

9. Ideal of citizenship—Another important feature of the Basic Scheme is the ideal of citizenship which is implicit in it. In these days of international tensions, created by atom and hydrogen bombs, the necessity for training children in citizenship becomes very essential. Therefore in modern India citizenship is definitely destined to be increasingly democratic in the social, political, economic and cultural life of the country. The Basic Scheme aimed at giving the citizens of the future a keen sense of personal worth, dignity and efficiency and strengthening in them the desire for self-improvement and social services in a cooperative community. The Zahir Hussain Committee envisaged that the new generation must at least have an opportunity of understanding its own problems and rights and obligations. A completely new system is necessary to secure the minimum of education for the intelligent exercise of the rights and duties of citizens.

10. Good character—All knowledge is useless without a good character. In his speeches to the students at various institutions Gandhiji laid emphasis upon the moral and spiritual aims of education. Emphasising the moral aim of education **Gandhiji** said, “*The end of all knowledge must be the building up of character*”. Character building is the moral ideal of education. According to Gandhiji that is most important in a man’s life. His ideals in this connection were as much in agreement with the ancient Indian thinkers as with contemporary Western thinkers like Emerson, Ruskin, etc. Gandhiji very much admired the Indian Gurukula system of education and the ideal of Brahmacharya. According to ancient Indian ideal, education aims at liberation. This was also the aim of Gujarat Vidyapeeth established by Gandhiji in 1929. Gandhiji, however, defined liberation in a very wide sense, including political, social and economic liberation of all the members of society. Real freedom is spiritual freedom. To attain this freedom is the task of education. Again, education equally aims at intellectual, economic and political uplift, though its chief aim is moral and spiritual. Condemning the widespread indiscipline among the students Gandhiji asked them to follow the Ideal of Brahmacharya.

11. God realisation—According to Indian philosophy the ultimate end of all knowledge is God realisation. This God realisation, again, is the meaning of self-realisation which has been considered to be the ideal of education by most of the educational philosophers in East and West. Agreeing with this line of thinking Gandhiji maintained that a student should live a life of Sanyasi. God realisation and self-realisation are mutually complementary, the one leads to the other. This spiritual ideal of education does not negate mundane or immediate ideals but fulfils them. In the words of **Gandhiji**, “*Self-realisation is in itself an all comprehensive ideal*”. This ideal includes other ideals of education, with Shri Aurobindo, Gandhiji believes that the ultimate aim of education is spiritual. He also agreed that spiritual growth includes physical and mental, individual and social development. Thus, he synthesised different ideals of education. In this scheme of Basic education, he planned for an education suitable to present-day Indian society. He pondered over the difficulties of the present-day Indian society and tried to find out their solution through education. His educational philosophy is based upon ancient Indian idealism. While he did not restrict the scope of physical education his attention was mainly directed towards spiritual growth.

Q.3. State the scheme of basic education.

Ans.

The Basic Education Scheme

Education for Sarvodaya

Gandhiji was very much aware of the needs of the country and considered basic education as the only type of education which may lead to success. His chief aim in planning for education in India was to fulfil the needs of the country. India is a country of villages. Most of the villagers in India cannot afford to pay for their children’s education. In addition to it they require their children’s assistance in

their occupations. Therefore, Gandhiji planned for basic education which may not be a burden upon the parents and through which the children may be able to earn to meet the expenses of education themselves. He laid stress upon the importance of dignity of labour and manual skill. He was convinced that an education which prepares the young men for white collar jobs can hardly be suitable for an agriculture community. It is hence that he so much emphasised the learning of craft in his plan of basic education. In spite of all this idealism Gandhiji's approach everywhere was pragmatic. He was an experimenter in every field of life. Before devising his plan of basic education he experimented upon its different aspects. For him all human truths were relative. God was the only absolute. Therefore he tested everything before suggesting it for the education of the child. He postulated that the child should himself gather knowledge from the environment and put it in actual use in life. Like the pragmatists and instrumentalists Gandhiji stressed the importance of interest and activity and the need for variety in the subjects taught to the educand.

Nai Talim

In order to achieve the above mentioned aims of Sarvodaya in India, Gandhiji presented his plan of basic education. He called it Nai Talim (New education) because it sought to build up a new society in the country. He realised that what the country needs today is not so much higher education as the education of the masses. Therefore, he did not lay so much emphasis upon higher education.

