

**WORK
EXPERIENCE
CLASS III**

TEACHERS' HANDBOOK

1510

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

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P. DAS GUPTA

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Foreword

The Programme of Action developed in the context of the National Policy on Education 1986 calls upon the NCERT to develop curriculum guidelines and exemplar and instructional materials. The handbook for teachers in Work Experience for Class III is one of the materials prepared in response to the above demand.

The Policy Document advocates designing of educational programmes with a potential for human resource development. The instructional strategies have to be directed towards *learning* rather than *teaching*. This calls for adoption of an interactive process of learning. Children learn from one another as well as in response to innumerable stimuli in and around them. Work Experience is an area of curriculum which encompasses the activities and events that affect children in their day-to-day lives. In this area, therefore, there is natural integration of learning, living and doing. At the primary level, the thrust of the Work Experience Curriculum is to foster in the child healthy living practices, good work habits and desirable values. The total school programme has to be geared to this end in view. The handbook is an attempt at helping the teacher in operationalising these ideas.

While reacting to the immediate environment and participating in group work situations at home, in school and in the community, children learn social skills and good manners and pick up hygienic habits. They attain these through repeated participation in a number of situations. As a result of the cumulative effect of different situations the personalities of children are shaped. As such, mere inclusion of an activity in the school programme will not ensure the desired result. Keeping in view the interest levels of children and the available human and physical resources of the school, the teacher has to take a decision about it. To help the teacher in this matter a

detailed list of potential situations along with concrete examples and visuals have been given in this book. The list may help him in concretising the ideas. The same set of activities may not be suitable for schools serving different communities. While some of these activities may be suitable for rural schools, others may be relevant to schools in urban and semi-urban areas. An additional list is given in Appendix I. The activities suggested under 'Celebration of Festivals' may provide the teacher with an exposure to the social functions that are being celebrated in the Southern, Northern, Eastern, North-Eastern (Meghalaya, Assam, Tripura, Manipur, Mizoram) and Western regions of the country. There are some references about the festivals celebrated by the tribal people. This may help the teacher to cover local specific situations within the broad framework of the core curriculum areas. The inclusion of these activities in the school programme may facilitate inward and outward extension of children's experiences.

There is a section on Methodology, which demonstrates the potentiality of various strategies in helping the development of children. Some of these are: narrating interesting stories, creating situations for informal discussion, engaging children in self-expressional creative activities, utilising experiences related to celebration of festivals, organising visits, exhibitions, fairs, and inter-school sports, recitation, story-telling competitions, etc. At times the teacher may have to develop, collect suitable poems/stories, etc., for making the learning situations lively and meaningful. To help teachers in this regard a few samples have been given in Appendix II.

The handbook is the result of intensive interactions with the members of the two working groups. The book has been enriched by the involvement of experts. The Council is grateful to the members of the Review Committee for their contributions.

The handbook was prepared under the guidance of Prof. Jalaluddin, Joint Director, and Prof. P. N. Dave, Head, Department of Pre-school and Elementary Education and Dean, Academic, NCERT. Their suggestions provided real insight into the intricacies of this curriculum area and enhanced the functional aspects of the book.

Dr (Ms) P. Das Gupta, Reader, put in hard labour to develop this book in its present form. Her efforts are praiseworthy.

The Council will feel its efforts well rewarded if the book is of some help to the practitioners in the field.

The handbook is an experimental edition. The Council will be grateful to those who would send suggestions for the improvement of the book.

P. L. MALHOTRA
Director
National Council of
Educational Research and Training

How to Use this Book

THIS HANDBOOK has been developed to help the teachers of Class III in the effective organisation of work experience activities. Its main purpose is to orient teachers with various dimensions of work experience curriculum for Class III and the specific activities suggested under various areas. It dwells upon the potentiality of various activities for fostering the personality development of child and formation of positive attitude and habits in him. It points to the level of development that child is expected to attain during two years of schooling in Classes I and II. It also provides practical suggestion on the method of selection and organisation of suitable activities so as to facilitate child's personality development.

The handbook contains a number of visuals and concrete examples drawn from day-to-day life situations of the child. The chapters of this book deal with concrete situations and examples for the organisation of joyful and rich learning experiences. These may help in effective transaction of the curriculum in classroom/school situations and outside school situations. The teacher will come across a number of examples as to how to convert the productive work situations into meaningful and joyful educational activities. This may enable him to identify the educational potentiality of an activity and to organise it accordingly. There are also references about how a particular activity is related to the day-to-day life situations of the child at home, in school and outside school community situations. Further, there are mentions about the relationship of the activity with other learning areas of curriculum, say, environmental studies (science and social sciences), language and cocurricular activities. This may help the teacher in organising the activity in its natural context and render learning situations both meaningful and interesting. It is hoped that this handbook will contribute to the realisation of essential learning competencies of the child.

A few suggestions are given below so that the teacher can make good use of this handbook.

The activities suggested in this handbook are the extension of the same set of activities included in the work experience curriculum for Classes I and II. In a number of cases the same type of activities are to be continued in Class III. That is why there are some common learning outcomes for Classes I, II and III. Therefore, the teacher is requested first to read the handbook for Classes I and II and then he may open this handbook. So far as this book is concerned he may first read the Introduction portion given in Chapter 1. In this chapter he will get an idea about the entry behaviour of the child at Class III and the expected level of his development attained due to two years of exposure given by the school. The teacher will know what are the developmental needs of the child at the age of eight. This may enable him to organise the activities with a focus on the developmental needs of the child. The teacher may be in a better position to find out the extent of stress on an activity. Then he may proceed to the pages on expected learning outcomes. An understanding of the objectives and learning outcomes expected from the child at the end of Class III, may make the task of a teacher easier. He now knows how to lead the child through Work Experience Programme. This may guide him in the selection of suitable activities and content for providing rich learning experiences to the child.

The teacher may now read Chapter 2 on Personality Development through Potential Situations. In this chapter he will find a comprehensive list of programmes and activities pertaining to the area of work experience. While some of the activities may look suitable for urban schools, the others may be more suitable for rural areas. Some of the activities may be more relevant for schools having children from various communities and states, e.g. Central Schools. In such schools, for example, cultural functions may include songs and dance from different states/union territories— Tamil Nadu, West Bengal, Uttar Pradesh, Rajasthan, Assam, Punjab, Mizoram, Sikkim, Pondicherry, Goa, Daman and Diu, Meghalaya, etc.

The teacher is required to study the list of suggested activities, analyse the cultural and environmental background of children, their maturity level and interest areas, and the facilities obtainable within the school. To enrich his knowledge, a detailed list of activities related to day-to-day life situations has been given in Appendix I. Its study will help the teacher in getting an insight into the variety of activities that can be organised in different parts of the country. The activities suggested under School Celebrations may enlighten the teacher on the social functions that are organised in the southern, northern, eastern, north-eastern and western regions of the country. There are also references about a few festivals celebrated by the tribal people. Although the work experience activities should reflect the local culture and traditions of the community served by the school, it may also include the core elements of the national curriculum. This is expected to help in the development of values in children, like Indianness, sense of belongingness to the country, etc. Such an orientation of work experience activities may generate in the minds of young children a positive attitude towards others' culture and customs. Proper knowledge of others' rich cultural life enables the child to appreciate and enjoy them in latter life. Similarly, the activities suggested under converting waste materials into useful articles may stimulate teacher's ideas and thinking. However, for doing this mental exercise the most important task for the teacher will be to have the first-hand knowledge of the local natural resources and the waste materials that can be collected from different sources. This will equip him well for the job assigned to him.

Once the teacher is able to think about some of the suitable activities, he may then read Chapter 3 on Methodology for Organising Work Experience Activities. This chapter suggests a combination of teaching-learning strategies with regard to specific type of activities. Depending upon the nature of activity, the learning outcomes expected and the availability of resources and the mental readiness of the children, the teacher may evolve suitable strategies. From this chapter, the teacher may find out the differences in the methodology that are suitable for Classes I and II and those for Class III. He may try out some of these methodologies and observe the effect of these on the children's learning.

In Appendix II, some patriotic songs, National Anthem and songs sung in various social festivals have been given. The teacher may make good use of these songs. This is just to give some idea to the teacher for providing useful and interesting learning experiences to children. The inclusion of recitation competition of such poems and singing of value-loaded songs by all children in chorus are expected to generate a feeling of national integration and love for the country. The teacher may conveniently collect such poems and songs for use during organisation of social functions in the school

Chapter 3 also deals with the main thrust of pupil's evaluation in the area of work experience after the completion of Class III. It indicates the main dimensions of evaluation and the situations through which assessments are to be made. In Appendix III, a few sample tools have been given. The teacher may adopt/adapt the evaluation procedure and tools keeping in view the above-mentioned factors.

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Contents

FOREWORD	v
HOW TO USE THIS BOOK	ix
CHAPTER ONE : Introduction	1
CHAPTER TWO : Personality Development through Potential Situations	4
CHAPTER THREE : Methodology for Organising Work Experience Activities	40
APPENDIX I : Activities Related to Day-to-Day Life Situations in Different Areas	51
APPENDIX II : Poems, Action Songs	55
APPENDIX III : Tools for Pupil Evaluation	60
APPENDIX IV : Basic Materials and Tools	64

1

Introduction

IN CLASS III, the child is about eight years old. By this time he has completed two years of school life. During this period he has been exposed to a variety of situations designed by the school. He is no longer the stranger in a new social world. He probably has stopped feeling a wide gap between the life at home, in the neighbourhood and in the school. He has participated in morning assembly activities, in cleanliness programme and preparing artistic things. He has also got some training in

maintaining personal cleanliness;

keeping personal belongings in a neat and tidy manner;

maintaining the cleanliness of the surroundings;

cutting piece of paper with a small pair of scissors, etc.

He now knows the names of simple tools like scissors, knife, blade, scale, *khurpi*, needle, etc. He has handled a number of materials like paper, clay, sand, leaf, grass, thin cardboard, etc. He has gained some experience in handling these tools and materials. The school has probably provided him with rich

experience in working with a group of people—some of his own age and the others elder to him. He now knows that in all the group situations one thing is emphasised by the elders, i.e. working together and sharing tools and materials with a sense of team spirit. Teachers always encourage cooperative behaviour and interactive learning from each other may be that he is going for a visit programme, preparing for a school function/exhibition or participating in a cultural programme. The visit programmes organised by the school are expected to expose the child to different work situations in the community.

What are, then, the basic development needs of the child at the age of eight? In what way the Work Experience Programme can enhance child's developmental process that has already started? In other words, what should be the focus of work experience activities in Class III? Should we emphasise a different set of objectives? Or, should we have the same set of objectives with a shift in the degree of emphasis?

It is but natural that throughout the primary stage the thrust of Work Experience Programme will be the same, i.e. the main objective of work experience curriculum will be to expose the child to a variety of work situations leading to self-expression and service to others. In other words, the Work Experience Programme should give him ample scope for deriving joy by participation in self-expressional creative activities at home, in school and in the community. The programmes may be organised so as to foster the hygienic living practices from the childhood. The activities should help him to participate in environmental sanitation and beautification activities. Besides, visits to service situations in the community and his participation in productive work may help him to cultivate desirable values—good work habits and form positive attitude towards work and workers. The two years of schooling in Classes I and II is expected to make a child aware of the need for maintenance of personal and social cleanliness. He understands that not only the body and belongings have to be kept clean, but one must live in a hygienic environment. Moreover, the wider exposure to work situations, study of environmental situations and participation in productive activities make the child more curious about events and situations in and around him. At this stage the child is more mature. He starts to think and reason out. He now notices many of the things that did not draw his attention in his earlier years. He is full of curiosities and bubbling with ideas. He is imaginative and his mind moves from familiar to the unfamiliar situations. He is no longer satisfied with simple explanation or discussion. He wants that the things should be told in more detail and depth.

