

WORK EXPERIENCE

CLASSES I AND II



TEACHERS' HANDBOOK

Work Experience

Teachers' Handbook for Classes I and II

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P. DAS GUPTA



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

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Teachers' Handbook for Classes I and II

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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 Classes I and II is one of the materials prepared in response to the above demand.

The Policy Document advocates designing of educational programme 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 the 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 decisions 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/her in concretising 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. 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 the 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: introducing playway activities, narrating interesting stories, creating situations for informal discussion, engaging children in self-expressional creative activities, utilising experiences related to the celebration of festivals, organising visits, exhibitions, fairs, etc. At times, the teacher may have to develop, collect a suitable poem/story, etc., for making the learning situations lively and meaningful. To help the 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 two working groups. Due to the involvement of experts the book got enriched. The Council is grateful to the members for the contributions made by them.

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 delicacies of this curriculum area and enhanced the functional aspects of the book.

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

The Council is grateful to Shri T.K. Srivastava for going through the manuscript and providing useful suggestions. He deserves special thanks for this.

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

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 keeping in view the needs of teachers of Classes I and II. It aims at acquainting the classroom teachers with the work experience curriculum developed for Classes I and II and the specific activities suggested under various areas. It also provides practical hints to the teacher for the selection and organisation of suitable activities so as to help the personality development of the children. The various chapters of this book deal with concrete situations and examples for the organisation of joyful and rich learning experiences for the children. The teacher will come across a number of examples of converting the productive work situations into meaningful and joyful educational activities. This will help the teacher in identifying educational potentiality of an activity and organise it accordingly. The introductory chapter clarifies the concept of work experience through some concrete situations. While going through the examples the teacher may try to find out answers to such questions as: What is the difference between a craft or a sheer skill based activity and the one organized under Work Experience Programme? How does work done under Work Experience Programme differ from an assigned or paid work? He may think over the examples given about the way children learn social skills, pick up habits and work values from day-to-day social situations. From the study of essential learning outcomes, the teacher will understand the nature of involvement expected from him and other teachers in the Work Experience Programme.

From the objectives and place of work experience in the total school programme, the teacher may proceed to the second chapter. It deals with the practical aspects of

Work Experience Programme. It provides a long list of work experience situations that help the development of the personality of primary school children in various dimensions. The study of the lists of potential work situations will enable him to identify some of the daily life situations within and outside the school around which work experience activities may be organised. The aspects of personality development have been given in the first column. A little thinking on these aspects may help the teacher to visualise many more situations. The teachers who are new to this area may get some concrete ideas about work experience situations from the visuals given in the last column. After reading this chapter the teacher may discuss with his colleagues the various aspects of personality development that can be helped through different programmes of the school. They may jointly make a priority list of work situations that can be conveniently organised by the school. While making such a list the selection criteria in page 6 may be consulted. It will be better if a detailed calendar of activities for the whole year is worked out. This may include items such as, daily, weekly, fortnightly activities, and special activities for special occasions. Moreover, the chart may also include class-wise and school-wise activities. The chart may be as under:

Calendar of Work Experience Activities for the Year 1987–88

<i>Dimensions of Personality</i>	<i>Potential Situations</i>					
<i>Daily</i>	<i>Weekly</i>	<i>Monthly</i>	<i>On Special Occasions</i>	<i>Individual Class</i>	<i>Different Classes</i>	<i>Combined</i>

Appendix I also provide comprehensive list of activities related to the basic need areas in and around which Work Experience Programme may be organised. In different environmental situations a variety of materials are available. There are differences with regard to the resources of the schools. The teacher may explore new activities and work situations by making use of different types of materials available in his locality. In order to realise the expected learning outcomes, the teacher will have to adopt various strategies for the organisation of activities in an integrated way. It is suggested that after going through the learning strategies described in this chapter, the teacher may evolve suitable strategies for effective organisation of the selected activities. At times the teacher may develop some suitable materials integrating the life activities and social contexts of the children's cultural life. A few sample materials in the form of poems, songs and stories related to hygienic habits, celebration of festivals, the country's freedom struggle, etc., appear in Appendix II. The teacher may make some exercises in this direction by collecting/preparing suitable materials.

In the latter part of this chapter there are some descriptions about the nature and form of evaluation for the work experience activities. By going through these pages the teacher will understand how the evaluation of work experience activities vary from the traditional assessment procedure. On the basis of the aspects of evaluation given in this chapter he may prepare some evaluation tools reflecting the essential learning outcomes expected of the learners. In Appendix III some sample tools have been given. The teacher may adopt/adapt the tools according to his requirements.

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1

Introduction

THE CHILD ENTERS the primary school at a very impressionable age. The things in and around him catch his attention. Sometimes he is amazed to see the wheels of a potter moving so fast. He imitates this by moving the tyre of a cycle. Seeing a kite in the sky he makes his own indigenous kite. There are innumerable environmental situations he interacts with and many day-to-day events that arouse his curiosity. He wants to respond spontaneously to these. There is a lively curiosity within him to know 'how' and 'why' of things.

While observing the work situations he feels an inner urge to manipulate some of the tools and materials. He derives great satisfaction by handling these tools and materials. When he is forbidden to 'touch' or 'handle' the sewing machine of his mother, he manages to do so. But these so-called mischievous and playful activities many a times prove to be real source of learning to him. In order to satisfy his curiosity the child tries to observe events minutely, collects some specimen and he puts many questions. In fact, his power of imagination grows out of what he sees, handles and does. He gradually picks up elementary skills in the use of tools and techniques. He understands why the *phirkee* in his hand moves

faster than that of his friend. In this process the child learns many concepts, names of tools, materials and their use.

While participating in various creative work situations the child derives immense satisfaction and this builds up self-confidence in him. Moreover, he grows up as a child with better knowledge about sources of materials and their use in various work processes. He also finds the relevance of the objects prepared in work situations for daily life. Besides, participation in various types of group work situations enable the child to pick up many social skills, e.g., greeting others, move in a queue, dine with others, share materials and tools with others, attend to others' needs, and so on. While following school programmes on the scheduled time, the child gradually develops habits of punctuality and regularity.

At the primary stage, the work experience curriculum, therefore, lays stress on character development and formation of positive attitude in the child. The entire school programme must foster in the child healthy living practices, good work habits and values like respect for manual work and workers, team spirit, regularity, discipline and persistence.

The main thrust of work experience programme is to provide a variety of joyful work situations to the child. The total programme of the school is expected to contribute in creating a congenial corporate life in the school. Naturally, one teacher alone cannot generate the desired climate for work experience activities in the school. Neither it is possible nor it is desirable to have a specialised craft teacher in the primary classes for organising work experience activities. Since the emphasis is on the development of child's

personality rather than on imparting of skills. It is envisaged that the congenial atmosphere can be created in the school when all the teachers participate in the work experience activities. The success of the programme depends upon mutual cooperation and enthusiasm of all the teachers of a school.

Essential Learning Outcomes

The learning outcomes that the child is expected to attain in Classes I and II through work experience activities are as under:

The child

- recognises the need for keeping school, home and surroundings clean;
- discriminates between clean and unclean places;
- keeps his own body and personal belongings neat and tidy;
- participates actively in beautifying classroom, school and home;
- enjoys health and nutritional games;
- identifies nutritive food value contained in the food items used daily;
- observes dwelling places of different living beings;
- identifies various work situations in the community;
- enjoys participating in local festivals, National Days and Special Days organised by the school;

shows interest in knowing about stories, customs related to various social festivals;

cooperates in all types of group work activities;

manipulates simple tools and materials used in daily life situations;

willingly takes up responsibilities towards people at home and school.

It is envisaged that work experience activities, when properly organised, will help the personal, social and physical development of the child. The experiences gained through this area will make the child develop scientific attitude towards healthy living practices. At the functional level he will practise it in daily life situations. The child is expected to grow up with a sense of belongingness for the people at home, school and in the community. He will grow up with a sense of lively interest for . people and their divergent modes of living.

To help the child to attain the above-mentioned learning outcomes, work experience activities have to be integrated with other learning areas. The inward and outward extension of home experiences of the child in the school life is very important. The school activities have to be of very informal type. The participation in play way activities, listening to stories with value orientation and rich cultural fibre are likely to have abiding influence on the mind of the young child.

Time Allocation for the Organisation of Work Experience 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 the specific responsibilities of each teacher for integrating work experience component in the various areas may be clearly mentioned. In the 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. 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 about the duration of the work experience period. Depending upon the nature of work situation, the duration of the class may vary. At times children may continue with the work for two consecutive periods, e.g., when they are preparing some model or preparing for an exhibition festival.

2

Personality Development through Potential Situations

A TEACHER HAS COME from Madhupur Government Primary School to Kakargachi Primary School. He has been sent here to get the first-hand experience about the organisation of work experience activities in the primary classes. The teacher is working in a city school which has a good building and some open uncovered area. In his school a few activities are organised under the work experience programme. But somehow everything is done in a routine way. Neither the children nor the teachers seem to like those activities.

Although the Kakargachi Primary School is housed in a small building of a small town, the teacher finds great difference between the two situations. For him it is quite a new world. In the morning as soon as he steps in, the teacher finds a group of older and younger children busy in cleaning the school premises. The younger children look quite cheerful and enthusiastic. They bring the broom, mug, etc., and give them to the senior children, who are fully engaged. They lovingly ask the younger ones to collect dry leaves, paper, etc., in a basket, and so on.

The teacher moves ahead. There are a group of children in the school garden. Some are running after butterflies, a few are lost in observing flowers, birds and insects. A few are carefully watering the plants. All of them seem to be engrossed in the situation! For a moment the teacher thinks within himself : What a novel way to keep the children busy with purposeful activities! How spontaneously they are interacting with each other! They seem to be overwhelmed with curiosity. The teacher gets lost in his thought. Suddenly, some pleasant and bold expressions of boys and girls wake him up :

Look at my boat! How beautiful it is! Oh! My *phirkee*, it is moving! Lovely, my brinjal, it is looking so nice!...

He just peeps through... He finds children sitting in semicircles in small groups. They are preparing colourful things like paper chain, wall-hanger, hand-fan, colourful cap, birds, rail, doll, funny figures, masks and what not! The elder ones are helping the younger ones by cutting thin card-board, fixing the joint, etc. The number of tools are limited. But the group members are sharing both the tools and materials. They do not seem to feel the shortage of tools. Their spirits reflect the same as that of family members – a warm atmosphere of ‘give and take’. The teacher learns that the whole class is working for one common purpose, i.e., to make the classroom, the school and the home look gay and beautiful.

The experience of the childhood days flashes back in the teacher’s mind. During Diwali days what a joy it used to be to prepare a lot of things for decorating the house colourfully! Each one of the

family members was full of excitement. This event makes the teacher see the convergence of the two situations – that of the home and the school. A host of ideas overcrowd the mind of the teacher. He looks somewhat perplexed. A little child bows her head with folded hands. She asks, “Sir, may I help you?” The teacher nods his head lovingly and requests her to take him to the head master’s room. She accompanies him right up to the head master’s room.

The head master receives him well. The teacher tells him that the activities of the school are quite useful for the children and for him as well. These are in a way extension of the home activities of the children. The teacher says: “Sir, this must be the reason why the children of this school participate in the activities so cheerfully. It appears that the transition from home to school life has been made easy for them.”

The head master feels happy on hearing the reactions of the teacher. He stresses that this is exactly what they want to do. He puts a number of questions to the teacher, e.g., (i) “What is our focus in the work experience programme?”, (ii) “Is it the child or the activity?” Evidently, the development and growth of the child in a natural environment is the main consideration. The question that arises here is: How do we perceive child’s development? The teacher replies: “It is to make the child feel homely in a wider environment of the school.”

What about forming some desirable habits and manners in the child? How to help him in his adjustment in the wider social life

of the school? To this the head master pin-points the following aspects:

We all sincerely desire that our children should grow up with healthy habits. Healthy in the sense that they should imbibe sensitivity for living hygienically. The child who is aware about the hygienic living principles will make others practise it. For example, not only he will use dustbin for throwing garbage, he will also remind others about its use. At home the child is used to one set of habits. He may or may not be very particular about looking after his belongings, e.g., clothes, bag, copy, pencil, etc. Here comes the role of the school.

At home, the rooms and surroundings are kept clean by the members of the family. Similarly, in the school every child has his or her responsibility in making the school look neat, tidy and beautiful.

The first thing for consideration for the school is to make the child enjoy other’s company while sitting, interacting freely and sharing work with them. There are a number of potential situations before the school.

There are many work experience situations, for example:

- Visit to the nearby garden/work centres in the community
- Working in the school garden
- Organizing community lunch for the teachers and students on special days
- Preparing for exhibition/cultural shows.

One can go on adding to the list of the above activities. These are some of the situations where the child has to work in groups as well as individuals. In these work situations the child unknowingly picks up social skills of mixing freely with others, learning from his classmates and schoolmates. He also renders services to others.

The examples of the head master seem quite convincing to the teacher. But he is slightly doubtful about the transfer effect of these on the behaviour of the child in the home and the community situations. In such situations the child does not find anybody to check him immediately.

The head master feels that it is quite possible to discuss informally with the child during appropriate work situations. The teacher may ask the child about the work that he shares with other family members at home, in neighbour's place and the like. It is essential that the child gets recognition in front of others for rendering services to others, helping others, etc. He should be exposed to number of group work situations. These are likely to have abiding effect on his impressionable mind. Gradually, he may behave the same way everywhere, be it home, school or some social situations in the community.

The teacher starts pondering over the examples given by the head master. He assures him to try out some of these activities when he goes back to his own school. The head master feels pleased with the teacher's sincere desire on the matter. He encourages the teacher to spend two to three days in observing and actively participating

in some of the activities. The participation and interaction on the subsequent days prove very fruitful to the teacher.

The teacher goes back to his own school with wider exposure about effective strategies for organising work experience activities. He feels very enthusiastic about the potentiality of work experience activities for the development of child's personality. The head master asks him to discuss with his colleagues about the experiences gained by him from the school just visited. The teachers of this school feel quite impressed by their colleagues' narration of work experience situations. They all now plan together to make a list of potential situations related to work experience areas. They keep in view the important aspects of child's personality (see pages 8–47). They discuss these aspects with their head master. They realise that it may not be possible to take up all the activities. However, they can select some suitable ones. They decide to select the activities on the basis of the following criteria:

The activities chosen should

- have educational potential and be meaningful with regard to the day-to-day life needs of the children;
- be in accordance with the background of the children and their maturity level and satisfy their natural curiosities and interests;
- provide learning experiences to the children in an integrated way;

have human and material resources available in the school;

have raw materials available in the local environment; offer scope to the children to derive joy through participation in creative activities;

enable the children to render service to the people at home, in the school and in the community.