The basic education sought to fulfil the needs of the education in a Sarvodaya society. It is hence that Gandhi planned for craft centred education with mother tongue as the medium. Literacy, according to him, is not an end but only a means of education. Education ultimately aims at the development of both mind and body and the capacity of earning one's livelihood. The syllabi for the new education were framed in such a way so as to eliminate narrow nationalism and emphasize the ideal of Sarvodaya. World history was taught along with Indian history. Similarly, the syllabus included the study of fundamental universal ethics. The cost of education was brought down by compulsory manual labour and education was tried to be made self-sufficient as far as possible.

Social Revolution through Education

Pointing out the value of basic education for bringing about a silent social revolution in the country **Gandhiji** said, It will provide a healthy and moral basis of relationship between the city and the village and thus go a long way towards eradicating some of the worst evils of the present social insecurity and poisoned relationship between the classes. It will check the progressive decay of our villages and lay the foundation of a social order in which there is no unnatural division between the 'haves' and the 'have-nots' and everybody is assured of a living wage and the right of freedom. And all this would be accomplished without the horrors of a bloody class war or a social capital expenditure such as would be involved in the mechanisation of a vast continent like India. Nor would it entail a helpless dependence on foreign imported machinery or technical skill. Lastly, by obviating the necessity for highly specialised talent, it would place the destiny of the masses, as it were in their own hands.

The principle of non-violence was the basis of Gandhiji's scheme of basic education. Through this scheme he wanted to develop those qualities in future citizens of India which he considered necessary for building a non-violent society. His system of education wanted to root out exploitation and centralization in society and create a non-violent social order. In 1937 Gandhiji evolved a scheme popularly known as the Wardha Scheme of Basic National Education. This Wardha Scheme was based on same principles of education which were listed by Gandhiji in a paper in 1932 in Yervada Jail. These postulates were as follows—

1. Boys and girls should be taught together.
2. Their time should be mostly spent on manual work under the supervision of the teacher. Manual work should be considered as part of education.
3. Work should be entrusted to each boy and girl after ascertaining his or her inclinations.

4. The child should know the why and the wherefore of every process.
5. General knowledge should be imparted to the child as soon as it is able to understand things. This knowledge should precede literary education.
6. The hand of the child should be trained to draw geometrical figures before he learns to write, that is good handwriting should be taught from the beginning.
7. The child should learn to read before he is able to write, i.e., he should learn to recognise letters as if they were pictures and then draw their figures.
8. By this method and by word of mouth, the child should acquire much knowledge before he is eight years old.
9. Children should not be compelled to learn anything.
10. The child should be interested in whatever he learns.
11. The process of teaching should be conducted in a play-way, for play is an essential part of education.
12. All education should be imparted through the mother tongue of the child.
13. Every Indian child should learn Hindi-Urdu, i.e., Hindustani as a national language before his literary training commences.
14. The second stage of the child's education begins when he is eleven and lasts upto sixteen.
15. Manual labour has a place in education during this period also. The time for literary training should be increased according to need.
16. The child should learn some vocation as preparation for his future life.
17. He should acquire a general knowledge of World History, Geography, Botany, Astronomy, Arithmetic, Geometry and Algebra.
18. A boy or a girl of sixteen years should know sewing and cooking.
19. In the third stage which begins at 16 and ends at 25, a young man or woman should receive education according to his or her desires and circumstances.
20. The education commencing at the age of nine should be self-supporting. The student, while he is learning, should be engaged in such a vocation that its produce may meet the expense of the school.
21. Production should, no doubt, begin right from the start. But it may not be enough to meet the expenses during the initial years.
22. Teachers cannot possibly have big salaries, but they must get enough to maintain themselves. They should be animated by a spirit of service. They must have a good character.
23. Huge and costly buildings are not necessary for education.
24. English can and should have a place in the syllabus only as a language. Just as Hindi is our lingua franca, English is a language of international intercourse and commerce.