Implications of the Developmental Processes

The child may be given greater scope to observe things in more detail from wider situations and may be allowed to work in a larger interactive learning situations. If earlier, he was working with his class-mates and school-mates, he may now be provided with situations where he can participate with children from other schools. That is, the school may enable the child to participate in interschool story, recitation, sports, painting competitions. The discussions related to productive work situations may enable him to know things in more detail, express ideas through oral and written forms, compare and contrast between familiar and unfamiliar situations.

There is a better muscular coordination in him now. He may be given a work that demands better and higher level skills, and effective handling of tools and materials since he does not seem to be satisfied with making a design that is very crude and queer-looking. It calls for doing the work more systematically and efficiently. The work experience activities may, therefore, be organised in a way that child gets an opportunity to learn better use of tools and materials through participation in a variety of joyful creative activities. The exposure to outside school situations may help him to satisfy many of his curiosities.

Essential Learning Outcomes

At the end of Class III, the child is expected to attain the following learning outcomes through work experience activities:

The child

recognises the need for keeping school, home and surroundings clean.
 discriminates between clean and unclean places.
 identifies the causes of poor sanitary conditions of the environment.
 cites examples of diseases caused due to unhygienic habits.
 practices hygienic habits in daily life situations.
 helps others in maintaining cleanliness in school, home and neighbourhood.
 prepares simple artistic and useful articles for beautifying home, classroom and school.
 classifies common food items containing vitamins, protein and minerals.
 identifies the need for constructing shelter in different structural forms.
 observes different work situations in the community.
 prepares lists of tools and materials used in various work situations.
 manipulates simple tools and materials used in daily life situations.
 collects information about service-oriented organisations like Health, Agriculture Department, Block Development Office, Post Office, Bank, etc.
 enjoys participating in Local Festivals, National Days, Sports Day and Special Days organised by the school.
 shows interest in knowing about stories and customs related to various social festivals.
 cooperates in all types of group activities like cleanliness, creative work, gardening, preparation for the exhibition, etc.

willingly takes up responsibilities towards people at home and school.

exhibits good work habits, e.g. punctuality, regularity, perseverance, helpfulness, etc.

promptly renders services to people.

The objectives of Work Experience Programme at this stage are, therefore, the same as that of general education. That is, all round development of the child, formation of good habits and positive attitude towards hygienic living practices. Through participation in cleanliness activities at home, in school and in the neighbourhood the child is likely to develop a taste for decent living. He may express his imagination by creating artistic things. There is an inherent desire in every child to display the objects prepared by him, be it his home, classroom or school. It is for this reason that the child looks around his surroundings for materials and objects. He collects waste materials from different sources. In the process of preparing things he interacts with others and shares his experience with the group members. Gradually he acquires social skills of living with others and handling of tools in a proper way. Observation of work situations in the community brings him closer to the world of work, the materials and tools used, the work processes and the people engaged in various types of work.

At this stage, the Work Experience Programme may be directed at the development of the child through the study of environment, observation of work situations in the community and participation in a variety of creative self-expressional activities.

2

Personality Development through Potential Situations

THE WORK EXPERIENCE being a potential learning area of the curriculum poses many questions in the mind of teacher. Some of these are:

What are some of the potential daily life situations which may facilitate personality development of the child?

How to reduce the gap between child's home experiences and those of school?

Which of the activities introduced in Classes I and II may be continued in Class III?

Which additional activities may be included at this stage?

Child's Entry Behaviour and Developmental Needs

The above-mentioned problems relate to the nature of development desired at the completion of Class III. What are the entry behaviour and the level of development of

the child when he joins Class III? Obviously, the child at this stage is more active, alert and physically stronger with regard to muscular coordination. In the social life also, he is likely to be better adjusted with the larger social groups. That is, now he is quite conversant with the events in and around him. He is in a better position to see relationship between events, compare and contrast various situations and try to find out cause and effect relationship of events. Having two years of experience in productive work situations, he may be familiar with the sources and uses of different types of materials. He has also the exposure of work situations in the community where a number of tools are being used. He is capable of handling tools in a better way. He may also try with different media for giving expression to his ideas. For example, if he was earlier making use of clay, paper, thin cardboard, now he may try with cardboard, thermocol, bamboo strip, straw, dry leaf, shell of seeds and the like.

From the point of view of developmental needs of the child, the following points emerge:

The activities introduced in Classes I and II under Work Experience Programme may be continued in Class III.

Such of the activities may be added that help the child to see close linkage between what he does at home, in the school and outside school situations. This inward extension of home activities to school situations is sure to improve his performances at the home situations.

Some activities may be drawn from the daily life situations which require a little higher mental abilities like reasoning, seeing relationship and use of knowledge in new situations. For example, the child may be asked to visit the neighbourhood and find out the causes of unhygienic conditions. There may also be some discussions on the probability of some health hazards arising from these situations.

While in Classes I and II, the child mostly played supporting roles, but at this stage he may be given some independent responsibilities, e.g. writing brief report about the visit programme in the diary, helping younger children in their studies, etc.

Visit programmes to some distant places may be organised to give some exposure to the child of the service-oriented departments/organisations. This is likely to broaden the outlook of child and help him to realise the contributions of these people in various work situations.

The programme may cover activity like collection of objects from different sources, their classification and organisation, and gathering more information about these objects.

The curriculum may include activities that require use of higher level manipulative skills like using a hammer and folding and cutting cardboard to give a particular shape and the like.

The curriculum may offer learning situations where the child has to interact with larger social groups outside his school, e.g. interschool recitation, story-telling programme, etc.

Combined Effects of Various Activities on the Child

The questions before a classroom teacher are (i) How do the activities help in the personality development of a child? and (ii) How many activities a school is required to cover in one class?

It is to be noted that the minimum or the maximum number of activities cannot be fixed for a school. Because the child's personality is shaped by his participation in a variety of situations. Thus, a child gradually becomes self-confident by participating in various school activities in a number of times, e.g. narrating the objects observed and collected, participating in cultural functions, preparing artistic objects and describing his work in front of others. So is the case with regard to the development of values like punctuality, regularity, cooperativeness, etc. The potential situations indicate

how different activities contribute in the development of child's personality. The list also shows how a particular learning situation like preparing for an exhibition helps in the development of a number of traits in the child.

The activities proposed are only suggestive and may be adopted/adapted keeping in view the local environment and the resources of the school. The teacher has the freedom to select activities from the given ones. He may also add new ones as per the need of the class at any given time. However, the activities in all the six areas are of equal importance. The teacher may see that the activities from different areas are so covered that they facilitate the attainment of the essential learning outcomes.

Inclusion of Core Elements and Local Specific Situations

The National Curriculum Framework of the NCERT has suggested the broad areas as well as the core elements of work experience. Although the specific activities will vary from school to school, the core elements will have to be given coverage in the programme. The content that emerges from the core components are the protection of environment, democratic practices, cultural heritage of the country and the factors that shape the mode of life of the people living in different parts of the country, e.g. climatic conditions, weather, the struggle for freedom, crops produced, etc. At the same time important local situations will have to be included in the curriculum. For example, there are some local festivals that are celebrated by the people of a particular state, e.g. *Chatt* in Bihar, *Karuwachauth* in Punjab, etc.

Some Common Activities for all Classes

The Work Experience Programme relates to the basic needs of day-to-day life. As such, some of the activities like cleanliness of classroom, school and surrounding environment, celebration of National Days/Social Days, beautification of the school and organisation of school exhibition will be common to all the classes. But the nature of task will vary from class to class. The work practice related to the production of goods and services will also vary from class to class. It will, however, depend upon children's interest and the availability of resources. Broadly each activity will have three aspects, namely observation of work situations, identification of problem and discussion on the same. and participation in the work situation and converting waste materials into useful and artistic objects.

Time Allocation for the Organisation of Activities

The Work Experience Programme has to be integrated in a natural way with all the other areas of the primary school curriculum. It is suggested that the school may make a calendar of activities for the whole year. In the calendar, specific responsibilities of each teacher for integrating the work experience component in various areas may be clearly mentioned. In schools where there is one teacher per class, the class-teachers may plan the work accordingly. In the curriculum the time allotted for this area is 12 per cent of the total school timings. Therefore, while planning the calendar of activities this

may be kept in view. Although integrated approach has to be followed, separate periods may be earmarked for this area. However, flexibility may be allowed in deciding the duration of the work experience period. Depending upon the nature of work, the duration of the class may vary. Children may continue with the work for two consecutive periods, when they are preparing some models or preparing for an exhibition/festival. The potential situations around which work experience activities may be organised are given below:

Personality Development through Potential Situations in School, Outside School and Home

<i>Aspects of Personality and Competencies</i>	<i>Potential Situations in School</i>
<p>The child shows awareness about hygienic principles of living.</p>	<p><i>Maintenance of School Cleanliness</i></p> <p>The child</p> <ul style="list-style-type: none"> takes initiative in maintaining the cleanliness of classroom by cleaning floor, dusting furniture and cleaning blackboard. helps school-mates in maintaining cleanliness of the school premises, assembly hall, staff room, store, etc. checks younger children from making the school dirty during festive occasions and social gathering in the school. helps others in making proper use of dust-bin. puts lid on vessel containing drinking water, whenever found uncovered.



*Aspects of Personality
and Competencies*

Potential Situations in School

The child exhibits neatness and tidiness in various school situation.

Maintenance of School Cleanliness in School Situations

The child comes to school in clean dress and hair combed.
washes his hands and feet after participating in cleanliness activities; and dries hands and feet with a towel.
keep his bag, pencil, pen rubber, books and copy at proper places.
washes his hands after doing hand-work related to clay, paper, painting, cardboard work, leaf work, etc.
cleans the place and tools after completing the work; and keeps the waste material at proper place for future use.



*Aspects of Personality
and Competencies*

Potential Situations in School

The child

takes care of his clothes while doing hand-work and washes immediately, if soiled by colour, mud, etc.

keep shoes and *chappals* neatly in a row out-side the classroom.

after coming back from the kitchen garden or playground washes his hands, feet and dries them with a towel.

washes his hands and mouth before and after taking lunch and washes lunch-box.

puts cover on his copy and book neatly; and keeps his book, copy, pencil and rubber inside the bag systematically.

removes dirt, waste paper, etc. and puts in the dust-bin.



*Aspects of Personality
and Competencies*

Potential Situations in School



The child

cleans the place after sharpening pencil.

keeps the eatables covered during community lunch and social festivals and removes cups, glasses, plates and left-out food particles as soon as the guests eat the food.

neatly erases the mistakes without spoiling the writing; stops others from putting finger inside the mouth and erasing with the wet finger.

uses wet cloth for erasing mistake on the slate. puts handkerchief/cloth piece while sneezing/suffering from cold.