Aspects of personality development along with potential situations in school, home and outside school have been given in the following pages:

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

*Aspects of Personality
Development and Competencies*

Potential Situations in School



The child
shows warm regards to elders.
greet each other pleasantly.
exhibits confidence and alertness in
narrating events.

Classroom Meeting in the Morning

The teacher and children greet each other with warm gestures.
Children tell about the important events/news of the morning to the classmates/teacher with joy and enthusiasm.

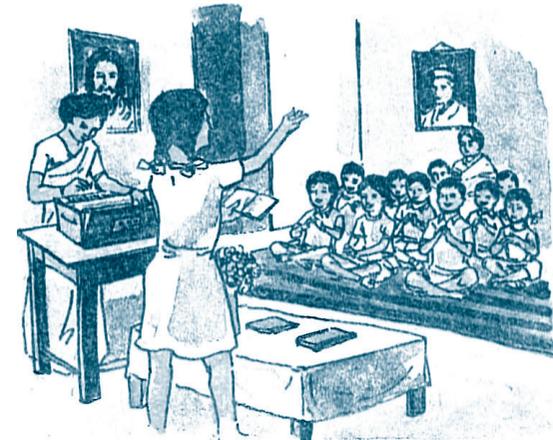
Children clean the room, arrange furniture, do dusting work and keep all things in order. They take help of the teacher whenever needed.

demonstrates healthy personal habits and neatness in day-to-day situations.

Children take out cautiously books, copy, pencil, rubber, slate, etc., one by one from the bag and keep them systematically.



<i>Aspects of Personality Development and Competencies</i>	<i>Potential Situations in School</i>
<p>The child follows daily routine punctually.</p> <p>shares responsibilities with others in daily work situations.</p> <p>practises hygienic principles in work situations.</p> <p>shows sense of orderliness and discipline.</p> <p>exhibits cooperative behaviour with seniors and friends.</p> <p>demonstrates competency in singing and reciting poems/quotations of great men with proper accents.</p> <p>practises orderliness in group situations.</p> <p>exhibits cooperative behaviour with senior schoolmates.</p>	<p>Children go to the assembly hall/place in time.</p> <p>Children help senior schoolmates in cleaning the place and in arranging things for the morning assembly.</p> <p>Children remove the garbage/dirt and keep the broom, duster, etc., in proper place.</p> <p>Children take their seat calmly avoiding push and pull situations.</p> <p>Senior children help their juniors in maintaining discipline. Junior children cooperate with senior children.</p> <p>Children sing in chorus, recite poems/quotations of great men with accurate accents.</p> <p>Children sing in chorus, recite poems/quotations after the assembly.</p> <p>Younger children help their seniors in keeping the flower-vase, poem-book, etc., in a proper place.</p>





*Aspects of Personality
Development and Competencies*

Potential Situations in School

Games/Stories/Discussions within the Class

The child
satisfies curiosities about stories/
events through asking questions.
recognises the need for keeping body and
belongings neat and tidy.
exhibits confidence in playing games related
to the maintenance of personal cleanliness.

The teacher narrates touching stories about
children who suffered due to unhygienic habits.
Children ask questions on the matter.

Children freely participate in the discussions
and identify body parts and belongings that are
to be kept clean.

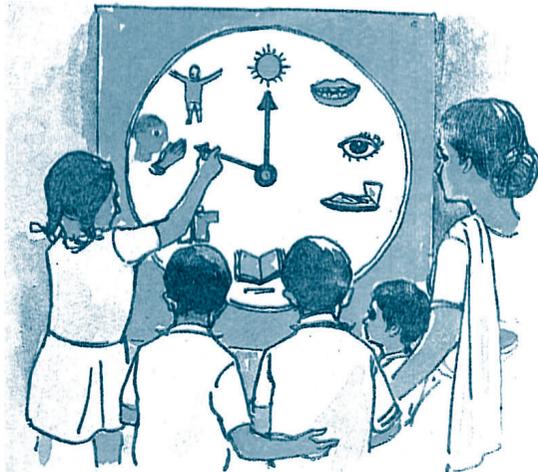
Children participate in a simple game of disc to
find out their positions on personal cleanliness
as individuals and as members of the class.
They listen from healthy classmates about their
daily routine and food habits.

identifies principles of hygienic living
related to daily life situations.

Children identify the hygienic living practices
from the chart (displayed by the teacher) and
the points told by the classmates.

shows helpfulness to others.

Children help their teacher in maintaining
record of cleanliness habits of each child.



*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child

recognises the causes of air-borne, water-borne diseases and the diseases caused by insects.

shows sense of awareness about the harmful worms, insects, etc.

shows competency in freely expressing through various media.

exhibits positive attitude towards hygienic living practices.

responds pleasantly and freely in talking about his own choice of food.

The teacher initiates discussions by telling stories (with actions and gestures) about air-borne and water-borne diseases and those caused by insects. Children respond freely to the teacher on the basis of their individual experiences.

The teacher presents some riddles on mosquitoes, flies, worms, etc. Children dramatise roles of mosquitoes, etc., wearing masks and appropriate dresses.

Children draw sketches (cut-out pictures) of worms, flies, mosquitoes, etc., and paste them on the chart.

Children discuss among themselves about the need for washing their clothes with locally available material.

The teacher asks the children to name the food items liked by each one of them. They take pleasure in naming the food items taken by them frequently.





*Aspects of Personality
Development and Competencies*

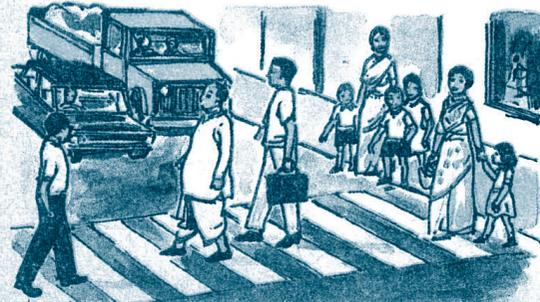
The child recognises the need for taking proper food daily to fight body enemies.

sees relationship between the food items narrated in the story and those in the chart.



shows confidence in collecting information from different sources.

follows traffic rules while crossing the road and avoid moving vehicles on the road.



Potential Situations in School

The teacher narrates interesting episodes about children who would take only a few food items refusing other items. They feel amused to see how these children began to take other types of food items to fight body enemies.

The teacher asks the children to identify those food items from the chart which they would need to fight body enemies.

Visit to Garden/ Agricultural Field

In selecting a site the children discuss among themselves and take help of the teacher.

They collect all information from the teacher and others about the place of visit and things that they may need there.

the teacher and the students decide to visit the nearby garden/agricultural field.

On the way, the teacher demonstrates to children how to follow traffic rules, remain careful about the moving vehicles and cross the roads. Children follow the teacher's suggestions.

*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child

shows helpfulness and sense of belongingness to classmates/schoolmates.

shows power of observation and alertness about things around.

shows inquisitiveness about the objects observed in and around them.

collects information from various sources.

identifies pulses, vegetables and fruits needed for body growth.

observes proper manners while collecting things from garden/outside places.

Older children of the group help the younger ones to cross the road.

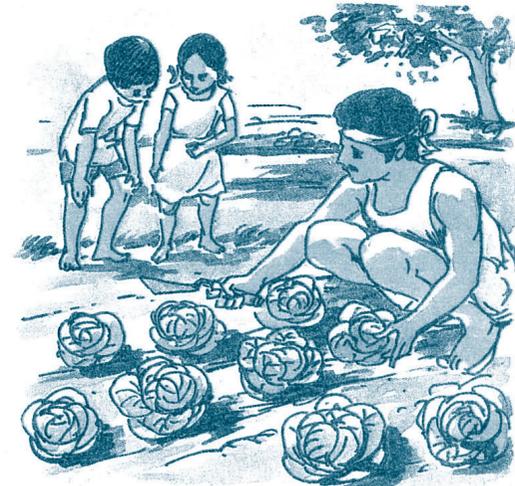
On the way, children enjoy seeing different types of houses, dwelling places of birds, insects and animals. They try to learn the names of birds, insects, discuss among themselves about these, ask many questions that come to their mind.

In the garden children feel excited to see so many types of vegetables and fruits.

They satisfy their curiosities by asking many questions from their teacher/gardeners/worker engaged in field activities.

The teacher describes pulses, seasonal vegetables/fruits of the garden and food value of each of these for their body growth. Children observe pulses, seasonal fruits/vegetables that help body growth.

Children enjoy seeing the butterflies and other insects moving around. They collect leaves, flowers, seeds, butterflies taking permission from the teacher/gardener/watchman.





*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child exhibits sense of orderliness and responsibility in day-to-day behaviours.

exhibits sense of neatness in day-to-day situations.

shows helpfulness to others in daily dealings.

shows confidence in expressing his opinion freely.

demonstrates confidence and power of observation in talking about things seen.

While coming back from the field children collect all their belongings (tiffin-box, copy, water-bottle, etc.) and keep neatly in their bags. They keep things collected in a systematic way in different bags.

Before leaving the place, children remove the torn papers, leaf-plate, eaten food particles in a proper place. Children help each other in holding the bag, etc., and look after each others' need.

After returning back from the visit children keep their things systemically.

Children discuss about the place of visit and the things which they liked most.

The teacher introduces a game wherein children participate cheerfully. Children name the objects seen/observed during the visit. The child naming the maximum number of objects wins the game.

<i>Aspects of Personality Development and Competencies</i>	<i>Potential Situations in School</i>
The child participates freely in discussions.	The teacher and children discuss about special features of the things collected and display them properly.
shows orderliness.	Children discuss about the dwelling places of birds, animals, insects and identify the types of houses available in and around their homes and school.
shows ability to properly recollect things seen and observed.	The teacher answers to the children's questions regarding houses in their locality and tells them the story of cave men and women.
exhibits competency in seeing relationship between things.	Children recognise that like human-beings, birds, animals, insects also need a shelter.
demonstrates skills in drawing sketches as per his likings.	Children draw sketches of things seen during the visit from their own imagination as per their own choice and colour them.
handles tools/uses materials for preparing models out of his own imagination.	Some children work in groups to make simple models of houses with clay, paper/thin cardboard, etc., and describe their models.
sees relationship between similar situations.	The teacher brings to their notice cases of some children of the locality/school suffering from malaria, typhoid, stomach trouble, dysentery,



*Aspects of Personality
Development and Competencies*

Potential Situations in School



The child distinguishes between hygienic and unhygienic conditions of the environment.

differentiates pictures showing hygienic and unhygienic places.

etc. Children participate in the discussion by citing examples from their own experiences. The teacher along with the other class teachers, children of the class and some senior students go out to observe the hygienic conditions of the nearby places.

Children with the help of senior students and teachers identify some places with pile-up garbage, drain/well/pond with waterlogging and uncovered food with flies on them.

Children differentiate the contrasting pictures of hygienic and unhygienic places from the chart shown by the teacher.



*Aspects of Personality
Development and Competencies*

Potential Situations in School

Visit to Work Situations in the Community

The child

shows competency in narrating different types of work situations of the locality.

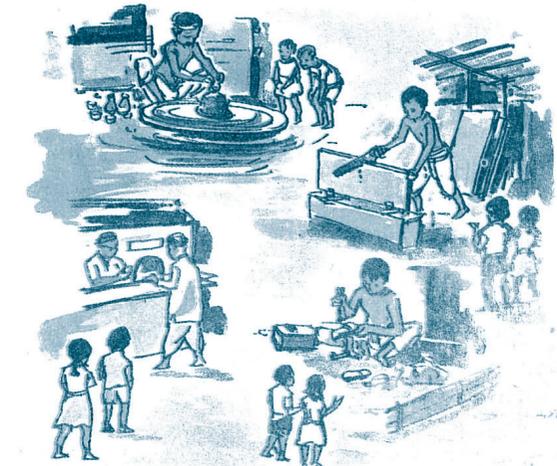
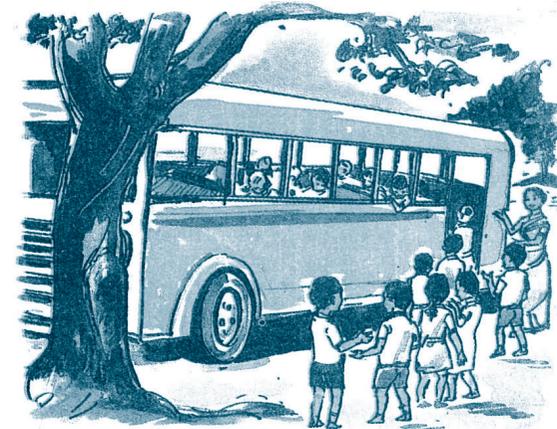
shows spirit of cooperation and helpfulness to others.

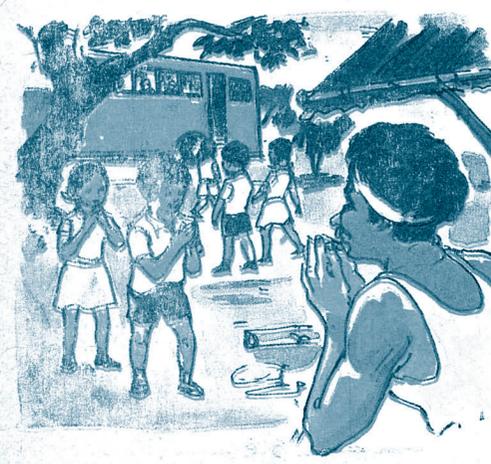
exhibits skills in learning from each other.

The teacher asks children to narrate the type of work with which they find their neighbours busy. He takes them out to different work places.

Children board a bus. The teacher helps them to sit in order so that everybody can sit comfortably. Children help each other in carrying their belongings. On the way they notice many objects. They ask each other and take help of the teacher for knowing unfamiliar things.

They visit potter's shop, carpenter's workshop, book-binder's shop, places where kite and other work is done. Primary Health Centre, Municipality, Block Development Office, Post Office, Bus Stop, Railway Station, etc.