On October 23, 1937, a conference was organised at Wardha to finalise the basic system of education. This conference resolved that the children should be provided free education for seven years. Mother tongue should be the medium of education. Every educand must be taught some basic craft. The expenses of education should be met by the sale of the production in the school. In order to implement these recommendations a committee was formed under the chairmanship of Dr. Zakir Hussain. This Committee highlighted the basic principles, aims and organization of basic education in its first report on December 2, 1937. In its second report in 1940 this Committee reviewed the curriculum of basic education. Its recommendations were accepted by Indian National Congress in its session at Haripura. After Zakir Hussain Committee, another Committee was formed under the chairmanship of B. G. Kher to review basic education. This Committee connected it to Sargent scheme. In the final form, the basic principles of Gandhi's scheme of primary education were compulsory free education, educational through craft, education through mother tongue, self-reliance, education connected with the life of the educand and finally inculcation of the ideals of democratic citizenship. A booklet was published by Government of India to popularise Gandhian system of education entitled *Understanding of Basic Education*. This booklet thus summarised the scheme of basic education. "Activities involving

personal and community cleanliness are the foremost in a basic school. Education for the young is not stuffing impractical ideas into the minds of children. It is essentially training them in good habits, the daily experiences that every child has to undergo as regular morning evacuation, clearing the teeth, nose and eyes, bathing, physical exercise, washing clothes; and other daily activities can be exploited for teaching as well as the inculcation of good habits".

Q.4. Describe the means of basic education.

Ans.

Means of Basic Education

1. Basic craft—The scheme of basic education clarifies the means of education. According to M. K. Gandhi, the most important means of education in basic scheme was craft. About this mean of education **Gandhiji** said, "*The principal idea is to impart the whole education of the body, the mind and the soul through the handicraft that is taught to children. You have to draw out all that is in the child through teaching all the processes of the handicraft, and all your lessons in History, Geography, Arithmetic, we will be related to the craft*". Thus some handicraft was necessary to be the centre of child's education. Besides, other crafts recommended were: weaving, carpentry, agriculture, gardening and other handicrafts and rural crafts. It was pointed out that the following criteria should be followed in deciding about the basic craft—

- (i) Craft fulfilling individual and social means.
- (ii) Craft based upon local requirements.
- (iii) Craft in tune with the local conditions.
- (iv) Craft favourable to the interest, aptitude and ability of the child.
- (v) Less expensive and simple craft.
- (vi) Craft leading to all-round development of personality.

The advantages of making craft as the centre of education are many have been listed as follows by the **Zakir Hussain Committee**—

"Psychologically, it is desirable because it relieves the child from the tyranny of a purely academic and theoretical instruction against which its active nature is always making a healthy protest".

"Socially, the introduction of such practical productive work in education, to be participated in by all the children of the nation will tend to break down the existing barriers of prejudice between manual and intellectual workers, harmful alike for both".

"Economically, carried out intelligently and efficiently, the scheme will increase the productive capacity of our workers and will also enable them to utilize their leisure advantageously".

2. Activity—At the back of craft as the means of education were the psychological principles of education through activity as is visible in the Western play-way of education, project methods, etc. Besides, this means of education was economically useful as the basic craft could be utilised by the educand to earn his livelihood. It was also supported to create a tendency for physical labour in the educands. According to **Gandhiji**, "*Labour is the source of all wealth. All higher castes live on exploitation of the lower castes. Wealth is inevitably reduced and large scale poverty occasioned*". Thus, craft was a means to inculcate the lesson of physical labour.

3. Synthesis—Another important element in the means of education in the basic scheme was synthesis between the actual problems of life and education between different subjects of the curriculum and finally between theoretical education and practical ability. In order to implement the principle of synthesis in basic education it was insisted that the teachers and educands should together formulate yearly projects divided into quarterly, monthly, weekly and daily projects. After this planning, the means such as raw material and necessary tools should be gathered. Efforts should be made to fulfil the schedule of the projects. Each project must be evaluated monthly or quarterly as the case may be. In the end the teachers should note their experiences in order to profit by them in future.