<i>Aspects of Personality and Competencies</i>	<i>Potential Situations in School</i>
<p>The child prepares dust-bin and uses it regularly.</p>	<p>The child prepares dust-bin by painting beautifully the used tin containers, writes neatly 'Use Me' on it and insists others for using it.</p>
<p>The child distinguishes between hygienic and unhygienic habits.</p>	<p>The child rotates the disc related to various body parts and finds out his own position in relation to each. writes in the diary the hygienic conditions of his body parts. helps the teacher in checking the hygienic/unhygienic habits of class-mates being a monitor. checks class-mates/younger boys/girls from biting nails, spitting here and there, spoiling the floor/wall with ink or colour, torn papers and rubbing nose with hand while suffering from cold.</p>



*Aspects of Personality
and Competencies*

Potential Situations in School

The child identifies the common diseases that are caused due to unhygienic habits.

The child distinguishes between clean and unclean places.

The child

does not eat uncovered food and checks others also from eating food infested with flies. pursues others in following health habits.

The child discusses with the teacher and class-mates about cold, boil, stomach ache, lice in the hair, eye-sore, skin diseases, dysentery, etc. that are caused due to unhygienic habits.

Survey of Sanitary Conditions Within and Outside the School

The child

distinguishes between clean and unclean spots within the school, e.g. store, backyard, bathroom, etc. compares the cleanliness position of his class with that of other classes and takes action for improving the condition.



*Aspects of Personality
and Competencies**Potential Situations in School*

The child identifies the sanitary conditions of nearby places.

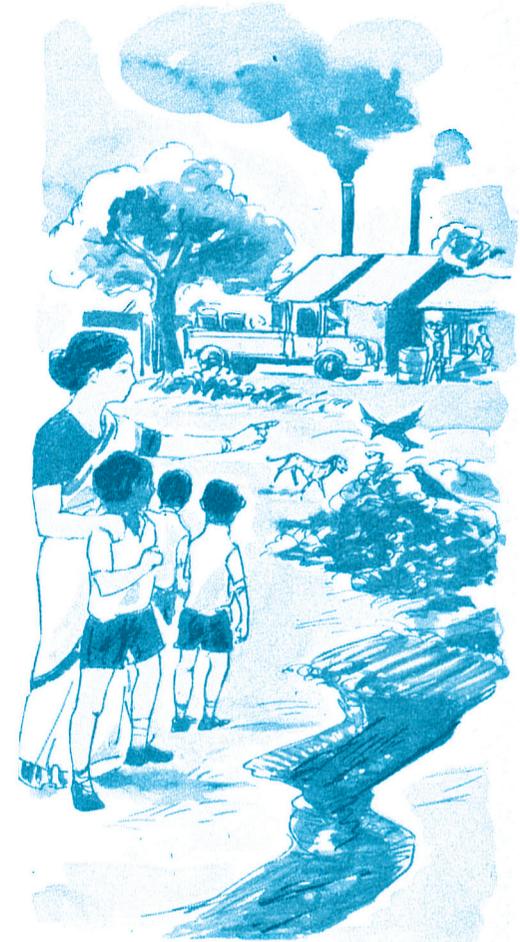
The child identifies the cause of poor sanitary conditions of the environment.

The child recognises the causes leading to air-borne, water-borne diseases and those carried by insects.

The child identifies the places with poor sanitary conditions, e.g. pond, drain, field, road, etc. while going outside the school with the teacher and class-fellows.

The child discusses about unhygienic living practices with regard to the use of pond, well, defecation, spitting, water logging, smoke from workshop, factories and piling up of garbage as the causes for poor sanitary conditions of the environment.

The child participates in the discussion with teacher and class-mates about the heaps of garbage, stagnant water of the pond, drain, hole and scattered night soil on the road side and field that spread air-borne, water-borne diseases and those caused by insects like whooping cough, influenza, measles, diarrhoea, malaria, filaria, etc.



*Aspects of Personality
and Competencies*

Potential Situations in School

*Maintenance of Cleanliness Outside School
Situations*

The child

keeps the wrappers of toffee, biscuits, shell of groundnuts, etc. in one place while travelling with the school-mates and teacher. checks others from spoiling the bus, train, etc. before and after taking food washes his hands and mouth.

throws the left-out food particles in dust-bin and cleans the place.

is particular in not spoiling the place of visit by throwing torn papers, toffee wrappers, etc.



*Aspects of Personality
and Competencies*

The child enjoys collecting things from different places for preparing artistic and useful things.

The child shows deep interest in preparing artistic and useful objects using various types of locally available materials.

Potential Situations in School

Beautification of Classroom and School

The child collects feather, stone, old calendar, magazine, newspaper, stationery boxes, wrapper of sweets, toffee, cigarette, envelope used for vegetables and other items of daily use, coloured paper, cloth/wool pieces, etc.; and keeps the collected things systematically for making artistic and useful objects.

The child

discusses with class-mates about decorating the classroom with beautiful objects.
plans about the items for keeping the classroom objects in an orderly manner;
decides about the objects which he may prepare in a group and in individual capacity;
and plans the following items:
wall-hanging decoration pieces, flower vase and flower, pen-pencil stand, duster, holder, table calendar stand, frame for daily calendar of activities, chalk box and a display corner in the classroom for keeping children's collections, decoration of charts, etc.



*Aspects of Personality
and Competencies*

Potential Situations in School

The child willingly shares materials and tools with class-mates.

The child

shares his material and tools with others while preparing objects for classroom decoration.

helps others whenever needed in passing paper, holding material, joining two sides of an object, e.g. photo-frame, chalk-box and in such others activities.



*Aspects of Personality
and Competencies*

Potential Situations in School

The child renders help and cooperation to others in various work situations.

The child cooperates with other members of the group in completing the assigned job. extends his help and support to others in display of objects prepared for the classroom decoration.

Preparation of Artistic and Useful Objects for Decorating the School on Normal Days and Special Days

The child enthusiastically gives suggestions for the decoration of school hall, teachers' room, headmaster's room, other classrooms and school premises, etc. enjoys preparing decoration items for the school hall, such as coloured paper frill, bunting, wall-hanging, picture cut-outs of flowers, mountain, river, trees, etc.; pasting on cardboard, decorated jute *asans* (mat), decorated charts with figures of great men/women, and clay-made flower vase, lamp and incense stand (*agarbatti* stand), candle stand, book case, floor decoration, etc.



*Aspects of Personality
and Competencies*

Potential Situations in School



The child

extends helping hands to others in preparing decoration items like jute/wool chain with knots and other decoration items with twig, leaf, grass, mounted figures with dry-flower seeds.

cooperates with group members in completing the work and arranging the items artistically.

Activities Related to Organisation of Exhibition

The child

takes lively interest in discussions about the organisation of exhibition and shares responsibilities of different groups.

*Aspects of Personality
and Competencies*

Potential Situations in School

The child shares objects collected from various sources for preparing artistic and useful objects.

The child collects various types of objects from the locality—old calendar, old magazine, used tin and cardboard container, packing box, stationery box, used greetings card, used *Rakhi* (colourful thread tied during *Rakshabandhan*), bamboo strips, used copy cover, envelope used for carrying vegetables, pulses, etc. dry twig, waste coloured paper, coloured soil, used gunny bag, toffee/cigarette wrapper, used socks, broomstick, dry millet, maize, peddy plants, conch shell, groundnut shell, nut, coconut, etc. *harsingar*, marigold, *teshu* flower, beetroot (for dyeing clothes), old saree border, beads, dry palm, date leaves, sawdust, match box, used ball-pen refill, seeds of vegetables, fruits, etc. and shows these objects to school-mates and group members, also shares materials with them while preparing artistic and useful objects for exhibition.



*Aspects of Personality
and Competencies*

Potential Situations in School


The child

helps others reflecting the spirit of belongingness for the group members while preparing the objects.

attentively observes the proper ways of handling tools and learns new methods like joining the two sides of a box by folding in a particular way and bending a piece of cardboard to give a particular shape, etc.

shows enthusiasm in preparing as many objects as possible; cooperates with others pleasantly and works hard so that the objects look beautiful and useful to others.

*Aspects of Personality
and Competencies*

Potential Situations in School

Different groups prepare a number of decoration and useful items such as paper folding designs, floating figures, spray/thread prints, paper of different colours, vegetable cut-out prints, paper boat, ship, glider, colourful kites, stick birds, three dimensional mounted birds, animals in a zoo, decorative wall-hangers, funny figures, masks, bird in a cage, cotton toys, macrame-work with jute, thread, wool, colourful puppets, models of bus, train, bullock, cart, hut, *pucca* building, etc.

A good number of useful objects for daily use are also prepared such as handkerchief, napkin, duster, decorated dust-bin, lunch box, letter box, jewellery box, chalk box, cardboard trays, lamp, candle stand, bangle, hair pin, photo frame, *asans*, caps, cloth balls, envelope, artistic invitation cards, mounted figures of national leaders, great men and women, chart, posters with cut-out pictures on health and hygiene, steps for improvement of sanitary conditions of the surroundings, etc.



*Aspects of Personality
and Competencies*

Potential Situations in School



The child

helps school-mates in selecting items for display and expresses happiness on seeing some good items prepared by boys/girls of his school.

extends active help in arranging/displaying the prepared items in an orderly and artistic way.

Activities Related to Visits to an Agricultural Field, Zoo, Historical Place and Work Situations in the Community

The child shows interest in the places of visits.

The child participates in the discussions about the place of visit, purpose of visit and the preparations that have to be made beforehand.

Aspects of Personality and Competencies

Potential Situations in School

The child shows considerations for others while boarding a bus.

The child waits for his turn to get into the bus avoiding push and pull situations, sees to it that everybody gets a seat; and if necessary, shares his seat with others willingly.

The child shows inquisitiveness to know about unfamiliar things.

The child on the way asks questions to school-mates and teachers about things which are unfamiliar to him.

The child makes comparison between houses of one locality with that of others.

The child discusses about the differences between houses built with different materials and having different structures. recognises that some are more durable and hygienic than the others.



*Aspects of Personality
and Competencies*

Potential Situations in School

The child follows the traffic rules while walking and crossing the road.

The child follows the traffic rules carefully while moving in groups on the road and crossing the road.

The child greets the people politely.

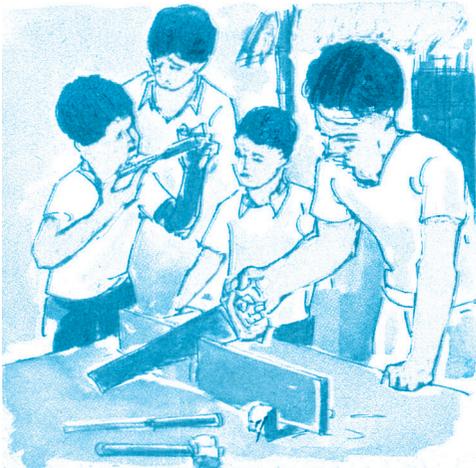
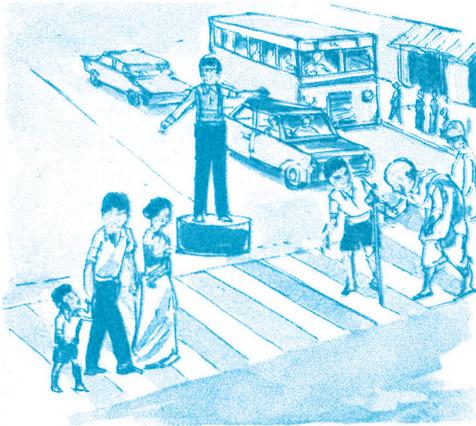
helps younger children to cross the road.
The child greets the people politely while reaching at the place of visit.

