PRIMARY EDUCATION IN DELHI WITH REFERENCE TO CURRICULUM : AN ANTHROPOLOGICAL PERSPECTIVE

M.PHIL DISSERTATION

Submitted by

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I, Anulekha Bhattacharya certify that the dissertation entitled "Primary Education in Delhi with Reference to Curriculum : An Anthropological perspective" submitted by me for the award of the degree of Master of Philosophy is my bonafide work and may be placed before the examiners for evaluation.

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CONTENTS

CHAPTER I

EDUCATION : AN INTRODUCTION

'Education' is derived from the word 'educere' which means 'to lead out' or 'to draw out'. It means growth from within. Education refers to the acquisition of knowledge, experience and the development of skills, habits and attitudes. Philosophers, thinkers, educationists, politicians, priests – all have defined education in their own outlook on individual and social life and by circumstances they built in. Education ought to be related to the life and aspirations of the people so as to be a powerful instrument of social, economic and cultural transformation. Schooling is consciously planned to modify the behaviour of the child with particular end in view. The teacher imparts the knowledge to the rising generations.

The Constitution has enunciated the full Directive Principles of State Policy regarding Universalization of Elementary Education (UEE) as the following :–

"The State shall endeavour to provide within a period of 10 years from the commencement of the constitution for free and

compulsory education for all children until they complete the age of 14 years" (Article 45).

Universal Declaration of Human Rights declares that all individuals, irrespective of sex, caste and economic status have the 'Right to Education'. India rightly recognized 'Right to Education' as one of the fundamental rights of the Indian citizens for which necessary amendments in the constitution may have to be made and most importantly, conditions be created in society such that this right becomes available for all children of India.

The constitution embodies the principles on which the national system of education is conceived of and envisages a common educational structure. The 10+2+3 structure can be broken up into an elementary system comprising 5 years of primary education and 3 years of upper primary followed by 2 years of high school and 2 years of higher secondary stage.

Primary education is an important aspect of education in any country because it is the foundation on which a child can grow into a responsible and useful citizen of the country. The components of the curriculum framework should be related and be relevant to the social life and be oriented with future perspective. The aim of

primary education is to prepare individuals to be responsible citizens. It is fundamental education which lays down the foundation of secondary education, develops one's faculties in such a way so as to make the child, socially, economically, culturally and politically more mature. It develops the learning abilities so as to use available knowledge, to use information and skill in new ways, to increase capacity for sustained efforts, respect for truth and honesty, concern for the interest of others and to develop strong personality.

Over the past decades, a large body of international evidence has accumulated suggesting that education particularly of girls results in increase in household welfare. Schooling of girls alters behaviour in ways that later help in the girl's lives and household health by influencing nutritional and health care practices and improves the child's school performance. Several of the benefits from behavioural changes accrue to society such as reduction in the incidence of communicable diseases. Primary Education of children particularly of girl is associated with prevalence of immunization and improved nutritional health. Thus primary education is beneficial to child's health.

RESEARCH DESIGN

A. Objectives

1. The general objective of this research is to depict the scenario of primary education in Delhi .

2. The specific objective is to analyze the curriculum framework for primary stage from an anthropological perspective .

B. Sources of Data and Methodology

1. Data was collected from Books, Reports ,Acts and from Offices of the Education Departments in the Government and presented in written or tabular form.

2. Data was collected from Curriculum Framework prescribed by the National Education Council.

3. The curriculum was analysed in terms of broad anthropological parameter namely cooperation, language, sensitivity and variability.

4. Text book of environmental studies for Classes III, IV and V was reviewed.

C. Scope

1. Chapter 1 deals with the research design with reference to objectives, methodology, scope and study area.

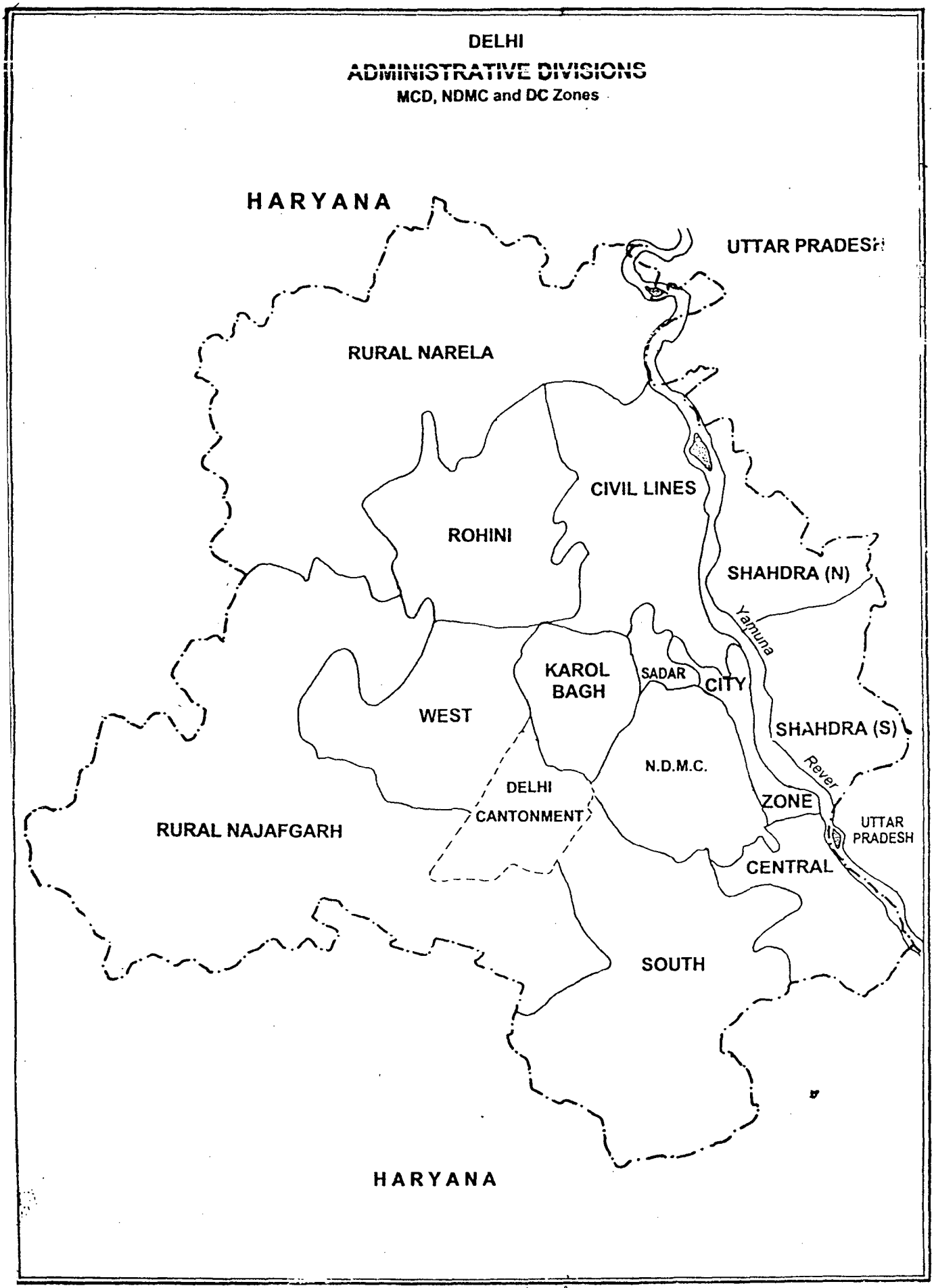
2. Chapter 2 deals with the history, organisation, policy, regulations, statistics on primary education in Delhi.

3. Chapter 3 deals with the subjects taught and the evaluation procedures at the primary stage.

4. Chapter 4 deals with the review of the textbook on 'Environmental Studies' for Classes III, IV and V.

D. Study Area

Delhi is located in the heart of northern India and has an area of 1483 square kilometers, out of which 797.66 square kilometers are rural and 685.34 square kilometers urban. It is surrounded by districts of Ghaziabad and Gautam Buddha Nagar of Uttar Pradesh in the east, the districts of Rohtak in the West, Sonepat in the north and Gurgaon of Haryana in the south. The length and width of the National Capital Territory are 51.90 kilometers and 48 kilometers respectively.



Based upon Survey of India map

MAP SHOWING STUDY AREA

Administratively, the entire area of Delhi is divided among three local bodies namely Municipal Corporation of Delhi (MCD), New Delhi Municipal Council (NDMC) and Delhi Cantonment Board (DCB). Educational zones of these three bodies which control primary education in their respective areas, except New Delhi Municipal Council (NDMC) which also manage schools from primary to Senior Secondary level are conterminous with the administrative zones. Apart from this the Government of National Capital Territory of Delhi which generally control education from upper primary to senior secondary has 11 districts and 28 educational zones and has upper primary, secondary and senior secondary schools in all areas of three local bodies.

Table 1.1 Local Bodywise Area of National Capital Territory

Local Bodies	Area in Sq. (1991)		
	Urban	Rural	Total
Municipal Corporation of Delhi	599.63	797.66	1397.29
New Delhi Municipal Council	42.74	-	42.74
Delhi Cantonment Board	42.97	-	42.97
All Areas	685.34	797.66	1483.00

Source : Directorate of Statistics, Government of National Capital Territory of Delhi, 1993

E. Literature Review

In the book **'School Education in India Present status and Future Needs',** the essay *'The Anthropological Dimension of Education'* by B.D. Nagchudhuri deals with the important aspects of human evolution and interestingly connects them with our education system. Human beings have evolved into the present day form and structure from *Homo sapiens* and *Homo erectus* who were food sharing and strongly cooperative. Human evolution underlines two remarkable characteristics :

1. Enormous capacity to learn about the world around us and to try to interpret it i.e. Education.

2. Ability to structure and manipulate the environment in a variety of ways i.e. culture.

The author observes unlike other animals, the human child is born less well-equipped to face the world. However, an infant is born with an immense capacity to learn. Behavioural patterns are not rigidly built into our brains. The brain is built in a way such that it tends to maximize behavioural adaptability. Human beings can adapt to living in a large variety of environments and circumstances, conditions and surroundings. This flexibility is

visible in the variety and pattern of cultures in many societies throughout the world. Natural selection ensured that cooperation became embedded in the human brain. Evidence in the early strata on the shores of lakes and riverbeds gives glimpses into human evolution. There was not blind cooperation but flexible response to the environment – a growing independence of the mind and skills of the figures and a tendency for group identification and group endeavours. The social rules and customs provide the framework in which the sense of the group is expressed. The tendency to identify oneself with a group, the sense of belonging is recognizable in sports, school ties, clubs and myriad other manifestations in modern societies. Group identification is traceable to the innate desire for cooperation in human beings – it is the basis of an entire setoff loyalties, group feelings and cooperative effort. The major social equipment of our species is cooperation and not competition, which is our strength not to be disposed off lightly. Accumulated experience is the added advantage and the skills that have been honed to greater sharpness over the years and finely adopted to applications and utility as never before by our ability to cooperate and pass on the skills.

Language is one of man's major inventions and cooperation has become easier with ability to communicate. Communication has evolved from making noises, facial gestures and physical contact to clearly articulated, accurately reproducible sounds. The ability to learn, the evolutionary reshaping of the jaws and the vocal organ led to increased articulation but it is not known when speech became the strongest feature of communication. Language developed 10,000 years ago. In ancient Sumer, a written language of substantial sophistication developed. [illegible] *Homo erectus* endocasts show the broca's area indicating speech was developing. While the strong cooperative structures exerting evolutionary pressures towards the evolution of the vocal organs, the tongue, larynx, oral structure and in the development of the speech centre of the brain, there were powerful synergies that propelled the evolution of language, cooperation and tool making during the last million years of human evolution which are now difficult to track down in the form of hard anthropological evidence because language and cooperation leave no records in the fossils and is based on indirect evidence.

The author points out that it is unfortunate that there are hardly any bridges today between anthropology and education. Our

education system induces a strong pressure in the organized cohorts of children to compete with each other for grades in some arbitrary performance scale. This pressure is contrary to the evolutionary drive in children to cooperate with each other, to build their own world of adventure and discovery latent in them. The classroom competition to outperform each other is deleterious in that it does not allow the growth of cooperation, it does not encourage the development of cooperative activity to carry out learning tasks, it inhibits innovation and inventiveness and discourages group activity by a system of hierarchical grading or marking systems which lays stress on positions in order of marks which is damaging to the ego of adolescents. It is anthropologically unsound and contrary to nature. In educational sphere of children and adolescents, competitive classroom are a danger to the growth of personality of the youngsters as well as cooperation amongst them. The elimination of competition is vital for the young. It is a source of unhealthy attitudes amongst higher secondary and college youth. A biologically sound educational process will achieve a healthier and more dynamic society.

The author declares that since language is most easily learnt when young, it should be taught when children are young. No extra

burden is imposed on children by introducing them to more the 1 language. In multilingual societies, children pick up 2 or more language from association with other children easily and without strain at a younger age. Grammatical ability can come with language discipline in the later years of school but the capacity to learn language is maximal in a child between 2-8 years and if not taught in that span, it becomes difficult and involves more hardwork later on. The cooperative element in a child's mental make-up are strong. Children learn with greater facility in a suitable environment of group activity such as singing playing, talking, imitating rather than in a strict and discouraging routine classroom atmosphere. Play is one of the built in mental attributes of children and has not been used by teachers and educationists for language learning. Language should definitely be introduced at early stage to take advantage of child's innate ability to learn languages. It is easier to learn a language at the age of 4 rather than at 40. It is happier for children to work together than against each other. It is wiser that children are given opportunities or occasions to find out for themselves what they like and what they are good at than to prematurely guide them into narrow grooves. What they like and what they are good at are not the same. A child

can mislead himself/herself because of the visible and indirect power of suggestion of family, friends and school teachers. The technical or manual skills have to be acquired from basic anthropological understanding of the connections that exist between the movements of the fingers particularly the opposable thumb and association centres of the brain because work creates capacity to think. This association of head and the fingers is different from that required in monotonous manual work on the assembly line of a factory. The close association of skilled finger work and brainwork is often seen as the need of those who are intensely occupied with cerebral tasks to work with their fingers. These behavioural patterns are important in designing education. The only skill we usually teach children is writing. Schools avoid getting into other skill areas because they are difficult to include in our rigid school system. Cooperation is acquired through playing, scouting and camping but this is limited and a lot more is possible by supervised work on mechanics, automobiles, electronics, gardening, building and many other activities. The situation should be free within the limits of safety of the students and damage to the equipment. Free learning by doing should be encouraged. Other skills can be introduced by study of clay, soil, stones water quality,

recognition of patterns of human habitats, going onto sculpture and archaeology not by reading but by doing. There are structural difficulties of school curricula and classroom constraints. There are ingenious approaches suggested by pedagogues and teachers for selecting appropriate approach by school administration. Each school can be encouraged to find its own solution and way of doing things rather than the stereotyped prescriptions of old administrators.

The growth of sensitivity encompasses the development of refinement in perception and related ethical and aesthetic concept our intensity of human relations-filial, parental, familial and beyond to friends and neighbours. In over widening circles, human relations extend beyond national and continental boundaries. The author laments that it is unfortunate that our education tends to discourage sensitivity and affection to the extent of destroying it. We are afraid of affection, love and find it embarrassing. High competitiveness often destroys or inhibits flowering of artistic and musical sensibilities tends to discourage affection and stultifies feelings of wonder and curiosity about nature which are springboard of science.

The immense variability in species is an important aspect of human beings and gives extraordinary survival value. We survive because there are so many latent gifts, so many undiscovered endowments in man. Variable circumstances bring these potential qualities into play. Thus, man is the most adoptable of all animals and that is the reason for his success. Man has not only penetrated into almost every region of the globe, he has prospered and succeeded in all regions except in the extreme cold of polar and mid Antarctic areas. Variability is thus a treasured attribute. The author laments that it is unfortunate that in our education system, our schools discourage variability and encourage uniformity that is detrimental to our progress and the flowering of our adoptability. Strict curricular is antithetical to a genuinely flexible education. We do not observe how the language and skill of a child is transferred to other children in play and cooperative activities. Teachers and perceptive educators have rebelled against straitjacketedness. Our education desensitizes our young to their environment, to their homes, to other people. Sensitivity is a great gift and fountainhead of a great deal of human creativity. There is gradual evolution of human sensitivity because it has evolutionary advantage. It is important that our education should nurture sensitivity and not

contribute to its atrophy. The contribution of sensitivity to our society and civilization is so profound that it become a responsibility of sound pedagogy to study, nurture and find ways to improve it.

The author states that the examination system should be abolished as a major cause of fostering the he competitive spirit and destroying cooperation between children. Doing away with examination means doing without competition thus emphassing biological importance of cooperation. Encouraging cooperation and playing down competition by abolishing examination to encourage variability and develop a flexible education for optimum utilization of differing talents should be the goal of educationists. Thus is to ultimately benefit he person and the society which needs many kinds of talent and skill for progress.

The author finally raises the issues : How education can meet the variability of man, how education can we designed to aid evolution rather than retard it, how education can discover what a child is good at and encourage it, how children can be encourage to cooperate and not compete, how early to begin language education, how manual skills can be included so as to develop proper attitude towards science and technology not merely to glorify but to make it

comprehensive to students, to convey to them both the demerits and merits of science and technology.

Thus there are four basic parameters which the author uses to analyze the education system namely language, variability, cooperation and sensitivity.

The book **'Educational Administration in Delhi, Structure Process and Future Prospects by R.S. Tyagi, I.P. Aggarwal and N.K. Dhawan** is an outcome of the 2nd All-India Survey of Educational Administration undertaken by National Institute of Educational Planning and Administration (NIEPA). It gives the present status of educational administration, right from the institution to the state level with focus primarily on school education. The book provides a critical analysis of various functions of educational planning and administration with suggestion for further development of the administration system, outlining the tasks ahead for educational planner and administrators. It also studies the activity profiles of educational administrators particularly at district and institutional levels.

The National policy on Education accords a high priority to the need for overhauling the system of planning and management

of education. Accordingly the survey report covers various aspects of educational administration in Delhi to know how it is working at present. Apart from furnishing general information about the Capital and indicating the legal basis of education, the report provides a brief description of educational policies and programmes, organization, the role of non-government agencies and local bodies, personnel management, financial management, information system, process of educational planning, inspection supervision and academic support system. The report also contains activity profiles of inspecting officers and heads of institutions which could help in designing more tangible pre-service and in-service programmes for these educational functionaries. There is also a discussion on the current issues and problems faced in the management of education and prospects for future development. Therefore the main administrative, academic and financial roadblocks have been identified and remedies suggested for overhauling and strengthening of structure, processes and systems in educational administration in the NCT of Delhi.

The author discuss the educational programmes for dissident aged groups like scheduled castes, girls, minorities, incentive schemes and scholarships. The authors study the present status,

the roadblocks and recommended remedies. The authors state the problems of educational administration as the following :

1. Multiplicity of management agencies
2. Frequent transfers
3. Bureaucratic obstruction and process delays
4. Role of principal lack of focus on school
5. Fallacy of pay scale
6. Disparities in promotional avenues
7. Teacher absenteeism
8. Lack of competency, professionalism and work culture
9. Delay in maintenance and repair of school buildings
10. Lack of information about financial rules and regulations
11. Mobility and Transportation of children
12. Regulatory system on affiliation and recognition of schools
13. Weak linkages of vocational education
14. Role of Parent Teacher Association and community support

15. Availability of financial resources

16. inadequate inspection and supervision

17. Weak academic support

18. Absence of Institutional Planning

The remedies recommended by the authors are the following:

a. Single command of management

b. Mechanism for shift system

c. Simplifying administrative procedures

d. New parameters for recognition and affiliation

e. Linkages of vocational education

f. Accountability for teachers and schools

g. Strengthening of PTAs

h. Ward Education Committee

i. Strengthening information management

j. Emphasis on education of scheduled castes

k. Empowerment of schools

l. Mobilisation of resources

m. Strengthening Inspection and supervision

n. Capacity building of teachers

o. Measures for quality improvement

p. Role of the Education Boards

In the book **'Primary Education in Delhi. How much do the children learn' by Yash Aggarwal,** Delhi's education system is shown to be characterized by the presence of a large number of educational institutions with a literacy rate of 75%, the quality of primary education in government schools leaves much to be desired. A learner's achievement study covering 169 primary schools, sections of all types of schools shows relatively poor achievement levels in government schools particularly in mathematics. The achievement of Minimum Levels of Learning (MLL) is not attained even by a fraction of students. The study also identified that the transition from oral to written mode of teaching learning has remained neglected. It has also shown that multigrade teaching is not a major issue in Delhi schools. The study recommends a

through review of the teacher training needs, assessment, provision of adequate facilities and improved teaching learning environment.