*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child

shows power of observing situations, collecting information from different sources.

identifies relevance of the things prepared in work situations for daily use.

expresses regards and kindness for those who work for our comfort.

shows sense of discipline and orderliness in group situations.

exhibits competency in freely sharing ideas and learning from each other.

shows competency in naming properly the things seen/observed.

They collect information by observing people at work, interacting with each other, asking people working in those places and the teacher. They learn names of many tools, materials, objects and people engaged in various occupations.

Children observe that some of the things prepared by the people of these work places are those that we use in daily life.

While coming back from various work situations they pay humble regards to the officers and workers of the organisations.

They join the teacher in the bus in a disciplined way without pushing others. They help each other to sit comfortably along with their belongings.

After returning back from the visit, children exchange their experiences with each other and the teacher. They put questions to the teacher about the working of some of the tools and objects.

The teacher asks children about the objects seen/observed during the visit and lists those on the blackboard. Children name the objects seen.

*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child

shows competency in expressing through various media.

demonstrates competency in making good use of waste materials.

exhibits attitude to learn skills of proper handling of tools.

shows signs of neat and tidiness in work situations.

exhibits power of observation.

Children draw pictures of objects and colour them. Some children help the teacher in making charts out of picture cut-outs of magazines, posters, leaflets, envelop, etc.

A group of children prepare simple models out of used shoe-box, match-box, old calendar, used file-cover, share tools and materials and help each other.

The teacher helps children in proper handling of tools, pair of small scissors, board-pins, small paper-cutting knife, used ball-pen refill for fixing the joints, etc.

Children keep their tools/materials and products at proper places and change the classroom setting.

Children describe their own work, appreciate the things prepared and find out from the teacher their queries like: Why, one wheel is moving more smoothly? Why one *phirkee* is rotating faster than the other? Why one box is standing straight, while the other is not so straight? The teacher gives simple explanation related to the materials used and size of the object, etc.





*Aspects of Personality
Development and Competencies*

The child shows competency in displaying things properly.

collects information confidently.

maintains punctuality in work situations.

Potential Situations in School

After the discussion children display their objects systematically with the help of the teacher and classmates.

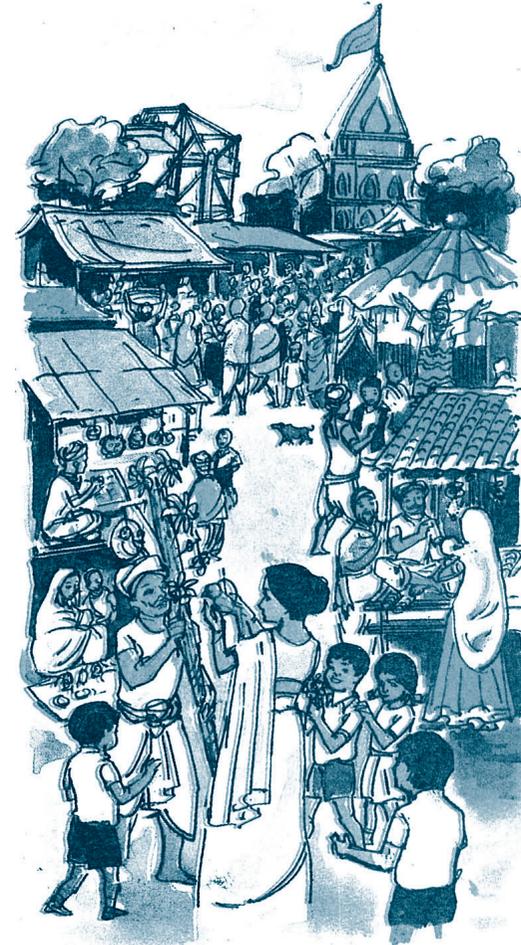
Outside School Situations

Children of different classes decide to visit the zoo, local fare/exhibition/museum along with their teachers.

Children collect some information about the place, decide about things to carry along with them, divide themselves into groups. Senior and junior students discuss about their responsibilities as group members and as individuals.

On the day of visit, children report themselves to the teacher on time.

<i>Aspects of Personality Development and Competencies</i>	<i>Potential Situations in School</i>
The child shows helpfulness and accommodative attitude in social situations.	Children help each other to take their seat in the bus and keep their belongings in order. Senior students take responsibility of the junior children and look after them lovingly.
shows regards with proper gesture.	After reaching the place of visit they follow their teachers. They wish the people with pleasant gesture.
collects information from different sources and interacts with each other pleasantly.	Children observe things, discuss among themselves, collect information by asking questions from the teacher, the people working there and senior students about unknown objects and unfamiliar situations. They also collect posters, pictures, leaflets, objects from the place of visit with due permission from the teacher and the people working there.
shows sense of social hygiene in public places.	Children remain careful that the place is not spoilt, made dirty by them, things are not broken by any children. They use toilet properly, remove the banana-skin, stone, thorns, paper, etc., from the way and keep these in the garbage, close the water-taps after use.





*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child

shows attitude of sharing and cooperativeness in group situations.

shows good manners in social situations.

shows sense of discipline in life situations.

shows eagerness to maintain punctuality.

shows sense of orderliness and neatness.

shows competency in expressing freely own ideas, feeling, etc.

Children on the suggestion of the teacher select a site for taking food. They dean the place, wash their hands and feet, dry them, spread paper and take their seats. Senior children serve food with the help of the younger ones. Children share each other's food and relish the items.

They wait till everybody has finished their food, do not waste food and remove the food particles, paper/leaf-plates, etc., to the garbage pit/dustbin.

Children smoothly move from one place to the other without disturbing the order or arrangement of things of that place.

At the end of the visit, children report themselves in time, keep things properly, help each other in taking seats in the bus.

After returning back to the class, they keep their belongings and collected objects at a proper place.

Children freely interact with each other and the teacher about their experiences. They put some questions for getting clarifications about doubts/ideas that come to their minds.

*Aspects of Personality
Development and Competencies*

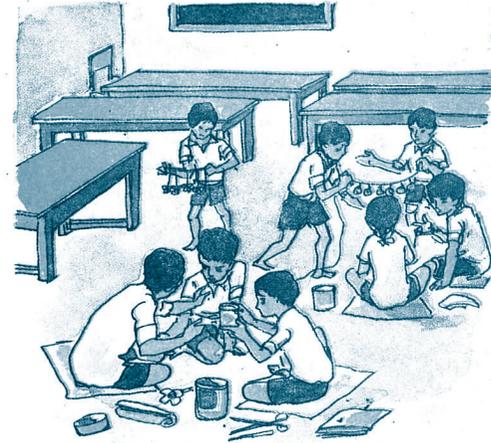
Potential Situations in School

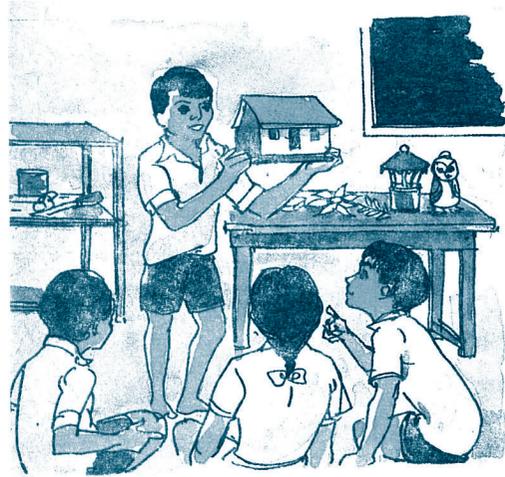
The child
uses tools and materials with confidence.

shows attitude of cooperation in work
situations.

Teacher gives children opportunities for freely expressing their experiences through different media, e.g., paper, waste-container, boxes, clay, leaf, flower, stones, twigs, crayon, water-colour, husk, used post-card, brick, straw, grass, etc.

Children convert the classroom setting for sitting in small groups; bringing tools and materials; distribute them to classmates. The teacher helps them in holding tools, proper use of materials; folding papers; cutting a thin card-board; making the clay soft and flexible. Children find out for themselves better handling of tools and choosing suitable material.





*Aspects of Personality
Development and Competencies*

- The child
- shows competency in selecting and using appropriate tools and media in work situations.
 - shows power of concentration in doing a work.
 - shows sense of confidence in expressing one's ideas.
 - shows sense of orderliness.

Potential Situations in School

Children help each other in completing the given work, attentively do the work by taking help from the teacher, whenever needed.

After completing the work they keep the tools and materials at proper place.

Children describe things prepared by them; learn from each other's work.

Children display their things in order and change the classroom setting for discussions, etc.



*Aspects of Personality
Development and Competencies*

Potential Situations in School

Beautification of Classroom and School

The child

shows positive attitude towards keeping things tidy and beautiful, demonstrates power of imagination and innovative approach in work situations.

exhibits good work habit like doing the work neatly without spoiling clothes.

The teacher and children discuss that the classroom should be neat, clean and look beautiful.

Children name a number of items which can be prepared by them. They identify quite a good number of waste materials for this purpose. Some of these are available in and around the school. Some children volunteer to bring a few materials from home surroundings.

The teacher encourages the children to prepare the objects as per their own liking. He helps the children to divide themselves into small groups. Children change the classroom setting into semi-circles. They roll up their sleeves and tuck in their dresses properly so that the movements of the body is easy and the clothes are not spoiled.





*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child shows sense of belongingness with the team members.

exhibits creative and imaginative spirit in converting waste materials into useful and beautiful things.

shares joy with others.

practises cleanliness in work situations.

They keep the collected materials in one place. Each group picks up and chooses the materials and shares with other groups having a sense of 'we feeling' as members of a class.

Children enjoy preparing articles like pen, pencil stand with thin paper, paper-flowers, paper-bunting; decorate containers for keeping chalk, duster, letters; wall decoration pieces; decoration pieces with combination of coloured paper, cloth cuttings, dry twigs, seeds, toffee wrapper, etc. The teacher helps them whenever they need it.

After completing the work, children derive immense joy by seeing many articles prepared by various groups. They pick up some for display in the classroom. They properly pack up the rest of the articles for using by rotation.

Children keep the remaining materials and tools at a proper place; keep the strips of paper, etc., in the dustbin and clean the place.

<i>Aspects of Personality Development and Competencies</i>	<i>Potential Situations in School</i>
<p>The child exhibits habit of orderliness in work situations.</p>	<p>Children rearrange the classroom setting with the help of the teacher.</p>
<p>shows creativeness in converting waste materials into beautiful and useful objects.</p>	<p>Children discuss among themselves about their experiences in preparing beautiful objects with the help of simple and ordinary type of materials. They decide to prepare some more materials for decorating other rooms and Assembly Hall of the school.</p>
<p>shows habit of collecting objects and keeping those in order.</p>	<p>Children start collecting materials from home, school and other places of the community and keep them in a systematic order.</p>
<p>shows interest in plants.</p>	<p><i>School Gardening Activities</i> Children enjoy observing plants in the garden and notice that the growth of some of the plants is better than others.</p>
<p>shows power of observation.</p>	<p>Children observe the growth of different plants.</p>
<p>shows power of observation and inquisitiveness.</p>	<p>The teacher discusses with the children through informal anecdotes about the sunlight, food and water requirements of plants. Children ask number of questions.</p>



*Aspects of Personality
Development and Competencies*

Potential Situations in School

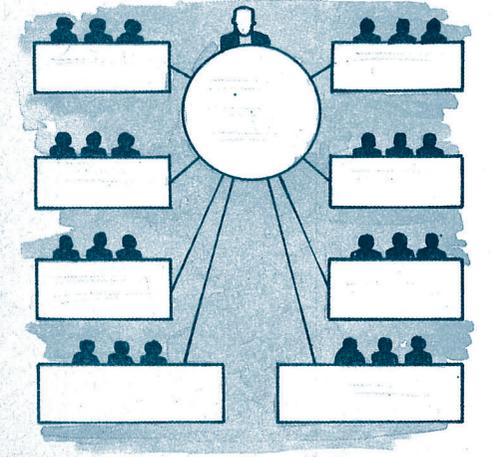
- The child identifies the plant enemies.
- show interest in the plant and its proper growth.
- recollects the names of plants.
- shows concern for plant growth.
- while working in the garden takes care of personal belongings.

- Children realise that the weeds and other unwanted plants are to be removed as they steal some of the plant food from the soil.
- Children enjoy watering the plants. They know that pouring too much of water is bad for the plant.
- The teacher helps children to learn the names of various flowers and fruit plants of the garden. Children ask questions about these plants.
- Children pluck the unwanted weeds from near the plant carefully without disturbing it. While moving from plant to plant they lift their dresses up, take off *chappals*/shoes, so that plants are not hurt by their feet.
- While weeding out the unwanted plants children feel excited to see so many colourful butterflies, birds and insects moving around. Some of them enjoy catching butterflies and insects.



<i>Aspects of Personality Development and Competencies</i>	<i>Potential Situations in School</i>
The child identifies plant's friends and enemies.	The teacher cautions them about the plants enemies. Children learn that while some of the insects are friends of plants, others act as enemies by eating up the tender leaves, flowers, fruits and even twigs.
shows inquisitiveness to know about insects.	Children show eagerness to find out the plant's enemies and their activities. The teacher draws their attention to some of the torn leaves, eaten up fruits. Children feel curious to observe the 'enemies-in-action'. They put a number of questions to the teacher about these insects and birds.
shows concern for the protection of plants.	Children decide to protect the plant from their enemies. They observe the plants closely and report to teacher/gardener about the enemies detected. They stop other children/ outsiders from tearing off leaves/flowers, throwing stones and preventing stray goats, birds, etc., from eating up the plants.
takes care of tender plants.	The teacher tells the children that tender plants cannot bear very hot sun. As individual and as group members children regularly protect the saplings from the hot sun.





*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child exhibits creative talents in art work.

Children sow some seeds, carefully watch sprouting of the seeds, water little plants and take good care of them.

Children draw sketches of plants with flowers, leaves, fruits, etc., and put colour of their likings. They also make sketches of some 'friendly' insects of plants.