The child observes things minutely.

The child observes things in the surrounding minutely while going from one place to the other.

The child shows inquisitiveness to know about things and people.

The child interacts freely with teachers, school-mates and people at the place of visit to know about tools, materials and process of work, the people and the type of work in which they are engaged with.



<i>Aspects of Personality and Competencies</i>	<i>Potential Situations in School</i>
<p>The child behaves in a disciplined way at the place of visit.</p> <p>The child freely interacts with class-mates and teacher while narrating his experiences of field visit.</p>	<p>The child observe minutely the nature of dwelling places of birds; animals of different kinds in the zoo and tries to collect information from various sources.</p> <p>collects pictures, charts, booklet, leaflet from the place of visit.</p> <p>The child does not spoil things at the place visited and behaves in a disciplined way.</p>
<p>The child classifies the collected objects.</p>	<p>The child narrates his experience after coming back from the field visit.</p> <p>makes a list of objects collected and the events observed.</p> <p>The child classifies the collected objects and arranges them in an orderly manner in one corner and labels each item.</p>



*Aspects of Personality
and Competencies*

Potential Situations in School

The child demonstrates ability to establish cause and effect relationship.



The child

compares his lists and notes with others and adds the omitted items.
 prepares sketches of some of the objects seen at the place visited; pastes picture cut-outs of the objects; and enjoys decorating the sketches with colour.
 prepares models of houses of different localities using two/three media at a time like dry leaf, bamboo, cardboard, paper, mud, stones, etc.
 participates in the discussion about different types of house structures referring back and forth from his personal experiences.
 cites examples about differences in the pattern of houses in different regions and identifies them with the cart.

<i>Aspects of Personality and Competencies</i>	<i>Potential Situations in School</i>
<p>The child makes a list of seasonal vegetables and fruits.</p>	<p><i>Activities Pertaining to Working in the Kitchen Garden</i></p> <p>The child discusses with the teacher and classmates about the seasonal vegetables and fruits. makes a list of seasonal fruits and vegetables. identifies fruits and vegetables with rich minerals and vitamins.</p>
<p>The child grows vegetables with proper care of plants.</p>	<p>The child help elders in preparing bed for growing vegetables. sows seeds in the bed and waters the bed. observes the germination of seeds. takes care of tender plants and protects them from the hot sun.</p>



*Aspects of Personality
and Competencies*

Potential Situations in School



The child observes the growth of plants.

The child
weeds out the unwanted plants and loosens the soil.
puts manure in the soil.

The child enjoys observing birds and insects moving around the plants.
The child identifies the plant enemies.

The child
observes closely the growth of plants and notes down their growth.
compares the growth in plants of different beds and discusses about the difference in the rate of growth.
collects information about better care of plants.

The child observes minutely the movements and activities of insects and birds.

The child
identifies the insects/birds that do good to the plants and those which harm the plants.



Aspects of Personality and Competencies

Potential Situations in School

The child shows enthusiasm in learning the use of different types of garden tools.

The child

discusses with the teachers, class-fellows and other people who are engaged in agricultural work about the steps to be taken for protecting the plants from their enemies.

The child

notes the uses of various garden tools and learns to use them gradually.
 makes a list of garden appliances and tools describing their functions.
 puts the garden wastes in the compost pit.
 protects the plants from animals.
 prepares a dummy of crow/human figure and keeps it in the garden to scare the birds.
 measures the total garden area and calculates the planted area.



*Aspects of Personality
and Competencies*

Potential Situations in School



The child takes active interest in knowing about social functions.

The child

helps elders in putting up a hedge around the garden.
draws a sketch of the garden and decorates it with proper colours.

Organisation of Cultural Functions, Sports Day, Annual Day and Special Day in the School

The child identifies the National Days of the country.

The child

actively participates in the discussion about the significance of social functions that are celebrated in the school.
tries to know the stories associated with various festivals from different sources.



The child

gives examples of the important National Days and the way they are usually celebrated.

*Aspects of Personality
and Competencies*

Potential Situations in School

The child

prepares with enthusiasm for the celebration of National Days, Special Days and social functions such as Republic Day, Mahatma Gandhi's Birthday, Independence Day, Teacher's Day, Mothers' Day, Children's Day, *Dipawali*, *Janamashtami*, Christmas, etc.

The child demonstrates his power of imagination.

The child collects different types of waste materials for preparing decoration items.

The child converts the waste materials into useful objects of day-to-day use.

The child gives new ideas about the programme, i.e. the type of activities which he can do while planning for the celebration of festivals.

The child collects various types of materials from different sources and prepares decoration items using his imagination.

The child uses different types of waste materials like old newspaper, straw, cloth pieces, cardboard, different colours and prepares objects of day-to-day use like bag, cap, boxes for keeping hairpin, bangles, pen, pencil, rubber, duster, apron, bookmark, lamp, candle stand, etc.



*Aspects of Personality
and Competencies*

Potential Situations in School

The child shows belongingness with school-mates and teachers.

The child works in a spirit of family member with his school-mates, teachers and other school employees.

The child shows regards to all.

The child talks politely and gently with everyone in the school and the guests who come to attend the programme.

The child cheerfully accepts all types of work.

The child takes up all sorts of work pleasantly. does hard work for completing the work in hand.

The child exhibits self-confidence while participating in cultural functions.

The child freely participates in drama, song, dance, recitation programmes. enjoys singing patriotic songs with actions. shows keen interest in singing songs related to festive occasions.



*Aspects of Personality
and Competencies*

Potential Situations in School

The child shows interest in the dresses worn on the festive occasions and the customs followed.

The child takes interest in preparing and decorating different dresses for the festive occasions. takes pleasure in wearing these dresses and observing the customs associated with the occasion.

Maintenance of Punctuality and Regularity in School Programmes

The child practises punctuality and regularity in all school programmes.

The child attends the school punctually and regularly. Comes to the prayer on time is always on time on festival days and in visit programmes. keeps a schedule for meeting teachers and others.



*Aspects of Personality
and Competencies*

Potential Situations in School

Students' Self-government Activities

The child practises democratic principles in the school community life.

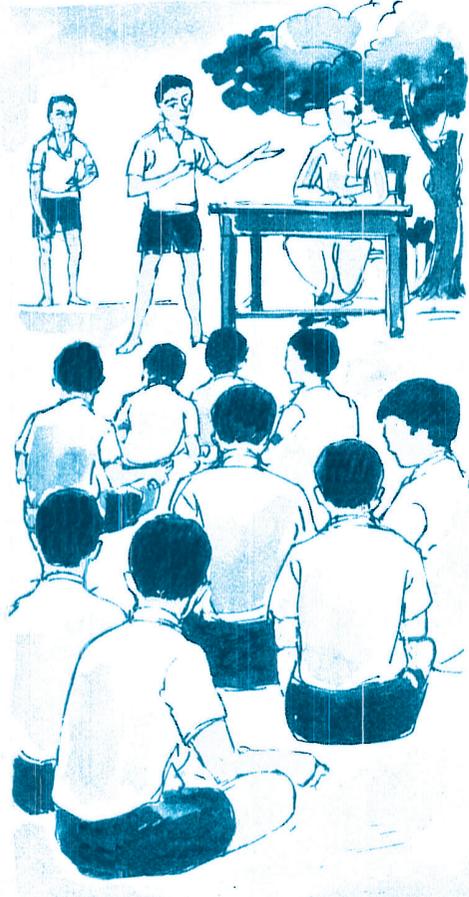
The child

participates actively in doing the assigned duties by the students' self-government body.

does his duties as a member of a group and also as a group leader while celebrating festivals, school assembly programme, *Balsabha* activities, etc.

gives his own suggestions as well as listens to others' suggestions while participating in some activities.

works with others like family member with a sense of belongingness.



*Aspects of Personality
and Competencies*

Potential Situations in School

Service to Others

The child renders services in the organisation of fairs and other social programmes.

The child renders his services voluntarily at the time of *krishimela* and other socio-cultural functions of the community in the following manner.

1. By preparing decoration pieces, objects of daily use and helping elders in selling the objects.
2. By preparing invitation cards and delivering them to different people in the locality.
3. Entertaining people by participating in the cultural functions.
4. Accompanying the younger children to the *meta*.
5. Helping blind/physically handicapped people to cross the road.
6. Looking after the personal belongings of the staff on duty and the like.



*Aspects of Personality
and Competencies*

Potential Situations at Home

The child willingly does sweeping and dusting work.

The child helps parents and elders in maintaining the house clean.

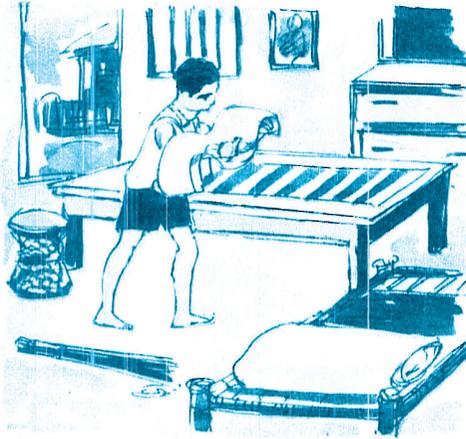
The child takes care of younger brothers and sisters.

Work Experience Situations at Home

The child takes initiative at home in doing cleanliness activities.
keeps clothes, belongings and other household items in a tidy and orderly way.

The child takes extra care in keeping the house neat and clean on special days.
takes bath regularly.

The child helps younger brothers and sisters in taking bath.
combs their hair and helps them in wearing dress.
stitches button to clothes.
does minor repair of clothes.
washes his daily use clothes as well as those of brothers and sisters.
stitches simple clothes.



*Aspects of Personality
and Competencies*

Potential Situations at Home

The child shares home responsibilities happily.

The child helps the family members in cooking work by bringing things, peeling skin of vegetables and washing them, cleaning wheat, cereals, etc. cooks simple food like *chapati*, rice and boils potato. prepares *papad*, chips, etc. serves food pleasantly. removes the utensils as soon as food is taken by somebody. washes small utensils. covers the food and drinking water properly. protects eatables from cat, rat, flies, dog, etc. collects waste materials and puts it in the dust-bin.



*Aspects of Personality
and Competencies*

Potential Situations at Home

The child takes interest in the beautification of the house.

The child prepares artistic and useful things with family members.
decorates the house nicely and involves younger brothers and sisters in it.

The child shows affection towards younger children.

The child plays and gives company to younger children.
tells stories to the younger ones and sings with them.
shares play materials and other personal materials with the younger children.

The child exhibits positive attitude towards maintenance of cleanliness.

The child checks the younger ones from biting nails, spitting here and there, rubbing/blowing nose by hand, etc.
helps the younger children in passing urine/stool in the toilet and cleans the place immediately when a child urinates in the room.