4. Mother tongue as medium of instruction—A staunch votary of mother tongue as the medium of instruction, **Gandhiji** said, "*I must cling to my mother tongue as to my mother's breast, in spite of its*

shortcomings. It alone can give me the life giving milk". He was vehemently against English as the medium of education in this country. He said, "*To inflict English on children is to stunt their natural growth and perhaps to kill originality to them*". He pointed out to many modern Western countries including U.S.S.R. who have made tremendous scientific progress without any help of English language. He maintained that our insistence on English is a remnant of our long slavery to the British. He was never prepared to accept this submission to foreign yoke. He maintained that the national language alone can be the vehicle of creating a common culture and rich literature. He was very much conversant with the language problem in India. He wanted to keep the country united particularly from the point of view of language. Therefore, he devised a common national language. Hindustani which may be written in both Devanagari and Persian script. According to him there is no difference in Hindustani and Urdu.

Q.5. Describe course of basic education.

Ans.

Seven Years' Course

1. Basic crafts—The following may be chosen as basic crafts in various schools—

- (i) Spinning and weaving
- (ii) Carpentry
- (iii) Agriculture
- (iv) Fruit and vegetable gardening
- (v) Leather work
- (vi) Any other craft for which local and geographical conditions are favourable and which satisfies the conditions mentioned above.

Even where an industry other than spinning and weaving or agriculture is the basic craft, the pupils will be expected to attain a minimum knowledge of spinning with the takli, and a practical acquaintance of elementary agricultural work in the local area.

2. Mother tongue—The proper teaching of the mother tongue is the foundation of all education. Without the capacity to speak effectively and to read and write correctly and lucidly, no one can develop precision of thought or clarity of ideas. Moreover, it is a means of introducing the child to the rich heritage of his people's ideas, emotions and aspirations, and can therefore be made a valuable means of social education whilst also instilling right ethical and moral values. Also, it is a natural outlet for the expression of the child's aesthetic sense and appreciation, and if the proper approach is adopted, the study of literature becomes a source of joy and creative appreciation.

3. Mathematics—The objectives is to develop in the pupil the capacity to solve speedily the ordinary numerical and geometrical problems arising in connection with his craft with his home and community life. Pupils should also gain a knowledge of business practice and bookkeeping.

4. Social Studies—The objectives are—

- (i) To develop a broad human interest in the progress of mankind in general and of India of particular.
- (ii) To develop in the pupil a proper understanding of his social and geographical environment, and to awaken the urge to improve it.
- (iii) To inculcate the love of the motherland, reverence for its past and a belief in its future destiny as the home of a united co-operative society based on love, truth and justice.
- (iv) To develop sense of rights and responsibilities of citizenship.
- (v) To develop the individual and social virtues which make a man a reliable associate and trusted neighbour?
- (vi) To develop mutual respect for the world religions.

A course in history, in geography, in civics and in current events, combined with a reverential study of the different religions of the world showing how in essentials they meet in perfect harmony, will help to achieve these objectives. The study should begin with the child's own environment and its problems. His interest should be awakened in the manifold ways in which men supply their different wants. This should be made a starting point to arouse their curiosity about the life and work of men and women.

5. General Science—The objectives are—

- (i) To give pupils an Intelligent and appreciative outlook on nature.
- (ii) To form in the pupils habits of accurate observation and of testing experience by experiment.
- (iii) To enable them to understand the important scientific principles exemplified in—
 - (a) The natural phenomena around, and
 - (b) The application of science to the service of men.
- (iv) To introduce them to the more important incidents in the lives of the great scientists whose sacrifices in the cause of truth make a powerful appeal to the growing mind.

6. Drawing—The objectives are—

- (i) To train the eye in the observation and discrimination of forms and colours.
- (ii) To develop the memory for forms.
- (iii) To cultivate a knowledge of and appreciation for the beautiful things in nature and in art.
- (iv) To draw out the capacity for tasteful design and decoration.
- (v) To develop the capacity to make working drawings of objects to be constructed.

These objectives can be obtained by—

- (a) Drawing made by children to illustrate read or observed material.
- (b) Object and memory drawings, e.g., drawings of plants and of animal and human form (correlated with working general science, handicraft etc.)
- (vi) Designing.
- (vii) Scale drawing, graphs and pictorial graphs.

The work in drawing during the first four years should be correlated chiefly with work in reading and pictorial representation in nature study and the craft. During the last three years emphasis may be laid on design and decoration and mechanical drawing, so as to enable pupils to make correct working drawings.