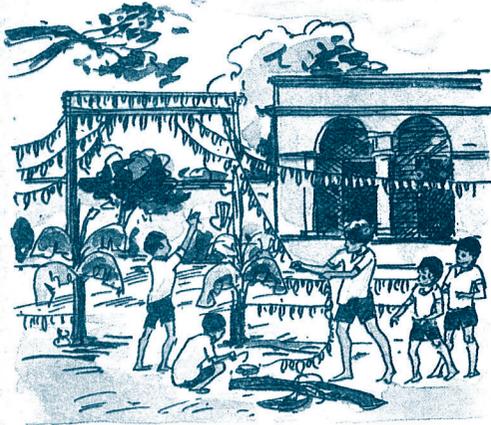
Student's Self-government Activities

practise democratic principles in the school community life.

Elder and younger students under the guidance of the teachers of the school form students' self-government. It takes up responsibilities to help the school in organising activities like school beautification, community dinner, cultural functions, festivals, school exhibition, participation in science fair in the community, health check-up, games and sports, etc. Younger children show enthusiasm to help their seniors in all the activities that they mutually decide to organise.

<i>Aspects of Personality Development and Competencies</i>	<i>Potential Situations in School</i>
The child practises social hygienic principles.	Children celebrate cleanliness week in the school once a month. Younger children happily help the elder ones in cleaning/dusting the school building, premises, window-panes, <i>dariyan</i> , doors, store, teachers' room, furniture, play-field, agricultural field, etc. After the work they keep the things in proper place and wash their hands, feet, etc.
recognises sanitary conditions of the environment.	Once in three months the school takes up programme for cleanliness of the nearby community with the help of the students' self-government. Younger children help in identifying the places full of dirt, drain/pond, well full with stagnant water.
improvises waste-paper boxes.	Younger children help the elder ones in improvising waste-paper box with used containers, boxes, etc.
shows attitude of cooperation towards group members.	They cooperate with the group members with pleasant dispositions.





*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child

shows sense of belongingness to team members.

shares his own things with others.

shows helpfulness to schoolmates.

exhibits power of imagination and creativeness.

shows sense of responsibility.

shows cooperative spirit.

On Sports Day / Annual Day and in celebration of National Days and Social Days younger children take pleasure in working with the school children as members of one team.

Children merrily take out things from their own collections and give those to the group members for beautification of the school.

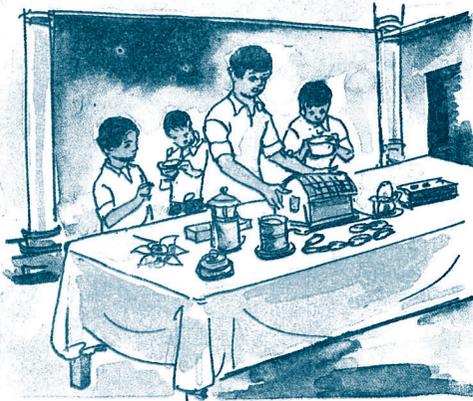
School Exhibition

Children show great enthusiasm in collecting and bringing things from home and neighbourhood for equipping the stalls.

Children contribute the articles of daily use/ decoration pieces prepared by them individually and in groups to group leaders.

Children help in preparing and decorating invitation cards. Some children take the responsibility of delivering the cards to the invitees from the local community and do it with pleasant manners.

Younger children help the older ones in displaying the materials by way of holding the articles, bringing articles for them.



<i>Aspects of Personality Development and Competencies</i>	<i>Potential Situations in School</i>
<p>The child uses locally available materials for preparing useful things.</p>	<p>Children prepare badges for volunteers by evolving innovative designs. Children prepare paper packets and leaf-plates using locally available materials for keeping articles.</p>
<p>renders service to others.</p>	<p>Children receive visitors respectfully and help them to go to different stalls.</p>
<p>shows sense of responsibility and honesty.</p>	<p>Children take care that displayed articles are not spoiled or misplaced by the people. Some children collect things dropped or left by other children or visitors and deposit the same to the 'lost and found' corner.</p>
<p>shows spirit of cooperation and orderliness in work situations.</p>	<p>After the exhibition is over the children help the elder ones in keeping back the articles at proper places.</p>





*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child
practises social cleanliness.

Children show promptness in helping elder children in cleaning the place and rearranging it for regular activities of the school.
Children show cooperation in keeping the garbage in a dustbin.

expresses his experiences freely.

After the exhibition, children share their experiences freely with other schoolmates and the teacher.

shows team-spirit with the group members.

Children of different classes show closeness to each other and work as members of a big team.

School Celebrations

Annual Day

expresses freely in the work situations.

The teacher and children discuss about the celebration of school Annual Day.
Children show enthusiasm for preparing objects out of locally available materials collected by them.

shows power of imagination and creativity.

Children share their materials and tools for preparing articles of daily use, badges, invitation cards, garland, bouquet, paper-chain, clay toys, wall decoration pieces and many types of artistic things from their own imagination.

*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child
derives joy from doing things freely.

shows good work habits.

shows awareness for social cleanliness.

Some children engage themselves in decorating the dresses for use in drama and cultural function.

Children get involved in preparing for cultural functions and sports day. They prepare both individual and group items.

Children keep the materials, tools and prepared items at the proper place.

On the day of celebrations children keep to the time decided for coming to the school. Children help schoolmates in decorating floor gate, stage, etc.

Children help elder ones in making seating and other arrangements.

children check their classmates from spitting here and there and making the place dirty. Children receive the guests with pleasant gestures and attend to them cheerfully.





*Aspects of Personality
Development and Competencies*

- The child
- shows spirit of self-confidence.
 - shows habit of orderliness.
 - identifies the National Flag.
 - recognises National Days as great days.

Potential Situations in School

Children participate freely in the cultural function by reciting poem, singing songs, performing dance, taking part in the drama.

After the function children happily join the older children in rearranging things, cleaning the place and keeping things in proper place.

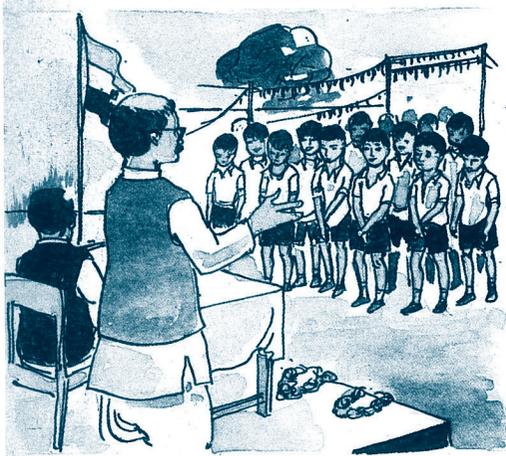
National Days

Teacher narrates the story of Freedom Struggle and importance of National Days; they participate in the discussion and ask questions on the events narrated.

Children show enthusiasm and take interest in celebrating Independence Day, Republic Day, Martyrs' Day, etc., in the school by willingly taking responsibilities.

<i>Aspects of Personality Development and Competencies</i>	<i>Potential Situations in School</i>
<p>The child shows habit of collecting useful materials.</p>	<p>Children collect photographs, pictures related to the events (National Days). Some cut-out pictures from old magazines, newspapers, calendars, etc., and paste them neatly on a paper.</p>
<p>identifies the special features of the National Flag.</p>	<p>Children prepare National Flag and decorate it with appropriate colour.</p>
<p>improvises tools for cleaning things.</p>	<p>Children improvise broom, duster, dustbin out of locally available natural and waste materials. They use these for cleaning the classrooms, school premises, etc. After use they keep the articles at the proper place and wash their hands and feet</p>
<p>exhibits artistic sense.</p>	<p>Children help in floor decoration, gate, stage decoration, etc. Children join elder ones in decorating school premises with buntings, garland and other colourful materials collected from different sources and prepared by them.</p>





*Aspects of Personality
Development and Competencies*

The child
shows power of concentration.
sings national songs accurately and respectfully.
shows habit of orderliness.

shows power of imagination.

Potential Situations in School

Children listen attentively to the speakers and maintain silence.

Children join their schoolmates in singing National Anthem and other patriotic songs with proper rhythm and accent.

Children participate with joy in various activities of the day, e.g., sweet distribution, looking after guests, etc.

After the function children help the elder children in keeping pictures and photographs and the National flag at proper place.

Special Days

The teacher shares his ideas with the children about celebrating some special days in the school for remembering the services rendered by persons.

*Aspects of Personality
Development and Competencies*

The child

shows regard to people.

shows imaginativeness.

shows love for mothers, teachers, etc., with a sense of belongingness.

Potential Situations in School

Children like the idea of celebrating some days, such as, Mothers' Day, Teachers' Day, Old Men's Day, anniversaries of great men and women, teachers' birthday, children's birthday, etc.

Children express desire to prepare some simple articles out of locally available natural objects/ waste materials to give as a token gift to the guest of the day celebrated.

The teacher encourages them to prepare things in any form and as per their own likings. He helps them whenever they need it.

Children divide themselves into groups and prepare articles, such as, decorated clay-lamp, incense stand (*agarbatti* stand), paper bag, hand-fan, photo-frame, pen-pencil stand, hand-kerchief box, needle and thread box, etc., as gift items. They prepare some decorative covers for packing gifts.





*Aspects of Personality
Development and Competencies*

- The child takes up responsibility willingly.
- shows imaginativeness.
- renders service to others.
- expresses confidently.

Potential Situations in School

- Children prepare invitation cards with the help of the seniors and decorate them. They deliver the cards to the invitees of the local community.
- Children prepare paper-chain, paper design of various kinds, garlands of paper, cloth, wool, leaf, jute, etc.
- Children join the elder ones in cleaning the school premises and decorating the school colourfully.
- Children greet the guests cheerfully and attend to them promptly.
- Children participate joyfully in cultural functions—in fun and frolic items, songs, drama, recitation, etc.

*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child
shows inquisitiveness.

shows enthusiasm in the celebration of
festivals.

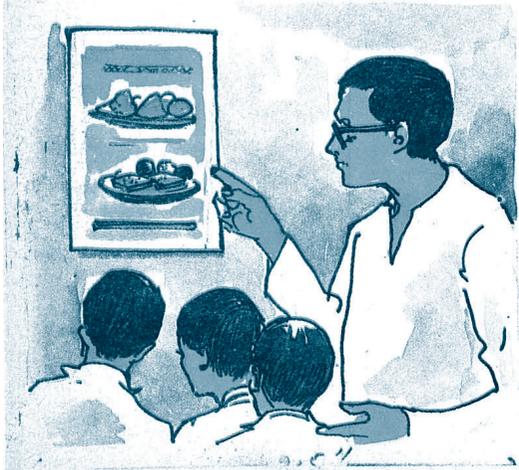
*Social Functions and Local Functions of other
Communities*

The teacher narrates interesting stories associated with a particular festival of the local community and that of other communities. Children appreciate the story/events and ask questions about its special features/significance, the way people celebrate it, the clothes people wear, the type of food they eat and the like. They also talk about the events to the people at home and in the neighbourhood.

Children propose to their teacher to celebrate a particular festival in their school. The entire school, through students' self-government divides their responsibilities. Children start making necessary preparations for the celebration of the festival.

Children help senior students/teachers in developing charts, posters, etc., on the stories associated with the festival.





*Aspects of Personality
Development and Competencies*

The child
appreciates food items of other friends.

enjoys talking about his likings.

recognises the bad effect of over-eating.

Potential Situations in School

The teacher and children discuss in a lively spirit about the special food that are taken on different festivals. Children enjoy hearing about special food items eaten by people of different communities.

The teacher asks children to tell about the food items that they specially like to take on those occasions. Children feel amused to talk about their favourite food items.

The teacher cautions the children about over-eating of tasty but undigestible food, like fried things, too much of sweet items, etc., on the festival days. He cites concrete examples from the life of children who, on or after the festival, complain of stomachache, diarrhoea, etc. Children remember some of the incidents when after the festive occasion they fall ill.

*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child
enjoys doing creative work.

enjoys and shares others' food items.

takes part with confidence in cultural
activities.

shows respect to elders.

Children help their seniors in preparing and
decorating special festival dresses, making
musical instruments and other appliances that
are being used on that day.

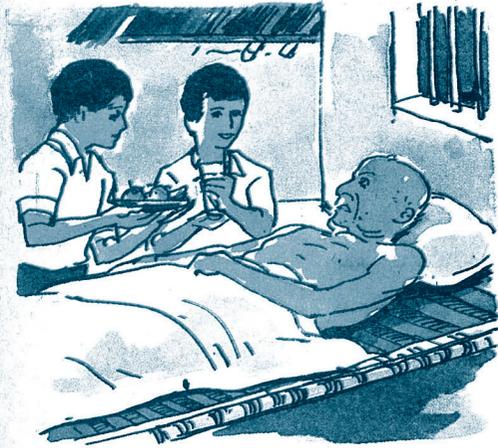
Children clean the place after the lunch and
keep things at the proper place.

Children play roles of different characters
of the story, depict the events and situations
associated with songs, perform dance, wearing
appropriate dresses and make-up.

Work Experience Situations at Home

Children listen attentively to parents and other
elder persons of the family and respond to
them respectfully.





*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child
shows sense of responsibility.

Children take care of their younger brothers, sisters and children of neighbours.

Children take special care of sick, disabled and old persons, talk to them politely and make available to them required items of daily use, such as, food, water, clothes, stick, etc.

practises social cleanliness.

Children sweep rooms, help elder persons in keeping the house neat and tidy, assist them in day-to-day household work.

shows respect to guests.

Children show respect to guests and attend to their requirements with pleasant disposition.

maintains neatness and tidiness.

Children keep their play materials in order after playing with them.

<i>Aspects of Personality Development and Competencies</i>	<i>Potential Situations in School</i>
The child shares his personal things with others.	Children share their play materials with others.
shows orderliness.	After doing some hand work, like drawing, painting, paper-cutting, paper-folding, clay-modelling, leaf work, etc., children keep their tools, materials and products at a proper place.
shows awareness for maintaining cleanliness.	Children check younger ones from spitting here and then, biting nails, throwing torn papers, wrappers of toffees, seeds, skin of fruits, etc., here and there.
	Children take bath daily and comb their hair, cut nails regularly, wash hands and feet properly after coming back from the playground and other places.
	Children keep their shoes/ <i>chappals</i> , books, copy, pencil, rubber, tiffin-box; hanky, slate, etc., at a proper place.
	Children clean the place before serving food.
practises personal cleanliness.	



*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child
maintains cleanliness of belongings.

shows sensitivity for maintaining cleanliness
in daily life situations.