<i>Aspects of Personality and Competencies</i>	<i>Potential Situations at Home</i>
The child shows respect to guests and others.	The child warmly greets the guests and attends to them. listens to parents and others carefully and does the assigned work pleasantly.
The child shows concern for old and sick people.	The child attends willingly to the sick and old people and gives them good company. accompanies the old people to the temple and other places as desired by them. gives company to the physically handicapped children. helps younger brothers and sisters in their studies.
The child takes care of plants.	The child waters the plants in the kitchen garden and looks after the plants.
The child looks after pets and animals.	The child gives fodder to animals and food to birds, cat, dog, etc.



3

Methodology for Organising Work Experience Activities

MOST OF THE TEACHERS are aware about the activities that are being organised under the Work Experience Programme. In fact, the schools located in different parts of the country, organise a variety of activities in this area. A good many articles prepared under work experience activities are displayed in the schools. However, it is only in few cases that one finds the emphasis of Work Experience Programme on the 'process' aspect. Largely, it is practised as a craft activity, rather than as an educational activity oriented towards development of the child's personality. The entire problem relates to the question of using proper methodology and organising the activities as an educational process.

The main questions are: (i) How should the activities be organised? and (ii) What learning strategies should be followed?

Organisation of Content/Activities

The content/activities may be organised in terms of broader themes. The themes may be drawn from various

areas of learning like house structures in different parts of a state/in the neighbouring states, improving the poor sanitary conditions of the surroundings and its beautification, organisation of cultural functions, care of plants, we and our food, care of clothes, and the like. In the organisation of content, it has to be seen that the child is gradually provided with learning experiences in sequential and systematic order. The nature and depth of the content/activity will vary as the child passes from one class to the next one. The activity has to be organised in a way that there are adequate opportunities for the child to work in group situations and take up some individual assignments. In the organisation of activities and adoption of strategies for providing learning experiences, the main consideration should be that the child gets enough experiences that are satisfying to him. The activity should be integrated with the other learning areas of the curriculum and help the child in concretising concepts/facts/principles learnt by him. The activities related to health hygiene and nutrition, agriculture, food, shelter

and social festivals provide ample scope for integrating the child's experiences gained from other learning areas. For example, the discussion on the problems of unhygienic environmental situations can be related to pollution of air, water, soil, functioning of body organs, etc. The agricultural activities like care of plants, plant enemies, use of fertilisers, crops and climatic conditions, etc. may be related to a number of events with which the child is acquainted with. In environmental studies also the child has learnt about the insects and birds that do good to the plants and those which harm them.

Learning Strategies

In organising the learning activities, a number of strategies may be taken up. In the selection of a strategy, the factors that need to be taken into consideration are:

1. The expected learning outcomes.
2. The nature of content/activity.
3. The maturity level of children.
4. The special interest areas.
5. The background of the children.

Keeping in view the above aspects, the teacher may adopt a number of strategies. Some of these may be as under.

1. One of the strategies may be to use children's experiences/observations for elaborating concepts and principles. At relevant places, charts/posters (prepared/collected by the teacher/student) may also be used.

The teacher can conveniently use this strategy. Because the work experience curriculum includes the basic need areas which touch every aspects of day-to-day life situations of the child. For the realisation of these needs, the child has to frequently interact with the physical and social environment around him. In this process of interaction the child gains rich experiences. Besides, the child finds his parents and other members of the community engaged in varied types of work situations. These also provide rich learning experiences to the child. If the teacher refers to these experiences of the child and makes good use of them, learning will become an interesting and interactive process for the child. Thus, while discussing about the personal habit and common diseases like skin disease, stomach trouble, sore-eye, cholera, diarrhoea, influenza, etc. the teacher may provide/make good use of children's experiences in the teaching-learning processes. He may also use some charts/posters to systematize their experiences. In case of activity related to food, shelter and clothing this strategy may be used.

2. Another strategy may be to use problem-solving approach. The problem-solving approach will include a number of steps, such as, observation of environmental situations, identification of problems through discussion, sharing of experiences and participation in the simple work processes. While organising activities under health

and hygiene, the problem-solving approach can be adopted. The teacher can pose the problem of unhygienic sanitary conditions of the physical environment and health hazards. After initial discussion, the children may be taken out in the nearby places to observe the conditions of disposal of garbage/waste water, drinking water, etc. After observing the environmental situations, the children can interact among themselves and also with the teacher for identifying the problems concerning health hazards due to poor sanitary conditions of the environment. On the basis of the analysis of causes, they may jointly plan the action and participate in solving the problem. In a similar way, the children may plan to beautify the classroom/school and organise an exhibition in the school.

3. The third strategy will be to provide rich learning experiences to the children by collecting information through various sources, self-learning, exploration and experimentation with tools/techniques and materials. This will provide scope to the children for group planning under teacher's guidance and free expression by the individual child. In this process the child will also feel involved by performing an activity meaningfully. The work experience activities provide ample scope for using the integrated approach to teaching-learning. The integration

may be done with life, environmental situations and with other areas of the curriculum. This approach can be easily adopted in organising agricultural activities, such as, to protect plants from their enemies at different stages of their growth. While identifying the plant enemies, children's attention can be drawn to the various types of insects/birds that emerge during rainy season, their body structure and their mode of attack to plant leaves at the initial stages and when the trees are loaded with fruits. Similarly, these experiences can be integrated with other areas of learning related to the quality of soil, type and functions of fertilisers and the like.

Depending upon the environmental situations, availability of resources and the nature of content/activity the teacher may adopt a suitable strategy. Whatever strategy the teacher may use, it has to be seen that the child derives joy and satisfaction in the work process. It should offer scope for doing self-expressional activities, working in groups and sharing experiences with each other.

Maintenance of School Cleanliness

The main emphasis of the work experience curriculum at the primary level is to help the child live hygienically. During Classes I and II, the child participates in cleanliness activities in the school.

A child with such as exposure can be easily entrusted with the task of maintaining the classroom and school premises clean. The teacher may divide the class into different groups under the supervision of a monitor. The monitors and teachers may participate in the cleanliness activities.

To sustain the interest of children, weekly/monthly check up of classrooms may be done by the teachers along with the monitors. Special announcements about the classrooms found neat and orderly may be made in the school assembly. Besides, some special days/weeks/fortnights for cleanliness drive may be organised. On this day children may be intensively involved in the classroom cleanliness. They may do all types of cleaning from cobweb cleaning to dusting of furniture. The teachers may visit the classrooms and declare the best maintained classroom. One special prize may be given to the one declared best in the school. The prize may also be given to other classrooms on the basis of their performance. The teacher should encourage a spirit of healthy competition among the children.

Similar types of activities may be organised with regard to the school cleanliness programme. Special emphasis may be laid on keeping the bathroom/latrine clean and using the toilet properly. In the school cleanliness, the students' self-government may form 'house system'. Each house may consist of grown-up and young children coming from unclean and clean home environment. The house members may work under their respective 'house leaders'. The overall supervision may rest with the teachers. Sometimes, interhouse competitions for cleaning the school and its premises may be organised.

During festive occasions, the teacher may discuss with children about the way they clean their home and its surroundings. In a similar way, they may plan for the cleaning of their school and do it accordingly. Here, the 'house system' may work well.

Maintenance of Personal Cleanliness

The children studying in Class III are expected to have developed some positive attitude and habits of personal cleanliness. The teacher is required to help them in practising these more vigorously. At this stage, the class-monitor may be given the responsibility to check the personal cleanliness habits of children of his class every month. The teacher may cross-check it from time to time. Besides, proper record may be maintained about the position of each child. Children themselves may, further, note down in their diary about their own position. The teacher may discuss with the children about the diseases that are caused due to the unhygienic personal habits. At times, reference to children's personal experiences may be made. Some charts on the diseases caused due to unhygienic habits may be shown to the children. Discussion may follow. The children may prepare dust-bin out of used container and decorate it nicely. They may write some caption like 'Please Use Me' and put it in one corner of each classroom. Twice a day, the dust-bin may be cleaned by the children. Everyday the responsibility for cleaning it may be fixed on a child. The monitor may check whether the work is going on smoothly or not.

Survey of Sanitary Conditions within and Outside School

At Class III, the children are more mature. They are able to discriminate between clean and unclean surroundings. Once a week, the teacher may ask children to note the position of maintenance of school cleanliness. The children may be asked to give a comparative and critical report of the situation. The problems related to maintenance of school cleanliness may be discussed in the class. They may then prepare joint plan of action and discuss it in the *Balsabha* meeting on the last day of the week. On the basis of decisions taken, joint action may be taken by the different 'houses'.

Similar strategies may be followed for the study of sanitary conditions in the surroundings. After coming back from the survey, the teacher and children may critically analyse the situation. They may also identify possible dangers from the stagnant water and piles of garbage lying in open. On the basis of analysis, they may prepare some charts with the help of cut-out pictures, used calendar and old magazines. The charts may be on keeping the surroundings clean. They may list down the names of air-borne diseases and those spread by insects along with their names and factors responsible for their appearance. Wherever possible, the teacher may arrange for film show/flashcards prepared by health agencies. After the film show or the display of flashcards, some discussions may be held on the topics covered therein.

Maintenance of Cleanliness Outside School Situations

The school emphasises cultivation of good habits in children. But there is constant negative effect of environmental situation on the child. The teacher has the responsibility to undo it. When children are taken out for field visit, this aspect needs special attention. From the very beginning, the teacher may make the children cautious on this point. They may be told to keep the rubbish—torn paper, wrappers of toffee/biscuits and banana skin, etc. in one paper bag and throw it at proper place. Some senior children may be given the responsibility to take special care that small children do not spoil the vehicle and the place of visit. Through discussion they may be made to realise that cleanliness needs to be practised in all situations of life. This will help us to keep away many of the diseases. We will be able to live in a decent surrounding and enjoy good health.

Beautification of Classroom and School

To develop artistic taste in children, the teacher may pose a number of problems and encourage free discussion on those. He may initiate discussion on the questions like:

1. Why do we decorate our home?
2. When do we decorate it the most? Why?
3. How do we usually decorate our home?
4. Where would you like to live? In a well-decorated home or in a home where there are only things of daily use? Give reasons.

5. How could we decorate our classroom?
6. Where can we get the materials?
7. Can we join hands in making our school look beautiful and gay?

Lively and frank discussions on similar themes may motivate the children to work together for a common cause. The teacher will have to create a congenial atmosphere, where children feel free to collect objects from different sources and prepare things with their own imagination. The teacher may occasionally help them, whenever required. At times, he may give some demonstration about the proper way of holding and manipulating a tool. He may also help them at times, about how to join two sides of a box, fold a piece of paper, etc. Working with groups in self-expressional activities, children may learn many social skills like sharing tools/ materials and helping each other, etc. They may also develop self-confidence within themselves by giving free expression to their ideas and imagination. They may get opportunity to experiment with new materials and tools and acquire some skills. Besides developing artistic taste, children may also learn how to keep things in order after using them and re-use them in future. They may learn good work habits like to concentrate and complete the given task in time, keep the place of work neat and clean, etc. Moreover, the clean and gay atmosphere in the classroom may help in creating a stimulating learning environment.

Preparation of Artistic and Useful Objects for Decoration

A corporate community life within the school is basic to attract the child in the school and its programmes. Engaging the child in meaningful productive work situation is an important step in this direction. Through this activity, the teacher may help the child to think and plan for making his school a beautiful place. While giving suggestions for beautification of the school, the child may develop self-confidence in him. His power of articulation and expression will improve.