Due to massive increase in population, imbalances in the demand and supply of social provisions like education, health, transport, electricity and water have worsened, Delhi is also characterized by the presence of a variegated educational system with very poor quality government schools on the one hand and the most modern and well-equipped schools in the private sector on the other.

Various studies show that about 30% of city's population lives in slums which do not have proper facilities for education and health. The task is further complicated as the responsibility for provisions and maintenance of primary education his with different agencies. The problem of out of school, working children and disabled children are quite serious in certain parts of the city. Analysis of quality of teaching learning and an assessment of the internal efficiency of the primary education has not attracted serious attention of the researchers and development planners. While many NGOs have show keen interest in providing primary education to out of school children, there are miles to go before the city can claim to provide equal opportunities for primary education

of comparable quality. In the interest of the long term sustainability of public sector education system, it is important to examine issues like : What is being produced and at what cost? What is the quality of output from the public and private education system? Is it true that education instead of reducing inequities is becoming an instrument for perpetuation of inequities? The answers to many such questions are elusive particularly in the context of large urban areas. Many such questions are elusive particularly in the context of large urban areas.

The book examines some quality concerns at the primary stage. NIEPA in collaboration with United Nations International Children's Emergency Fund and State Council of Educational Research and Training (SCERT), Delhi organized the study covering 169 schools/sections belonging to different management groups. The study covers the structure and organization of primary education in Delhi, the school profile, the teacher profile, the learner profile and the levels of achievement of Grade I and IV competencies. The study covers 812 teachers, 3278 class II and 4601 class V learners. The study highlighted significantly lower levels of achievement in government schools as compared to private schools. The study also highlighted the difference between the

achievement scores for language and mathematics. Large differences in achievement scores between Grades I and IV students were also observed. The author says that it is perhaps a reflection of the decline in the quality of teaching learning and classroom interaction as students progress in various grades. The author says that this shows that children could understand and express orally but face considerable difficulties in writing answers. This transition from oral to written communication has a significant bearing on the teaching of language in primary grades. The implications of such evidences need to be considered by pedagogist and teacher trainers. The study presents a comparative analysis of achievement levels of learners in government and private schools. It is a unique effort in quantification of achievement standards and can be used to develop a long term perspective to achieve the goals of 'Education for All' with a focus on high standard of learners' achievement. This is essential if primary education is to become a vehicle of human development rather than a ritual where the children learn little after having successfully completed the primary cycle.

The concerns for the unsatisfactory levels of achievement and the dual nature of the Indian education system have been raised

from time to time. This dichotomy is normally reflected through the public and private systems of education. Not all government schools are bad and not all private schools are good. There is also a concern that children acquire little competence in knowledge based areas including those required for a good citizen, even after 5 years of primary education. While examination results are used extensively as a proxy for the learning outcomes, the use of systematic assessment tools has not been much. This is particularly lacking when the impact of specific interventions on learning outcomes is to be measured.

Continuous monitoring of the achievement level is important as it facilities the remedial action and helps the parents in school choice. The overall mean score of Grade I was 80·2% for language and 78.2% for mathematics. The mean score showed variation for English and Hindi medium schools, for SC and general category, for boys and girls, for those with and without pre-primary education. Why should marks be important at the primary stage? Many reforms can be brought about in the content of homework. The MCD schools showed poor achievement scores compared to private schools. Teachers face numerous problems as they are never consulted on matters related to their service and

development of teaching strategies. The author recommends that the Government of Delhi should explore the possibility of instituting a mechanism for continuous feedback on the levels of learning in schools. The thrust of teaching has to shift from memorization to understanding. The curriculum and examination has to transcend from oral to written mode of communication. The schools have to be located according to the population distribution in order to optimize the availability of resources. The author recommends evaluation of the syllabus, assessment of teaching, infrastructure, parent's role, management set ups and education for social equality.

The book **'Teacher Education in Delhi, Current Status, Issues and Future Projections'** by the National Council of Teacher Education is outcome of the State level survey of teacher education in India. The study covers the chapters namely :

1. An overview of Teacher Education in Delhi
2. Management of Teachers Education
3. Resource Support Institutions
4. Pre-service & In-service Teachers Education

5. Strength, Issues and Future perspectives of Teacher Education

On the recommendation of State Level empowered committee of GNCT of Delhi, the District Institutes of Education and Training (DIET) were established under the centrally sponsored scheme of the Ministry of Human Resource Development (MHRD) in pursuance of the recommendation of National Policy of Education (1992) 7 DIETs are functioning in NCT of Delhi under the guidance, supervision and overall administrative control of SCERT. They impart the teacher training for elementary level besides other functions.

The book on teacher education provide data on primary education in Delhi and course of study for elementary teacher education leading to Diploma and Degree.

Semesterwise Distribution of Course of Diploma in Elementary Teacher Education.

Year 1 : Semester I

1. Philosophical Perspective of Education
2. Child Development

3. Teaching of Hindi I

4. Teaching of Maths I

5. Teaching of Environmental Studies I (Social Studies)

6. Teaching of Environmental Studies II (Science)

7. Practice Teaching (Practical)

Semester II

8. Sociological Perspective of Education

9. Process of Children's Learning

10. Teaching Skills and Strategies

11. Measurement and Evaluation

12. Work Experience I

13. Visual Arts

14. Health and Physical Education (Practical)

Year II : Semester III

15. Teaching of Hindi II

16. Teaching of Maths II

17. Teaching of Environmental Studies I (Social Studies)

18. Teaching of Environmental Studies II (Science)

19. Performing Arts

20. Health and Physical Education /Practice Teaching (Practical)

Semester IV

21. Curriculum Development

22. School Organization and Management

23. Elementary Education and its problems

24. Educational Technology/Teaching of English

25. Guidance and Counselling / Early Childhood Care and Education

26. Education of Children with Disabilities

27. Non-formal education and Adult Education/Population Education/Value Education

28. Work Experience II

In the book, **'Issues in Education and National Development",** the authors Dr. Aruna Suri and Dr. T.S. Sodhi define primary education. In different nations it is called primary or

elementary or fundamental or basic education. In India, it is called basic or elementary or primary education but with the failure of implementation of basic education, it is now mostly called primary education. Accordingly to the Constitution, primary education is of 8 years duration i.e. 6-14 years. It is further divided into 2 parts i.e. I-V which is called lower primary and VI-VIII which is called upper primary or middle. The objective of primary education is to prepare individuals to be responsible, useful citizens and to impart the knowledge of the 3 Rs' i.e. reading, writing and arithmetic. Primary education is fundamental education which lays down the foundation of secondary education. The authors lament that primary education in India has failed to overcome the following problems. The authors give their recommendations to overcome the problems.

1. Neglect of Primary Education : No stage of education is as important as primary education yet it is the most neglected. The total expenditure as primary education is much less than secondary and university education and yet money is diverted from the sphere of primary education to other stages of education. Primary schools are overcrowded, ill equipped, inadequately accommodated and poorly managed. The National policy on Education (NPE

1986) has given priority to universalization of elementary education (UEE) with the thrust on universal retention of children upto 14 years of age and substantial improvement in quality of education.

2. Quality at the cost of quality: According to the 4th All India Educational Survey conducted by the National Council of Educational Research and Training in 1982, many schools did not have mats benches or chairs for children, 71.5% school did not have library, 48.5% did not have games equipment, 8.5% did not have laboratories. The Programme of Action (POA) of the National Policy on Education (NPE 1986) laid down the measures to improve the quality of elementary education including construction of school buildings, provision of additional teachers and comprehensive package of teacher education, minimum levels of learning for each stage, replacement of curriculum so that it is flexible and formulated in accordance with the heeds of local environment, introduction of moral education and special emphasis by teachers on cultivating right attitudes, values and healthy habits among the children. According to the 5th All India Educational Survey:

a. there is an increase in enrolment and retention in classes I-V as shown by the 4th and 5th educational surveys.

b. Schools have been built within 1 km of village habitations,

c. 60% dropped out of school before completing class V,

d. there has been marginal improvement of space in schools,

e. teachers student ratio is high,

f. as far as pupil achievement is concerned, children are capable of achieving higher standards if given better inputs,

The National Policy on Education and Education Committee has given, drafted and implemented the operation blackboard to improve infrastructure of schools in rural area by providing central financial schemes.

3. Wastage and Stagnation : If 100 pupils are enrolled in a grade, 38 drop out or stagnate in Grade I, 11 in Grade II, 8 each in Grade III and IV. Dropout tendency was more

marked amongst girls. The National Policy on Education (NPE) has envisaged removal of female illiteracy and improve the retention of children in elementary education.

4. Administration and Inspection : Primary education is a state subject. Administrative machinery should be decentralized and district education officers should be made overall incharge of primary education and only policy matters should be referred to the Director of Education. At block level, primary education should be looked after by Block Education Officers who should be responsible for inspection and supervision of schools in their area. There should be separate Directorate of Primary Education along with separate District Education Officer for primary education. As per the Programme of Action (PoA) heads of educational institutions particularly at primary and middle are to be made accountable to village education committee consisting of representative of panchayats, scheduled caste, scheduled tribe, minorities, women and local development functionaries.

5. Equalizing Opportunity for Education : Free and compulsory education for all Indian in age group 6-14

years should be provided without creating equality in educational development between state, sect, creed, area and as gender.

6. Universalization : The National Policy on Education (NPE 1986) emphasizes on universal access and enrolment, universal retention upto 14 years and improvement in quality of education. A child centred and activity based practice of learning should be adopted at primary level. There should be provision for essential facilities in primary education. There should be free syllabus and curriculum. Panchayat Raj and voluntary agencies should be made responsible for providing primary education.

The essay **'Contribution of Current Education Policy and Development'** by C. Seshadri in the book 'Inequality of Indian Education' describes education as a means of development. Development includes intangible, essentially normative and qualitative dimensions of living within an overall framework of a philosophy of life. The constitution and the Development Plans aim to bring about a socio-economic change. The author raises the following queries :-

1. Is there any relation between socio-economic change and education?

2. Is the current education well-or ill equipped to respond to development challenges.

3. What are the policy thrust for national educational development.

4. What is the nature and magnitude of challenge of rural socio-economic development? What are the actions initiated to meet these challenges?

Socio-economic changes is an extremely complex process and has defied satisfactory understanding by Sociologists. Is social change-caused by educational change and the vice versa? The family planning programme of Kerala shows a positive influence on the educational scenario. Large scale social reform actions together with supportive education reforms account for socio progress, Education can function in meeting the challenge of reform and progress. Education can be an effective instrument of social change only when it functions as a life empowering force by arming human-individuals with the essential skills of literacy, numeracy, communication and productive work when so oriented, education

can make a difference in the life people. It is against social & economic background that we have to appreciate the contributionof education in terms of policy proclamations & practical accomplishment in improving the lives of the people. The salient feature of National Policy on Education 1986 which has since undergone 2 revisions. The Policy has rightly identified universalization of primary education, education of women & disadvantaged sections, emphasis on the acquisition of minimum learning level, vocationalisation of education as it thrust areas& has generated a number of national scale schemes & project. Operation Blackboard under which school in rural areas without minimum facilities are being provided with essential facilities like classrooms teachers & basic equipment has begun to show result. The 300 Navodaya Vidyalayas set up in rural areas through out the country seek to provide good quality education to talented children from the rural areas & the disadvantaged population groups, virtually free of cost. Specifically during the 8th Plan, the National Policy on Education had declared the following as priorities:

1. A primary school for all children within a distance of 1 km.

2. Increasing the ratio of primary school to upper primary school from existing 1:4 to 1:2.

3. Reducing the dropout rates from the 45% (I-V) to 20%.

4. A revised Operation Blackboard Project.

5. Emphasis on minimum level of learning in primary school.

6. Village Education committee with adequate representation of women & teachers to oversee the working of primary school.

An Education Policy is an expression of intention of the goal to be achieved & the means to be adopted to reach the goal. The noble intentions of the policy should get translation into concrete programme of action. Everyone has a role to play the government (state, central), local bodies, the community, voluntary organization and enlightened citizens.

The book **"The Primary Curriculum, Learning from International perspective"** is concerned with the relationship and tensions in education between children's needs and societies demands, tensions which primary teachers everywhere face on a daily basis. The existence in many countries of national curricula might be expected to ease part of the stress felt by teachers by prescribing what should be taught and possibly how it should be taught, thus removing from them the individual responsibility of

ensuring a broad and balanced curriculum for each child. If however the content and methods suggested by a national curriculum seem to the teacher to be inappropriate or irrelevant to children's needs the teacher may be faced with a conflict likely to increase the levels of stress he or she suffers. The younger the children, the more their immediate needs and interest will appear to compete with remote long term societal needs likely to be emphasised in a national curriculum. The book seeks to present a range of international perspective on the interplay between childhood, curriculum and classroom practice. The first part of the book offers a framework for thinking about primary curricular, while the second part presents a range of international views on the primary curriculum from South Africa, Australia, New Zealand, South-East Asia, Europe and the USA. The authors state that analysis of curriculum can be in term of a number of features namely –

(a) nature and extent of legal prescription

(b) rationale

(c) Contents

(d) assessment

(e) Monitoring/enforcement

(f) Susceptibility to change

(g) extent of implementation in practices

Lawton 1996 suggests that primary school plan on basis of Ashtons et.al.1975 model consisting of 3 kinds of aims – knowledge, skills and qualities – which are broken down into6 categories for development.

1. Intellectual
2. Physical
3. Aesthetic
4. Spiritual / Religious
5. Emotional/Personal
6. Social/Moral

In research related to effective teaching Mortimer identified factors such as :

1. Curriculum knowledge
2. Pedagogical
3. Presentation skills
4. Psychological knowledge
5. Sociological
6. An understanding of how learners learn

7. An understanding of how subject knowledge can be transferred
8. Organisation skills
9. Analytical skills
10. Assessment skills
11. Management skills
12. Evaluative skills

After analyzing the national curriculum of a number of countries, the authors suggest a culturally oriented framework of learning from international perspective consisting of 7Cs' namely change, challenge, continuity, collaboration, communication, context, cultures of learning and connections and crossings. The author raise the following queries about primary education according to the 7 Cs' :

1. Which aspect of primary education are changing, how and why
2. What do participants consider as challenges for development and how do they intend to meet these challenges?

3. Which elements of the curriculum and curriculum management show continuity and stability and why? Are these elements desirable?

4. How are learners involved in active participation in learning and what other kinds of collaboration are there?

5. What kinds of language and communication patterns are used for learning?

6. What is the context of the central value system underlying the critical features that influence the curriculum?

7. What are the crucial norms, beliefs, values and expectations of teaching and learning which make up a culture of learning and are participants aware of these?

The book **'Evolution'** contains enlightening and interesting essays on evolution. The chapter 'The Emergence of Homo Sapiens' has been consulted for the present study. Man's astonishing success in dominating his planet is due entirely to one quality that no other animal species possesses. The quality is what anthropologists call culture and define as "the imposition of arbitrary form on the environment". Words and other arbitrary designations are called symbols and the sum of mass symbols

comprises his culture – including language, religion, art, architecture, social mores and other uniquely human behaviour. Culture gives man the ability to temple and adapt the behaviour he sharer with his fellow primates to his own advantage. It is passed on from generation to generation by learning, much as physical traits are passed on genetically. The store of human knowledge accumulates with each generation, giving man increasingly greater control over his environment at a much faster rate than biological evolution could. Thus the sequence of human evolution from an ancient apelike creatures, ancestral, to both man and the modern apes, is a story that begins with man's earliest ancestors biologically adapting to a changing environment and continues with man culturally shaping his environment to suit his needs. When anthropologists reconstruct human evolution, they concentrate, on 3 primary characteristics that distinguish humans from their primate cousins namely the shape and pattern of teeth, the upright bipedal locomotion and the shape and size of the skull which together with other factors helps anthropologists determine behaviour patterns. Working deductively with these and other physical characteristics, anthropologists are able to draw the clear picture of man's ancestry. The most important of all the differences

between humans and other animals is man's behaviour primary controlled by his brain. The human brain whose normal size ranges from 1000 to 2000 cubic centietres is more than 3 times larger than any other primates. Size, however, is not a true indication of its uniqueness because the number of brain cells or neurons in the human brain is only 25% greater than in the brain of other primates, and the neurons are not as tightly packed. But human neurons are much larger and more complex and they have become rearranged as the three parts of the forebrain related to purely human activity and have increased proportionately more than the other parts. The first of these 3 parts is believed to be the frontal lobe, associated with sustained motivation for eg. as needed for planned hunting. The second the temporal lobe stores auditory and visual information whose sequence is critical for eg. words in a sentence. And the third, the parietal lobe allows humans to make a complex series of associations not directly related to physical activity or immediate sensory gratification as would be the case in associating words with objects. As they learned to alter their surroundings to suit their needs, humans acquired increasing control over their environment, learning to manipulate warmth and cold, light and darkness and many other factors. To some extent,

humans could also control or minimize the devastating effects of such natural disasters as floods and drought. By harnessing energy greater than their own muscle power, they freed themselves from the natural limitation of time and space. And while the evolution of Homo into a cultural animal introduced many new hazards to survival, it greatly reduced the obstacles that impeded its ancestors and other primates. What won man his domination over the earth was not his physical adaptations but his evolution of a new kind of change. For almost a billion years animal life evolved solely through mutation and natural selection. But man in only 14 million years evolved a non-genetic system of inheritance and change based on the transmission of information and tradition through the unique medium of culture. Never before has genetic evolution been relegated to a secondary role by any species, a fact which makes man's achievement of control over his own evolution secondary only to the origin of life itself.

CHAPTER II

PRIMARY EDUCATION IN DELHI

INTRODUCTION

The National Capital Territory has people with diverse background from different states & union territories in the country. Therefore the educational needs of the people of Delhi have a diversified character. The Government of Delhi has given priority in its educational development programmes for the lower class, the poor and the depressed. It has provided extensive educational facilities to its people. Interestingly, there also has been a mushroom growth of non-government private aided, unaided recognized institutions for those who are able to pay for it. The population of slum areas is growing at a faster pace as compared to the total population of Delhi. The decadal growth rate of population in Delhi for 1981-91 was 51.45% which is more than double the average growth rate for the country as a whole. (23.85%).

A HISTORICAL PROFILE

In the beginning of the 20th century, Delhi was only a provincial town. The education of children did not receive adequate attention as local bodies entrusted with the responsibility lacked

the required experience. The District Boards in rural areas were also handicapped by financial constraints. It was during Lord Curzon's rule that education received adequate attention. A great deal of public interest was aroused by the Primary Education Bill of 1911. The government then made more funds available for the expansion of primary education. This led to the opening of some primary schools in rural areas of Delhi.

Till 1911, education in Delhi was under the jurisdiction of the Inspector of Schools of Ambala Division of Punjab. With the announcement of transfer of capital from Calcutta to Delhi in 1911, it was realised that this system could not adequately serve the cause of education in Delhi. A special officer was, therefore, appointed to look after the educational needs of the capital. To encourage the much neglected female education, a Lady Officer was also appointed. During this period, the administrative control of primary education continued to be with local bodies. The expansion of primary education was comparatively slow in rural areas. Out of 240 primary schools which existed on the eve of independence, only one-third were located in rural areas. The District Board directly administered all the primary schools except seven which were privately run but aided by it. The total number of children in

all the primary schools in Delhi was 21,735 boys and 10,611 girls. The government, realizing the inefficient running of schools under the District Boards, decided to provincialise all schools at the time of independence. This decision was to be of far reaching importance for the growth and development of education in rural areas.

The Delhi Government has created enough educational administrative infrastructure to manage school education. The main responsibility to manage primary education rests, with the Municipal Corporation of Delhi (MCD), Delhi Cantonment Board (DCB) and New Delhi Municipal Council (NDMC) while education of children of Class VI-XII is the responsibility of Delhi Administration.