Children wash their hands before serving or taking food.

Children wash their hands after taking food.

Children clean the place after taking food.

While going to school or any other place and also after coming back home, children pick up and keep dresses with care without disturbing the order in which these were kept before.

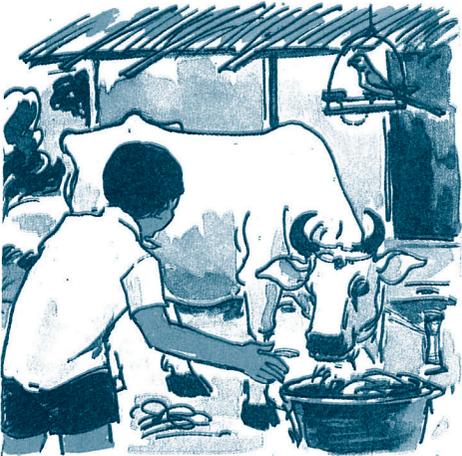
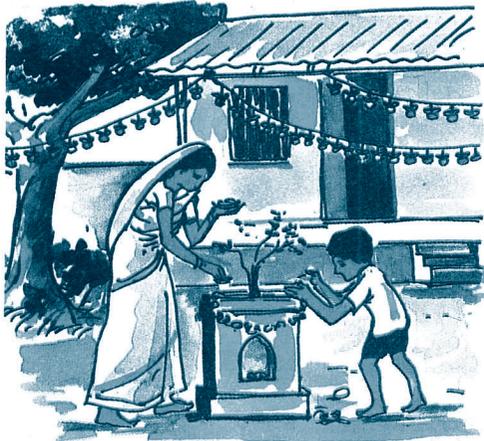
Children keep the garbage in the dustbin carefully without making the place dirty.

Children help the younger ones in passing urine/stool in the toilet. They check little children from passing urine here and there. They clean the place immediately when the child urinates in the room.

Children wash small clothes like handkerchief, panties, socks, etc.

Children take proper care for the maintenance of dresses prepared for wearing on special occasions.





*Aspects of Personality
Development and Competencies*

Potential Situations in School

The child
shares responsibilities at home.

Children remove small utensils like glass, small bowl, *thali*, cups, etc., to a proper place after taking food. They also remove at a proper place left-out utensils used by others while taking food.

shows eagerness to beautify the surrounding.

Children help elderly persons in decorating the house to celebrate festivals.

Children prepare simple decoration items and display those nicely.

shares responsibilities happily.

Children prepare greeting cards and give them to their friends, relatives on special occasions.

Children take pleasure in serving food, water, etc., to guests/visitors.

enjoys sharing personal things.

Children cheerfully share their personal belongings, food, etc., with friends, family members, neighbours, relatives, etc.

cares for plants, domestic pets, etc.

Children lovingly look after the plants grown at home.

Children take pleasure in looking after domestic animals, pet-birds, cat, dog, etc.

3

Methodology for Organising Work Experience Activities

TEACHERS REALISE that mere inclusion of some activities in the school programme may not help much. Their problems are:

1. How to organise the activities so that these become enjoyable and useful for the children?
2. How to provide opportunities to the children for free expression?
3. How to keep a close link between home and school experiences of children?
4. Is it possible to extend further the home experiences of children for wider exposure?
5. What approaches and strategies could be helpful in achieving the goal?

Some of the strategies that they think useful for Classes I and II are as under:

1. Creating informal situations in the classroom for mutual sharing of experiences of daily life activities.
2. Referring back and forth to personal experiences of children.

3. Introducing play-way activities and games.
4. Narrating interesting stories/dialogues on food habits and maintenance of personal cleanliness.
5. Presenting/reciting action songs on selected themes.
6. Composing simple and short scripts/skits on health and hygiene and dramatisation of various characters by children.
7. Composing interesting stories on freedom struggle, story of heroes, social festivals and associated customs, dances, etc. Presenting stories involving children by asking them questions in between.
8. Taking the children out for visits in nearby gardens, work centres in the community and asking them to observe things around them and collect those.
9. Engaging children in preparing articles out of waste materials providing opportunities for child-to-child learning.
10. Introducing short-term interclass and interschool sports and cultural programmes. Forming groups of older and younger children for sharing various responsibilities related to sports/cultural programmes.
11. Organising school exhibitions and involving children in various types of group activities.
12. Engaging children in agricultural activities and giving scope for free discussions on the experiences gained.
13. Involving children in activities such as, cutting out pictures, drawing sketches of things seen, pasting and decorating the pictures, drawing on the chart paper.

14. Using children's experiences for developing the theme in hand.
15. Giving demonstrations and helping children to find out the better use of locally available materials— low-cost and indigenous.

The experience of Kakargachi School has clearly brought out one thing: A single method will not be helpful at all places. A combination of methods have to be adopted. This will help the children in achieving the desired outcomes. They feel that most of these methods would not require extra time of the teacher or additional resources of the school. Moreover; these will help in the personality development of young children.

Depending on the availability of facilities in the school, the nature of the activity and the level of children, appropriate strategies will have to be adopted. The teachers then make some exercises about the strategies/methods that may be taken up with regard to the specific work situations which are discussed below.

Morning Classroom Meeting

The first morning meeting between the teacher and students have to be as informal as possible. At the very sight of the child, the teacher may say, 'Hello!' or *Jai Ramji* or *Namastey*, naming the child with a pleasant gesture. The teacher may demonstrate how to fold the hands, bend the head with pleasantness. In case he finds that some children are not responding properly, he may exchange pleasantries with them and show his concern for them. Similarly, children may be given informal training in greeting each other cheerfully.

Few minutes may be spent on hearing from those who want to say something, may be, some news about home events, some happenings on the way from home to school, etc.

Besides the socialisation aspect, some habit-formation can be helped very informally.

The teacher may demonstrate initially where and how to keep personal belongings, e.g., *chappals*, bag. He may also show them how to take out pencil, copy, book, tiffin-box, water-bottle, etc., one by one and keep those at appropriate places.

From the beginning teacher may help in developing sensitivity in children about the need for coming to school in time. This may be generated in two ways. First, through the personal example of coming to school in time. Secondly, by creating an inner motivation in the children by involving them in various activities, such as, informal and lively discussions, encouraging them to be the 'first child' in decorating the flower-vase, opening the windows, bringing the *tatpattis* for others, bringing the desk, taking out the duster from the drawer, bringing the broom. The teacher may introduce a simple game as well. Children may have their badges with name written on each. Before leaving for home, each child may keep his badge in one place. In the morning immediately after coming to the class, each child should put his badge in a sequential order. Everyday position of the badges, specially, of the first ten names may be written on the blackboard. The teacher may see to it that there is healthy competition among children to come in time.

Moreover, through the morning classroom activities good hygienic habits can be developed in children. Thus, the teacher

may join them in cleaning the classroom. He may help them in holding the broom properly. He may show them how to bend the body and dust the furniture without spoiling their dresses. Keeping the body in a position that dusts do not enter his mouth, eyes, etc. At times the examples of neat and tidy classrooms may be given in front of children in the morning school assembly. This may help generating team-spirit in the children: They may feel a sense of belongingness for their classrooms. A fortnightly visit to all the classrooms and giving a prize by rotation to the best maintained classrooms may be introduced in the school.

For developing good hygienic habits in children, teacher may devise some interesting play-way activities. One of the games may be as under :

Disc Game : Children with the help of the teacher may cut a thin card-board into a circular shape. Next, the card-board may be divided into various sections, e.g., eyes, teeth, hair, lips, etc. These body parts may be indicated with colour, sketches or picture cut-outs. There may be a movable pointer (either of card-board, bamboo-strip, broom-stick, used ball-pen refill, etc.). This may be moved clock-wise towards different sections denoting various body parts. The teacher may move the pointer to any section in which he or the monitor likes to move. Children's position with that aspect may be then checked. This will enable the children to enjoy and have a sense of suspense about the aspect in which the pointer may

be moved. Similarly, children may be involved actively in decorating the charts on cleanliness, prepare chart with clock faces showing the hours of getting up from bed, brushing the teeth and going to bed at night. The clock hours may be nicely decorated with picture-cut-outs, such as, a child getting up from the bed at the sun-rise, etc. It may be a movable disc, so that, at times, children may give demonstration about their activities from morning till night.

A little alertness, attention to an individual child, sympathetic behaviour, demonstration, helping and guiding them in right direction through informal games and activities can ensure developments of good hygienic habits in the children.

School Assembly Programme

Creating of a proper setting for the organization of School Assembly is needed. The work involves cleaning of the place, beautifying it with flowers and making sitting arrangements. Above all, maintenance of serenity of the place is important. The students' self-government may be given responsibility for this. It may distribute duties to different class members on specified days. The overall supervision will be with the teachers. It may be seen that the children of lower classes are given the responsibilities of helping the seniors.

The teacher by his own example may gradually develop the habit of punctuality and regularity in the children. Through repeated practice and discussions in the class in an informal way, the children

may be helped to become punctual and regular in all situations. The calm and serene atmosphere of the morning assembly may help them to become disciplined and to grow up as responsible children. If the teachers themselves maintain such an atmosphere, the children may automatically pick up these habits. While singing in chorus or in a group of five-six uttering the quotations of great men, children may develop self-confidence in them.

To develop the sense of discipline white lines or red lines with brick-powder (*geru*) may be drawn. Each line will indicate the path that a class will take to reach from the class to the place of assembly and back. Children may be trained to follow the route properly, take their seat calmly and come back to the class in an orderly way.

The teacher may cite examples from experiences of the children about the diseases that crop up due to unhygienic habits, e.g., stomach trouble, lice, skin diseases, boil, eye-sore, diarrhoea, worm in the stomach, etc. Mere saying of 'Do's' and 'Dont's' may not have lasting effect on the child's mind. It may have some appeal when stories are narrated in an interesting style, some anecdotes or episodes are presented involving the child in the process. At times, some questions may be thrown open referring to child's own experiences. He may pose questions like: Do you remember what happened when you took uncovered food from the hawkker? What happened on *Diwali/Holi* when you took *pakaura* and *kebeer* repeatedly? Do you remember the doctor stopped your younger brother from biting nails and eating soil from the ground?, etc. The teacher may also prepare suitable skits; scripts in an interesting style

like 'conspiracy of toffee-lollipop', 'the infightings between small and large worms', etc. Children may dramatise with proper dresses and make-up various characters depicted therein. After the drama children and teacher may discuss the events in their own way.

About the unhygienic sanitary conditions of the surroundings the teacher may tell the stories narrating the popular hiding places of flies, mosquitoes. Similarly, air-borne and water-borne diseases like whooping cough, influenza, tuberculosis, typhoid, cholera, etc., may be discussed informally narrating stories, poems, etc. Student's curiosity may be roused by introducing suspense elements and referring back and forth to the conditions of the environment in and around the school, home, bus stop, market place, etc. Children may also be taken round the neighbourhood areas and shown the conditions of drain, well, pond, field, etc. At times contrasting pictures may also be shown to the children. In this way story of 'cave houses' and a house with proper ventilation, separate places for animals and pets, neat and clean toilet may be narrated. Children may be shown pictures. They may be asked to draw sketches of a house from their own imagination. While going to a village *mela*, agricultural field or places of work situations in the community, children observe different types of houses. Teacher may help them in making simple models of houses.

Habit formation regarding care of clothes, timely mending of dresses, washing of small clothes, keeping clothes in order, etc., may be done by telling and discussing selected stories.

Children may be made aware of food value of various items through play-way methods, discussions and organisation of community lunch in the school on special days. In the community lunch all children and teachers share the food brought by others. Each child may distribute the food brought by him to others. The teacher may ask each child to draw picture/pick up pictures from his basket of the fruits, vegetables and other eatables of his choice. There may be lively discussions on those.

Visits, Discussions and Activities

All kinds of visit programmes are sources of joy to children. While moving with schoolmates and seeing things in and around they feel very inquisitive. Children, therefore, may be encourage to observe and collect things from different places. On coming back from the visit they may be encouraged to gather more information and clarification about the objects collected.

Other interesting activities may be:

1. Introducing games.
2. Asking children to prepare sketches and colour their own drawings.
3. Involving children in making models with simple objects.
4. Helping them to display collected objects systematically.
5. Asking children to talk about the objects prepared by them.

6. Encouraging them to make a 'corner' or a 'small kit' out of the things collected.

Besides the cognitive development, visit programmes also help in learning many social skills. Some examples are given below:

1. While boarding a bus, children may be demonstrated as to how to get in, how to help others in boarding the bus, sharing seats in case the number of seats is less.
2. During visit programmes children may be taught about the proper way of crossing roads and other traffic rules. Elder children may be given training to help the younger ones in crossing the roads.
3. The programme provides ample opportunity to develop desirable social behaviour among children. Informally, the teacher may encourage children to render help to others, like holding bag, water-bottle, showing respect to others by wishing respectfully, talking politely with the people they meet.
4. During visit programmes the teacher and students may take food together. While dining together younger children may be taught to render help to elder ones by way of spreading paper, *durrie*, distribute plates, glasses and bringing utensils. The elder ones may bring water and serve food to others. After the lunch all children may join hands in removing the food particles fallen

on the ground, keeping *durrie* at a proper place, wash utensils and the like.

5. A lot of good habits relating to social hygiene may be taught through such social situations. Children may be told not to throw toffee wrapper, skin of fruits and seeds here and there. They may be taught to close the tap left open by others, not to urinate here and there, be careful about the objects displayed and take permission of the people before touching or collecting things from the place of visit. These incidental learnings are expected to have a lasting effect on their mind. Such satisfying experiences are likely to help the children to live happily with others and make them feel comfortable.

School Beautification Programme

The teacher may provide a variety of creative work situations for the children. He may ask them to collect some materials from different sources. The basic materials have to be provided by the school. The teacher may give children freedom to decide about the article that each one of them would like to prepare and select tools and materials accordingly. This will help the children to derive joy by evolving design of one's own choice. At times, he may demonstrate proper techniques and help them in their work. The children may be encouraged to discuss about their individual experience in doing the work. Some of the articles may be displayed in the classroom. A few may be used for decorating the school. The decoration items once displayed may be replaced from time to time. Through such

activities children are expected to develop a sense of belongingness for the class and school. Moreover, participation in such activities from the very childhood may help to develop in the children a taste for beautiful, neat and orderly things.