The teacher can provide useful learning experiences by encouraging informal discussions and giving recognition to each child's suggestions. He may create in the classroom an atmosphere where children interact freely with each other and learn from each other's experiences.

At times to stimulate their thinking, he may ask about the things that they would like to prepare for daily use in the school. It may generate useful ideas. Through oral expression and gesture, teacher should appreciate and value the suggestions given by the children. The teacher may also develop in children the habit of taking proper care of things kept in the classroom/assembly room like charts, photographs, pen-pencil stands, waste-paper-box, calendar of activities, letter-box, decoration pieces displayed, candle/incense stand, flower vase, etc.

Organisation of Exhibition

Informal discussion with children is an effective strategy for organising exhibition in and outside the school. Discussions may centre round the basic issues, like:

1. What are the materials required for making objects?
2. What are the sources for the collection of materials?
3. Who will collect and what types of things?
4. What are some of the things that they may prepare?
5. Which of these can be used in daily life situations?
6. How many groups may be formed?
7. What will be the basis of group formation?

He may ask for individual preferences for joining a particular group. Some options about individual assignment may also be sought.

Visit Programmes

The teacher may take the following steps to provide rich educative experiences to children through visit programmes:

1. Planning and preparation for the visit programme
2. Collecting information about the place of visit—location, contact person, etc.
3. Contacting concerned persons of the place of visit.
4. Noting down the objectives to be realised through the programme.
5. Providing learning experiences to the children for

- (i) observing things in and around the environment.
 - (ii) collecting information from different sources.
 - (iii) interacting with friends, teachers and other elders for satisfying their curiosities.
6. Learning the traffic rules while crossing road.
 7. Learning how to behave in a disciplined way outside school situations.
 8. Sharing things with each other and helping all.
 9. Showing regards to people in a new place by greeting them and talking politely to them.
 10. Keeping the things collected in a proper way.
 11. Classifying the things as per their nature and characteristics.
 12. Displaying the things properly.
 13. Making a list of the objects collected and seen.
 14. Participating in the discussions about the experiences related to the visit programme.

The teacher may ask children to prepare some models of houses seen by them and make a chart out of picture cut-outs of houses with different structures.

Kitchen Garden Activities

While engaging children in the kitchen garden activities, the following methods may be adopted:

1. Informal discussion about the fruits and vegetables that are grown in a particular season.
2. Informing them about the food value of various fruits and vegetables by showing a chart.
3. Engaging children in the preparation of a bed and sowing seeds.

4. Involving children in the task of taking care of plants and noting down the growth of plants in their diary.
5. Explaining about the healthy/poor growth of plants and talking about better care of plants.
6. Demonstrating the proper use of various tools used in the gardening.
7. Asking children to observe the plant enemies and make a list of the same.
8. Showing children proper way of maintenance of tools and keeping them in a proper place.
9. Discussing about the experiences gained and explaining the concepts/principles by referring to children's concrete experiences of the gardening work.
10. Engaging children in preparing some useful objects like *gulel* for scaring birds, dummy of a crow/human figure with straw/dry grass/bamboo and building up a hedge as a boundary for the garden.
11. Making a drawing of the garden and colouring it.

Celebration of Functions, Festivals, Special Days

The strategies for the organisation of festivals/functions may be planned keeping in view the following aspects:

1. The entertainment to be provided
2. The self-expressional activities for the children.
3. Information and knowledge to be imparted about the significance and special features of the festival/function being organised.

4. Learning experiences to be provided to develop positive attitude towards the event/customs.
5. Social learning through interaction—mutual 'give and take'.

In view of the above, informal discussions may be held in the classroom about the significance of the occasion, the special features, the way in which it is celebrated in different parts of the country, the customs followed, types of food served and the types of dresses worn, etc. They may also be informed about the people and the places where these festivals are celebrated.

There may be some discussion on how to celebrate festivals— what preparations are to be made, types of things to be collected and the like.

All the school children may jointly plan the action in a democratic way under the guidance of teachers. Accordingly, different groups may be formed and responsibilities divided. Here, 'house system' may be adopted. Different 'houses' may be kept busy with specific assignments, e.g. preparing decoration items, invitation cards/badges, etc., receiving the guests, preparing for cultural functions, putting up a stall, preparing dresses for the dance/drama and inviting guests, etc.

Informal discussions and interactions with children engaged in productive situations may be made by the teacher. In the discussions, children's attention may be drawn to the rich divergent culture of the country, the struggle for freedom made by the country under great National leaders and the like. Maximum number of children may be given opportunity to participate in the cultural functions. Participation by children in

the festivals other than their own community may also be encouraged. This is likely to develop in them a feeling of oneness and later on, generate the feeling of National Integration.

Maintenance of Punctuality and Regularity

The children may be encouraged to maintain punctuality and regularity in all situations from attending the class to participating in social functions. They may be told informally the advantages of being punctual and regular in all situations of life. The teacher may cite examples of the usefulness of being punctual and regular in life from the biographies of great men and women. He may also refer to some anecdotes about how a person foiled the attempt of a theft and got proper seat in the train because of being in time. He may also refer to some negative examples about how one had to pay a heavy loss due to delatary habits. Children may also be encouraged to narrate their own experiences.

Students' Self-government Activities

Teachers may guide the students in organising self-government activities in the school. They may be given freedom to chalk-out plan of action and discuss it in the *Balsabha* meetings. Creation of a truly congenial and democratic atmosphere in the school are basic to its success.

Service to Others

Informal discussions may be held with the children about the need for helping people in the community.

The teacher may ask children to describe how people in the neighbourhood help when they celebrate some function at home. He may ask their suggestions about how the school may help the nearby community people in their celebrations. Examples of *Krishimela*, *Ram Leela*, etc. may be given. The teacher may try to elicit free responses from children and help them to practice some of these activities in their life situations. At times, teacher may give them some hints about the ways in which they can render services to people in the community. In this process, children may feel involved with the situation and render their services to people in a variety of ways.

Work Experience Situations at Home

The strategy for the development of positive attitude in children for home responsibilities will be the same as in Classes I and II. In the class, informal discussions in a congenial atmosphere may be held. The children may be inspired to look after their younger brothers and sisters. They may be told to help the younger ones in taking bath, changing dresses, stitching buttons/ simple clothes and cooking simple food items. At this stage, they may be told to help their younger brothers/ sisters in their studies. They may be asked to give company to the old and sick people and attend to them promptly. They need to be told as to how to greet outsiders who visit the house/school. In looking after the garden they can now take more responsibilities. They may be inspired to render greater services to the family members.

Approach to Pupil Evaluation

In Class III, the approach to pupil evaluation will be the same as in Classes I and II. It has to be a continuous process built in and around the teaching-learning process. It should help the child to observe things in nature more closely, satisfy his growing curiosity and enable him to express himself through various media. The main aspects of evaluation should be to find out as to what extent the child has acquired the social skills of living with others, his level of participation in discussions, ability to share responsibilities, analytic power and the ability to see relationship between events and the like.

In Class III, the evaluation of child's attainment may be done on the following items:

1. Assessment of work in terms of values inculcated and the attitude shown towards work and workers engaged in various work situations
2. Power of observation of things in the environment
3. Interest and innovative approaches as exhibited in doing a job
4. Hygienic habits as exhibited in different situations
5. Awareness about hygienic living principles
6. Power of imagination as reflected in giving suggestions in various situations and in productive work situations
7. Exposure to locally available materials, media and tools as demonstrated by the child in the discussions
8. Level of problem-solving ability
9. Power of self-confidence as reflected while participating in cultural functions and describing the things prepared by him
10. Manners exhibited within and outside school situations
11. Promptness shown while answering questions and attending to guests/visitors
12. Helpfulness to others as reflected in different situations at home, in school and outside school
13. Degree of efficiency acquired in social living
14. Promptness demonstrated in reporting through oral and written forms

The questions that crop up here are : (i) Where to see? (ii) How to see? and (iii) When to see? There may be innumerable situations within and outside the school where child's personality gets manifested in a natural way. For example, when the child is participating in the informal discussion or has gone out for visit programme outside the school or participating in cultural functions, the level of child's personality development can be observed by the teacher. By observing the child when he is engaged in creative activities or oral/written work situations, the various aspects of his development can be determined. The total emphasis should be on the process and not on the product or the skill/efficiency acquired.

The diaries of children may also be consulted. This will reflect how far the child is progressing and what are his feelings about the work completed by him.

The teacher may supplement his observation data about the child with that of his peer's comments. Self-evaluation by the child about his work through

occasional remarks may also be taken into account. Open comparison between children through negative remarks may be avoided. Encouragement given to children through occasional prompting and displaying their work may help in the formation of good work habits and inculcation of desirable personal and social values

in them. The teacher may use observation schedules and keep record of the progress made by the child from time to time. This may help him in providing desirable learning situations to the child to cater to his developmental needs. A few sample tools are given in Appendix III. The teacher may adopt/adapt them.

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I

Appendix

Activities Related to Day-to-Day Life Situations in Different Areas

Health and Hygiene

1. Informal discussions about the need for getting up in time from bed regularly.
keeping body parts clean.
taking body exercises in the morning, observing postural rules while reading, writing, sitting, standing, walking, etc.
covering the water vessel properly and avoiding dipping finger and unclean utensils inside it.
avoiding touching of other parts of the body after putting fingers on blowing nose, boil or wound.
washing hands properly after touching boil/wound etc.
observing rules of social hygiene like spitting at proper place, putting handkerchief/cloth in front of mouth and nose while sneezing, coughing and not to urinate or pass stool near water resources, etc.
keeping belongings in order and dusting them regularly helping in maintaining the sanitary conditions at home, in school and in the neighbourhood.
2. Helping elder children in preparing soak pit, compost pit, etc.
3. Enacting drama about hygienic habits by children using mask and proper make-up;

4. Using safety measures against mosquito/flies, etc. by burning dry neem-leaves/coconut shell, etc. in the evening;
5. Covering food items;
6. Helping class-mates in cleaning classroom and arranging things in order;
7. Helping school-mates in cleaning of school premises;
8. Participating in cleanliness campaign in the school;
9. Participating in cleanliness campaign outside the school;
10. Attending to persons involved in minor accidents, e.g., cut, burn, etc.
11. Helping family members in cleaning house and nearby places;
12. Checking younger brothers/sisters/other children at home and in the school from spitting here and there;
13. Requesting class-mates not to spoil the classroom by throwing waste paper and ink on the floor;
14. Telling class-mates/brothers/sisters not to keep the bag, shoes, *chappal*, etc. haphazardly.

Food and Agriculture

1. Informal discussions about:
food items consumed daily and their need for our body;
food items generally liked by children and our body requirements;
usefulness of *chapati*, *dal*, rice, green, fresh leafy vegetables, fruits, milk, egg, fish, meat, etc.