Primary Education in Five-Year Plans

As a result of the efforts made by the government, the number of primary schools has increased by 39.5% from 1577 in 1975-76 to 2207 in 1997-98. Some Senior Secondary Schools under Delhi Administration have become composite schools and started nursery and primary classes. The enrolment of children at primary stage increased by 151.7% (more than two times) from 5.01 lakh children enrolled in 1975-76 to 12.61 lakh children in

1997-98. Inspite of this phenomenal growth in the enrolment, a large percentage of children continued to remain outside the education system in 1997-98. There were about 1.5 lakh non-enrolled children in the age-group 6-11 and about 1.7 lakh children in the age-group 11-14 in 1997-98 as per the data published by Ministry of Human Resource Development (MHRD). Out of these non-enrolled children, more than 70% were girls and a majority of them belonged to the poorer sections of society, In 1997-98 the Gross enrollment ratio (GER) for primary level for the age group 6-11 was 89.0% for all children, 97.1% for boys and 81.5% for girls in Delhi while at the national level the figures were 89.7% for all children, 97.7% for boys and 80.2% for girls. During the 8th Five Year Plan, the Delhi government made efforts to improve the quality of education by organizing in-service training programmes for teachers, expansion of library facilities, publication of educational and instructional materials, distribution of awards to the eoutstanding teachers, and introduction of Socially Useful Productive (SUPW) Work in all schools.

Operation Blackboard

In order to overcome the shortages of infrastructure and teachers especially in primary schools, a drive symbolically called

'Operation Blackboard' (OB) was initiated in 1987-88 to substantially improve the quality of primary schools. It was taken up as the Centrally Sponsored Scheme (CSS) during the Seventh Five Year Plan and continued during the Eighth Plan period also (1992-97). The scheme has since been modified to cover upper primary schools also.

The main thrust of the scheme was to bring all existing primary schools in the country to the minimum standards of physical facilities by providing at least two reasonably large all-weather classrooms with toilet facilities for boys and girls. The package included other provisions like a minimum of 2 teachers and some essential teaching-learning instructional materials. While most of the primary schools have been covered in the phased manner, there is no assurance from the state or the central government that all the primary schools established in future will have these minimum facilities. As a consequence many new schools are being established without fulfilling the norms specified by the Operational Blackboard (OB) scheme.

National Policy on Education

The Government of the National Capital Territory of Delhi earnestly endeavours to implement the improved national policy on education. The National Policy on Education was formulated in 1986 and modified in 1992 and aims to provide education of a comparable quality upto a given level to all students irrespective of their caste, creed, residence or sex. It aims at promotion of a national sense of common citizenship and composite culture and strengthening national integration. All children are proposed to be provided free and compulsory education upto 14 years of age. The Directorate of Education in the Old Secretariat of Delhi follows the guidelines of the policy.

Recognizing the holistic nature of child development viz nutrition, health and social, mental, physical, moral and emotional development, the policy emphasizes the integrated child development services programme. Day Care centers are provided as a support service for universalition of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections. The new thrust in elementary education emphasizes three aspects:

1. Universal access and enrolment

2. Universal retention of children upto 14 years.

3. Substantial improvement in the quality of education to enable all children to achieves essential levels of learning.

Child-centred approach : A warm welcoming and encouraging approach in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend schools and learn. A child centered and activity-based process of learning is adopted at the primary stage. First generation learner are allowed to set their own pace and given supplementary remedial instruction. As the child grows, the component of cognitive learning is increased and skills organized through practice. The policy of non-detention at the primary stage is retained, making evaluation as disaggregated as feasible. Corporal punishment is firmly excluded from the educational system and school timings as well as vacations adjusted to the convenience of children.

Provision has been made of essential facilities in primary schools. The scope of operation blackboard is enlarged to provide 3 reasonably large rooms that are usable in all weathers, and blackboards, maps, charts, toys and other necessary learning aids

and school library. At least 3 teachers work in every schools, the number increasing an early as possible, to one teacher per class. At least 50% of teachers recruited are encouraged to be women.

The new education policy will give the highest priority to solving the problem of children dropping out of school and adopts an array of meticulously formulated strategies based on micro-planning, and applied at the grass root level all over the country to ensure children's retention at school. This effort is fully coordinated with the network of non-formal education. It is ensured that free and compulsory education of satisfactory quality is provided to all children upto 14 years. A national mission has been launched for the achievement of this goal. The steps taken for improving the educational system so as to provide the expected results are :

1. Better deal to teachers with greater accountability

2. Provision of improved student's services and insistence on observance of acceptable norms of behaviour

3. Provision of better facilities to institutions and

4. Creation of system of performance appraisals of institutions according to standards and norms set at the national or state levels.

The curricula and processes and education are enriched by cultural content. Children are enabled to develop sensitivity to beauty, harmony, and refinement. Resource persons in the community, irrespective of their formal educational qualifications are invited to contribute to the cultural enrichment of education, employing both the literate and oral traditions of communication. The role of old masters who train pupils through traditional modes is supported and recognized. In our culturally plural society, education fosters universal and eternal values, oriented towards the unity and integration of our people. Such value education helps to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

The pre-primary and primary education are mainly the responsibility of the local bodies, the government of Delhi has converted its 326 schools into composite schools and now known as Sarvodaya Vidyalaya having classes from I-XII New Delhi Municipal Council (NDMC) though mainly concerned with primary education, is also running a selected number of middle, secondary, senior secondary schools in its areas at present. Several private organizations are also engaged in imparting education at all levels of schooling. These organizations are given grant in aid by

government of Delhi to meet the expenditure on education. Besides, recognized unaided schools are also being run in Delhi by registered trusts and societies. Non-government and voluntary effort including social activist groups are encouraged, subject to proper management and financial assistance provided. Steps have been taken to prevent the commercialization of education.

Initiatives taken by the government of Delhi as shown in their Working Report :

1. Twinning between government and the private schools located in the immediate neighbourhood to share resources like laboratories, libraries, question bank etc. so far 50 private schools and 50 government schools have joined hands.

2. A new Bhagidari initiative undertaken for appointment of visitors committees for govt. schools.

3. Concept of regional directors introduced – some powers of Directors of Education under Delhi School Education Act and Rules (DSEAR) 1973 delegated for making decisions prompt and expeditious.

4. Pratibha Vikas Vidyalaya in each educational district has become functional to provide quality, modern and technical education to students from government schools who otherwise do not have specialized facilities available for them. Further, in order to ensure higher standards of education in each of these schools on homogeneous basis, an academic council of educational experts and educational managers has been constituted.

5. 21 schools buildings and 1668 classrooms have been constructed and 3 school buildings and 1487 classrooms are under construction.

6. 5 schools in each district which are poorest in academic performance totaling to 50 all over Delhi, have been identified and a project has been formulated in collaboration with the State Council of Educational Research and Training (SCERT), United Nations International Children's Emergency Fund (UNICEF) and Non-Governmental Organisation (NGOs) to critically examine each school's performance, pinpoint the weak areas and suggest remedial measures to bring the performance at least to a minimum acceptable level.

7. Regular training courses for teachers are organized with the assistance of State Council of Educational Research Training (SCERT), National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA) etc.

8. Free books provided to students of primary classes of Sarvodaya schools whose parental income is upto Rs. 4000/- in case of boys and Rs. 5000/- p.m. in case of girls. Uniform subsidiary @ Rs. 300/- per student is provided to students of similar background.

9. Parent-teacher association is constituted to include citizens participation at school level under Bhagidari Scheme.

10. For speedy implementation of various plan schemes at grassroots levels and in line with the a vowed objective of decentralization, adequate financial powers have been delegated to district Deputy Collectors.

11. To encourage the girl child provision of stipend to girl students of rural areas and slum areas and resettlement colonies.

12. Collaboration with Sulabh International for maintenance of sanitation requirements in 25 schools in trans yamuna schools.

At present, the primary education in Delhi is controlled by the following agencies :

- Delhi Administration
- Municipal Corporation of Delhi
- Delhi Cantonment Board
- New Delhi Municipal Corporation
- Managements of the private schools
- Departments of the central government and other agencies like Kendriya Vidyalaya Sansthan, Indian Army, etc.

Some schools are run by agencies like Air Force, Kendriya Vidyalaya Sanghathan and other trusts/NGOs/societies. Private sector also participates very actively in primary education in Delhi. While some schools receive grant-in-aid from the government, others fall under the category of unaided schools and generate their own resources to run the schools. Some of the private schools in Delhi are so expensive that these are practically out of the reach of the middle income groups.

All types of primary schools, whether government or private, follow the same curriculum. The Delhi Bureau of Textbook (DBT) publishes/procures the books in various mediums of instruction. Some schools follow the National Council of Educational Research and Training (NCERT) books. The private schools prescribe books published by private publishers. However, the teaching methodologies and classroom transaction vary considerably between the government and private schools.

The rules for the recruitment of teachers are also the same for the government and the aided schools. It is also observed that the educational attainment of the teachers in private and private unaided schools is higher than those of the government managed schools. This is due to the fact that government schools provide better security conditions as compared to private schools. In government schools, teachers are not allowed to improve their qualifications beyond a level but there are no such restrictions in the private schools.

Each of the zonal offices is headed by a Deputy Director of Education who is assisted by a team of junior officers, inspectors, subject specialists and other field staff. The Education Officers report to the Director, Department of Education, Municipal

Corporation of Delhi (MCD) Head Quarters. In order to cope up with day-to-day administration, the teachers are attached to the Directorate/district offices of the education department. The number of teachers who work in the administrative departments is not known but the fact remains that these teachers do not go to their allotted schools.

Like other states, the government of Delhi also has the benefit of academic support from a number of academic and professional institutions. While the national level apex institutions like National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) are located in Delhi, the State council of Educational Research and Training (SCERT) is the nodal agency for the promotion of education in Delhi There are five functional District Institutes of Education and Training (DIETs) and two additional District Institute of Education and Training (DIETs) are getting established. The main function of District Institute of Education and Training (DIET) s is to impart pre-service teacher training. In-service training programs for the teachers are also conducted at the State Council of Educational Research and Training (SCERT)/ District Institute of Education and Training (DIETs). The private

schools make their own arrangements for training and skill upgradation of their teachers. Large societies and Non-Governmental Organisation (NGOs) that run a large number of schools in Delhi and other parts of the country have evolved their own mechanisms for teacher training and capacity building of educational administrator.

The informal system of education has played an important role in the educational development in Delhi. There are numerous institutions, outside the purview of the government, that impart education at the pre-primary and primary level of education.

The government of Delhi is spending about 29.4% of its budget on education which is much higher than the national average of 21.5%. Despite high level of budgetary allocation and the presence of a large private sector, many issues have perpetuated as far as the quality of educational processes and output is concerned. These include : Spatial imbalances in the development of educational facilities of comparable quality, low morale and politicization of teaching workforce, low quality of learning outcomes, teacher absenteeism, and lack of essential infrastructure and ancillary facilities. These factors not only affect the quality of primary education but also have a cascading effect on higher level

of educational hierarchy. Despite massive expansion in recent decades, the educational system is characterized by a number of inadequacies. The areas requiring attention include lack of a clear strategy for enrolling out of school children, improving the efficiency of school education and overcoming the malaise of dropout. Garrido, Josep Luis G identified the following as the main problems, difficulties and obstacles of primary education in most of the developing countries :

1. Lack of financial resources coupled with escalating cost of education. This remains the severest handicap to development.
2. A high rate of population growth in relation to the available limited resource.
3. Deteriorating and inadequate physical facilities for education such as inadequate number of school buildings, essential scholastic and other educational materials as well as housing for teachers.
4. An inadequate supply of trained teachers.
5. Inhibitory cultural attitudes in these countries communities particularly biases against the education of girls and the physically and mentally handicapped.

6. High drop out rates in primary schools.

7. Unattractive terms of service to teacher.

8. Stagnation and wastage in the classes.

9. Overall neglect of primary education.

In 2000, 1.14 million children were enrolled at primary stage in Delhi with Gross Enrolment Ratio (GER) of 89% for boys and 74% for girls. These ratios happen to be much lower than the educationally advanced states like Kerala and Goa that have achieved near universalisation of primary education. The primary stage enrolment increased from 0.7 million in 1985 to 1.15 million in 1996-97. In 1976-77, the Gross Enrolment Ratio (GER) at primary stage was 80.8. No detention policy is operative at primary stage where by students are not evaluated at the end of Grades I and II but are promoted on the basis of satisfactory attendance. Annual written examinations are held at the end of Grades III, IV and V. Despite no detention policy, the drop-out rate continues to be high for Delhi. It is estimated that 25-30% children dropout between Grades I and V. However there are no reliable estimates/research studies on drop-out students. 1015% of children are out of school in the primary school going age group i.e. 300,000 children are not attending school in 6-13 age group. How these children are to be enrolled and brought to the stream of formal/non-formal education is an important question.

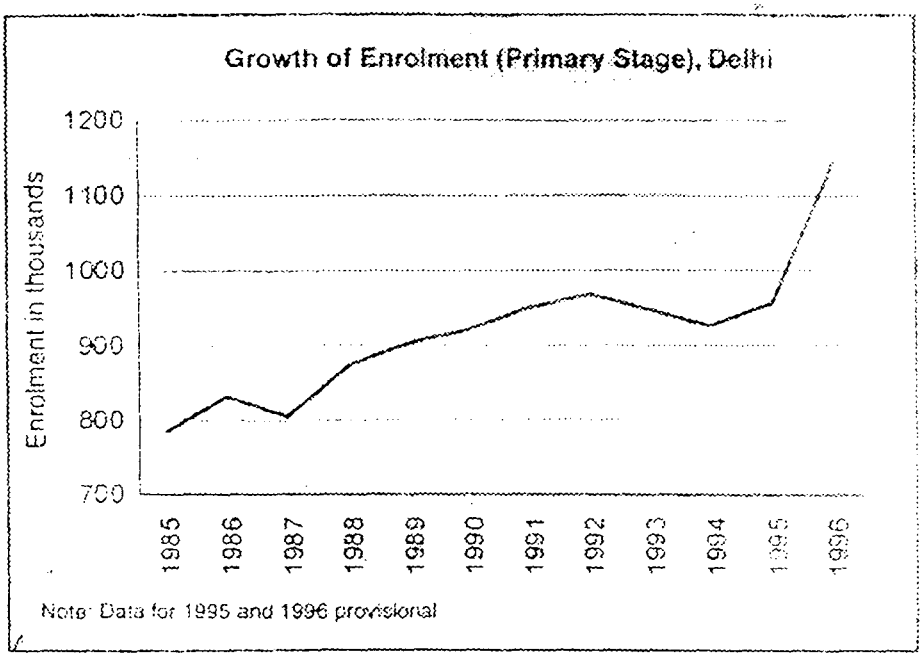


Figure 2.1 : Growth Rate in Enrolment in Primary School in Delhi
Source: Primary Education in Delhi, How much DO THE CHILDREN LEARN, NIEPA, 2000

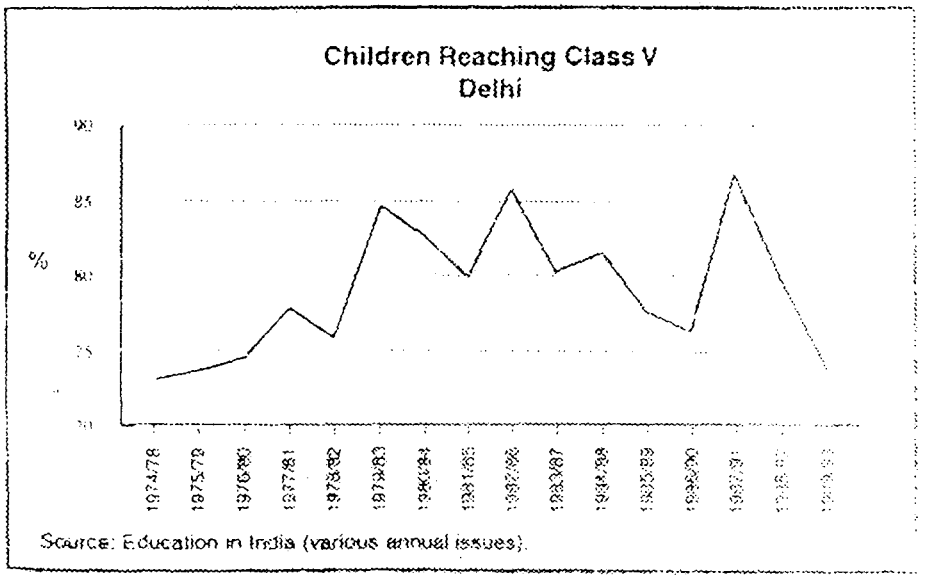


Figure 2.2 : Children completing primary education in Delhi
Source: Primary Education in Delhi, How much do the children learn, NIEPA, 2000

Infrastructure and Enrolment

There has been tremendous growth in the education system in the National Capital Territory of Delhi as indicated in Table A.

The number of primary school increased by 39.6 per cent from 1577 in 1975-76 to 2201 in 1997-98.

TABLE-2.1

NUMBER OF PRIMARY SCHOOLS IN DELHI (1975-1998)

Year	Primary Schools
1975-76	1577
1980-81	1726
1985-86	1824
1990-91	1922
1995-96	2072
1997-98	2201

Source : 1. *Education in India 1975-76, 1980-81 and 1985-86, Ministry of Human Resource Development, Department of Education, Government of India, New Delhi.*

2. *Selected Educational Statistics 1990-91, 1995-96 and 1997-98 Ministry of Human Resource Development, Department of Education, Government of India, New Delhi*

Table 2.2 shows sex-wise enrolment at primary and upper-primary stages. Total enrolment at primary level increased from 5.01 lakh children in 1975-76 to 12.60 lakh in 1997-98. Per annum growth of enrolment, however, fluctuated. There was enormous growth in enrolment during 1995-97 both at primary.

TABLE-2.2

ENROLMENT OF ELEMENTARY STAGE
(1975-1998)

Year	Primary (I-V) (in lakhs)		
	Boys	Girls	Total
1975-76	2.81	2.20	5.01
1980-81	3.05	2.67	5.72
1985-86	3.44	3.09	6.53
1990-91	4.90	4.30	9.20
1995-96	5.09	4.88	9.97
1997-98	6.60	6.00	12.60
Annual Growth Rate (in per cent)			
1975-80	1.65	3.94	2.68
1980-85	2.43	2.96	2.68
1985-90	7.33	6.83	7.09
1990-95	0.76	0.82	0.79
1995-97	13.87	15.86	14.79

Source : 1. *Education in India 1975-76, 1980-81 and 1985-86, Ministry of Human Resource Development, Department of Education, Government of India, New Delhi.*

2. *Selected Educational Statistics 1990-91, 1995-96 and 1997-98 Ministry of Human Resource Development, Department of Education, Government of India, New Delhi*

The gross enrolment ratios which contain 15 per cent over-age and under-age children were 89.0 per cent at primary stage. Gross enrolment ratios decreased in 1995-96 as compared to 1997-

98, as per Table 2.3. The Gross Enrolment Ratio (GER) is defined as :

$$\frac{\text{Enrolment in Classes I} - \text{V}}{\text{Population agd 6} - 11\,\text{years}} \times 100$$

TABLE-2.3

GROSS ENROLMENT RATIOS IN PRIMARY SCHOOL IN DELHI (1975-1998)

Year	Primary (I-V)		
	Boys	**Girls**	**Total**
1975-76	90.50	79.50	85.30
1980-81	91.60	91.90	91.80
1985-86	90.52	92.25	91.32
1990-91	89.43	91.09	90.20
1995-96	67.70	77.80	72.10
1997-98	97.10	81.50	89.00

Source : 1. *Education in India 1975-76, 1980-81 and 1985-86, Ministry of Human Resource Development, Department of Education, Government of India, New Delhi.*

2. *Selected Educational Statistics 1990-91, 1995-96 and 1997-98 Ministry of Human Resource Development, Department of Education, Gournment of India, New Delhi*

Table 2.4 shows that the proportion of female teachers in primary schools was higher as compared to male teachers since 1975-76. Almost all teachers in primary were trained in 1997-98.