School Garden Activities

In the schools where there are some open space, school garden activities may provide learning experiences to the children. In Classes I and II children's participation may be in the form of sowing some seeds, observing plants, fruits, vegetables, watering and protecting the plants from their enemies.

In the school garden the teacher may give children full freedom to observe things for themselves, interact with each other and the gardener/experienced persons. He may also informally answer the questions and show them how to water the plants, how to pluck fruits/vegetables, how to remove the unwanted weeds without hurting plants. While children learn these skills, they may develop love for the plants.

Through informal discussions, the teacher may tell them that plants give us lovely fruits, vegetables, pulses, etc. Like us these plants have got some enemies and friends. It may arouse their curiosities to observe more closely the 'enemies' and 'friends' (e.g., weeds, insects, birds, rat, earthworms, butterflies, bees, etc.) of plants.

The teacher may involve students in a number of activities. These are: putting cover on the small plants for protecting those from hot sun, grooming the soil after watering, plucking weeds,

removing rotten fruits, vegetables, etc. These activities are likely to generate tender feelings in the minds of children.

Students' Self-government Activities

The students' self-government may be run by the elder children with assistance from the younger children.

The planning and organisation of various activities within the school may be made by the students through discussions with the teachers. All the children of the school may be divided into some groups. The group members may be given both individual and group responsibilities. One group may take up the responsibility of looking after cleanliness. While another group may organise cultural functions. These groups may work following the democratic principles of mutual discussions and sharing of responsibilities. In each month the responsibilities of each group may change. For example, the group looking after cleanliness may take charge of responsibilities for the organisation of social festivals and the like. The younger children may help the group members by bringing things for them, holding the material and preparing simple objects for decorating the school. In programmes like celebration of social festivals in the school, Sports Day, etc., the whole school may work in close contact with each other like a family. The teacher may guide and supervise the activities of the students in such a way that students enjoy doing their responsibilities. This may provide them enough opportunity to grow up as an individual and also as a member of a

group. The success of the programme will depend upon creating healthy community life within the school. A good number of values like team spirit, honesty, respectfulness, sharing responsibility, punctuality, regularity, etc., may be inculcated in the children through organization of students' self-government activities.

School Exhibition

School exhibition offers opportunity to the children to prepare a variety of objects from their own imagination and ideas.

The teacher is required to create a free atmosphere where children discuss among the classmates and also with the schoolmates about the things that they may prepare. In this process some children may collect very ordinary things and convert those into beautiful and useful things of daily use, like pencil-stand, photo-frame, hand-fan, dustbin, decorative tool-box, wall-hanger, paper-toy, swinging butterfly, flower and the like.

Right from preparing for the exhibition to the day of putting up the exhibition, the entire school may work like one family—elder children doing different jobs of preparing models, sketches, decoration items and the younger children happily rendering all help to their seniors. While younger children decorate the invitation cards, the elder ones may write the letters neatly. Similarly, in cleaning school premises, place of exhibition, *verandah*, rooms, beautifying the places, decorating the gate, etc., the younger children may provide immense support and help to the seniors. Besides sharing of

group work, the teacher may as well develop in them good manners, like how to welcome guests, and attend them pleasantly. On such occasions the teacher may

- help children to learn how to display objects of different shapes and sizes beautifully;
- involve them in lively discussions after the exhibition is over; and
- train them to keep their things properly for future use.

This is likely to help children to become orderly, self-confident, imaginative and cooperative.

Kisan Mela

Schools may also participate in the *Kisan mela* of the local community. Children can set up their own stall with articles prepared by them and render help to the community people.

School Functions and National Days

School functions and celebrations bring real life to the members of the school community— administrators, teachers, senior and junior students. On the one hand, it is a real source of joy to the children and on the other hand, children get immense opportunity to express themselves in front of large number of people. When the teachers and students join together for preparing for functions, the entire tone of the school changes. The teacher may very well capture this ‘festive spirit’ of children and make it an ‘educative experience’ for the children. For example:

The school is going to celebrate a National Festival— Independence Day. The teacher collects/composes poem with rhythmic sounds. He teaches them how to sing the songs in chorus with proper tune and accent. These may be action songs reflecting the theme of ‘freedom struggle movement’. The teacher may motivate children to make the National Flag with paper/cloth using proper colour and symbol. They may draw sketches of flags and put colour on them.

The teacher may do a number of other things, such as:

1. Compose a simple and touching story on the freedom struggle of India.
2. Narrate the story and show children the relevant pictures.
3. Encourage them to ask questions on the characters/ events of the story.
4. Ask them to cut out pictures and paste those on the chart.
5. Help children in neatly writing the story on it.
6. Narrate the significance of songs, stories and poems highlighting the greatness of our country.

In later days the ideas and values contained in the stories/ songs/poems may be appreciated by the children in a better way. Making arrangements for the festival, decorating the school on that occasion, participating in the cultural programmes and working together— all provide rich, educative and satisfying experience to the children.

Social Festivals of the Local Community and Other Communities

Social festivals are the living situations through which the teacher can bring the children closer to their traditional customs. One of the activities may be that the teacher collects/composes stories associated with a specific festival. He may present it before children with lots of actions, gestures and asking probing questions in between. At times he may refer back to the children's experiences, the way they celebrate it and the way neighbours do it, and so on. In this process children may get fully involved in their work. They may feel motivated to seek clarification to their doubts about some events/characters of the story, etc.

The teacher may

1. involve children in collecting pictures related to the festival from different sources;
2. ask children to cut and paste the pictures on a chart paper/thin card-board/used file-cover, used copy-cover, calendar, etc.;
3. involve children to talk about festivals that are celebrated in friend's/neighbour's houses;
4. motivate children to tell about the festivals that they like most.

Celebration of Special Festivals of Other Communities

Besides social functions of the locality, the school may celebrate

social functions of other communities. The activities may be organised with the spirit of knowing each other's customs and mode of celebrations. The positive aspects of celebrations (e.g., how people remember an important event, how they mix up, express love and affection to each other, etc.) need to be stressed. For example, by participating in *bhangra* of the Punjab or *garba* of Gujarat, children may develop a sense of appreciation for each other's culture. In the later period of the school life children will be better equipped to appreciate the common cultural heritage of India.

Celebration of Special Days

There are some memorable moments in a child's life which play significant role in shaping his personality. From the early days the children may be taught to devote some time for very special occasions: think for the well-being of those who do so much sacrifices for them. There may be number of ways to express the special feelings and regards for them. Children may celebrate teachers' day, mothers' day, oldmen's day, birthdays of classmates, special days to honour those schoolmates who excelled in drama, sports, debate, recitation/painting competition, science fair at the inter-district or the inter-school level, and the like. They may like to prepare small gifts for them, make garlands and bouquets and decorate the school. They may put up a cultural show and also a community lunch programme.

On such occasions, children may prepare invitation cards, envelopes, etc., compose a poem on the person invited, highlighting

his/her good qualities, etc. The children of Classes I and II may help them in decorating those citations. The teacher may compose some special songs on the guest and teach children to sing them in front of the guest. Through these celebrations children are likely to recognise the good deeds of those people and learn to show regard for them. The teacher may help in making these occasions lively by involving children in a variety of purposeful activities.

Work Experience Activities at Home

Work experience activities may have a real impact on children's life when there is a link between what the child does at home and in school. The teacher may create free and informal situations in the school during the time of school celebrations, sports preparation week and cleanliness campaign week. Even on regular days the teacher may initiate discussions on their home activities and duties. Those who practise cleanliness at home and keep their homes neat, tidy and beautiful may be encouraged to narrate in the class about the things that they do at home. The teacher may at times visit children's homes and cite his personal experiences of things seen and heard. Sometimes he may give some decoration pieces prepared by him or by children of the school for decorating their houses and tell about where and how they may display the items. Children may be asked to tell in detail about what do their parents, brothers, sisters do from morning till evening. They may be asked to narrate about the help that they render to them in the preparation of food, serving food, looking after younger brothers and sisters, helping the old and

sick people. In this way the teacher may make them understand that family is a place where everybody must share responsibilities and help each other. He may give concrete examples of those children who help their family members and neighbours in all matters as per their own abilities. While keeping records about them, they may be given special recognition for doing such activities at home.

The teacher may encourage children to look after younger brothers/sisters/children of the neighbourhood while playing games. They should help them, rather than scold or quarrel with them for not being able to play properly. In case some children hurt their body by falling down accidentally, they should help them promptly and bring to the notice of elders for quick action. While at home, if some younger children fall sick, they may be asked informally to give good company and show them love and affection. The teacher may tell some good stories about children who were loved by all because they showed kindness and affection to the younger ones by sharing their own toys and game materials. Similarly, through some stories children may be made aware as to how to look after the domestic pets and animals by giving them food, spending some time with them and protecting them from hot sun, cold water and rain. He may also tell them to protect the animals, birds, etc., from the attack of other children who unnecessarily hurt and disturb them.

Children may informally be inspired to look after and protect the plants and flowers of the kitchen garden. They may be told to behave decently with people when they visit their homes, greet people with folded hands and talk pleasantly to them. Even

if they go to attend some function they may extend their help to others cheerfully.

At festive occasions they may be told to attend to guests, take food with others, help family members and give company to them.

Approach to Pupil Evaluation

The pupil evaluation should be built in the teaching process and form a continuous process. In Classes I and II, the pupil evaluation should help identification of attitudinal development of the child.

There are a number of situations through which evaluation can be done, e.g., when the child is doing a work, participating in the discussions, dramatising, reciting poems, singing songs, attending to guests, helping in the organisation of an exhibition, actively involved in visit programmes, doing cleanliness activities and the like.

Encouragement to the children through occasional promoting, displaying child's work would help formation of good work habits and inculcation of desirable personal and social values in the child. Use of observation schedules and maintenance of child's progress record may help in adopting a development-oriented evaluation programme.

In Classes I and II, the evaluation of the child's attainment may be done on the items such as:

- Assessment of work in terms of values inculcated and attitude shown towards work and workers engaged in various work situations.
- Interest and innovative approaches as exhibited in doing the job.
- Services rendered to the people in the school, home and community.
- Exposures to materials, media and tools as reflected by the child while selecting and using materials and tools for the work in hand.

The child's personality with regard to the following may be assessed:

- Awareness about hygienic living principles
- Manners
- Power of self-confidence
- Imaginative nature
- Promptness shown
- Helpfulness to others
- Hygienic habits exhibited
- Inquisitiveness.

A few sample tools appear in Appendix III. The teacher may prepare some tools covering the above-mentioned aspects.

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I

Appendix

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

(a) Health and Hygiene

1. Informal discussion about the need for:
 - getting up in time from bed regularly;
 - Cleaning of teeth, eyes, nose, tongue and hair, cutting of nails, bathing, washing of hands before and after taking meals;
 - brushing teeth in the morning and after meals, especially at night before going to bed;
 - taking physical exercises in the morning, observing postural rules while sitting, standing, walking and reading;
 - removing nails, stones, broken glass pieces, banana skin, dry things, etc., whenever found on the way obstructing movement;
 - avoiding dipping of fingers in drinking water while taking water by jug, tumbler, water-can, etc.;
 - avoiding touching of other parts of the body after putting fingers on boil or wound;
 - washing hands properly after touching the boil, wound, etc.;

- observing rules of social hygiene, like spitting at proper place (dustbin), putting handkerchief, cloth in front of mouth and nose while sneezing or coughing;
 - avoiding passing of stool and urine near water sources, e.g., river, tank, pond, well, etc.;
 - taking care of one's belongings, such as books, copies, slate, pencil, bag, dresses, etc.;
 - maintaining sanitary conditions of the places nearabout school, community and home.
2. Composing action songs on personal cleanliness by the teacher and recitation of the songs by children.
 3. Reciting action songs on hygienic habits by children with dresses and proper make-up.
 4. Observing rules of social hygiene.
 5. Helping classmates in cleaning the classroom and arranging things in order.
 6. Helping schoolmates in cleaning of the school premises.
 7. Participating in cleanliness campaign activities in the school.
 8. Helping family members in cleaning the house and the nearabout place.
 9. Checking younger brothers, sisters and other children at home and in the school from spitting here and there.
 10. Requesting classmates not to spoil the classroom by scribbling on the wall, throwing paper and ink on the floor.
 11. Telling classmates, brothers, sisters not to keep the bag, shoe, *chappal* etc., haphazardly.

(b) Food and Agriculture

1. Informal discussions about
 - food items consumed daily and their necessity for our body;
 - food items generally liked by children and our body requirements;

- usefulness of *chapati*, rice, *dal*, green and leafy vegetables, fruits, milk, egg, fish, meat, etc.;
 - effect of overeating on festive occasions.
2. Observing plant growth, looking after plants, weeding out unwanted plants, grass, etc.
 3. Protection of small plants from extreme heat and cold (hot sun, light and cold wind).
 4. Keeping the field and kitchen-waste at the specified place.
 5. Sharing responsibility of watering the plants and protecting them from goats and other animals.
 6. Observing seasonal vegetables and fruits.
 7. Identifying the fruits that are useful for our body.
 8. Helping elders and friends in food preparation activities such as, peeling seeds, removing skin from vegetables, etc.
 9. Collecting dry seeds from plants such as, marigold and other seasonal flowers.
 10. Preparing sketches of vegetables, fruits, leaves, birds and insects.

(c) Shelter

1. Informal discussions about:
 - various types of habitation (natural and artificial) for man, animal and birds;
 - difference in the structure of houses and contributing factors for these variations;
 - characteristics of good houses (proper ventilation and availability of the sunlight).
2. Preparing sketches of dwelling places of birds, animals and insects.
3. Collecting photographs of various types of houses from newspapers, magazines, etc.
4. Preparing models of different types of houses.

(d) Clothes

1. Informal discussions about:
 - different types of materials used for preparing cloth;
 - need for using seasonal clothes;
 - care of clothes used on special occasions;
 - repairing and mending of dresses in time.
2. Being careful not to spoil dress, curtain, etc., by rubbing one's hands and fingers on those.
3. Washing small clothes, as far as possible.
4. Keeping clothes in proper place at the time of leaving home and also after coming from outside.