7. Music—The objective is to teach the pupils a number of beautiful music. The child's natural sense for rhythm should be developed by teaching him to keep his own time by beating with the hand. Walking in time to a fixed rhythm can be a great aid in achieving this.

Care should be taken to select only the best and most inspiring songs the artistic interpretation of some healthy and elevating theme. Special emphasis should be placed on group or choral singing.

8. Hindustani—The object of including Hindustani as a compulsory subject in the school curriculum is to ensure that all the children educated in these national schools may have a reasonable acquaintance with a common lingua franca. As adult citizens they should be able to co-operate with their fellow-countrymen belonging to any part of the country. In teaching the language the teacher should in various ways quicken in the students the realisation that this language is the most important product of the cultural contact of the Hindus and Muslims in India. It is the repository—in its more advanced forms—of their best thoughts and aspirations. They should learn to take pride in its richness and vitality and should feel the desire to serve it devotedly.

In Hindustani speaking areas this language will be the mother tongue, but the students as well as the teachers will be required to learn both the scripts, so that they may read books written in Urdu as well as in Hindi. In non-Hindustani speaking areas, where the provincial language will be the mother tongue, the study of Hindustani will be compulsory during the fifth and sixth years of school life, but the children will have the choice of learning either one or the other script. However, in the case of teachers who have to deal with children of both kinds, knowledge of both the scripts is desirable.

At any rate, every public school must make adequate provision for the teaching of both scripts.

Same Syllabus for Boys and Girls

In general outlines, the syllabus of studies will be the same for boys and girls upto the fifth grade of the school. In grades fourth and fifth the syllabus in general science should be so modified as

to include domestic science for girls. In grades sixth and seventh, the girls will be allowed to take an advanced course in domestic science in place of the basic craft.

Table 1 : Distribution of work in the curriculum

| | |
|------------------------------------|---------------------------|
| The Basic craft | 3 hours 20 minutes |
| Music, drawing and arithmetic | 40 minutes |
| The mother tongue | 40 minutes |
| Social studies and general science | 30 minutes |
| Physical training | 10 minutes |
| Recess | 10 minutes |
| Total | 5 hours 30 minutes |

In making this estimate, spinning and weaving has been taken as basic craft. The distribution might vary from craft to craft, but in no case should the time allotted to the basic craft exceed the above estimate.

The schools were expected to work for 288 days in a year, average of 24 days in a month.

In view of the diversity of pupils interest it was recommended that as far as possible a variety of crafts should be provided for, at least during the last two years of the school course.

Every school should have attached to it a plot of land big enough for a school garden and a playground.

Curriculum for Teachers' Training

It was considered to give preference to local persons in appointment as teachers. It was considered necessary to appoint only trained teachers. Two types of curricula as enumerated below were provided for the training of the teachers—

1. **Long-term training**—This required a person to undergo study in an institution for three years.
2. **Short-term training**—For this the teachers had to devote only one year.

The method of teaching employed under the basic scheme of education is different from the normal method of teaching. Education is imparted through activities. The students are given knowledge of various and varied subjects in a short period of time.

The boy is given oral teaching of the mother tongue. In the elementary class gradually he is also taught to read and write. As soon as he learns to read and write, he is also given the education of some basic art.

As the boy progress further and reaches higher classes, he is given knowledge of different subjects. He is not given independent education of these various subjects. These subjects are taught through the medium of some basic craft, failing which it is taught through some other method. While teaching all subjects, all the subjects taught should be inter-related. After completing the duration of seven years, the child is able to acquire knowledge of different subjects. He also acquires the knowledge of the basic crafts so that he is able to solve the problems of employment in his future life successfully.

Q.6. Evaluate merits and demerits of basic education.

Ans. Merits of Basic Education

1. **An ideal basic school**—A basic school must become an active environment where teaching is not cut off from the life of the community. There is to be a constant two-way traffic between the miniature community of the school and the community itself. Education is to be directed to the needs of life. It is not to pursue an ideal which has no relation with or is totally isolated from the ideal situation of life. Basic education aims at development ideas of mutual understanding and habits of co-operative and mutually helpful living among the students through its various practical and constructive programmes.

The new education aims at giving the citizens of the future a keen sense of personal warmth, dignity and efficiency. It is likely to strengthen in them the desire for self-improvement and social service in a cooperative community.