TABLE- 2.4

NUMBER OF TEACHERS IN PRIMARY SCHOOLS IN DELHI (1975-1998)

Year	Primary Schools		
	No. of Teachers	Percentage of Female Teachers	Percentage of Trained Teachers
1975-76	14722	53.30	99.80
1980-81	16271	55.15	100.00
1985-86	17281	56.60	99.90
1990-91	22186	62.80	100.00
1995-96	26533	60.40	99.00
1997-98	31135	62.41	100.00

Source : 1. *Education in India 1975-76, 1980-81 and 1985-86, Ministry of Human Resource Development, Department of Education, Government of India, New Delhi.*

2. *Selected Educational Statistics 1990-91, 1995-96 and 1997-98 Ministry of Human Resource Development, Department of Education, Govrnment of India, New Delhi*

Table 2.5 indicates that the teacher-pupil ratio has almost remained same between 1990-91 and 1995-96. It has increased in 1997-98 but always remained lower as compared to all India average.

TABLE-2.5

PUPIL-TEACHER RATIO OF PRIMARY SCHOOLS IN DELHI (1990-1998

Type of School	Teacher-Pupil Ratio					
	1990-91		1995-96		1997-98	
Primary	31:1	42:1	32:1	47:1	39:1	42:1

Source : 1. *Education in India 1975-76, 1980-81 and 1985-86, Ministry of Human Resource Development, Department of Education, Government of India, New Delhi.*

2. *Selected Educational Statistics 1990-91, 1995-96 and 1997-98 Ministry of Human Resource Development, Department of Education, Govrnment of India, New Delhi*

Presently, primary education in Delhi is essentially the responsibility of the Municipal Corporation of Delhi (MCD), although other agencies like NDMC, Delhi Administration and some other departments of the central government are also involved. The Municipal Corporation of Delhi (MCD) has divided the city into 12 administrative zones. In 2000, there were about 3600 schools imparting primary education and 3.2 million children were studying in recognized schools/colleges. The share of girls was 47-48 percent. It was commensurate with their share in population. No detention policy is operative in Delhi which postulates that no child is detained in Grades I and II on the ground of poor academic performance. However, in real practice, there were many repeaters in Grades I and II.

In primary school under Municipal Corporation of Delhi, the teacher-pupil ratio is quite high, as per Table 2.6 in 1996-97 in all the 12 educational zones. The percentage of female teachers and female head teachers is also considerably high in these schools.

TABLE-2.6

ZONE-WISE TEACHER-PUPIL RATIO, PERCENTAGE OF FEMALE TEACHER AND FEMALE HEAD TEACHERS IN MCD SCHOOLS (1996-1997)

Sl. No.	Zone	Pupil Teacher Ratio	% of Female Teachers	% of Female Head Teachers
1	Shahdara North	51.5	43.6	35.4
2	Civil Lines	48.1	64.4	45.7
3	Karol Bagh	49.6	69.5	54.5
4	West	42.9	82.6	51.6
5	Shadi Pur	40.6	72.8	45.0
6	City	42.8	62.6	33.3
7	Central	54.3	64.1	49.5
8	South	48.4	66.4	54.1
9	Najafgarh	47.1	49.8	43.1
10	Narela	43.6	51.3	43.3
11	Shahdara South	46.2	64.1	49.4
12	Rohini	45.1	80.1	58.2
	Average for Delhi	47.3	62.9	46.8

Source : Primary Education in Delhi : How Much do the children learn. A study conducted by National Institute of Educational Planning and Administration, (NIEPA) 1998.

It shows that Municipal Corporation of Delhi (MCD) has major responsibility as far as the management of primary education is concerned, Table 2.7.

TABLE-2.7

NUMBER OF PRIMARY SCHOOLS, TEACHERS AND ENROLMENT IN MCD, NDMC AND DELHI CANTONMENT BOARD AREA (1996)

Name of Local Body	Type of Schools	No. of Inst. Total	Enrolment (Number of Students)			Teachers		
			Boys	Girls	Total	Male	Female	Total
MCD	Primary	2124	390393	384138	774531	7744	10554	18298
NDMC	Primary	60	16928	15220	32148	102	602	704
Canton-ment Board	Primary	3	-	-	3453	-	-	84
	Total	2187	407321	399358	810132	7842	11156	19086

Source : Directorate of Education, Government of National Capital Territory of Delhi, 1998.

TABLE-2.8

NO. OF PRIMARY SCHOOLS RUN BY LOCAL BODIES (1992-2004)

Number of Schools	1992	1993	1994	1995	1996	1997	1998	2003	2004
Primary Schools	2039	2049	2148	2170	2238	2238	2301	2415	2606

Source : Directorate of Education, Government of National Capital Territory of Delhi, 1998.

TABLE-2.9

NUMBER OF SCHOOLS, STUDENTS AND TEACHERS 2003

Primary Schools	Enrolment			Drop out Rate	Pupil Teacher Ratio	% Trained Teachers	Teacher Sex-Ratio
	Students	Pupil Sex-Ratio	Gros Erol-ment Ratio				
2415	1,394,230	92 Girls per 100 boys	83.14	27.67	32	100	155 female per 100 male

Source : Directorate of Education, Government of National Capital Territory of Delhi, 1998.

TABLE-2.10

NUMBER OF SCHOOLS IN DELHI 2004

Government	Society/Trust (Unaided)	Society/Trust (Aided)
357	1077	822

Source : Directorate of Education, Government of National Capital Territory of Delhi, 1998.

TABLE-2.11

GENDER-WISE DISTRIBUTION OF GOVERNMENT SCHOOLS 2004

GIRLS	BOYS	CO-ED	TOTAL
208	**91**	**63**	**357**

Source : Directorate of Education, Government of National Capital Territory of Delhi, 1998.

TABLE-2.12

DISTRICT-WISE DISTRIBUTION OF GOVERNMENT SCHOOLS 2004

DISTRICT	SCHOOLS
EAST	55
NORTH-EAST	29
NORTH	30
NORTH-EAST A	31
NORTH-EAST B	45
WEST A	30
WEST B	26
SOUTH WEST A	24
SOUTH WEST B	23
SOUTH	43
NEW DELHI	5
CENTRAL	16
TOTAL	357

Source : Directorate of Education, Government of National Capital Territory of Delhi, 1998.

SIXTH ALL-INDIA EDUCATIONAL SURVEY, 1998

TABLE-2.13

VILLAGES WITH AND WITHOUT PRIMARY SCHOOL (1998)

	Within Habitation	Upto 0.5 km	0.62 km	upto 1 km.	1.1-2 km	upto 2 km	> 2 km
No. of Habitation	177	25	32	234	31	265	6

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

TABLE-2.14

NUMBER OF SCHOOLS ACCORDING TO AREA AND TYPE 1998

Area	Boys	Girls	Co-Ed	Total
Rural	102	97	105	304
Urban	528	535	601	1664
Total	630	632	706	1968

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

TABLE-2.15

NUMBER OF VILLAGES HAVING RECOGNIZED SCHOOL 1998

No. of Villages	No. of Unrecognised School	No. of Recognised Schools
200	68	177

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

TABLE-2.16

TOTAL & GIRLS ENROLMENT 1998

Enrolment	Rural	Urban	Total
Total	107,567	732,443	840,010
Girls	48.3%	48.41%	48.39%

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

840,010 children have access to formal education and are enrolled in schools.

TABLE-2.17

ENROLMENT IN CLASSES BY ALL COMMUNITIES 1998

Area	Type	CLASSES (NO. OF STUDENTS)					Total
		I	II	III	IV	V	
Rural	Boys	15,566	13,574	12,814	12,295	11,345	65,594
	Girls	14,670	12,662	12,122	11,396	10,260	61,110
	Total	30,236	26,236	24,936	23,691	21,605	126,704
Urban	Boys	127,676	111,796	107,573	101,875	95,273	544,193
	Girls	122,768	108,208	101,575	93,597	84,585	510,733
	Total	250,444	220,004	209,148	195,472	179,858	10,54,926
Total	Boys	142,242	125,370	120,387	114,170	106,618	609,787
	Girls	137,438	120,870	113,697	104,993	94,845	571,843
	Total	280,680	246,240	234,084	219,163	201,463	178,630

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

TABLE-2.18

ENROLMENT IN CLASSES BY ALL COMMUNITIES 1998

Area	Type	Classes (in %)				
		I	II	III	IV	V
Rural	Boys	100	87.20	82.32	78.99	72.88
	Girls	100	86.31	82.63	77.68	69.94
	Total	100	86.77	82.47	78.34	71.45
Urban	Boys	100	87.56	84.25	79.79	74.62
	Girls	100	88.14	82.74	76.24	68.90
	Total	100	87.85	83.51	78.05	71.82
Total	Boys	100	87.52	84.04	79.70	74.43
	Girls	100	87.95	82.73	76.39	69.01
	Total	100	87.73	83.40	78.08	71.78

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

Out of 100 students enrolled in Class I, the number shows a decline as the students move to next class. In case of Boys the % has dropped; 74.62% in urban & 72% in rural. Girls enrollment stands at 69% in rural & 68.9% in urban.

TABLE-2.19

ENROLMENT UNDER DIFFERENT MANAGEMENTS (1998)

Area	Type	Govern-ment	Local Body	Aided	Unaided	Total
Rural	Total	65,606	104,008	684	16,406	126,704
	Girls	2172	52,171	223	6544	61,110
Urban	Total	58,746	686,725	61,979	247,476	1,054,926
	Girls	26,288	345,485	32,514	106,446	510,733
Total	Total	64,352	790,733	62,663	263,882	11,81,630
	Girls	28,460	397,656	32,737	112,990	571,843

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

The number of girls studying in schools run by different management in rural areas is 61,110 girls & urban area schools cater to 510733.

TABLE-2.20

GROSS ENROLMENT RATIO (1998)

Area	Type	Enrolment Ratio
Rural	Boys	104.61
	Girls	108.73
	Total	106.55
Total	Boys	99.00
	Girls	103.58
	Total	101.17

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

TABLE-2.21

PUPIL TEACHER RATIO (PTR) (1998)

Type	Area	PTR	Type	Area	PTR
Total	Rural	43.94	Girls	Rural	43.59
	Urban	43.39		Urban	44.28
	Total	43.46		Total	44.19

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

TABLE-2.22

NUMBER OF SCHOOLS ACCORDING TO LANGUAGES (1998)

1st Language				2nd Language				3rd Language			
Name of Language	Number of School			Name of Language	Number of School			Name of Language	Number of School		
	R	U	T		R	U	T		R	U	T
English	29	461	490	English	55	536	591	Sanskrit	17	173	190
Hindi	356	2060	2416	Hindi	29	490	579	Others	10	226	236
Others	15	197	212	Others	14	177	191				
Total	400	2718	3118	Total	98	1203	1301	Total	27	399	426

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

Hindi is the first language of the majority of student followed by English and other regional languages. English to the second language of the majority of students followed by Hindi and other regional languages. Regional languages are 3rd language for a majority followed by Sanskrit. 1st language Hindi is taught in 2416 schools while 2nd languages taught in 591 schools and 3rd language is taught in 236 schools.

TABLE-2.23

COVERED AREA OF SCHOOL BUILDINGS (1998)

Area	Covered Area (m^2)								
	0	1-25	26-50	51-75	76-100	101-250	251-500	7500	Total
Rural	-	2	2	0	1	50	101	148	304
Urban	-	9	10	10	15	372	354	894	1664
Total	-	11	12	10	16	422	455	1042	1968

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

Out of 304 rural schools, 148 schools have more than 500 m^2 area. While out of 1664 urban schools, 894 schools have more than 500 m^2 area.

TABLE-2.24

NUMBER OF SCHOOLS HAVING REQUIREMENT OF ADDITIONAL CLASSROOMS (1998(

Area	Additional Classroom Required								
	0	1	2	3	4	5	> 5	Total	Add. Class rooms reqd.
Rural	228	13	16	10	10	11	16	304	348
Urban	1254	35	98	54	66	61	96	1664	2144
Total	1482	48	114	64	76	72	112	1968	2492

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

348 rural schools and 2144 urban schools require additional classrooms.

TABLE-2.25

NUMBER OF SCHOOLS ACCORDING TO USE OF SCHOOL BUILDING FOR OTHER PURPOSES (1998)

Area	Not used	Other Sch/Coll.	Adult Edu.	NFE.	Other Edu. Purpose	Other Purpose	For Edu. Purpose
Rural	264	20	2	5	4	10	31
Urban	1301	225	38	31	78	81	310
Total	1565	245	40	36	82	91	341

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

264 rural school buildings 1301 urban school buildings are unused. 10 rural schools and 81 urban schools are used for other purposes.

TABLE-2.26

NUMBER OF SCHOOLS WITH LIBRARY AND ALLIED FACILITIES (1998)

Area	Total no. of sch.	Sch. having Lib.	School having books					Sch. having Dictio-nary	Sch. Subscribing for		Sch. having text book bank
			1-50	51-100	101-200	201-500	> 500		News paper	Mag-azine	
Rural	304	250	8	2	10	58	172	169	96	20	100
Urban	1664	1430	26	37	91	371	905	780	823	211	504
Total	1968	1680	34	39	101	429	1077	949	919	231	604

Source : 6th Educational Survey, National Council of Educational Research and Training (NCERT), 1998.

Out of 304 rural schools, 250 schools have libraries while out of 1664 urban schools, 1430 schools have libraries. Out of 250 rural school with libraries, 504 schools have textbook bank, 905 urban schools, 169 rural schools and 780 urban school have dictionary, 96 rural schools and 823 urban schools subscribed for newspapers while 20 rural schools and 211 urban schools subscribe for magazines.

Prof. Yash Agarwal, in his study on "Primary Education in Delhi" has given two interesting observations about girls education at primary stage & increase of demand for primary schools in near future. "Delhi being a cosmopolitan city, the overall share of girls to total primary school enrolment is high. Delhi is also one of the states with adverse sex ratio. The 1991 census indicated that there were 827 females for every 1000 males, as compared to an average

of 927 for the country as a whole. The analysis of sex ratio in 6-10 years age group shows that there were 858 females for every 100 male children in the same age group. Thus the sex ratio was better for the primary school going age group as compared to the overall situation. This would mean about 46.8 percentage of girls in primary schools corresponds to full coverage, other things being equal. The educational statistics indicate that the share of girls to enrolment has ranged between 46.6 and 48.8 percent (Figure). This evidence suggests that there are no disparities in participation in primary education as far as girls' education is concerned".

TABLE 1.27

GIRLS ENROLMENT IN SCHOOLS IN DELHI (1985-1996)

Year	Girls Enrolment
1985	46.8
1986	46.81
1987	46.9
1988	47.4
1989	47.2
1990	48.4
1991	48.7
1992	47.9
1993	47.2
1994	46.5
1995	46.7
1996	47.6

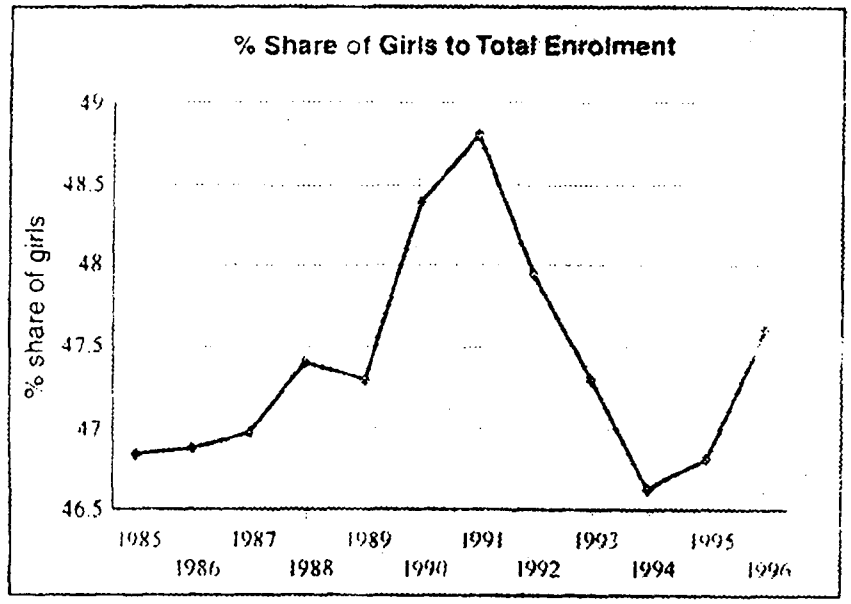


Figure 2.1 : Girls Enrolment in Schools in Delhi (1985-1996)

Source : Aggarwal, Yash, Primary Education in Delhi, How much do the children learn? National Institute of Educational Planning and Administration, (NIEPA) 2000

It is estimated that there were 3600 schools and 3.2 million children attending formal education in Delhi in 1996-97, which accounted for nearly 28 percent of the city's total population. Assuming this ratio to remain constant, the estimated enrolment in the year 2005 in Delhi will be 3.8 million reflecting an addition of about 18.8 percent in educational places at various levels. Further increase in demand for school/college seats will take place due to increased coverage at the lower levels of school education. Thus thee will be great pressure to expand the facilities for school/higher education in Delhi in the coming years. Based on the population

projections of the Expert Committee set up by the Planning Commission, the expected population scenario for Delhi is shown in the following figure.

TABLE 2.28

POPULATION GROWTH IN DELHI (1901-2011)

1901	1911	1921	1931	1941	1951	1961	1971	1981	1991	2001	2011
406000	414000	488000	636000	918000	1744000	2659000	4066000	6220000	9421000	13783000	-

Source : Premi, Mahendra K. India's Population : Heading Towards Billion, Census of India, 2001 Series 1, India : Provisional Population Totals

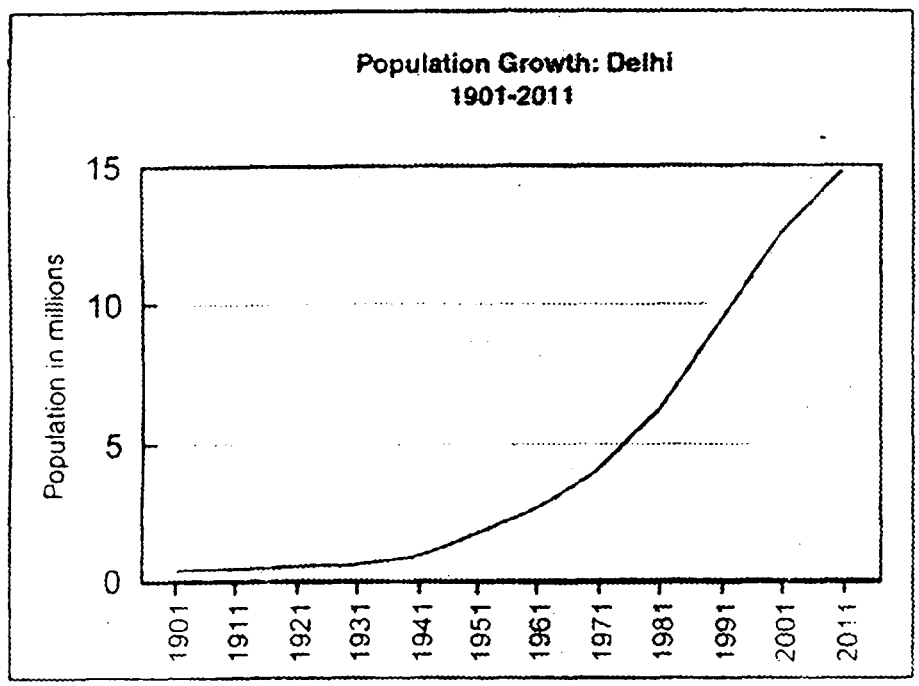


Figure 2.2 : Population Growth in Delhi (1901-2011)

Source : Aggarwal, Yash, Primary Education in Delhi, How much do the children learn? National Institute of Educational Planning and Administration, (NIEPA) 2000

It is evident from the figure that the population increased by about 2.9 percent per annum during the nineties and is expected to

increased by about 1.7 percent per annum during the first decade of the new millennium. However, the past experience has shown that the actual rate of increase happens to be much more due to large-scale in-migration of population from other states.