- overeating and undereating—effect on the body;
utility of sprouted grains and pulses.
2. Preparing bed for sowing seeds;
 3. Sowing of seeds and observing germination of seeds;
 4. Watering the plants, observing plant growth, looking after plants, weeding out unwanted plants, grass, etc.
 5. Protecting tender plants from hot sun;
 6. Protecting plants from insects and other animals;
 7. Observing birds, insects and animals that help the plant growth and those who are their enemies;
 8. Preparing *gulel* for protecting crops from birds and animals;
 9. Rendering help to elders in preparing *mud kothis* for storing grain;
 10. Assisting elders in collecting necessary materials for preparing a *machan* so that a vigil can be kept on the crops;
 11. Helping elders in preparing a boundary to the garden with the help of dry grass, thorny plants, etc.
 12. Preparing a dummy of crow/human figure for the field with a view to scaring birds from eating crops, fruits, etc.
 13. Preparing charts of harmless and harmful insects with picture cut-outs;
 14. Observing seasonal vegetables and fruits;
 15. Preparing charts of seasonal vegetables and fruits;
 16. Identifying the fruits and vegetables that are useful for our body;
 17. Writing names of seasonal fruits, vegetables and their food value;
 18. Helping elders in food preparation activities like peeling seeds, removing skin from vegetables, isolating unwanted articles from rice, pulses and washing them properly;
 19. Cooking simple food items like rice, *dal*, *chapati* and boiling sweet potato etc.
 20. Preserving vegetables, e.g. peas, spinach, *sag*, *chana*, etc.
 21. Preparing potato chips;
 22. Taking care to cover eatables;

23. Protecting food items from cat, rat, dog, etc.
24. Giving fodder to the animals and food to the birds and the pet—cat, dog, etc.

Shelter

1. Informal discussions about:
 - various types of habitations for man, animals and birds (natural and artificial);
 - special characteristics of houses in different areas—village, city and semi-urban areas;
 - materials used in different types of house—their advantages and disadvantages;
 - the houses found in different geographical areas—reasons for the difference;
 - characteristics of a good house—ventilation, provision for sunlight and disposal of smoke;
 - need for making separate dwelling places for human beings and animals, e.g., goat, cow, buffalo, etc.
2. Collecting photographs/pictures of different types of houses and preparing charts out of picture cut-outs and writing captions against each;
3. Preparing models of houses with mud, straw, dry grass and cardboard paper, etc.
4. Helping elders in repairing *kachcha* walls after rains;
5. Helping elders in collecting and bringing materials for making hutments;
6. Making safety arrangements inside the dwelling hut of animals and protecting them from hot and cold weather.
7. Helping elders in attending to minor repairs of *kachcha* roofs of huts to avoid leakage during rainy season.

Clothing

1. Informal discussions about:
 - need for using seasonal clothes, and children's clothes in summer and winter seasons;

- care of clothes—protecting clothes from rat/insects, etc.
- care of clothes worn on special occasions;
- repair of school dresses in time;
- method of washing different types of clothes;
- 2. Taking special care of clothes while playing games, doing hand work, attending household work, cleaning, etc.
- 3. Avoiding rubbing dirty hands on curtain, dress, etc.
- 4. Washing simple clothes of daily wear;
- 5. Drying the clothes by properly spreading in the sun;
- 6. Folding the dried clothes properly and keeping them in an orderly manner;
- 7. Keeping the clothes at a proper place while changing dress;
- 8. Stitching buttons;
- 9. Doing minor mending of clothes;
- 10. Protecting woollen and silk clothes from moth and other insects by using dry neem-leaves and other such locally available materials;
- 11. Stitching simple clothes like handkerchief, napkin by *kachcha*, hemming, etc.
- 12. Helping younger brothers/sisters in changing their dress;
- 13. Preparing cloth toy materials for daily use, e.g. ball, duster, puppet, lunch box/cover, etc.
- 14. Preparing jute/gunny bag *asan* with thread of saree border;
- 15. Doing thread, string, wool, leaf macrame work;

School Celebrations

1. Informal discussions about:
 - significance of National Days, Special Days, social festivals of National/regional and local importance;
 - various ways of celebrating them in different regions and stories associated with them;
- (a) National Days—Independence Day, Republic Day, Mahatma Gandhi’s Birthday, Saheed Divas, etc.
- (b) Special Days—Mother’s Day, Parents’ Day, Children’s Day, Old Men’s Day, Teachers’ Day, Women’s Day, Children’s Birthday, etc.

- (c) Festivals of National and local importance:
 - (i) National level—*Dipawali, Holi, Dussehra, Moharram, Id, Christmas, Janmashtami.*
 - (ii) Regional level—*Durga Puja, Basant Panchami, Ganesh Chaturthee, Goverdhan Puja, Raksha Bandhan, Ram Navami, Shivaratri, Onam, Pongal, Lohri, Makar Sankranti, etc.*
 - (iii) Local—*Chhat, Karuwachauth, Sarbul, Karma, Nagpanchami, Wangala, Nonghkrem Dance and Shad Shuk Meinsem Dance, Beihdenghklam Dance, Dukpa Tashi, Chapchar kut, Loosang, Shad Suk Meinsem and Shad Nonghkrem, Yao Sung, Lai, Haraoba, Agalmakaor Achiroka, Rongchugala, Jamegopa-aha-u-a Bhogale Bihu Rangali, Kati Bihu, Batbon Puja, Kheripuja, Baisagn festivals of North-East States, i.e. Assam, Meghalaya, Mizoram, Tripura, Manipur, etc.*
2. Collecting portraits of National figures from old magazine, old calendar and pasting on the chart/paper;
3. Preparing National flag, garlands, invitation cards, badges, etc.
4. Narrating stories associated with various types of festivals;
5. Decorating the school colourfully on the festive occasion;
6. Participating in discussions related to customs and traditions observed in the celebration of festivals in different places;
7. Taking care of visitors and invitees attending the function;
8. Enacting stories associated with various types of festivals;
9. Participating in folk dance and festival songs;
10. Participating in local functions and festivals organised by different communities;
11. Narrating with actions the story of India’s freedom struggle;
12. Reciting patriotic songs;
13. Singing National Anthem with proper accent and tune;

14. Writing a description of a festival day;
15. Helping school-mates in organizing a community lunch;
16. Helping elders in the eatable stall/shop on festivals.

Converting Waste Materials into Useful Articles

1. Informal discussions about locally available waste materials and their use in the preparation of decoration pieces and objects of daily use:
sources of the materials, method of collecting and storing the materials;
2. Preparing leaf plates/bowls/utensils for cleaning rice/cereals, etc.
3. Preparing broom/duster out of grass/leaf/twig, etc.
4. Preparing bookmark and rack for keeping letters/files out of cardboard pieces;
5. Preparing colourful kites, soft and mobile toys;
6. Preparing cardboard models of bus, train, bullock cart, etc.
7. Preparing bag, hand fan out of locally available leaf, grass, cloth pieces, etc.
8. Preparing decoration pieces like cap, wall-hanger, flower, flower vase, etc., using different types of materials;
9. Preparing masks, puppets, etc. and decorating them with colour;
10. Dyeing clothes with natural objects like flower, leaf, etc. and making flags;
11. Decorating dresses;
12. Decorating earthen pots with various designs;
13. Converting egg shell, fused bulb, conch shell, nuts, balloons into beautiful objects;
14. Decorating the floor with different objects;
15. Preparing simple toys with bamboo strips.

Collection of Materials

1. Collecting materials from home and nearby places, e.g. cloth pieces, used container, old calendar, shoe boxes, used socks, wrappers of objects, coloured paper, used

ball-pen refill, used cardboard boxes, wool, jute, border of sarees, cotton, beads, used thread reel, twig, *zari*, coin, cork, thermocol from the packing box, used greeting cards, used injection bottles, etc.

2. Collecting materials from the nature, e.g. stone, pebbles, coloured sand, sawdust, dry grass, leaves, seeds, feather, bird's nests, bamboo strips, peddy, wheat, millet, shells of nut, coconut, flower, etc.
3. Collecting from work places information/objects such as picture, leaflet samples of metal and things prepared, etc.
4. Arranging and classifying materials collected from different sources;
5. Collecting information about the objects collected and writing about the characteristics of each;
6. Keeping the objects in an orderly way in one corner.

Service to Others

1. Informal discussions about:
 - need for helping younger brothers/sisters/neighbour's children;
 - need for mixing up affectionately with children coming from disadvantaged communities;
 - care of physically handicapped children;
2. Giving company and playing with the sick and old people;
3. Accompanying old people to temple and other places of their liking;
4. Helping the blind and physically handicapped people in crossing the road/boarding the bus, etc.
5. Helping teachers and school-mates by carrying messages for them;
6. Helping teacher in classroom activities, e.g. arranging charts, holding things for him, bringing books/teaching-aids and other materials;
7. Looking after domestic animals;
8. Attending to visitors/guests;
9. Showing regards to people by rendering services to them and talking politely.

II

Appendix

देश के सूरमा

हम बच्चे हैं छोटे-छोटे, काम हमारे बड़े-बड़े ।
आसमान का चाँद हमीं ने थाली बीच उतारा है ।
आसमान का सतरंगा यह बाँका धनुष हमारा है ।
आसमान के तारों में वे तीर हमारे बड़े-गड़े ।

हम....

भरत रूप में हमने ही तो दाँत गिराए शेरों के ।
और राम बन दाँत किए थे खट्टे असुर लुटेरों के ।
कृष्ण-कन्हैया बनकर हमने नाग तथा था खड़े-खड़े ॥

हम....

बापू ने जब बिगुल बजाया, देश जगा हम भी जागे ।
आजादी के महायुद्ध में हम सब थे आगे-आगे ।
इस झण्डे की खातिर हमने कष्ट सहे थे बड़े-बड़े ॥

हम....

अन्तर मम

अन्तर मम विकसित करो अन्तरतर हे !
निर्मल करो, उज्ज्वल करो, सुन्दर करो हे !
जागृत करो, उद्यत करो, निर्भय करो हे !
मंगल करो, निरलस निःसंशय करो हे !

युक्त करो हे सबार संगे, मुक्त करो हे बंध !
संचार करो सकल कर्म शांत तोमार छंद !
चरणपद्म मम चित्त निस्पंदित करो हे !
नंदित करो, नंदित करो नंदित करो हे !

गीत : रवींद्रनाथ ठाकुर

National Anthem

Jana-Gana-Mana-Adhinayaka Jaya He
 Bharata-Bhagya-Vidhata.
 Punjaba-Sindhu-Gujarata-Maratha-
 Dravida-Utkala-Banga
 Vindhya-Himachala-Yamuna-Ganga
 Uchchhala-Jaladhi-Taranga
 Tava-Subha Name Jage,
 Tava Subha Asisa Mage,
 Gahe Tava Jaya-Gatha.
 Jana-Gana Mangala-Dayaka, Jaya He
 Bharata-Bhagya-Vidhata
 Jaya He, Jaya He, Jaya He,
 Jaya Jaya Jaya Jaya He.

Song: RABINDRA NATH TAGORE

वीर सिपाही

प्राणों में ले भरी जवानी उठ आँधी बन जाएँगे ।
 हम भारत के वीर सिपाही अब जौहर दिखलाएँगे ॥
 हम दीवानों को अब कोई पथ में आ मत टोकना,
 हमें मिली है आज चुनौती, बढ़ने से मत रोकना ॥
 अगले पिछले सारे बदले आज चुकाये जाएँगे ॥
 प्राणों में ले....

जब तक जीवित हैं, कोई कैसे आँख उठाएगा ?
 लहराते खेतों को कोई कैसे धूल बनाएगा ?
 दुश्मन के शोणित से अब हम अपनी प्यास बुझाएँगे ॥
 प्राणों में ले....