2. Compulsory free education—This scheme aimed at imparting compulsory and free education to the children of 7-14 years. Education was also free from the economic poverty of the parents because they did not have to pay for the education of their children. The educands themselves earned the cost of their education.

3. No wastage—There is no wastage involved in this scheme of education,

4. Citizenship traits—Children acquire traits of citizenship and learn to solve the problems of their future life.

5. Close of life—Basic education has close relationship with life. It creates responsibilities among the children.

6. Productive—This education shall be imparted through some handicraft or productive activity. This handicraft or productive activity shall be the means as well as the end. Other subjects taught shall be related to it.

7. Mother tongue—The medium of instruction shall be the mother tongue instead of English.

8. Progress of Indian Language—Ample opportunity has been given for the progress of Hindi as well as regional languages.

9. Paidocentric—Basic scheme of education treats the child as the centre of education. He is imparted knowledge through some activity of self-aspiration. He acquires knowledge more or less independently. It lays great stress on the individual interest of the child.

10. Ideals—The scheme rings with the ideals of nationalism, patriotism, secularism, etc.

11. In consonance with environment—The education is in perfect consonance with the geographical, economic and social conditions of the country. This scheme of education is started in the rural atmosphere which forms the basis of this education.

12. High principles—Basic scheme of education is influenced and inspired by the high principle of the truth and non-violence.

13. Trained teachers—Only trained teachers are appointed under this scheme of education and they have more freedom in their job.

Demerits of Basic Education

1. Not good for urban people—It is said that this scheme of education is useful only for the villages. It cannot do any good to urban population.

2. Industrialisation of education—Due to emphasise on productivity, apprehensions were expressed that the basic schools are likely to degenerate into centres of cottage industries. Teachers may treat the schools as factory and children as means of earning money.

3. No co-relation between basic craft and general education—It is not possible to impart education of all subjects through the medium of some basic craft. Such co-relation may not lead to overall development of the students. They may not be able to acquire general education.

4. Insufficient for preserving cultural heritage—Basic scheme of education has no place for religious education. This scheme may be like a religion divorced from spirit or soul. It may not succeed in preserving the cultural heritage of India.

5. Defects in the time-table—Too much time (3 hours and 20 minutes) were given to the basic craft, while very little time had been given to other subjects. The basic education provided for 288 working days would put a heavy burden of work on the children of tender age.

6. Costly—As it would take a long time, this scheme of education would also be costly and not cheap.

7. Neglect of secondary and higher education—Too much emphasis has been laid on primary education and no importance has been attached to secondary education and higher education.

Chapter 7

DALTON PLAN

"It is a piece of machinery for putting into operation the principle of individual work".

—Miss Parkhurst

Q.1. What is Dalton Plan? State principles underlying it.

Ans.

What is Dalton Plan?

Dalton Plan is named not after its originator Miss Helen Parkhurst but after the name of the town in which it was first adopted in a High School. Miss Parkhurst attached importance to the use of the word 'Laboratory'. She wrote, "*I cling to it in the hope that it may gradually shift the educational point of view away from the atmosphere of prejudice which the word 'school' calls up in our minds. Let us think of school rather as a sociological laboratory where the pupils themselves are the experiments, not the victims of an intricate and crystallized system in the evolution of which they have neither part nor lot. Let us think of it as a place where community conditions prevail as they prevail in life itself*". Her aim was to 'create a new type of educational society' by putting boys and girls under entirely different conditions of living from those provided in the ordinary classroom and to re-organise the community life of the school.

Principles Underlying Dalton Plan

1. The principle of individual work—John Adams says, "*It is the most dramatic and systematic break away from the class-teaching unit*". It is now generally accepted that the students differ in various respects and it is a folly to tag them together for keeping pace in studies. The plan aims at providing equal opportunities to all pupils to work at their own rate and speed. The time taken is not necessarily equal but a minimum uniform achievement is required. In the words of **Miss Parkhurst**, "*It is a piece of machinery for putting into operation the principle of individual work*".