Another major problem faced by Government of National Capital Territory of Delhi administration is the management of Jhugis (slums). A large part of Delhi's population is living in Jhugis scattered all over the city. In 1996, there were 1060 Jhuggi clusters, each with varying number of Jhugis and the population living therein. It was estimated that there were 465,000 Jhugis with a population of about 2.5 million persons. There were many clusters where the number of Jhuggis exceeded 5,000. Crude estimates show that about 30 percent of Delhi's population lives in these clusters. If it is assumed that a primary school is required for population of 2500 persons, the Jhuggi clusters in Delhi will require about 1000 primary schools/sections. Even the number of large Jhuggi clusters (with 600 or more Jhuggis) is approximately 180. Do we really have that many schools in the Jhuggi clusters? It is quite possible that the children from Jhuggis often attend schools outside the slum clusters.

DELHI SARVA SHIKSHA ABHIYAN SAMITI (DSSAS)

In 1993, the Department of education, Delhi launched the 'Education for All' programme through school students and teachers. The programme is being conducted under Delhi Sarva Shiksha Abhiyan Samiti (DSSAS) under the Chairmanship of Lieutenant Governor of Delhi and Secretary Education as Member Secretary. The target is to cover about 12 lakh illiterates of Delhi in the age group of 6-35. The academic resource support is provided by the State Resource Centre (SRC), State Council of Educational Research and Training (SCERT) and 5 district resource units (DRUs) of DIETs. The State Resource Centre (SRC) has trained 150 Key Resource Persons (KRPs) who will further train, 4000 master trainers and ultimately 1,20,000 volunteers will be trained. Assistance is also provided by the Central Government to 3 non-government organizations for managing the non-formal education units namely Dr. A.V. Balia Memorial Trust which is running 100 centres in Mangolpuri, Nehru Bal Samiti running 50 centres in Trilokpuri and Deepalaya running 25 centres in Okhla. Apart from this, New Delhi Municipal Council (NDMC) and some other agencies are running non-formal education centres in Delhi. The

main objectives of the Delhi Sarvashiksha Abhiyan Samiti (DSSAS) are :

1) to impart functional literacy to 9.3 lakh illiterates in the age group 15-35 and

2) to encourage 3.03 lakh non-school going and school dropout children to school system or non-formal education.

The Government of Delhi, through Delhi Sarvashiksha Abhiyan Samiti (DSSAS) submitted a plan for 'Education for All' for 12 lakh learners in the 6-35 age group. Till the end of January, 1997, 4 lakh learners were enrolled. Nearly 42,000 teachers were teaching the learners on voluntary basis. In all, 1,44,326 learners completed the first primer, 94,482 second primer and 5,01,726 the third primer. Internal evaluation of those who have completed the third primer was also done.

DELHI EDUCATION ACTS

The Delhi Primary Education Act, 1960

The Delhi Primary Education Act, 1960 contained the enabling provisions for enforcing compulsory primary education in Delhi. While this was seen as trendsetter and model legislation the

implementation was tardy. The situation of primary education even four decades after the enactment of the Act remains a cause of concern. Presently, Primary Education in Delhi is essentially the responsibility of the Municipal Corporation of Delhi (MCD), although other agencies like New Delhi Municipal Council (NDMC), Delhi Administration and some other departments of the Central Government are also involved. The Municipal Corporation of Delhi (MCD)has divided the city into 12 administrative zones. There were are about 3500 schools imparting primary education and 3.2 million children are studying in recognized schools. The share of girls is 47-48% commensurate with their share in population. No detention policy is operative in Delhi which postulates that no child is detained in Grades I and II on the ground of poor academic performance.

Delhi School Education Act 1973

Delhi is divided into educational divisions called 'Districts' and 'Zones' for the regulation of education. Every district consists of two or more zones. Primary schools are schools imparting education to Class I, I, III, IV and V children. Such schools may be run by any individual trust or society with or without aid from any local authority or run by the local, state or national government.

According to the Delhi School Education Act, 1973, the Administrator of Delhi shall make suitable arrangements for imparting free education to all children until they complete the VIII class or until they attain the age of 14 years, whichever is earlier. Teaching in a school at the primary stage shall be in the mother tongue of the child unless the parent or guardian of the child requests otherwise in writing. In an existing primary school in which education is imparted through the medium of any language other than the mother tongue of the child, education will continue to be imparted in that school through the medium of such other language. The Administrator directs the MCD, NDMC or DCB to make as far as possible arrangements within their respective jurisdiction for imparting education in the mother tongue of the children. The mother tongue of the child is declared in writing by parent or guardian at the time of admission of the child in the school. Hindi is introduced as a subject of study in the school not later than Class III where the medium of instruction in the school is other than Hindi. The Director and the local authorities provide adequate facilities for teaching through the mother tongue at the primary stage of education of children belonging to any linguistic minority.

According to the DSEAR 1973, a Curriculum Committee has been constituted by the Administrator to advise him/her on syllabi and the specification or recommendation of looks for elementary education. The committee advises the Administrator with regard to co-curricular and extra-curricular activities to be undertaken in a recognized school. The courses of study for elementary stages are specified by the Director in consultation with the committee and the textbooks for the courses of study are recommended accordingly. In certain cases, a school is permitted by the Director to draw its own courses of instruction for the elementary stage subject to such courses being approved by the Director in consultation with the committee. The Director or the affiliating Boards specifies the syllabi and courses of study for the elementary and secondary stage. Special attention is paid to the inculcation of national and moral values including the sovereignty and integrity of India, secularism, humanism, faith in the dignity and equality of every human being, dignity of labour, avoidance of discrimination on grounds of religion, race, caste, sex or place of birth or any of them particularly avoidance of the practice of untouchability and includes health education, including personal and environmental hygiene, population education and awareness of the effect of drugs and intoxicants on human system.

SUMMARY AND CONCLUSION

Thus, we see that the government of Delhi promotes the educational development of Delhi through several programmes, policies and enactments. The statistics on primary education in Delhi shows that there is a high enrolment rate amongst both boys and girls; all the teachers are trained, and the number of primary schools has increased & all districts have schools. The population of Delhi is growing at a fast pace due to immigration. For a population of 2500 persons there is a need for more primary schools.

The non-government and voluntary agencies and organisations are working for out of school and drop out children. The primary education Act has not been implemented with earnest. The Delhi School Education Act lays down the rules and regulations of school education in Delhi. The local bodies are responsible for the primary education, the educational administration of Delhi includes a state council and district institutes besides the national council which provides teacher education. The National Institute of Educational Planning and Administration (NIEPA) conducts studies on improving the quality of primary education in Delhi. Besides the government school a large number of private societies and trusts

are providing primary education with or without financial aid from the government. The curriculum in the primary schools of the Delhi is mostly as prescribed by the National Council of Educational Research and Training (NCERT).

Inspite of various efforts made by the government the dropout rate shows no improvement. This is a social problem which can be investigated. The administration of primary schools seems to be vested with various bodies which sometimes complicate the process. As things stand, the responsibility for the provision and maintenance of primary school lies with different local and other bodies operating in the metropolitan city. These include the Municipal Corporation of Delhi (MCD), Delhi Administration (DA), Delhi Cantonment Board (DCB), New Delhi Municipal Council (NDMC), each having its own organizational structure line of control and a system of educational management. While the MCD and other agencies have been permitting the schools to operate from cramped residential and other premises, this might not be a healthy trend for the long term development of educational facilities in the city. The fast population growth causes a steady deficiency of primary schools. Hence there is a lack of primary schools.

CHAPTER 3

CURRICULUM FRAMEWORK OF PRIMARY STAGE – AN ANTHROPOLOGICAL PERSPECTIVE

INTRODUCTION

If we study the story of human evolution, we find few important events of human development about 2 million years ago when the hominids had evolved. Anthropologists have come up with a composite picture of their lives which shows that they were hunters, working together as a team, cooperating in the systematic search of food and killing of prey. They made their own stone tools which meant –

1. They had hand-eye coordination far superior to other primates and the evolution of an opposable thumb to hold the tool took place at this time.

2. If these hominids had the ability to shape a part of their environment i.e. stones-into practical tools to better serve their hunting and butchering needs, they might also have utilized their vocal cords to formulate new and meaningful sounds to help in the hunt, or even to express elementary sentiments. By building a vocabulary of sounds arbitrarily chosen to express new needs and thoughts, it is possible

that the earliest Homo habilis encouraged the evolution of a complex system of communication which was to be developed as language in later period.

3. Cooperation must have made them far more successful than would have been possible if they had hunted individually.

These developments gave human beings an opportunity to gain mastery over hostile environment. The human child is born less well-equipped to face and deal with the world it s born into than virtually any other animal offspring. Within reasonable biological limits, human beings can adopt to living in a large variety of environments, circumstances, practically a limitless number of conditions and surroundings. This enormous flexibility is visible in the variety and patterns of cultures in so many societies throughout the world.

Education : An Anthropological Approach

Human evolution underlines two remarkable characteristics of our species : his enormous capacity to learn about the world around and try to interpret it, and ability to structure and

manipulate the environment in a variety of ways. The latter leads to the creation of culture and the former is the basis of education.

Language

The invention of language enhanced cooperation to a great dimension. Communication has progressed from making noises, facial gestures and physical contact to clearly articulated, accurately reproducible sounds. Lodged in the frontal lobes of the brain, on the left side is what has come to be called Broca's area. This part of the brain is concerned with the structure of speech, its grammar and with initiating the mechanics of the necessary muscle movements in the face, tongue, lips and larynx. One reason why apes cannot talk inspite of intensive intuition is that they have a poor Broca's area. The Broca's area is connected by a bundle of nerve fibers to another area called the Wernicke's area located in the temporal lobe of the brain. This is the major storehouse for visual, auditory & verbal memory in the temporal lobe and Broca's area assembles them into structured speech. The Broca's area is close to one of the most important developments in the human brain, the so called super association area. A feature of the human brain is the way it squeezes every sliver of information out of the signals it receives through bringing them together and comparing

and integrating signals is raised to a peak in the super association area where message from the eyes, ears, nose, and skin all feed into the super association area to be integrated into a precise thought which leads to a spoken or written sentence.

The Broca's area lies in a small shallow indentation on the interior of the skull. Ralph Holloway, an American anthropologist has developed a technique making latex moulds of the interior of ancient skull of successive ages and comparing them to study the evolution of the brain. The findings of anthropologists like Stephan and his group at the Max Planck Institute of Brain Research in Frankfurt and of Holloway of the USA, from endocasts (latex) moulds of the inner surface of fossil skulls indicate that the humanness of the brain is rooted deep in evolutionary history, some 3 million years ago even before tool making and serious hunting became a part of hominid life.

Language has other dimensions beyond communication but not unconnected with it. Precision in the use of language adds clarity to thought. It is a basis for the development of the personality of a child and a major contributor to the self-development of an adult. Language is best learnt in cooperative situations which we can observe in children at play or work in the

way new words & phrases are passed on in play and work situations.

The contributions of language to formulation & clarification of concepts is well known. A child of Indian origin brought up during the crucial years in a Chinese or German speaking village will pick up Chinese or German as easily as Hindi. Modifying Chomksy somewhat, we can say that language capability is built into us a genetic trait, not the capability for any particular language. The capability to learn a language is not a limited capability for one or two languages. It is a general capability which starts before a child is one year old, reaches a high between ages of two or three to eight or nine years and decreases over the years thereafter. By about the age of 11 or 12 years, great deal of potential for language has diminished. Here is an important anthropological lesson for our managers of education to learn. Since language is most easily learnt when young, it should be taught when children are young. The argument that extra burden is imposed on children by introducing them to more than one language is also equally untenable. In bilingual and multilingual societies, children pick up 2 or more languages from association with other children easily and without strain at a younger age. Swiss children at the age of 6

speak four languages without any perceptible effort. Grammatical ability can come with language disciplines in the later years of school but the capacity to learn language is maximal in a child between 2-8 years & if we have not been able to teach language at that age, it is going to be difficult & involve hardwork for the child later on.

Language as a means of communication is very special to human beings. As noted earlier, language should be introduced early in the curriculum as the capacity of the child to learn the language is best during the early days. The cooperative elements in a child's mental make up are strong. Children learn with greater facility in a suitable environment of group activity such as singing, play & talking to each other and imitating each other rather than in a strict and discouraging routine classroom atmosphere. Play, one of the built in mental attributes of children can be used by teacher and educationists for language learning purposes. It is related to the refinement in perceptions and related ethical and aesthetic concepts in the growth of sensitivity in man.

Sensitivity

Sensitivity encompasses our aesthetic and moral perceptions, and our intensity of human relationship which include filial,

parental, familial and beyond to friends and neighbours. In ever widening circles, human relations and extend beyond national and continental boundaries in ever widening circles.

One of the most striking example of the development of humanity and sensitivity comes from a burial at the Shanidar caves at the foot of the Zagros mountains, currently in the region near the borders of Turkey and Iraq. The burial was about 50,000 years ago and the archaeologists of the Musee de l'Homme in Paris who studied it were able to show that the body had been arranged deliberately in a bed of flowers and leaves before the grave was covered. The fact of a deliberate burial 50,000 years ago shows self awareness and a concern for the human spirit. The floral decorations are a very significant factor, indicative of aesthetic sensibility, of respect and affection for the deceased individual.

Cooperation

Cooperation is the major social equipment of mankind. The evidence in the early strata on the shores of lakes and river beds gives us glimpses into the past of our ancestors. It is a past not of blind cooperation but flexible response to the environment, a growing independence of the mind and skills of the fingers and a

tendency for group identification and group endeavour. The social rules and customs provide the framework in which the sense of the group is expressed. The tendency to identify oneself with a group, the sense of belonging is recognizable in sports, school ties, clubs and a myriad other manifestations in modern societies. Group identification is traceable to the innate desire for cooperation in human beings. It is the basis of an entire set of loyalties, group feelings and cooperative effort.

According to BD Nagchaudhuri the major social equipment of our species is cooperation. This is our strength not to be disposed off lightly. Our only added advantage is to accumulated experience of the world and the skills that have been honed to greater sharpness over the years and finely adapted to applications and utility as never before by our ability to cooperate and pass on skills so that they accumulate.

It is reasonable to presume that the forces of natural selection would have ensured that cooperation would come to be deeply embedded in the human brain. Competition on the other hand inhibits flowering of artistic and musical sensibilities and stultifies feelings of wonder and curiosity, skill, intelligence and compassion.

Cooperation lead to group behaviour and gave man a superiority over other species.

Variability

The extraordinary variability of man has given him the survival value and made him the most adaptable of all other species. This is the reason for his success in all regions. We survive because there are so many latent gifts, so many undiscovered endowments in man. In different and variable circumstances these potential qualities come into play. That is why we say that man is the most adaptable of all animals and that is the reason for his success. Man has not only penetrated into almost every region of the globe, he has prospered and succeeded in all regions except in the extreme cold of polar and mid Antarctic areas. Variability is thus a treasured attitude. Prof. B.D. Nagchudhuri in his essay lament, "unfortunately our education system and our schools discourage variability and encourage a uniformity that is detrimental to our progress and the flowering of our adaptability. To take advantage of immense human variability, our schooling must be flexible. It has to make some effort to explore the potentialities of children and adolescents." To bring out these potentialities, education has to be very flexible. From this,

perspective the basic issues that can be raised are how curriculum or education can be designed to aid evolution rather than retard it. In other words, how it can be based on the basic tenets of cooperation, variability and sensitivity and language – which are man's strength. How does curriculum discover what a child is good at and how does it encourage him to discover his potentials without suffering the pains of competition. How early do we begin language education? How do we weave manual skills and linguistic skills so as to develop proper attitudes towards environment, science and technology.

CURRICULUM AND ITS ANTHROPOLOGICAL PARAMETERS

The term 'curriculum' means different things to different people. For administrators, it often refers to the organization of school subjects and the allocation of times when each subject is taught. For class teacher, the term embraces the content of what should be taught during each of these timetabled periods, that is a scheme of study presented in the form of a syllabus. However, even such simple interpretations beg a number of questions which immediately lead us to expend our definition of the curriculum. Looking at the timetable we might observe that mathematics is allocated twice the amount of time allocated to geography and

nearly four times that given to art or physical education. This leads us to ask what rationale governs these decisions. Is mathematics deemed more important or are its concepts more difficult to master and therefore require a greater number of periods on the time table? Decisions concerning the sequence of topics may in part be a question of logic but in some cases such decisions are influenced also by what we know about principals of learning which suggest that some topics are too difficult for pupils of a certain age or ability. An ideal curriculum teaches the child the following qualities:

1. Skill in human relations
2. Improvement of emotional and mental health
3. Equality of opportunity
4. Critical and clear thinking
5. Recognition of learner's subcultures
6. Command of content
7. Insight into the social and economic realities of the present
8. Methodological developed awareness of democracy

9. Loyalty to democracy

10. Skill in the exercise of democracy

The salient features of the National Curriculum Framework for School Education by the National Council of Educational Research and Training are :

1. There is emphasis on school readiness programmes to constitute an essential input for qualitative improvement of primary education.

2. Reduction in curriculum load has been ensured not only in terms of the number of areas of learning but also by making all learning relevant to the needs and requirements of individual learners, the society and the country at large.

3. The erstwhile areas under environmental studies i.e. Environmental Studies (Social Sciences) and Environmental Studies II (Natural Sciences) for Classes III to V have been integrated. The new integrated subject is expected to be more relevant for children. Besides, promoting healthy habits among children, it is in perfect harmony with their developmental characteristics. The content will be drawn from their immediate environment

and the strategies to be adopted would help enhance their skills of observation, collection, classification, experimentation, estimation, prediction and drawing of influences. In Classes I and II, environmental concerns are being integrated with the learning of language and mathematics. The design and content of the curriculum presented in a suitable manner would encourage children to be more participants and oriented to self learning.

4. Focus on the all-around development of children's personality especially in the affective and psychomotor domains has been ensured, through the introduction of a new area of Art of Healthy and Productive Living (AHPL) wherein opportunities would be provided for the nurturance of free and creative expression, of children's skills, habits, attitudes and values necessary for becoming successful and useful citizens. No textbooks for students would be prescribed for this area of learning. However, teachers will be encouraged to organize activities for children with their active involvement.

5. Adequate emphasis has been laid on promoting oral skills particularly in the areas of language and mathematics.

6. Activities within and outside school to make the experience of learners realistic and permanent have been encouraged and supported. Evaluation at this stage would be both formal and informal. It is envisaged to be conducted on a continuous basis, and would ensure comprehensiveness and transparency. It would also be learner friendly in character.

7. The content and processes are recommended to be geared to local traditions and culture and gradually link them to modern developments. Children will be encouraged to acquire skills for lifelong learning for which suitable activities would be planned and organized in and outside school.

8. Linkages between different curricular areas have been recommended to be strengthened by drawing concrete examples from the learner's immediate environment. Involvement of all children in a variety of activities is to be ensured. The language used in the teaching learning materials will facilitate smooth and understanding of the concepts besides encouraging children for self-learning.

9. Alternative strategies for teachers to handle content have been suggested. Due emphasis has been put on acquiring mastery level learning for which necessary diagnosis and remediation activities have to be devised. Enrichment activities for fast learner also find place in the scheme of things, suitable orientation programmes including action research are envisaged for teacher education.

10. Teaching of English in the primary classes have also been included as one of the curricular areas. Careful planning, however, must be done before its introduction by any state/school in terms of the availability of properly educated and trained teachers and relevant materials. Local motivation would also be a factor for influencing such considerations.

11. The common core components have been suitably influenced in the syllabi of different subjects. The basic social, moral and spiritual values need to be judiciously integrated with all subjects in the scholastic and co-scholastic areas.

12. A minimum of one hundred and eighty days in a year have been stipulated for effective instructions in school. A primary school should function for five hours a day out of which four hours may be set aside for instruction. Sometimes is spent in activities like evaluation/test, school functions etc. but it is expected that inspite of this, adequate time for effective instruction should be given for completing the prescribed quantum of the subject areas in this syllabus.

13. Syllabi in all subject areas are provided with objectives, necessary guidelines and in certain cases, cautions and constraints in their implantation. The syllabi for the primary stage should be seen in the context of curriculum development being a continuous process. These have to be subjected to constant scrutiny and review in response to the feedback received from the school system. Effective implementation will largely depend on the management of education and day to day classroom methodologies and practices. It is with the purpose of influencing the latter process that activities have been emphasized in different subject areas.

14. For the development of the syllabi, the NCERT has been continuously interacting with the classroom teachers, teacher educators and subject experts.