(e) School Celebrations

1. *National Days* : Independence Day, Republic Day, Mahatma Gandhi's Birthday, *Shabeed Divas*, etc.
2. *Special Days* : Mothers' Day, Parents' Day, Children's Day, Old Men's Day, Teachers' Day, Women's Day; Children's Birthday, etc.
3. *Festivals of National and Local Importance* : (i) National level festivals— *Diwali, Holi, Dussehra, Moharram, Id, Christmas, Janmashtmi*; (ii) Regional level festivals— *Durgapuja, Basant Panchami, Ganesh Chaturthee, Goverdhan Puja, Raksha Bandhan, Ram Navmi, Shiv Ratri, Onam, Pongal, Lobri, Sankerami*, etc.; (iii) Local festivals— *Chhat, Karmachauth, Sarbul, Karma, Nag Panchami*, etc.
4. Informal discussion about significance of National Days, Special Days and social festivals of national, regional and local importance.
5. Participation in local functions and festivals organised by different communities.
6. Participation in folk dances and singing of songs related to various types of festivals.
7. Dramatization and presentation of action songs on stories/proverbs related to festivals celebrated by different communities.

8. Narration of stories on the freedom struggle.
9. Recitation of patriotic songs, poems and singing of the national anthem in proper tune and rhythm.
10. Collection of portraits of national figures—past and present.
11. Pasting of pictures and cut-outs from used calendars, magazines, etc., on a chart paper.
12. Preparing flags, garlands, card, badges, etc., for use during functions celebrated at the block and the district levels.

(f) Service to Others

1. Informal discussions about:
 - the need for helping children coming from disadvantaged communities (families from low socio-economic group);
 - the need for helping physically handicapped children;
 - children's experience regarding persons engaged in different types of occupations and their contributions in day-to-day life.
2. Rendering help to family members, neighbours in day-to-day activities by way of bringing things for them, washing vegetables, peeling seeds, carrying small utensils, etc.
3. Taking special care of younger brothers, sisters, old, sick and physically disabled persons.
4. Helping neighbours and other community members by carrying messages.
5. Helping blind and other physically handicapped children as and when they need some help.
6. Showing regard to people who serve community in different ways.

(g) Converting Waste Material into Useful Articles

1. Informal discussions about:
 - different types of waste materials which can be put to various uses;
 - articles which are required for different occasions—decoration, house-hold and personal;
 - possibility of preparing different articles out of available waste material.
2. Preparation of leaf-plates and bowls, hand-fan, pen and pencil stand, paper photo-frame, etc.
3. Using torn cloth and gunny bags for preparing mats or *tatpattis*.
4. Preparing garbage boxes with used containers, broom with different types of dry leaves, grass, twigs, etc., scrubber out of ripe skin of *torai*, greeting cards from thin card-board pieces, etc.
5. Preparing decorative pieces, like paper-chains and coils, wall-hanging pieces, jokers, masks, etc.
6. Helping others in earthen-pot decoration, floor decoration, wall decoration, cap decoration, dress decoration, etc.
7. Preparation of soft and movable toys out of waste doth-pieces, torn clothes, thin card-board, used post-card, used stationary boxes (pencil, pen, inkpot) match-boxes, etc.
8. Using assorted items such as, balloons, fused bulbs, nut and egg shells, cigarette packets and wrappers, coloured and glaze papers, thread, reels (empty), cork, wool, jute, etc., for preparing a variety of decorative pieces, etc.

II

Appendix

हाय राम यह कैसी गुड़िया!

हाय राम यह कैसी गुड़िया!

दाँत न माँजे मुँह ना धोये
बिस्तर से उठते ही रोए
माँ की बात एक ना माने।

हाय राम यह गंदी गुड़िया!

नए खिलौने तोड़ा करती
घर की चीज़ें तोड़ा करती
नन्हें से मुन्ने को पीटे

हाय राम यह नटखट गुड़िया!

पुस्तक फाड़े, पैंसिल तोड़े
खो देती मोज़े के जोड़े
करे नहीं यह याद पाठ भी
हाय राम यह बुद्धू गुड़िया
हाय राम यह कैसी गुड़िया!



कर माँ मेरा जीवन सच्चा

कर माँ मेरा जीवन सच्चा
 तन कर सच्चा, मन कर सच्चा
 रोआँ-रोआँ मेरा सच्चा
 प्राणों का हो कण-कण सच्चा
 तनिक रहे ना यह घट कच्चा।
 कर माँ मेरा जीवन सच्चा।।

प्रतिक्षण सच्चा, प्रतिपल सच्चा
 भीतर सच्चा, बाहर सच्चा
 होऊँ माँ मैं नखशिख सच्चा
 नहीं और कुछ उर में इच्छा।
 कर माँ मेरा जीवन सच्चा।।

हर हालत हर अवसर सच्चा
 दम में दम है तब तक सच्चा
 सदा कसौटी पर मैं सच्चा
 बरसे जब रिपु-भाला-बरछा।
 कर माँ मेरा जीवन सच्चा।।

पनपे पौधा सावन अच्छा
 लगे फूल-फल उसमें सच्चा
 सोने जैसा होऊँ सच्चा
 जननी दे यह मुझको भिक्षा।
 कर माँ मेरा जीवन सच्चा।।

हिन्द देश के निवासी

हिन्द देश के निवासी सभी जन एक हैं।
 रंग-रूप, वेश-भाषा चाहे अनेक हैं।।

बेला, गुलाब, जूही, चम्पा, चमेली
 प्यारे-प्यारे फूल गूँथे माला में एक हैं।।

कोयल की कूक न्यारी, पपीहे की टेरे प्यारी,
 गा रही तराना बुलबुल, राग मगर एक हैं।।

गंगा, जमुना, ब्रह्मपुत्र, कृष्णा, कावेरी
 जाके मिल गई सागर में, हुई सब एक हैं।

गीत व संगीत – विनयचन्द्र मौद्गल्य

खुद जियो और जीने दो

खुद जियो औरों को भी जीने दो।
 यही तो है ज़िन्दगी का रास्ता
 तुम्हें अमन की शान्ति का वास्ता।
 चमन में फूल खिले भाँति-भाँति के
 मगर सभी का होता एक ही चमन।
 हों रहने वाले हम किसी भी प्रान्त के
 है एक अपनी धरती एक ही वतन।
 तो फिर खिंचे-खिंचे से दिल हैं किसलिए,
 चलो दिल में ले के एक ही लगन।
 खुद जियो औरों को भी जीने दो।
 यही लिखा है गीता और कुरान में
 यही है वाणी नानक और कबीर की।
 इसीलिये तो गाँधी जी ने जान दी
 कि समझे दुनिया बात उस फ़कीर की।
 उन्हीं की ज़िन्दगी है किसी काम की
 समझते हैं जो दूसरों की पीर भी।
 खुद जियो औरों को भी जीने दो।

एकता गीत

हम एक थे हम एक हैं हम एक रहेंगे।
 यह सदियों की आवाज़ है
 यह पूजा और नमाज़ है
 यह आज़ादी का राज़ है, दुनिया से कहेंगे।।
 ये मन्दिरों औ' मस्जिदों के नारे कहेंगे
 गिरजे ये कहेंगे, यही गुरुद्वारे कहेंगे
 हम माँ के हैं अरमान नहीं न्यारे रहेंगे।।
 हम एक थे हम एक हैं हम एक रहेंगे।।

सारे जहां से अच्छा

सारे जहां से अच्छा हिन्दोस्तां हमारा ।
 हम बुलबुलें हैं इसकी, ये गुलसितां हमारा ॥
 परबत वो सबसे ऊंचा हमसाया आसमां का ।
 वो संतरी हमारा, वो पासबां हमारा ॥
 गोदी में खेलती हैं इसकी हज़ारों नदियां ।
 गुलशन है जिनके दम से, रश्के जिनां हमारा ॥
 मज़हब नहीं सिखाता आपस में बैर रखना ।
 हिन्दी हैं हम, वतन है हिन्दोस्तां हमारा ॥

— मुहम्मद इकबाल
 संगीत—पंडित रविशंकर

सा से सागर की लहरें

सा से सागर की लहरें
 रे से रेगिस्तान
 ग से गंगा की धारा, जिसकी मीठी तान
 म से मिट्टी देश की—हम उसपे कुरबान
 पपप मम ममम गग गगग रेरे रेरे रे सासा—पमगरेसा
(दो बार गाइए)
 प से पर्वत की चोटी, ध से धरती न्यारी
 नी से नील गगन है—है नीले फूलों की क्यारी
 ससस नीनी, नीनीनी धध, धधध पप
 पपप मम ममम गग गगग, रेरे, रेरेरे सासा—पमगरेसा
(दो बार गाइए)
 सा से सागर की . . .

ओ . . . चेलुविन मुद्दिन मक्कले

ओ . . . चेलुविन मुद्दिन मक्कले
 मन मनेय अंगलदि अरलिरूव हूवुगले
 नालेदिन नाडिदनु नडेसुवरू नीवुगने
 तन्दे तायि हेलिदरीति नडेयलु बेकु
 शालेय गुरूगलु कलिसिद पाठ कलियलु बेकु
 दोड्डवरल्लि भक्ति गौरव तोरलु बेकु
 नडेनुडियल्लि सत्यवएन्दु पालिस बेकु
 ओ . . . चेलुविन मुद्दिन मक्कले
 स्नेहितरल्लि प्रीतिय तोरि सोदर भावदे नोडि
 सोमारियागदे कोट्टिह केलसव तप्पदे माडि
 यारे आगलि कष्टदल्लिद्रे सहाय हस्तव गूडि
 भेदव तोरेदु बालिरि एन्दु यल्लरू ओन्दु गूडि
 ओ . . . चेलुविन मुद्दिन मक्कले

– आर. एन. जयगोपाल
 संगीत–एम. बी. श्रीनिवासन

Meaning

Sweet, loving children;
 You are the flowers in full bloom in the garden of each house.
 You are the makers of tomorrow and the future.

Obeys your parents, follows their advice.
 Learns what is taught by your teachers.
 Shows devotion and respect to your elders.
 Follows the path of truth in each action.

Sweet, loving children

Loves your friends in the spirit of brotherhood.
 Shuns laziness, completes your tasks without fail.
 Helps the needy and those in distress.
 Gives a helping hand to everyone.
 Sinks your differences.
 Joins all of you and lives together as one.

Sweet, loving children

पिल्लल्लारा पापल्लारा

पिल्लल्लारा पापल्लारा रेपटि भारत पौरुल्लारा
 पेद्दलके ओक दारिनि चूपे पिन्नल्लारा पिल्लल्लारा . . .
 मी कन्नुलो पुन्नमि जाबिलि उन्नाडु, उन्नाडु, पौंचुन्नाडु
 मी मनसुल्लो देवुडु कोलुवै उन्नाडु, उन्नाडु, अतडुन्नाडु
 भारत मातकु मुददुल पापलु . . . मीरेले, मीरेले,
 अम्मकु मीपै अन्तेलेनि प्रेमेले, प्रेमेले . . .
 पिल्लल्लारा पापल्लारा
 रेपटि भारत पौरुल्लारा . . .
 भारत देशम् ओकटे इल्लु भारत मातकु
 मीरे कल्लु मीरे कल्लु मीरे कल्लु
 जातिपताकम् पैकेगरेसि जाति गौरवम् कापाडंडि
 बडिलो बयटा अन्ता कलिसि
 भारतीयुलै मेलगंडि
 कन्याकुमारिकि काश्मीरानिकि
 अन्योन्यतनु पेन्चंडि
 वीडनि बन्धमु वेयंडि
 पिल्लल्लारा . . .

Meaning

Little children
 The Citizens of tomorrow;
 You will show the path to the elders.
 The full moon of hope shines in your eyes.
 God is enshrined in your heart.
 He is there.
 You, and you only, are the beloved children of Bharat Mata.
 Her love for you is beyond measure.
 India is the homeland of us all.
 You are the light of Bharat Mata's eyes.
 Hold high the banner of the nation and protect its honour forever.
 Whether in the school or outside, grow up to be true citizens of India.
 From Kanyakumari to Kashmir, unite India with ties of love.
 Help to build a lasting bond.

Telugu Song

– डॉ. दाशरथी
 संगीत-एम. बी. श्रीनिवासन

ओडि विलैयाडु पाप्पा

ओडि विलैयाडु पाप्पा-नी
 ओयन्दिरूवक्कल् आगादु पाप्पा
 कूडि विलैयाडु पाप्पा-ओरू
 कुलन्दैयै वैयादे पाप्पा ।
 चिन्नंज चिरू कुरूवि पोलो-नी
 तिरिन्दु परन्दु वा पाप्पा
 वन्नपरवैगलै कण्डु-नी
 मनदिल् मगिल्चि कोल्लु पाप्पा ।
 कालै एलुन्द वुडन् पडिप्पु-पिन्बु
 कनिवु कोडुक्कुम् नल्ल पाट्टु
 मालै मुलुदुम् विलैयाट्टु-एरू
 वलक्कप्पडुत्तिकोल्लु पाप्पा ।
 पादगम् सैभवैक् कण्डाल्-नाम
 भयं कोल्लु लागादु पाप्पा
 मोदि मिदित्तु विडु पाप्पा-अवर्
 मुगत्तिलुमिलन्दु विडु पाप्पा ।