2. The principle of freedom—Children work well when they are allowed freedom to do so. There are no arbitrary fixed periods. There are no classroom restrictions or rigidity of discipline. In the Dalton Plan children are free to move about, to consult one another and to work in any particular subject. In the words of an educationist. "*It aims giving to the older child that freedom for self-development which has proved so valuable in the school life of the infant while at the same time ensuring that he shall master thoroughly academic work required by the curriculum of the school*".

3. The principle of self-effort—Learning to be effective must be the product of one's own self-efforts. The child learns through his own efforts.

4. The principle of cooperation—In a subject laboratory pupils of different age groups not only assist each other when occasions demand but are very much helped in turn, without being distracted; the task of a companion being similar if not identical. According to **Miss Parkhurst**, "*The school can only reflect the social experience of the community when all its parts of groups develop the same intimate relations with one another as is found in society as a whole. The schools should be organised in such a way as the pupils and teachers come in close interaction with one another*". Miss Parkhurst has used the term "interaction of group life". The students live and work together with the same teachers, in the same shared common workshops or laboratories.

5. The principle of setting goals—The child is enabled to survey the whole field, to see the goal at which he is aiming and thus a stimulate is provided to him and he takes up the work bit by bit thereby increasing and ensuring better learning.

Q.2. How does the Dalton Plan works? Point out its advantages and limitations.

Ans.

How does the Dalton Plan Work?

1. Assignment or contracts—The teachers outline the work of the year to be done in their respective subjects to enable the students to know about the scope and the nature of the work they are required to complete in each subject. The work is further subdivided into suitable monthly units by the subject teachers. While preparing the assignment the teachers bear in mind factors like holiday, time available revision at various stages, co-curricular activities and the demands of other subjects.

Each unit of work is accepted by the pupil as a contract and he promises to complete the work and to satisfy the teacher before going to the next unit.

Each subject has its separate assignment. The child will be given the new assignment only when he has completed his assignments in all the subjects. A pupil is not allowed to do more than the month's work in a single subject unless he finishes the month's contract in every other subject. The child is free to undertake an assignment of a month in any manner he likes, *i.e.* he may devote one week completely to complete his assignment in one subject and may ignore assignments in other subjects during that particular week and take up assignments in other subjects in the second, third or the fourth week. He may spend his whole day in one assignment of a subject and so on. The only limitation is that he must finish the whole contract *i.e.*, monthly assignments in each subject for a particular month, before the second contact is entered upon.

2. Specialist subject teachers—The Dalton Plan does away with class teachers and accepts specialist teacher. Each specialist teacher supervises each child in his subject and guides his work. He renders all possible help to the child to complete his assignment in time.

3. Subject rooms—The plan scraps classrooms and gives their place to subject room which are called subject-laboratories. Each specialist is the incharge of his room. Each subject-room is adequately equipped with the material required in that subject. It contains books and magazines, charts, maps, models, apparatus and appliances, etc., concerning that subject.

There is no fixed time-table and no fixed period. Each student is free to devote more time to the subject in which he is weak and less in which he is upto the mark.

4. Records—Graphs are kept to show the work done by each child and each subject so that the pupil himself and the teacher may know how he is progressing. Two records are maintained by the pupil himself; one showing his progress in each subject and the other in all subjects. The third record is kept by the subject-teacher himself and is hung in the subject-room.

These records serve as a mirror to indicate the work of the pupils and are kept up-to-date. These serve as a link also between the teacher and the pupil and bring them in close cooperation for effective learning. The graph, in fact, is a constant reminder of the 'contract' or 'promise' and helps to make one conscious of the extent to which the progress is made and is to be made.

5. Conferences—Usually the morning time upto recess is devoted to individual work by each child or may be devoted for voluntary group work. The afternoon time may be used by the teacher for oral lessons in his subject. Group discussions under the guidance of the teacher may be held. These oral lessons or group discussions are called 'conferences'. These conferences may be devoted to remove common difficulties or to explain certain items of common interest and importance.

6. Duties of a teacher—

- Preparation of assignments and giving them to the pupil as and when required.
- Keeping an atmosphere of study in the room.

- (iii) Giving explanations of any details of the assignment and removing the difficulties of the pupils.
- (iv) Giving information with regard to the use of relevant equipment and material.
- (v) Ensuring that each assignment is finished properly before the new assignment is given to the pupil.
- (vi) Keeping full records of the progress made by pupils in different classes.
- (vii) Keeping the subject-library and other equipment up-to-date and in proper order.