The National Curriculum Framework for school Education, 2000, brought out by the National Council of Educational Research and Training (NCERT) concerns has recommended the following areas of study at the primary stage :

1. For Classes I and II

    a. The mother tongue/the regional language

    b. Mathematics

    c. Art of Healthy and productive living (AHPL)

    d. English

2. For Classes III to V

    a. The mother tongue/the regional language

    b. Mathematics

    c. Environmental Studies

    d. Art of Healthy and Productive Living (AHPL)

    e. English

From the earlier discussion we can conclude that the four qualities namely, language, sensitivity, cooperation and variability are special strength of human race and any education or curriculum which matches well with these parameters could be considered anthropologically viable. Now an effort will be made to study the curriculum of primary school with these broad anthropological parameters.

REGIONAL LANGUAGE / MOTHER TONGUE

The mother tongue of the child is what develops and shapes his/her basic personality, besides being an natural expression of what she/he is thinking and experiencing. The National framework reiterates that the medium of instruction at the primary stage should be the mother tongue or the regional language. It prescribes the study of only one language at the primary stage. The idea is to enrich the competence of the child further in the same language that is the child's home language which in turn would facilitate all learning. There is a difference between teaching of a language and teaching in a language and in both cases at the primary stage, the prescribed language is the mother tongue or the dominant regional language.

The main purpose of transitioning the child in the mother tongue is to make him/her an effectively functional & literate member of the societal system. In the first few years of life, the development of both mind and language takes place through the oral use of language. During this stage, it is the oral language that children use to understand their immediate environment, to relate with it to work in it and to think about it. At the primary stage, therefore, special attention should be paid to the development of oral-aural skills (listening and speaking skills) because these have a big role to play in language learning. The more opportunities that children get to listen and speak, the faster they learn the language. In the education system of today, the oral form of language is being totally ignored. Teachers tend to feel that children already know how to speak hence there is no need to develop the skills related to it. The result is that children's oral expression is not refined & this adversely affects their written expression. Laying emphasis on oral aural skills does not in any way mean lesser emphasis on the development of the other two major skills of reading & writing. The curriculum for mother tongue teaching also lays stress on language activities related to readiness skill for language activities at preschool level & their meaningful transition towards holistic

acquisition of other skills. Listening, speaking, reading and writing skills would be integrated with the development of creative ability, imagination and independent thinking faculties.

In the curriculum, mother tongue has been given due importance as the mother tongue is the language that a child already posses before he/she enters primary school. The main purpose of transitioning the child toward the standard form of the mother tongue is to make him/her an effectively functional and literate member of the societal system.

The language is taught through themes pertaining to the life and immediate environment of the child. The stress on teaching grammar has been reduced as the child already possesses the basic grammatical structure of the mother tongue. Language learning has functional purposes i.e. communication by reading, speaking, writing and listening skills. These language skills have been given due importance through topics selected from neighbourhood, animals, birds, school, games, festivals, family, important places, health, national flag, city, village, great persons, leaders, human values, rights, duties to expand the mental horizon of the child. The course content for III to V classes includes topics such as places of historical importance, travel, zoo, great persons, scientific

discoveries, fundamental rights and duties, equality of religion and values of life.

ENGLISH

National guidelines for development of curricular and instructional materials for teaching/learning of English for teaching at the primary level is are used by the states according to their needs. Various states have already introduced English at the primary stage. Curriculum developed at central level ensures that certain uniform standards in curriculum planning, syllabus development, instructional material preparation, teaching learning processes and evaluation procedures are followed. The context against which English is taught in India is extremely heterogeneous and the process very complex and multidimensional. Majority of schools in India work in multigrade situations where each teacher has to handle more than one grade at a time. The size of the classes is very big and at times, the Pupil Teacher Ratio is upto 100:1. The nature of the class composition is heterogeneous. There is variation in the child population in each class in terms of age, maturational readiness, learning ability levels and socio-cultural background. Teacher preparation in the teaching of English at the primary level would need significant upgradation for effective

transaction of the English curriculum. Subject teachers of English are not available at the primary level as primary teaching is handled by generalist teachers who teach all the subjects in each class.

In private schools, English is taught as a language and as a medium from the Class I but in schools run by local bodies, mother tongue or Hindi is the medium of instruction. The course contents of English language can be grouped into language items and language functions/notions. Language items are:

- Tense forms – simple present and present continuous.
- Simple past and past continous
- Shall/will is going to
- Articles in context
- This, that, these, those
- Question words
- Basic sentence types
- Concord – agreement of the verb with the subject

Language Functions/Notions

- Responding to instructions
- Talking about oneself and one's surroundings
- Expressing one's feelings and emotions
- Exchanging greetings
- Seeking information
- Supplying information

Thematic content level I, II

The curriculum of English focuses on the immediate environment such as self, family, friends, pets, familiar objects, school, classroom, nature, seasons, number neighbourhood community, fantasy, transport, information technology, mass media, nation, population etc.

The experience of language learning has been made relevant & interesting by selecting themes for English in Class I, II & III from the immediate environment starting from self to family, friends, pets, familiar objects from the surrounding, school, classroom, concerns of the immediate natural surrounding, number and

seasons, days of the week, months of the year etc. and important events. The course for Class IV includes, besides the courses for I, II and III, relationships, roles, kinship terms, neighbourhood, occupations, professions, personalities from immediate surroundings, larger community, the land and the people, the world of imagination, fantasy, the world of machines, transport, Information Technology, Mass Media.

The course for Class V syllabus covers a larger canvas by including routines, customs, festivals, social diversity of neighbourhood, different languages, dress, concern for the physically challenged, geography, natural resources, the nation, famous personalities, people and places, elements of population education such as population growth, gender equality and equity, communication and art of healthy and productive living.

Care has been taken to cultivate the 4 skills of listening, speaking, reading & writing. This ability to comprehend and communicate has been carefully guided through interesting texts. By the end of Class V the child is equipped with a vocabulary of 800-1100 words. The children are encouraged to take part in group activity & interact with peer group.

MATHEMATICS

One of the basic aims of teaching mathematic in schools is to inculcate the skill of quantification of experiences around the learner. Thus, the course content is drawn from immediate environment of learner. Carrying out experiments with numbers and forms of geometry, verifying mathematical facts through observation and simple application of arithmetical processes also are given an important place. The content and approach towards mathematics has been designed to see that the learner remains connected with his surroundings while learning the skill of quantification of experiences of the child. The course has integrated mathematics with other subjects and aspects of life while helping the child to improve his mathematical perception through puzzles, riddles, games, drawings etc.

The mathematics course has been designed in such a way that the learner remains connected with his surroundings while learning the skill of quantification of experiences around the child. The course has been drawn from the immediate environment of the learner while he observes the form of geometry around him/her, verifying mathematical facts through observation and application of arithmetical processes.

Care has been taken to see that mathematics education provides opportunities for peer group learning as children learn more and better when given opportunity to interact with their peers and teachers. Children who have mastered skills and concepts earlier than the others can help other acquire mastery. Thus learning mathematics teaches cooperation. This is particularly of significance in a multilevel situation were children are moving at different pace. Mathematics has been interestingly integrated with other subjects to make it more viable. It is taught through stories, dramas, poetry, puzzles, riddle, games, drawing, painting, dance and music to motivate the learners.

The activities for mathematics learning are planned to make the children appreciate concepts in their surroundings, nature and real life situations and to think systematically and logically for solving day to day problems. Thus mathematics education increases the variability of learners. Mathematics course aims to develop the following qualities :

1. development of an understanding of the number concept,

2. development of power of interpretation and representation of given information,

3. development and expression of creative skills,

4. development of power of thinking and reasoning,

5. development of scientific attitude,

6. understanding and appreciation of geometrical shapes and their characteristics and discussion, description and drawing of 2 or 3 dimensional shapes,

7. understanding of various kinds of measurements such as weight (or mass), capacity, time, money, temperature, area, volume, and then use of their measurements in situations arising in the learner's immediate environment,

8. understanding of 4 fundamental operations of addition, subtraction, division and multiplication and performing them with speed and accuracy in solving problems of day to day life.

The mathematics course has been modeled in a way keeping in view the development of child's thinking, reasoning & understanding learnt through cooperation. Mathematics can really be enjoyable provided the curriculum and its transactional strategies are designed properly. Let stories, drama, poetry,

puzzles, riddle, games, drawing, painting, dance, music, flow into the mathematics period & before long we find a highly motivated and keen mathematics learner. Children colour their geometrical figures, make pattern in them write stories on fraction or shapes, write dialogues between two numbers and role play it, solve puzzle riddle, create games, write their experiences of mathematical activities, create bulletin boards and carry out many such activities.

If all these fulfilled activities become a part of mathematics learning, children will look forward to the mathematics period as eagerly as they do to their languages, Environmental Studies or arts periods. For example when talking about 'Means of Transport' or 'kinds of food' in Environmental Studies, children survey and represent their data pictorially, which is one of the learning experiences of mathematics when doing a topic on 'water' in Environmental Studies, they relate it to measures in mathematics. In arts, let learners make geometrical shapes, patterns, paper craft, (folding ½, ¼) during the art period. Use of compass, protector or other geometrical instruments is encouraged outside the mathematics periods as well. The more creative the activities, the more enthused the children will be. Therefore, activities need to be

planned in such a manner that children appreciate mathematical concepts in their surroundings in nature and in real life situations and begin to think systematically and logically for solving day to day problems.

The following learning areas are prescribed for Class I-V –

- Number and Numeration.
- Four fundamental operations
- Measures
- Geometrical shapes
- Pictorial representation of data.

ENVIRONMENTAL STUDIES (EVS)

Environmental studies has been one of the curricular areas at the primary stage during the last 30 years. In Classes I and II, it is taught through the subject matter of English mathematics and Art of healthy and productive living while in Classes III, IV and V, it is taught as a separate subject. The focus of Environmental Studies (EVS) is on developing an awareness about the environment and on developing habits, attitudes and skills in the child for being a

healthy and active member of the community. Environmental Studies (EVS) aims at teaching view of things, events and natural phenomena in a cohesive way through the activities and oral interactions in class. Thus the course teaches observation and helps the children in developing variability and sensitivity by focusing on developing an awareness.

The Environmental Studies (EVS)course is designed to make the child physically, mentally, socially strong so that he is emotionally healthy and is able to function effectively as a member of the family and community. The child develops the skills, attitudes and values for improving the quality of life of self and social group. The child develops the ability to appreciate and live in harmony with nature learning to know, to do, to be and to live together.

The starting point of the course is the identification of the theme 'Me and my surroundings' and breaking it into sub themes depicting the needs of the child's own self and those of the surroundings i.e. the body, 'my needs' and 'my surroundings'. The focus automatically shifts to 'we' and 'our' when the child is exposed to his/her neighbourhood and beyond. Thus the study of environment teaches the child cooperation and sensitivity.

ART OF HEALTHY AND PRODUCTIVE LIVING (AHPL)

Art of Healthy and productive living (AHPL) is one of the areas of study at primary stage by merger of art education, work experience, health and physical education. The aim is all round personality development of the child and gives him a healthy body and mind to be a successful human being and a healthy member of the society. Living is an art as all forms of art have originated form life of human beings over the ages. Creative expression through different art forms is a sign of a healthy mind for which a healthy body is a must. It is required to provide suitable opportunities to children to develop desirable habits, skills and abilities to appreciate and internalize the beauty in life and nature and also to express their feelings through different forms of art.

Art of healthy and productive living envisages provision of such opportunities through day to day life experiences. This curricular area aims at adopting an approach that will reduce the information load and help children to develop and grow in an effortless and natural manner. It includes not only development of mechanical skills but also includes meaningful experiences that will promote values like dignity of labour, respect for people,

appreciating and understanding the need for good physical and mental health as well as positive attitudes. Art of Healthy and Productive Living in Class I and II teaches the students to involve themselves in activities commensurate with their developmental stage.

Activities related to health will get a prominent place so that children acquire necessary skills, attitudes and habits to keep themselves healthy and participate in games and sports suitable for their age. Children are included into preliminary yogic exercises and are exposed to various soothing experiences in the field of music, drama, drawing, painting and clay modeling. In organizing these activities local factors are important. They are encouraged to participate in creative activities such as freehand drawing & painting. Children are involved in the activities related to work education so as to enable them to be free from inhibitions and like to work for value inculcation. Stories and anecdotes play an effective role. They also generate and strengthen the element of curiosity, imagination and a sense of wonder. All the experiences need are presented in an integrated manner for which themes be identified and teachers will make use of locally available resources and harness community support.

Art of healthy and productive living in Classes III, IV and V further strengthens the experiences gained earlier by ensuring participation of all children in the activities related to music, dance, drama, drawing, painting, puppetry, physical education, games and sports, yoga and productive work with an integrated approach. Autonomy and flexibility to include the locally developed curriculum and material is encouraged. Concerted efforts are made to ensure proper value orientation among children. Thus art of healthy and productive living helps in nurturing talent, cooperation and sensitivity.

The course of Art of Healthy and Productive Living (AHPL) develops the following qualities in the child :

1. proper regular habits and attitudes to meet natural need of the body,

2. understanding of the functions of different parts and organs of the body and development of habits to keep clean & healthy,

3. development of awareness and sensitivity towards the immediate environment and understanding of the interdependence between man and environment,

4. development of respect for manual work, dignity of labour and hardwork,

5. development of values, of cooperation, tolerance, caring & sharing,

6. development of physical, mental & emotional well-being through yoga & games,

7. nurture of inherent abilities of self expression and creativity through the visual and performing arts and to enable children to appreciate and develop aesthetic sensitivity towards these arts,

8. development of human values like honesty, truthfulness, respect for others, punctuality, regularity and appreciating the good qualities of others,

9. appreciation of cultural heritage, both local and national,

10. development of feeling of oneness with the culture of the country,

11. development of qualities of leadership,

12. care and protection of public property,

13. knowledge about the existing public facilities in the surroundings and their proper use,

14. development of feelings of patriotism, nationalism and pride in being an Indian,

15. development of awareness towards the need to protect and conserve India's historical and cultural heritage.

Thus the course of Art of Healthy and productive Living (AHPL) teaches the child cooperation & sensitivity.

EVALUATION PROCEDURES

Language

Evaluating the child's proficiency in the mother tongue or English at the primary level is child friendly and stress free. Constant evaluation of the children's progress at short intervals, followed by appropriate remedial work are the hallmarks for evaluation performance tests, which could include creative work, discussion, recitation of poems etc. Continuous Assessment is taken up through of oral & written test. Oral tests evaluate the skills of both listening and speaking.

The purpose of evaluation at the primary level is not on highlighting the weaknesses of the child. Positive evaluation should be aimed at. Diagnostic tests are administered followed by remedial teaching.

Mathematics

Assessment is a process of collecting evidences of learning and analyzing it, interpreting it for improving the level of learning. It is an essential and integral part of the teaching/learning process. Assessment is not a one time activity to simply label children good or average but aims at improving levels of learning by assessing the learning on a continued basis. It is not an end in itself but a means of providing information which can form the basis for future action in the form of remedial measures and enrichment activities.

Assessment is aimed at ensuring attainment of the desired learning by all and not only on grading the children by comparing the performance of one with the other or screening the children. The technique and tools that a teacher adopts in the assessment process should be such that the process alongwith the product of learning is assessed. Depending mainly on paper pencil tests is also not desirable, since oral and performance tests evaluate

learning of children of primary stage in better way. It is ensured that the learning is attained of both the understanding and application levels and is not merely at the level of memory. Assessment is based on what has not been given in the books or used for practice.

ART OF HEALTHY AND PRODUCTIVE LIVING (AHPL)

In this subject no formal evaluation of the child is envisaged. However, the teacher assess very child informally on a continuous basis and keep progress records with a view to providing remedial inputs to improve the performance of the child vis-à-vis various aspects of his/her personality.

ENVIRONMENTAL STUDIES (EVS)

Assessment of child's attainment is an integral part of the teaching/learning processes. The teacher assesses the child informally all the time with a view to provide help as and when she/he requires. Formal assessment, when planned is largely based, on observation and oral interaction initially. Gradually paper pencil are introduced. These tests are supplemented by other tools/techniques especially with respect to processes involved in learning and development of values, attitudes and habits. The tools

can range from simple checklists for observation, oral or practical activities, role play and dramatization to paper pencil test etc. Since the main purpose of assessment at primary stage is to help the child improve her/his achievement level, diagnostic testing followed by remedial teaching is a regular activity of the teacher.

SUMMARY AND CONCLUSION

The story of human evolution shows that man possess the qualities of cooperation, variability, sensitivity and language which give him an advantage over other species. An anthropologically sound education is one which fulfils these qualities. The national curriculum for primary education was examined for each subject and was found that the study of language, Mathematics, Environmental Studies and Art of Healthy and Productive Living teaches the students, cooperation, language, sensitivity and variability.

The curriculum of primary education achieves the educational goals of providing skill in human relations improvement of emotional & mental health, equality of opportunity, critical and clear thinking, recognition of learner's subculture, insight into the social and economic realities of the present,

methodically developed awareness of democracy. The curriculum is anthropologically sound in terms of teaching of values like cooperation, language, sensitivity and variability. The evaluation & assessment system suggested in the curriculum in the primary level has been wisely designed and takes care of eliminating competition.

CHAPTER 4

TEXT BOOK REVIEW : ENVIRONMENTAL STUDIES – A CASE STUDY

INTRODUCTION

Following the National Policy on Education (NPE-1986), the NCERT had brought out a new curriculum as a per the guidelines in the National Curriculum Framework for Elementary and Secondary Education (2006). The new curriculum brought out by the NCERT is a result of the review exercise which included nationwide debates and discussions with experts, teachers and teacher educators. In Classes I and II the concepts of 'Environmental Studies' have been integrated in the curricular areas of language, Mathematics and Art of Healthy and Productive Living. In Classes III to V, Environmental Studies has been recommended to be introduced as an independent curricular area.

The format and presentation of the content of the primary EVS textbook 'Lets Look Around and Learn' keeps in view the different social, physical and natural environment of children in various parts of the country. The focus of the presentation of the content is on development of processes and skills. With a view to sustain the interest of the children, it has been presented in

different forms such as dialogues, outdoor activities, dramatization, narrations by children and teachers, etc. At many places the content has been expanded through illustrations. This has been done with the aim of developing skills of observation and independent thinking among children.

The textbook 'Let's look around and learn' of Class III is written by Daljit Gupta, Manju Jain and Swarna Gupta. The textbook of Class IV is written by Daljit Gupta, Manju Jain, Swarna Gupta and Romila Soni. The textbook of Class V is written by Daljit Gupta, Manju Jain, V.P, Srivastava and Dinesh Kumar.

TEXTBOOK REVIEW OF CLASS III ENVIRONMENTAL STUDIES

The textbook is divided into 6 units namely 'knowing myself', 'we need them to live', 'our neighbourhood', 'Reaching Places', 'Too Far Too Near' and 'Different but Beautiful'.

The unit 'knowing myself' has a 3 chapters namely 'Who is more important', 'A Day in my Life' and 'Me and My Friends'. The chapter 'Who is more important describes the different parts of the body. In 'A Day in My Life' an examples daily routine of a child has been presented before the children. The chapter 'Me and My Friends' attempts to make the children aware of the similarities and

the differences we have with other living beings in the environment. Thus, the unit provides information to children about themselves. Besides the knowledge of the self, the child is taught the ways to take care of herself/himself. The unit has been designed to guide the child to acquire social values and closely relate himself/herself to other beings and be sensitive towards them.

The unit 'We need them to live' has 4 chapters namely 'Our Food', journey of water, how essential is water, 'How clean is our neighbourhood'. The chapter on food includes individual experiences of the children and is activity based. The chapter 'The Journey of Water is presented in the form of an autobiography where the water tells the children about its journey starting from the sea till it is back to the sea again. The concept of water cycle is thus conveyed in an interesting way. Some important properties of water and the role of children in keeping it clean have also been included. The other 2 chapters deal with the importance of water and air in our life and the ways to keep them safe and clean.