शंकर बनकर हमने अपने सर पर कफ़नी ओढ़ी है,
 विष पीने से पहले जग की सारी ममता तोड़ी है ।
 सोए सागर की लहरों में फिर से ज्वार उठाएँगे ॥
 प्राणों में ले....

तू जननी जन्म-भूमि है, तेरी अमर कहानी है,
 धरती का यह मुकुट हिमालय तेरी अमिट निशानी है ।
 कोटि-कोटि कंठों में अब हम तेरी महिमा गाएँगे ॥
 प्राणों में ले....

Honge Kaamyaab

Honge Kaamyaab, Honge Kaamyaab
 Ham Honge Kaamyaab Ek Din
 Ho Ho Man Men Hai Vishwaas
 Poora Hai Vishwaas
 Ham Honge Kaamyaab Ek Din
 Hogi Shanti Charon Ore
 Hogi Shanti Charon Ore
 Hogi Shanti Charon Ore
 Ek Din
 Ho Ho Man Men Hai Vishwaas
 Poora Hai Vishwaas
 Hogi Shanti Charon Ore Ek Din
 Ham Chalenge Saath Saath
 Daal Hathon Men Haath
 Ham Chalenge Saath Saath
 Ek Din
 Ho Ho Man Men Hai Vishwaas
 Poora Hai Vishwaas
 Ham Chalenge Saath Saath
 Ek Din

Nahin Dar Kisi Ka Aaj
 Nahin Bhaya Kisi Ka Aaj
 Nahin Dar Kisi Ka Aaj Ke Din
 Ho Ho Man Men Hai Vishwaas
 Poora Hai Vishwaas
 Nahin Dar Kisi Ka Aaj Ke Din

Song : GIRIJA KUMAR MATHUR
Music : SATISH BHATIA

Meaning

A day will come when we shall succeed and peace will descend all over the world.
 We will march forward together without any fear.

Hind Desh Ke Niwasi

Hind Desh Ke Niwasi Sabhi Jan Ek Hain
Rang-Roop, Vesh, Bhaashaa
Chaahe Anek Hain

Bela, Gulaab, Juhi, Champa, Chameli,
Pyare Pyare Phool Goonthe
Mala Men Ek Hain

Koyal Ki Kook Nyaari, Papihe Ki Ter Pyaari
Gaa Rahi Tarana Bulbul Raag Magar Ek Hai

Ganga, Jamuna, Brahmaputra,
Krishna, Kaveri
Jake Mil Gayeen Saagar Men
Huin Sab Ek Hain

Song and Music : VINAY CHANDRA MAUDGALYA

Meaning

We, the citizens of India, are all one though our complexions, dresses and languages are different.

We are like the different beautiful flowers woven in one garland.

Different birds sing differently but the melody is the same.

Different rivers like the Ganga, Yamuna, Brahmaputra, Krishna, Kaveri merge into the ocean and become one.

होली

होरी खेले देखो मोसे नन्दलाल,
 करत बरजोरी रे ।
 आँचल मोरा खीँच-खीँचकर
 मुख पर मलत गुलाल ॥ 1 ॥
 प्रीत के रंग में भर पिचकारी
 पल भर में तन मन रंग डार्यो
 कीन्हों मोहे निहाल ।
 होरी खेले देखो मोसे नन्दलाल ॥ 2 ॥
 बृज नर नारी हिल मिल आएँ,
 मृदंग झाँझ ढप झूम बजाएँ
 चलत ताल पर ताल ।
 होरी खेले देखो मोसे नन्दलाल ॥ 3 ॥
 इत गोपिन उत कुँवर कन्हाई
 बृज में ऐसी धूम मचाई
 रार करत गोपाल ।
 होरी खेले देखो मोसे नन्दलाल ॥ 4 ॥

माँ ! ओ माँ !

माँ !
 ओ माँ !
 माँ तेरे मन्दिर में झिलमिल अपना मंगल-दीप जलाया !
 दीप जलाया...
 दीप जलाया....री ! माँ...
 ओ माँ... ओ माँ...
 जगमग-जगमग जले दीप माँ, दीपित हो मन्दिर का कन-कन
 अंजुलि में भर लाए हैं, हम आशा-अरमानों का चंदन
 अरी आँसुओं की छाया में, अब तक जग ने है सिसकाया ।
 ओ माँ... ओ माँ...
 पढ़ ले माँ तू कुसुम-दलों पर हम बच्चों के गीले गान
 आँसू के पुलिनों पर कर तू आशीषों का छायादान
 अपने उर की करुणा भर-भर, माँ यह कुंकुम थाल सजाया ।
 ओ माँ... ओ माँ...
 माँ तेरे मन्दिर में झिलमिल अपना मंगल-दीप जलाया ॥

लोक गीत

III

Appendix

TOOLS FOR PUPIL EVALUATION

Observation Schedule of Self-Confidence

<i>S.No.</i>	<i>School Situational Behaviours</i>	<i>School Situations</i>
I.	The child speaks and reads confidently.	<p>The Child</p> <ol style="list-style-type: none">1. is clear and articulate in expression while answering questions pertaining to different subjects.2. speaks confidently in the <i>Balsabha</i>.3. sings spontaneously and clearly.4. narrates a story well.5. recites poems well.6. reads clearly.7. talks freely when he meets the strangers who visit the school.8. answers the questions raised by visitors, etc.9. is not nervous while answering questions in the class.10. is not nervous while enacting a role in a drama.
II.	The child works confidently, even when alone.	<p>The child</p> <ol style="list-style-type: none">1. takes willingly any responsibility regarding gardening and other types of craft work.2. demonstrates the models made by him.3. collects leaves and explains about them.
III.	The child plays boldly.	<p>The child</p> <ol style="list-style-type: none">1. demonstrates newly learnt physical exercises and games.2. plays boldly different games.

Observation Schedule of Curiosity

<i>S.No.</i>	<i>School Situational Behaviours</i>	<i>School Situations</i>
I.	The child shows interest in knowing about new and unfamiliar things or aspects in the environment.	The Child <ol style="list-style-type: none"> 1. shows interest in knowing about visitors, new teachers and new pupils. 2. shows interest in strange feathers, nests, eggs, stones, leaves, plants, butterflies, etc. 3. experiments with collected things, e.g. birds, nests, plants, etc.
II.	The child asks probing questions.	The child <ol style="list-style-type: none"> 1. asks questions about the nature and functions of unfamiliar things, birds, insects, plants, etc. 2. asks questions about the collected things such as feathers, eggs, nests, stones, leaves, plants, pictures, etc.
III.	The child observes keenly his surroundings.	The child <ol style="list-style-type: none"> 3. Observes keenly pupils, their clothes, trees, plants, animals, vehicles, etc., when taken out of the class. 4. is attracted immediately by the presence of new birds, animals, plants, etc.

Observation Schedule of Cooperation

<i>S.No.</i>	<i>School Situational Behaviours</i>	<i>School Situations</i>
I.	The child participates in group activities, when required.	The Child <ol style="list-style-type: none"> 1. participates in group games. 2. participates in group curricular activities. 3. participates in group co-curricular activities.
II.	The child works towards the common objectives in group situations, when required.	The child <ol style="list-style-type: none"> 1. plays group games e.g. 'Kho', 'play of handkerchief', 'Kabbadi', 'Hockey', <i>Kaura-jamalashai</i> (Bakc and the beat). 2. works in the group work relating to scientific experiments, e.g. Ring and Ball Experiment to show that solid expands

- on heating; experiment to show the different parts of plants; experiment to show that plants turn and grow towards light.
3. sings in chorus singing programme with others.
 4. works in the group work related to school dances, dramas and birthday celebrations.
 5. works in the preparation of posters by cutting paper, giving margins, decorating or writing.
 6. writes group reports of excursions/visits.
 7. works in different types of group manual work the *Safai* work, gardening and doing work related to production of goods and services.
 8. works in arranging and displaying exhibits during exhibitions.

Rating Scales

Self-confidence

I. The child speaks and reads confidently.			
	3	2	1
	<hr/>		
	Very Frequently	Frequently	Rarely
II. The child works confidently, even when alone.			
	3	2	1
	<hr/>		
	Very Frequently	Frequently	Rarely
III. The child plays boldly.			
	3	2	1
	<hr/>		
	Very Frequently	Frequently	Rarely

Curiosity

I. The child shows interest in knowing about new and unfamiliar things or aspects in the environment.			
	3	2	1
	<hr/>		
	Very Frequently	Frequently	Rarely
II. The child asks probing questions.			
	3	2	1
	<hr/>		
	Very Frequently	Frequently	Rarely
III. The child observes keenly the surroundings.			
	3	2	1
	<hr/>		
	Very Frequently	Frequently	Rarely

Cooperation

I. The child participates in group activities, when required.

3	2	1
Very Frequently	Frequently	Rarely

II. The child works towards the common objectives in group situations, when required.

3	2	1
Very Frequently	Frequently	Rarely

IV

Appendix

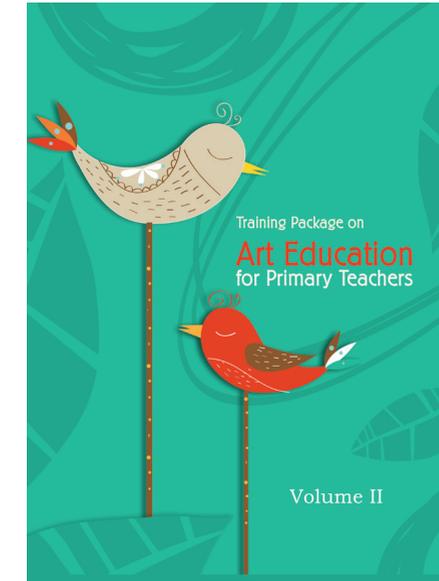
Basic Materials and Tools

In order to organise activities under work experience, some basic materials and tools will be required by the schools.

The materials and tools will be used by different classes at different points of time as per the time-table. These will have to be procured by the school and made available to children, as and when required. There will be some consumable items which may be replenished

regularly. A bulk of such material is available locally and is quite inexpensive. Some of the items may be obtained by the children/teacher from the natural environment. Though most of the material is inexpensive, yet its judicious use may be emphasised. As far as possible improvisation and mobilisation of available resources may be stressed.

<i>Activity</i>	<i>Tools and Materials</i>
Personal and Environment cleanliness activities; Chart on common diseases, carriers of diseases	broom, duster, spade, <i>khurpi</i> , basket, dust-bin, chart-paper, sketch-pen, gum, scissors, blade, mug, pencil
Artistic articles	cardboard boxes, empty containers, glaze sheet
Decoration during festivals	paper, gum, scissors, <i>abri-paper</i> , kite paper, crape paper, wire, coconut shell, locally available waste materials
Earthen pot decoration	earthen pots of different shapes, gum, coloured powder
Flower arrangement	natural flower, foliage, cord
Chart on food items, properties of food	paper/magazine cuttings about milk, fruit; ready-made charts/leaflets, etc., material for chart making
Chart on houses of different regions in India	cut-out pictures of houses with various structures and forms, gum, scissors, chart paper, sketch-pen, etc.
Specimens of cloth of different yarns	clothe cuttings of different types of yarns, chart paper, gum, sketch-pen
Chart showing dresses of different types of yarns	ready-made chart depicting dresses of different regions
Charts of freedom fighters, picture of different festivals	picture cut-outs, gum, thin board, scissors, coloured pen, pencil, sketch-pen



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