The teacher, in the Dalton Plan, is "*a helper, not a driver; the pursued not the pursuer*".

Advantages of Dalton Plan

1. Individualised teaching—Each pupils is permitted to work at his own rate. The plan approaches teaching and instruction from the point of view of the pupil. The weak are not hurried along at the speed of other pupils and the bright are not kept back by their slow class-fellows. The teacher pays individual attention to each child.

2. Continuity of work—There is no waste of time as is usually the case in the conduct of various examinations for promotion or other proposes. There are no failures and the promotions from one grade to another may take place at any time.

Absence from school of a child due to ill-health or otherwise does not stand in his way of working smoothly. He can start the work just from where he had stopped and can make up his deficiency in his own way and at his own speed. There is no danger that some courses have been covered in his absence and he has missed them.

3. Development of qualities like self-efforts and self-confidence—There is absolutely no spoon-feeding in the Dalton Plan. Readymade knowledge is not given to the child. He has to depend upon himself in the solution of his problems. He has to consult suitable books and other reference material. He himself has to experience difficulties and to solve his problems. All this makes him self-confident.

4. Purposeful learning—Learners contract or assignment is like a project in front of him and for its completion. He tries his best and devotes his heart and soul into the work. Thus learning becomes motivated and purposeful.

5. Development of desirable study Habits—The students have to make use a of material to complete their assignment. They have to study reference books, source books, etc., and all this helps to develop desirable study habits in them.

6. Development of a sense of responsibility—The contract is a constant reminder to the children to complete their work in time. They feel that they must fulfil their responsibility that they have accepted in entering upon the assignment.

7. Solving the problem of home task—There is no need to burden a child with home task. The child in order to complete his assignment may of his own accord devote extra time in the subject-laboratory. Thus compulsory home work loses its terror in the school.

8. Solving the problem of discipline—No restrictions are put on children. They work in an atmosphere of freedom. They accept their own responsibility and work for its fulfilment. There is no rigid time-table and the students are not forced to attend to studies according to a set time-table. Problems of truancy, mischief and delinquency are rare.

9. Simplification of the problem of evaluation—The graph system is a valuable check on the progress of each child. The records show the progress of each pupil and enable him to know where he stands. In a way records can help to give incentives to him. There is no necessity of frequent tests and awarding of marks.

10. Better pupil-teacher relationships—Dalton plan enables the teacher to know the child individual. Every child is free to seek the teacher's guidance at any point when a difficulty occurs. The teacher is essentially a guide and a helper.

Limitations of Dalton Plan

- 1. Not suitable for the average child and a shirker**—The clever and the bright students can derive a lot of benefit from this scheme. It is not possible for the average child to learn new principles without a formal lesson. The shirkers also find opportunities to develop the attitude of postponement.
- 2. Development of individualistic tendencies**—As a child has his own assignment to do, he may not like to help his other friends if he is required to do so on the plea that he is absorbed in his own work. **Pinkevitch** observes, “*We cannot but express the fear that it will be instrumental in developing individualistic tendencies in children*”.
- 3. Purely intellectual plan**—Dalton plan fails to provide for liberal group activities. There is a little scope for social service activities. **Dr. Cox** states, “*The Dalton Plan is highly inadequate for social education*”.
- 4. Unsuitable for lessons that require inspirational treatment**—There are certain subjects which require collective lessons for appreciation purposes. Physical training, music and drill in languages need group teaching. Therefore, Dalton plan is unsuitable for these subjects.
- 5. Lack of suitable teachers**—For the successful working of Dalton Plan, competent, liberal and progressive teachers are required. The plan puts heavy demands upon the teachers who are expected to prepare good assignments and to be able to guide and help the pupils if and when such guidance or help is needed. Teachers must be in a position to inspire students to work hard independently. It is very difficult to get such teachers.
- 6. Lack of well-equipped libraries**—Most of the libraries of our schools are not adequately equipped and are without any trained librarians. But under the Dalton Plan, we require a wide variety of suitable textbooks, source books and other relevant material so that the children may prepare their assignments.
- 7. Unsuitable for junior classes**—Dalton Plan is more suitable for children above nine years of age.