The unit 'Our Neighbourhood' has 4 chapters namely 'My Home and My Family', 'Our neighbours', 'Working Together' and 'When the Garden became a Classroom'. In the chapter 'My Home

and My Family', the concept of family, friends and relatives has been presented through an example. In the chapter 'Our Neighbours', the subject mater is presented through a description by the child of her/his neighbourhood. The importance of teamwork has been exemplified through the activities of a 'Bal Sabha' in the school and through actual handling of responsibility by the children. Thus the unit suggests individual and group activities that can be performed inside and outside the classroom. The unit attempts to extend the scope of understanding of the environment around the child so that the child moves from the concept of 'I' to 'We'. Therefore the children are introduced to their family, relatives, neighbours and the neighbourhood.

The unit 'Reaching Places' has 4 chapters namely 'Locating a Place' Road Safety Rules', 'Means of Transport' and the 'Story of the Wheel'. In the chapter 'Locating a Place' the skills of how to reach a particular place with the aid of prominent landmarks and how to read a map are discussed. In the chapter 'Road Safety Rules', the children are introduced to different traffic rules. The chapter 'Means of Transport' acquaints the children with different means of transport. The evolution of the wheel has been presented in a story form through the medium of comic pictures. As it is necessary for

the children to move beyond their immediate environment, the children are taught to develop the skills of location by introducing the concept of map. The children are familiarized with the different means of transport and the significance of the wheel.

The unit 'Too Far Too Near' includes 2 chapters namely 'Means of Communication' and 'The Earth and the Sky'. The chapter 'Means of Communication' describes the different modes of communication. The chapter 'The Earth and the Sky' describes the earth, sun, moon and the stars in the sky. The unit introduces the concept of distance in terms of space and time through the daily life experiences of children. Children are encouraged to understand natural phenomena and its relationship with life on earth. The invent ions that have helped in bringing people closer inspite of physical distances i.e. means of communication have been discussed.

The unit 'Different but Beautiful' has 2 chapters namely 'Our Festivals' and 'Changing Weather and Our Dress. It is necessary for the children to know about the local festivals along with the national festivals. The information about festivals has been presented in different forms such as pictures and personal experiences of children. The content of the chapter 'Changing

Weather and Our Dress' has been developed through individual and small group activities.

In this unit the attempt is made to link the feelings of 'We' in the local community to the country at large, so that the children are exposed to the diversities existing in the country. They are introduced to the cultural diversities in the country, varied nature of the weather in the year and its relationship with the life of people, especially their dresses.

TEXTBOOK REVIEW OF CLASS IV EVS

The textbook is divided into 7 units namely 'We and our surroundings', 'Our Needs', 'Natural Resources and Phenomena', 'Institutions that serve us', 'Some great people', 'Changes', 'Why and How' and 'Unity in Diversity'.

The unit 'We and our surroundings' has 2 chapters namely 'Living and Non-Living Things' and 'Our Internal Organs'. The chapter 'Living and Non-Living Things' is related to the immediate environment of the child and has been developed through various activities such as observations, dialogues, discussions and question-answers. The objective of the chapter 'Our Internal Organs' is to acquaint the children with the internal organs and

their functions and has been developed through pictures. As the child is an integral part of the environment, understanding of the interrelationships between human beings, plants and animals is essential. The child learns about himself/herself especially the names of the internal organs and their functions. He also learns about plants and animals which are like human being in many aspects and the need to take care of the environment and his/her role in it.

The unit includes 3 chapters namely 'Sources of Food', 'The Story of a Shirt' and 'Home Sweet Home'. The chapter 'Sources of Food' is a compilation of children's daily life experiences developed through examples. The chapter 'The story of a shirt', 3 shirts narrate their own stories. The entire process of making cotton, woolen and silk shirts from their raw material and the people associated with related occupations have been discussed. The chapter 'Home Sweet Home' describes how climate and available natural resources affect different types of houses and has been developed through a drawing competition among children and visuals. Thus children learn about the different sources which meet their daily needs and they are taught about their duties for proper utilization and conservation of these sources.

The unit 'Natural Resources and Phenomena' has 3 chaptes namely 'How Wonderful is Air', 'Natural Resources and their importance' and 'How Days and Nights are Formed'. The chapter 'How wonderful is Air' gives general information on the composition of air with the help of visuals and talks about how the balance in air is maintained and what factors can cause imbalance in it. The characteristics of air have been explained through simple experiments. The chapter 'Natural Resources and their Importance' gives information about the natural resources and different methods of their conservation relating them to the child's experiences provided through field visit. The chapter 'How Days and Nights are Formed' are presented through a demonstration. In the unit, the children are explained the difference between natural resources and man-made things and their proper use. Children are explained the formation of day and night.

The unit 'Institutions that serve us' has 3 chapters namely 'My Village', 'Municipal Committee' and 'Our School'. The chapter 'My Village' explains the structure and functioning of a Gram Panchayat by taking urban children on a visit to a village. In the chapter, 'Municipal Committee', children have been told about the agencies at the town/city level, which cater to our needs. In the

chapter, our school, the functioning of an ideal school has been explained through a narrative approach. Thus the children are taught to develop healthy habit along with development of personal and social values. It is necessary that they know about the local institutions which provide the facilities. Children are introduced to the democratic system of which these local bodies are the basic units. The knowledge will help children to understand the concept of state and the country in higher classes. Children are taught to understand that every citizen is a part of this system and it is his/her duty to help in the smooth functioning of these institutions.

The unit 'some great people' has 4 chapters namely 'Mahatma Gandhi', 'Rani Gidinlien', 'Jagdish Chandra Basu' and 'Abdul Hammed'. The chapter 'Mahatma Gandhi' focuses on his teachings and values in life. The chapter 'Rani Gidinlien' describes her contribution in the freedom struggle of our country. The chapter on Jagdish Chandra Basu tells about his scientific thinking and temperament. The chapter will help to develop in children positive attitudes towards science. The children are told about his researches in simple language. The chapter on Abdul Hameed talks about his brave deeds during the different assignments on our

country's borders, students are given information about the contribution of some great people of our country in different fields. Children learnt to appreciate their contributions, are inspired to follow their teachings and develop respect for the great men and women and feel proud of them.

The unit 'Changes : Why and How' has 3 chapters namely 'The Story of Fire', 'The Shrinking World' and 'The Wright Brothers'. The chapter 'The Story of Fire' discusses different benefits of fire and the precautions while using it create awareness among children about the accidents caused by fire. The chapter 'The Shriking World" discusses modern means of transport and communication and their impact in the life of man. The chapter 'The Wright Brothers' mentions the efforts made by the 2 brothers in the invention of aeroplane. It is the nature of man to discover and invent new things to improve his bring conditions. With this insight, he has been able to use natural phenomena to improve the quality of his daily life. The inherent nature of man has helped him to conquer the space in time and distance. It is important for children to know how these discoveries and inventions have influenced their lives in the modern times.

The unit 'Unity in Diversity' consists of 3 chapters namely 'A Trip Around Delhi' When I visited My Nani Ma' and 'Our Country India'. In the chapter 'A Trip around Delhi,' information on some of the historical, cultural and religious places has been provided alongwith pictures. The chapter, 'When I visited My Nani Ma', has been described through a train journey where a child living in North India travels to Kanyakumari in South India. The chapter explains the vastness and diversities in our country. The chapter 'Our Country India' familiarizes the children with the names of states and union territories in the country with the help of a map. The National symbols have also been described. The knowledge of the child extends beyond their own environment to that of the state and country at large. The children learn how the variations in the physical feature and climate affect the ways of living and dresses of the people. Children are prepared to understand the concept of the nature.

TEXTBOOK REVIEW OF EVS CLASS V

The textbook consists of 6 units namely 'The Living World : An Introduction', 'How we can keep Healthy', 'Our Environment', 'Change : Why and How', 'Our Country India : A Glimpse', 'Our Glory'.

The unit 'Living World : An Introduction' consists of 3 chapters namely 'The Organ Systems of Our Body', 'The Bones and Muscles of Our Body' and 'Parts of a Plant and their Functions'. The objectives is to develop scientific processes/skills such as observation, discussion, classification, discrimination, deriving conclusions etc. The text of 'The Organ Systems of Our Body' has been developed alongwith visuals in a systematic manner to enable the children to understand the functions of each organ well and its functions in the specific organ system. The chapter 'Bones and Muscles of our Body' has been developed through activities and examples. The chapter 'Parts of a Plant and their Functions' has also been developed through activities and question-answers related to the experiences of the children. The unit gives the children details related to the structure of the human body, functions of the organ systems, bones and muscles in the human body etc. The children learn to develop healthy habits in their day-to-day life. Children are taught about importance of plants in their life and the living world. They learn about the functions of different parts of the plant.

The unit has 4 chapters namely 'Deficiency of Nutrients and its effects', the text has been presented through question-answer

approach and visually with a view to develop curiosity among the children. In the chapter 'Communicable Diseases' and their Prevention', cause symptoms and ways to prevent the diseases have been discussed. The chapter 'First Aid' revolves around an incident that happened with a child. Children are taught to face such situations boldly and without panic. They develop the capability to take suitable decisions in cases of mishaps and accidents. In the chapter, 'Our Health Services' there is a question-answer session between a doctor and the children. The objective is to satisfy the curiosity of children and provide health related information among children and families. The knowledge of the human body is extended to taking its care. The children are taught that it is import ant to eat proper food to protect themselves from disease. They are made aware of what to do in case of an accident or how to get medical help in case of any illness. They are taught that prompt action can save us from a number of diseases and accidents. The children are taught about the cleanliness of the environments and encouraged to participate in environmental sanitation. They are taught to disseminate the health education messages to the members of the community.

The unit 'Our Environment' has 3 chapters namely 'Interdependence in Environment', 'Natural Calamities' and 'Means of Transport and Communication. The chapter 'Interdependence in Environment' discusses how living and non-living things depend on each other. It is described how nature maintains a balance between the living and non-living and how this balance can be disturbed and the measures to maintain the balance. The chapter 'Natural Calamities describes how sudden natural phenomena causes damages to human life. The chapter suggests measures' to control these calamities and the ways to face them in case of their taking place. The lesson aims at developing in children values like brotherhood, patience, cooperation and helping the needy. In the chapter 'Means of Transport and Communication' their impact, the miracles of modern science have been described. The chapter highlights that if the inventions of science are not used judiciously, the can prove to be harmful to our physical and emotional health. The measures to prevent their unhealthy impact have also been discussed. It is necessary to give detailed information about the environment and the interdependence in it. Children are taught that man has no control over certain natural happenings. Children are taught to stop or reduce the occurrence and impact of

happening that disturb the environment. Children are prepared to face natural calamities. Children are taught the proper use of the means of communication and the possible ill effects in the absence of necessary precautions.

The unit 'Changes : Why and How' has 3 chapters name 'Force, Work and Energy', 'Simple Machines' and 'Microscope'. The chapters introduce the children to the basic concepts in physics. The chapter on microscope introduce them to some of the instruments of making scientific observations.

Children are taught that the inventions of man have both positive and negative impact on human life.

The unit 'Our Country India : A Glimpse has 4 chapter namely 'Our Country – Its Surface', 'The Story of Freedom Struggle', 'How do we Govern Ourselves' and 'India and the World : In the chapter 'Our Country – Its Surface', different geographical features of India have been described. Children are taught how to read a map with the help of colours. Children are taught to collect information through questions about the life of the people living in different parts. The chapter 'The Story of Freedom Struggle' the freedom struggle has been given in the form of a story. In the

chapter How do we govern ourselves, there are two parts – Our Constitution and Administration. The process of making and adoption of the constitution has been followed by description of salient features and rights and duties of Indian Citizens. This is followed by information about the Union of State Governments. The chapter 'India and the World' focuses on development of map reading skills.

The unit 'Our Glory' consists of four lessons – Sushruta, Raja Ram Mohan Roy, M.S. Subbulakshmi and Sara Jahan Se Achchha Hindostan Hamara. Children learn to respect them and try to acquire the ideals and values followed by them. The chapter Sare Jahan Se Achchha aims at familiaring the children with the richness of our cultural heritage.

The entire text of the book has been visualized under six themes based on children's day to day life experiences. At the end of each chapter, a variety of activities and exercises have been given. These activities and exercises would not only ensure participation by each child but will help in nurturing creativity.

Besides the study of these chapters and the oral and written comprehension tests based on it, the students participate in certain activities related to these chapters. These are the following:

Class III:

1. Play the role of each part of the body
2. Draw the picture of a human body and write the names of the different parts.
3. Ask your friend about his/her daily activities.
4. Ask your mother about the correct method of brushing the teeth and share it with your classmates.
5. Ask your teacher the proper method of washing hands and share this method with everyone at home.
6. Draw a flower that you like the most and colour it.
7. Find out the names of the trees and plants growing in or around the school and write them in the notebook.
8. Collect the pictures of 5 birds, paste them in your notebook and write their names below the pictures.

9. Collect the pictures of 5 plants which give us fruits, paste them in the notebook and write their names below the picture.

10. Collect samples of different pulses eaten at home, put them into small bags and display them on a chart and write their names.

11. Collect pictures of animals found in the locality, paste them in your notebook and write their names.

12. Draw a picture of the vegetable you like most and write its name

13. Draw a picture of the water cycle

14. Tell the journey of water to members of the family

15. Find out the places in your neighbourhood from where you get water and write their names in the notebook.

16. Ask your friends from where they get the drinking water.

17. Ask your mother how she saves the drinking water from getting polluted.

18. How do you avoid wastage of water in your home and share it with your friends.

19. Which direction does the main door of your house face? Ask your parents and tell your friends in the class.

20. Draw your house in your notebook and colour it

21. Look at the picture (given) below and write the names of the other 3 directions.

22. Draw a nest

23. Visit your neighbours and find out their occupations.

24. Play the role of (a) Doctor (b) teacher (c) shopkeeper (d) postman

25. Make one poster for your school and put it up at the right place.

26. Draw the picture of your school.

27. Collect, the leaves of the plants near your house and arrange these leaves n the chart from small to big.

28. find out the similarities and difference between the two gtiven pictures.

29. Imitate the sound of different birds and ask your friend to name them.

30. Write the name of body parts of the bird as given in the book and colour it.

31. Draw map of the house route from your house to the school and write the names of important places.

32. Locate the route for reaching your friend's house.

33. Draw a zebra crossing in your notebook.

34. Draw a traffic signal on a road and colour it.

35. Collect the picture of different means of transport and paste them in your notebook in ascending order of their speed and write their names.

36. Role play the following (1) A train (2)a bus (3) an aeroplan.

37. Draw the picture of the means of transport you use the most and colour it.

38. Observe the vehicles moving in your locality and draw any 3 of them in the notebook and colour them.

39. Tells the 'story of the wheel' to everyone in your home.

40. Write your complete address on the postcard in textbook.

41. Remove the postage stamps from the letters received at your home and paste them in your notebook.

42. Find out the cost of the following from the post office: (a) postcard (2) envelope (3) Inland letter.

43. Write a letter to your friend or relative living in another village or city.

44. Draw the stars in the sky in your notebook.

45. Draw different shapes of the moon in your notebook.

46. Collect pictures of the earth and paste them in your notebook.

47. Collect the photographs related to the celebration of the independence Day and paste them in your notebook.

48. On 26th January, the parade on 'Republic Day' in Delhi is telecast on Doordarshan. If you have seen that progamme give the names of 5 scenes of the parade.

49. Learn the steps of 'folk dances' related to your local festivals and find out their names also.

50. Write the differences in the 2 pictures given in the book.

51. Draw any 2 dresses worn by men and women living in your neighbourhoods.

Class IV

The following activities have been prescribed in the textbook:

1. Write the names of 5 living and 5 non-living things that you see on your way from home to school.

2. Make a list of non-living things that you use from morning till night.

3. Draw a picture of any one of the internal organs and colour it.

4. With the help of an adult, feel your pulse and count how many times it beats in a minute.

5. Take deep, long breaths at least 2-3 times a day.

6. Draw a picture of a pet animal you like the most and also write what it eats.

7. Draw a picture of a fruit you like and colour it.

8. Collect pictures of food items obtained from plants, and paste them in the notebook and write their names.

9. Draw a dress you like the most and write its name and colour it.

10. Narrate the story of the 'silk shirt' to your younger brother/ sister or a friend.

11. Collect the pieces of a different kinds of cloth, paste them on a chart paper and write their names below.

12. Draw a picture of your house and colour it.

13. Find out the material used in making your house and write your observation in your notebook.

14. Identify the picture (Igloo) and write 3 sentences on the house.

15. Make a house with a sloping roof by using matchboxes and matchsticks.

16. Collect poems on air and recite them in your class.

17. (a) Make a paperwheel, pin it on a thin stick (b) Run with it first slowly, and then fast. What difference did you find it the movement of the paperwheel? Share your experience with your classmate.

18. Find out about the natural resources in your area.

19. Collect the pictures of wild and pet animals. Paste them in your notebook and write their names.

20. Play the game of formation of day and night in your home with the help of a ball or a globe and a torch. Show this game to your brothers, sisters and friends.

21. Make a list of the activities you do in the day and at night.

22. Find out what they do at night: (1) watchman (2) Owl (3) dog (4) bat (5) earth.

23. Set up a class panchayat in your class with the help of your teacher and write the process of setting up the panchayat in the proper sequence.

24. Draw a scene of the seaside, colour it and talk about it to your friends.

25. (a) During the Municipal Committee / Panchayat elections on which finger is an ink mark made? Ask your guardian (b) Why is this mark made?

26. During the election of your class monitor enact the role of election officer.

27. Put a tick mark against the activity that you do to find out whether you are a good citizen, your options: (1) Always (A) (2) Sometimes (S) and (3) Never (N)

a) Turn off the laps after use at home and school (A, S, N)

b) Switch off fans and lights before leaving the room (A, S, N)

c) Pluck the flowers and leaves from plants while playing in the park (A, S, N)

d) Throw the peels of groundnuts, banana etc. on the road (A, S, N)

e) Damage the walls, windowspanes, desks, blackboard and mats in the school (A, S, N)

28. How will you help your school after completing your primary education? Share your thoughts with everyone in your class.

29. Draw a picture of your school and color it.

30. Collect some pictures of Gandhiji and paste them in your notebook.

31. Look at 5, 10, 20 and 50 rupees notes, whose picture do your see on these notes and show it to your friends.

32. Find out the name of any one freedom fighter of your state and tell your friends about her/him.

33. Collect pictures of some Indian scientists paste them in your notebook and write their names below.

34. Collect some pictures of soldiers of your own state make an album and write their names.

35. Draw pictures of different objects used in lighting fire.

36. Tell your friend 'The Story of Fire'.

37. Collect pictures of different means of transport and communication paste these in the notebook and write 2 sentences on each.

38. Draw any one means of transport used on water and write its name.

39. Collect pictures of things that fly in the air, paste them in your notebook and write their names below the picture.

40. Narrate the story of the invention made by Orville and Wilbur Wright to your family.

41. Who invented the following: Rail Engine, telephone, Bulb, Radio?

42. Find the names of places of tourist interest in your region from your parents and teachers and write them in notebook.

43. Collect pictures of different tourist places of Delhi and paste them in an album.

44. Tell the story of 'Jhansi ki Rani' to your classmates.

45. In the map of India, find the state where you live write its name and write down the names of its neighbouring states.

46. Look at the map of India given in the chapter and locate the largest state and write its name.

47. Draw pictures of the national animal, bird and flower in the notebook.

Class V

1. Draw a diagram of any one system of the body one a chart paper, label and colour it. Display it in the classroom.

2. Find out the number of teeth of your friends and fill in the following table:

S.No.	Name	Incisors	Canines	Premolars	Molars	Total
1						
2						
3						
4						

3. Move those parts of your body where you have joints. Find out where your have ball and socket joints and hinge joints.

4. Wet your feet, place your feet on the ground and see the shape of your footprint. If your footprint is not in the form of an arch, inform your parents and teacher. Consult a doctor about it.

5. Draw a picture of the ball and socket joint.

6. Visit a nearby garden and observe different kinds of plants there. List the names of 3 plants each of shrubs, trees and herbs.

7. Draw a picture on a chart paper of different parts of a plant and display it at home.

8. Find the names of any 5 plants which are eaten by animals.

9. Make a list of fruits and vegetables available in the town or city where you live. Get a list of fruits and vegetables available

in the town or city where your friend lives. Compare the 2 lists.

10. Discuss in your class the misconceptions associated with food.

11. Where can you see mosquitoes in and around your house? Why are they found there? Prepare a brief report with the help of your teacher.