सुब्रह्मण्य भारती
 संगीत-एम. बी. श्रीनिवासन

Meaning

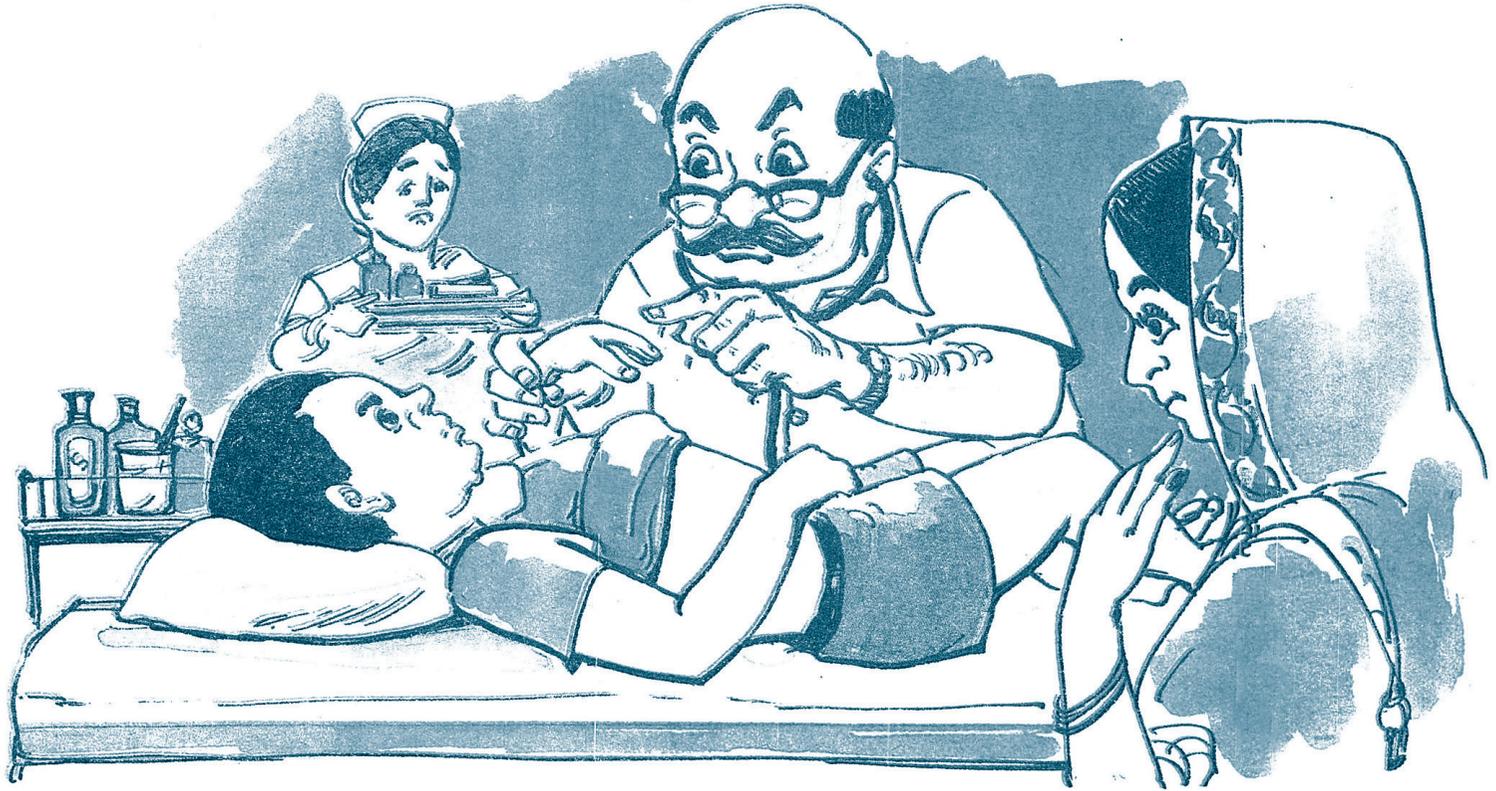
Run about and play, little child
 Never idle away your time
 In harmony play with other children
 Never quarrel with another child.

Like a little sparrow fly and roam the air
 Find joy in being with beautiful birds.

Wake up fresh each morning and learn your lessons
 Then sing a song that gives you joy
 And play all through the evening
 Make this your daily routine.

When you see evil doers
 Do not fear, O child.
 Trample on them and root them out
 Spit on their faces, O child

Tamil Song



रमेश के पेट का दर्द

एक दिन रमेश के पेट में सुबह से ही बहुत दर्द था। वह बहुत परेशान था। उसकी माँ ने उसे दर्द ठीक करने के लिए चूरन दिया, दवा आदि दी, परन्तु उसके पेट के दर्द में कुछ फ़र्क नहीं पड़ा। वह बेचारा स्कूल भी न जा पाया। संध्या को माँ उसे डॉक्टर के पास ले गई और सारा हाल बताया। डॉक्टर ने उसकी जाँच की पर कुछ समझ न आया। अचानक डॉक्टर साहब की अँगुली में कुछ चुभा। उनकी नज़र रमेश के नाखुनों पर पड़ी जो टेढ़े-मेढ़े थे। डाक्टर ने माँ से पूछा, “आप रमेश के नाखून ठीक से नहीं काटती क्या?” माँ ने बताया कि उनको रमेश के नाखून काटने की आवश्यकता ही नहीं पड़ती क्योंकि रमेश अपने नाखून दाँतों से ही काट लेता है।

डॉक्टर साहब बोले, “और वह उन्हें खा लेता है। वह वही है जो उसके पेट में चुभ रहे हैं— उसके पेट की अन्दर की खाल में नाखून चुभ गए हैं जो बाहर निकाले नहीं जा सकते।” माँ बड़ी परेशान हुई—बोली, “अब क्या होगा?” डॉक्टर बोले, “आपने इसको मना क्यों नहीं किया?” अब तो केवल एक ही उपाय है उन्हें बाहर निकालने का—वह यह कि

रमेश के पेट का ऑपरेशन करना पड़ेगा।” माँ बोली, “कोई और उपाय नहीं क्या?” डॉक्टर बोले, “नहीं।” माँ ने कहा, “तो आप कृपया आपरेशन करके निकाल दो।”

डॉक्टर ने रमेश के पेट का ऑपरेशन करके सारे नाखून निकाले फिर दवा लगा कर पेट सी दिया। रमेश काफी दिन बाद ठीक हुआ। वह बेचारा बिल्कुल फीका खाना खाता—अधिकतर उसे सूजी, दलिया ही खाने को मिलता जिससे उसका मन भर गया। रमेश के मन में लगातार यही बात घूमती रहती कि उसने क्यों नहीं माँ की तथा अन्य लोगों की बात मानी? आज उसे इतना कष्ट उठाना पड़ रहा है। रमेश ने प्रण किया कि अब वह कभी अपने नाखून दाँत से नहीं काटेगा और यदि किसी को नाखून चबाते देखेगा तो उसको मना करेगा।

तो बच्चो, आपने देखा बुरी आदतों का कितना बुरा परिणाम होता है। आप तो नाखून नहीं चबाते हैं न?

—कुसुम निगम

हिन्दुस्तान हमारा

हिन्द हमारा, स्थान हमारा
 हिन्दुस्तान हमारा।
 हिन्दुस्तान हमारा।
 सांझ भटकते तूफानों में
 बढ़े चले हम, बढ़े चले हम।
 रात उलझते सुनसानों में
 अड़े चलें हम, अड़े चले हम !
 हमने भोर जगाई
 तम से होड़ लगाई
 दीप्ति हमारी, भानु हमारा
 स्वर्ण विहान हमारा।
 हिन्दुस्तान हमारा।
 गर्म लहू से यह फुलवारी
 किसने सींची ? किसने सींची ?
 आजादी की उज्ज्वल रेखा
 किसने खींची ? किसने खींची ?
 देश अमेध रहेगा ?
 बनकर एक रहेगा—
 ध्येय हमारा, ध्यान हमारा
 लक्ष्य महान हमारा।
 हिन्दुस्तान हमारा ।

कदम मिलाते गाते जाते
 वीर सिपाही, वीर सिपाही ।
 दुश्मन के हित बनकर आते,
 एक तबाही, एक तबाही !
 हमने बाजी जीती
 बीत गई सो बीती,
 पंक्ति हमारी, गान हमारा
 हर्षोद्यान हमारा ! हिन्दुस्तान हमारा।
 गाँधी की जय, तिलक गोखले
 वीर जवाहर! वीर जवाहर !
 चन्द्रभानु से चमक रहे हैं
 अगनित नाहर! अगनित नाहर
 हमने रात गुजारी, देखी है भिनसारी,
 सत्य हमारा, ज्ञान हमारा, स्वप्न वितान हमारा
 हिन्दुस्तान हमारा !
 खड़ा हिमालय उफन रहा है
 जलधि तरंगा ! जलधि तरंगा !
 वेदमंत्र, आधार बताती, पावन गंगा। पावन गंगा।
 ऋषियों की जयकारें, पूजा की झन्कारें,
 देश हमारा, मान हमारा
 एक गुमान हमारा। हिन्दुस्तान हमारा।
 हिन्द हमारा, स्थान हमारा
 हिन्दोस्तां हमारा।

III

Appendix

Sample Evaluation Tools

OBSERVATION SCHEDULE OF CLEANLINESS

<i>School Situational Behaviours</i>	<i>School Situations</i>
The child keeps his body clean.	The child keeps his teeth, face, nose, eyes, ears and hair clean. keeps his nails clean. takes bath regularly. washes his hands and feet before taking food. washes his hands and mouth after taking food. washes his hands and feet after doing craft-work or outdoor work. does not put pen, pencil, etc., or finger inside the mouth. covers the mouth while coughing. keeps the hand near the mouth while yawning. covers the nose while sneezing. does not bite his nails. does not keep his hand inside the nose. does not clean the nose with his sleeves.
The child keeps his belongings clean.	keeps his books clean. keeps his bag clean. comes to school in clean dress. does not spoil the sleeves of shirts/frocks with ink, colour, chalk, etc. uses wet cloth while cleaning the slate. dusts the shoes before entering the class. uses clean paper covers for books and copies. removes the dust before sitting in a dirty place. uses rubber to erase figures or words.

OBSERVATION SCHEDULE OF PUNCTUALITY

<i>School Situational Behaviour</i>	<i>School Situations</i>
The child keeps the surroundings clean.	keeps his tiffin-box clean. replaces the lid on the pot or the vessel used for drinking water. washes his dress when spoiled with marks. stitches his books, copies, if torn. keeps craft tools dean. keeps the table and chair of the classroom clean. keeps the <i>tatpattis</i> clean. keeps the classroom, <i>varandah</i> and the school campus free from dry leaves, torn papers, cowdung, etc. uses a waste-paper box and cleans it regularly. does not scribble, draw pictures or throw ink/colour on the walls. discourages others from making the surroundings dirty. keeps the shoes at the proper place. cleans the place used for taking lunch. does not spit anywhere and everywhere.
The child attends the school on time. The child attends the classes on time.	attends the school on time. attends different classes on time. is in his seat when the classes begin. comes to the class on time after lunch and other breaks.
The child attends different co-curricular programmes on time.	attends the morning prayer programme on time. attends cultural programmes like dances, festivals and birthday celebrations on time. attends school assembly on time. reaches the playground on time.

OBSERVATION SCHEDULE OF HELPFULNESS

<i>School Situational Behaviour</i>	<i>School Situations</i>
The child takes note of the needs of others.	The child helps fellow-pupils by showing them the lessons and chapters taught during their absence. informs teachers about illness of fellow-pupils. helps teachers in displaying teaching aids. helps teachers in bringing copy-books, chalk, charts, registers, dusters, tools, etc., to the classroom.
The child shares his/her things with fellow-pupils.	gives his pen, pencil, paper, book, rubber; etc., to his friends in the class. shares his books with others while reading.
*The child assists his/her fellow-pupils.	helps his/her fellow-pupils in the class in writing down questions from the blackboard. helps his/her fellow-pupils in working out sums. helps his/her fellow-pupils in reading. helps his/her fellow-pupils in gardening and other types of school/ outside school situations.

RATING SCALES

I. CLEANLINESS

1. Keeps his body clean

3	2	1
Very frequently	Frequently	Rarely

2. Keeps his belongings clean

3	2	1
Very frequently	Frequently	Rarely

3. Keeps the surroundings clean

3	2	1
Very frequently	Frequently	Rarely

II. PUNCTUALITY

1. Attends the school on time

3	2	1
Very frequently	Frequently	Rarely

2. Attends the classes on time

3	2	1
Very frequently	Frequently	Rarely

3. Attends the different co-curricular programmes on time

3	2	1
Very frequently	Frequently	Rarely

III. HELPFULNESS

1. Takes note of the needs of others

3	2	1
Very frequently	Frequently	Rarely

2. Shares his things with fellow-pupils/friends

3	2	1
Very frequently	Frequently	Rarely

3. Assists fellow-pupils

3	2	1
Very frequently	Frequently	Rarely

Note :

Score 3 = A A means strong development.

Score 2 = B B means fairly strong development.

Score 1 = C C means weak development.

Adjectives 'Very frequently', 'frequently' and 'rarely' stand for the number of occurrence of different behaviours.

'Very frequently' means the occurrence of the behaviour during the majority of observed occasions.

'Frequently' denotes the occurrence of the behaviour during approximately half of the observed occasions.

'Rarely' denotes the occurrence of the behaviour now and then during less than half of the observed occasions.

Points 3, 2 and 1 stand for weightage to be given to the frequency of each behaviour in a general way.

IV

Appendix

Tools and Materials for Work Experience Activities in Classes I and II

In order to organize activities under work experience some basic materials and tools will be required by the schools. These will be used by different classes at different points of time as per the time-table. All these basic materials will have to be procured by the school and made available to all

the children as and when required. There will be some consumable type of materials which may be replenished regularly. A bulk of such material is available locally and is quite inexpensive. Even a part of these materials may be obtained by the children/teacher from the natural environment. Though most of these materials are inexpensive yet the judicious use of these 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 cleanliness and cleanliness of classroom/school.	Tooth-powder, paste, tooth-brush, toilet soap, comb, mirror, towel, bucket, mug, napkin, basin or any other substitute improvised, broom and duster.
Charts of seasonal fruits and vegetables, containing vitamins and minerals.	Chart paper, sketch-pen, locally available waste materials, gum, scissors, pictures of vegetables and fruits, utensils, water bottle, <i>keburpi</i> and basket.
Charts with pictures of houses, pictures of various types of festivals, pictures of national leaders and freedom fighters.	Same as above. Pictures of houses cut-out from used calendars, magazines, newspapers, etc.
Cloth garland with knots and beads. Bunting, paper-chain, flower decoration, toys in clay, paper-house.	Cloth cuttings, beads, scissors, gum, needle, thread, etc. Kite paper, paste, flour-paste, cord, coloured paper, flower-vase, thick needle, thread, flower, lid of containers.
Whistle, <i>phirkee</i> , finger cones, National Flag, etc.	Potter's clay, mould, white paper, chart paper, soft bamboo sticks, pin, gum, scissors.
Making bouquet, garland, flower arrangement, other artistic materials.	Thread, needles, flower, wire, empty container, improvised flower-vase, thin card-board, coloured pencil, ball-pen, used boxes, white powder, brick powder, leaf, cotton, used socks, cloth-pieces, pebbles, stones, beads, used newspapers, other waste materials from the local environment.

1505

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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