12. Take help of one of your family members and visit a dispensary or hospital nearby to find out the vaccine available for different diseases.

13. What precautions will your suggest to your younger brother in order to avoid accidents.

14. Prepare a first aid box with the help of your teacher. Show it to your elders at home. Use it when required.

15. Make a list of all the things to be kept in mind in order to avoid accidents. Write them on a chart paper and display it in your class.

16. Visit a local health centre with your teacher. Prepare a report on the basis of the informatin your collect and discuss it with your friends.

17. Collect information related to the Blood Bank. Find out the blood groups of your family members and yourself. Note down this information in a diary.

18. What role can you play in a vaccination campaign? Discuss with your friends.

19. Play the roles of a doctor and a nurse in your class.

20. Take 2 potted plants, keep one pot in the dark and the other in the sunlight. Observe them after a week and discuss your findings with your classmates.

21. Draw your favourite wild animal.

22. Chalk out a plan with your classmates for celebrating Van Mahotsav.

23. How are biotic and abiotic components of the environment dependent on each other? Discuss in the class.

24. How can we help the flood hit people? Discuss in your class.

25. Collect newspaper clippings and photographs about some natural calamity and paste them in your notebook. Find out the causes of the calamity and discuss them with your classmates. You may take help from your teacher also.

26. Draw pictures of your favourite means of transport and communication.

27. Discuss the advantages and disadvantages of each means with your friends and also share them with the members of your family.

28. While going to school, observe the means of transport you find on the road, which one of them, do your think, is most harmful for your health.

29. Find out if energy is being wasted in your home. Please discuss this issue with your family members. Also advise your friends and neighbours not to waste energy.

30. Visit a gobar gas plant along with your parents if it is located in your neighbourhood. Write a brief report on how it works.

31. Observe the simple machines used in your home. Make a list of simple machines other than the those described.

32. Collect pictures of simple machines and paste them in your note book. Write their name below each picture and do at least one work with the help of each.

33. Make a model of any simple machine with the help of your teacher.

34. Tell the story of the invention of microscope to your friends and family members.

35. Where is Indira Point? find out in the map of India with the help of your friends.

36. Prepare a flower bed in one corner of the play ground of your school. What can you grow in this flowerbed? Discuss in the class with the help of your teacher, plant suitable flower and look after them with the help of your friends. Share your experience with your family members.

37. Collect the pictures of dresses of the people in different parts of the country, paste these pictures on a chart paperand hang this chart in the class.

38. Write the story of the journey of a river. Howe is it useful to the people? How do the people harm it? How can we save it from getting polluted?

39. With the help of colours, show in the map of India

(a) the Himalayas and other montainous regions.

(b) Andaman and Nicobar Islands and the Lakshadweep Island.

(c) Desert Region

(d) Any four rivers.

40. Locate the following in the map of India: West Bengal, Tamil Nadu, Uttar Pradesh, Delhi.

41. Collect the picture of leaders who formed the Indian National Congress. Paste these pictures in your notebook and write their names.

42. Collect the patriotic songs in any 2 languages. Sing them along with your friends in the class.

43. Find out the life story of any one freedom fighter of your state tell it to your class fellows.

44. What are the duties of every child in the school? How should every child perform his/her duties? Prepare a plan.

45. How can you perform your duties outlined in the constitution? Discuss with your friends.

46. Find out the names of all the President's of India till date. Collect their photographs and paste them in chronological order in the notebook. Write their names.

47. Speak 5 sentences on the topic 'If I were the Prime Minister of India'.

48. Share the contributions of Sushruta in medical science with your friends and members of your family.

49. Tell the story of Raja Rammohan Roy to your friends.

50. Find out the names of some other social reformers from your teacher. Collect information about their life and contributions from books in your school library or any other place.

51. Make a list of existing social evils in your immediate environment. How can you help in removing them? discuss with classmates.

52. Find out the names of 2 Indian classical singers and tell them to your classmates.

53. Find out, which other Indian women have been awarded the title of Bharat Ratna.

54. Locate Tamil Nadu and Madurai in the map of India.

55. Learn the folk dance of your neighboring state. Present it in the Bal Sabha.

56. Collect pictures of the costumes of India classical dances. Paste them in notebook and write names of the dances below.

57. Collect pictures of different musical instruments. Paste them in notebook and write their names below.

58. Learn any folk song and teach it to your classmates.

CHAPTER 5

SUMMARY AND CONCLUSION

In chapter 2, Primary Education in Delhi was studied in a historical perspective followed by the study of primary education in Five Year Plans and the National policy. The school infrastructure and enrolments were studied from the National Educational Surveys. Inspite of much progress made in the field of primary education much remains to be done. In chapter 3, The national curriculum was studied with reference to each subject with an anthropological criteria of language, variability, cooperation and sensitivity and it was found to fulfill these qualities. In Chapter 4, the text books of classes III, IV & V were reviewed.

It must be said that only anthropologically sound curriculum cannot make the system successful unless there is a efficient school infrastructure to impart it. Therefore it is equally important to have good educational facilities as it is to have a sound curriculum. A special mention can be made of government schools which have many maladies. John Kurien in his article 'Teach First" rightly observes that though government schools are meant to work for around 200 days in a year, they invariably function for 150 days or less. It has been found that schools are closed for local festivals,

preparation for national celebrations, and other official and unofficial reasons.

The prescribed duration of a school day is five to six hours. Most elementary schools especially in rural areas, routinely start late and end early – some schools do not open after lunch. In municipal schools, where students attend the morning or afternoon shift, actual instruction time is limited to about two or three hours.

Thus, shorter academic years taken together with shorter school days, effectively reduce the prescribed hours of instruction almost by half. The more serious problem is that poor children attend schools where teachers are either absent or present but not teaching systematically.

An international study of teacher absence in seven low and middle income countries indicated that 25% of all government primary school teachers in India were absent. Teacher absentee rates varied from 15% in Gujarat to 39% in Bihar. The PROBE survey of schools in north India indicated that only about 50% of the activities of teachers present could be classified as teaching. Other activities include maintaining discipline, administrative

work, talking to other teachers, sleeping and getting students to massage them.

Shorter academic years and school hours, absentee teachers and poor quality teaching have had a disastrous effect on the education of most poor children attending government schools. When teachers are chronically absent, many children simply stop attending. Many complete class V but are virtually illiterate. Some do not even know the alphabet by class VII. No innovation attempting to improve teaching and learning can succeed in our government schools unless teachers teach regularly. Innovations like better textbooks and better teacher training will continue to be important and necessary. But their contribution to significant improvement in children's learning will be limited when so little teaching actually takes place. We must be clear that even exponentially increased funding for our non-functioning government schools will not prevent them from collapsing. Despairing the quality of education in these schools, large numbers of poor parents are now sending their children, especially boys to private schools they can ill afford."

Some steps to improve quality and quantity of learning in the government schools can be suggested as follows :

1. The state must ensure that all schools are open for the prescribed number of days and hours of instruction.

2. During school hours, no teacher should be expected to attend meetings, training courses or help in health and cattle censuses.

3. Strict measures should be taken to make each teacher feel his/her fundamental duty to be present and teach in the school.

4. Other issues include articulating the requirements for a school including the training, recruitment and transfer of teachers.

The entire educational system will have to become more transparent and accountable. Without significant educational reform, millions of children will be denied a better future. Though the condition of primary schools has improved over the years yet the government schools have many maladies which can cripple primary education if not tackled properly. Few suggestions can be made in order to improve the condition of primary education in Delhi.

S. No.	Obstacles of primary education	Remedial Measures
1.	Overall Neglect of primary education	Investing more time, money and attention to primary education.
2.	Inadequate educational facilities due to population growth	Investing in larger number of schools to cater to the population and simultaneous policy of population control.
3.	Inhibitory cultural attitudes towards primary education especially the disabled, the girl child and slum children	Creating awareness among these population groups of the hazards of ignorance and improving access to primary education.
4.	High Drop out rate, stagnation and wastage in class. Low Enrolment & Retention.	Encouraging admission, retention and completion of primary education by various incentives schemes like distribution of mid day meals etc.
5.	Low levels of learning achievement	Enhancing results, by giving greater individual attention and time to each student. Remedial teaching improvement of slow learners.
6.	Lack of enthusiasm among teachers	Incentive schemes and attracting terms of service for improving teachers performance.

7.	Lack of enthusiasm among students.	Persistent efforts of the teacher and creative and fund method of teaching to engage the attention of the child.
8.	Inefficient distribution of text books. Inadequate quality of text books.	Improving quality of text books and efficiency of their production and distribution.
9.	Lack of financial resources	Generating resource through other sources and prioritising investment in primary education.
10.	Deteriorating school infrastructure. Inadequate supply of teaching faculty.	Ensuring adequate teaching staff for each class. Building management and institutional capacity.
11.	Poor quality of Primary Education	Continuous and strict inspection of school infrastructure and especial emphasis on academic performance in school

APPENDIX-I

DEMOGRAPHIC FACT SHEET

		Delhi
Population Data (1991)		
1.	Total Population (millions)	9.42
2.	Percent urban	89.9
3.	Sex ratio	827
4.	Percent Scheduled Castes	19.05
5.	Percent Scheduled Tribes	0.0
6.	Decadal population increase in percentage (1981-91)	51.45
7.	Birth rate (per 1000 pop.), 1996 SRS	21.6
8.	Death rate (per 1000 pop.), 1996 SRS. per 1000	5.7
Educational attainment and Health Status		
1.	Percent Illiterate (1991)	24.7
2.	Percent children attending school (1991) 6-11 years	73.5
3.	Percent children attending school (1991) 12-14years	86.2
4.	Infant mortality rate (1996 SRS)	43
Educational Status (1996-97)		
1.	6-11 age specific population (millions)	1.14
2.	Enrolment at primary stage (millions)	1.15
3.	Enrolment at upper primary stage (millions)	0.54

4.	Gross enrolment ratio (primary)	80.8
5.	Share of SC enrolment (primary stage). per cent	19.5
Educational Institutions (1996-97)		
1.	Primary Schools	2184
2.	Upper Primary Schools	559
3.	High/Senior secondary schools	994
4.	Colleges	64
5.	Professional colleges (medicine and engineering)	18
6.	Universities	4
Per capita income		
1	Per capita income (constant) 1995-96	4712
2.	Per capita income 1995-96	17068

Source : Primary Education in Delhi : How much do the children lean, A study conducted by National Institute of Educational Planning and Administration, (NIEPA)1996.

APPENDIX-II

DELHI SCHOOL EDUCATION ACT AND RULES, 1973

1. Short Title, Extent and Commencement

(a) "Act" means Delhi School Education Act, 1973 and "Rules" means Delhi School Education Rules,1973.

(b) It/They extend(s) to the whole of the Union Territory of Delhi.

(c) It/They shall came into force on the date of its publication in the official gazette by the Administrator.

2. Definitions

(a) "School" includes preprimary, primary, middle and higher secondary school and also includes any other institution which impart education or training below the degree level but does not include an institution which imparts technical education.

(b) "Primary Stage" means a stage of education from classes I-V.

(c) "Aided School" means a recognized private school which is receiving and in the form of maintenance grant from the central government, Administrate or local autority.

(d) "Private School" means a school which is not run by the Central Government, Administrator, a local authority or any other authority designated or sponsored by the Central Government, Administrator or a local authority.

(e) "Recognized School" means a school recognized by the appropriate authority.

(f) "Appropriate Authority" means

(i) in case a school recognized or to be recognized by an authority designated or sponsored by the Central Government, that authority.

(ii) in case of a school recognized or to be recognized by the Delhi Administration, the Administrator or any other offices authorized by him in this behalf.

(iii) in case of a school recognized or to be recognized by the Municipal Corporation of Delhi, that corporation.

(iv) in case of any other school, the Administrator or any other offices, authorized by him in this behalf.

(g) "Local authority"means

(i) in relation to an area within the local limits of the Municipal Corporation of Delhi, that corporation.

(ii) in relation to an area within the local limits of the NDMC, that Committee.

(iii) in relation to an area within the local limits of the DCB, that Board.

(h) "Zone" means that educational region comprising the areas in Delhi specified by the Director in this behalf for the purpose of organisation, supervision, inspection and control of school located therein.

(i) "Administrator" means administrator of the Union Territory of Delhi appointed by the President.

(j) "Director" means the Director of Education, Delhi and includes any other officer authorized by him to perform all or any of the functions of the Director under the Act.

3. Regulation of Education

(a) The Administrator may regulate education in all the schools in Delhi in accordance with the provisions of this act and rules made there under.

(b) Delhi shall be divided by the Director into educational divisions to be called 'Districts' and 'Zones' for the purpose of regulation of education.

(c) Primary Schools are schools imparting primary stage of education, whether or not in addition to any education below the primary stage.

(d) No school maintained or aided by the government or any local authority shall levy any fee or other charge in relation to the education of the children studying upto VIIIth class or until they attain the age of 14 yrs., whichever is earlier.

(e) Teaching in a school at the primary stage shall, as far as practicable, be in the mother tongue of the child unless the parents or guardian of the child request otherwise in writing.

Provided that where the medium of instruction in a school is different from the mother tongue of the child, arrangement shall be made, as far as practicable, by the Administrator for the education of the child through his mother tongue.

Provided further that in the case of an existing primary school in which education is imparted through the medium of any language other than the mother tongue of the child, education may continue to be imparted in that school through the medium of such other language.

(f) The Administrator may direct the MCD, NDMC or DCB to make, as far as practicable, arrangements within their respective jurisdiction, for imparting education in the mother tongue of the children.

(g) The mother tongue of the child shall be the language declared as such in writing by the parent or guardian at the time of admission of the child in the school.

(h) Hindi shall be introduced as a subject of study in a school not later than Class III of the primary stage

where the medium of instruction in the school is other than Hindi.

(i) The Director and other local authorities in Delhi shall, as far as practicable, provide adequate facilities for teaching through the mother tongue at the primary stage of education, of children belonging to any linguistic minority.

(j) The courses of study for primary stage shall be such as may be specified by the Director in consultation with committee and the textbooks for such courses of study shall be such as may be recommended by the Director in consultation with the committee, Provided that the suitable cases, a school may be permitted by the Director to draw its own courses being approved by the Director in consultation with the Committee.

(k) The Director or the Affiliating Board while specifying the syllabi and the courses of study for the primary pay special attention to the inculcation of India, Secularism, humanism, faith in the dignity and quality of every human being, dignity of labour, avoidance of

discrimination on grounds of religion, race, caste, sex or place of birth or any of them, and in particular avoidance of the practice of untouchability and shall also include therein health education, including personal and environmental hygiene, population education and awareness of the effect of drugs and intoxicants on human system.

(l) The Director may in consultation with the committee provide for co-curricular activities in recognized schools.

(m) There shall be constituted by the Administrator, a Committee to be called the Curriculum Committee to advise the Administrator on syllabi and the specification or recommendation of books for primary stage of education.

(n) The committee may advise the Administration with regard to co-curricular and extra-curricular activities to be undertaken in a recognized school.

APPENDIX-IV

Classwise (III, IV, V) Course Content

Theme-Me and My Surroundings

Sub-Theme	Class III	Class IV	Class V
1. My Body	◦ Main parts of the Body (External) and their functions ◦ Physical similarities and differences in human beings and other living things	◦ Main Internal organs of the Body-names and their recognition ◦ Similarities and differences between living and non-living	◦ Main Functions of internal organs of the body.
2. My Needs (i) Food Water, Air	◦ Different kinds of food taken (cooked/raw) ◦ Need for food and water for living beings ◦ Avoiding wastage of food and water ◦ Need of clean Air, factors responsible for	◦ Sources of food and drinking water ◦ Food items taken by the family and their importance. ◦ Ways of safe storage and handling of food and drinking water	◦ Difference between needs and wants ◦ Interdependence of man and environment vis-à-vis food ◦ Classification of food items on the basis of their importance for

	polluting the air, characteristics of the air ◦ Lists the food items eaten in the family regularly (cooked/raw) ◦ Lists (orally pictorially) the food items prepared in the family on special occasions ◦ Enjoys eating the food items prepared for the family and drinks sufficient water ◦ Follows the habits of cleanliness before and after eating food ◦ Observes and reports (orally/pictorially/drawing) food of animals and	and avoiding their wastage. ◦ Characteristics of the air ◦ Finds out from elders the sources of food items used in the family and shares it with peers in the class ◦ Finds out the sources of drinking water and shares it with peers ◦ Identifies practices of safe handling food and drinking water and follows them herself/himself ◦ Discusses with peers	body building, energy-giving, providing protection against diseases ◦ Common deficiency diseases - causes and their prevention ◦ Air borne diseases ◦ Classifies the food items taken by the family on the basis of their values for body growth, giving energy, protection against disease etc. ◦ Differentiates between needs and wants and develops habit of taking required food items or their combinations

	birds (including pets, if any) in the immediate environment ◦ Follows habits of safe handling of food and water.	the harmful effects of unsafe handling of food and drinking water ◦ Follows habits of avoiding wastage of food and drinking water and shares the knowledge with peers through drama / drawing / songs / writings etc.	(taking messages to the family) ◦ Identifies the names and symptoms of common deficiency diseases and finds out the reasons for the same ◦ Finds out from teachers / health workers the ways to prevent these diseases ◦ Understands and appreciates the inter-dependence of man and environment vis-à-vis food and water
(ii) Shelter	◦ Need for shelter for the living beings and their types	◦ Safe and healthy living places (sun-light, ventilation,	◦ Buildings in the community – School, Panchayat Ghar, Health

	◦ Shelters of other living beings (Local) ◦ Location of places (in the village/town) through use of symbols and map, not to scale	sanitation) ◦ Types of houses and their relationship with environment ◦ Locating important places in the neighbourhood with the help of a map using non-standard symbols/indicators	Centre, Post Office, Police Station – their major roles ◦ Reading map (sate, country) and locating places on the globe ◦ Need for scale and standard symbols on a map
(iii) Clothing	◦ Dresses we wear ◦ Types and need for wearing clothes (season-wise)	◦ Maintenance of clothes ◦ Sources of raw material for clothes and people associated with producing them	◦ Relationship of dress with physical and cultural variations
(iv) Health and Hygiene	◦ Care of body parts ◦ Healthy habits related to food and Water	◦ Care of body parts including sense organs	◦ Care of body parts including sense organs ◦ Causes of infectious /

	◦ Care of belongings and surroundings	◦ Role of individuals and community in environmental sanitation and its maintenance ◦ Disposal of waste material (degradable and non-degradable) at home, school, locality and local agencies responsible for these ◦ Reuse and recycling of waste material ◦ Main causes and effects of air, water, sound pollution on living beings ◦ Emergency care and Home Remedies	communicable diseases (through air, water, insect, food), their prevention ◦ First aid measures to be taken at in the community including preparation of ORS or its local alternatives ◦ Local agencies responsible for health care and their role ◦ Guarding against local myths and superstitions vis-à-vis diseases

(v) Recreation	◦ Various means of recreation at home / locality ◦ Common celebrations in the family and their significance ◦ Celebrations and Community Singing in the school	◦ Celebrations in the school and community (social, national level celebrations) ◦ Community Singing in the community school	◦ Celebrations of important days – National and International (Environmental Day, Children's Day, Literacy Day, Teachers' Day, Health Day, etc.) and their significance ◦ National Symbols – their significance ◦ National parks, bird sanctuaries, national bird, animal and flowers
(vi) * Community Service	◦ Care of old, sick, differently challenged groups of people – role of individuals ◦ Care of plants, animals,	◦ School Health Club – (Health messages for parents, community) ◦ Agencies involved in community service	◦ Role of individuals and community during natural calamities ◦ Stories of freedom fighters (local and

	pets – role of individuals	and their constitutions • Significance and care of public property	national) • Stories of Indians who contributed in the fields of medicine, education, arts, etc. • Care of historical monuments and their preservation • Stories related to historical monuments
3. My Surroundings (i) Natural Phenomena and Resources	• Heavenly bodies – the earth, the sun, the moon, the stars • Local Natural Resources – their uses in day-to-day life	• Simple natural phenomena – day and night, weather and climate (local), their effects on day-to-day life • Uses of major natural resources • Need for protecting natural resources	• Major physical features of our country – their effect on climate and ways of life of people including their occupations • Conservation of various natural resources • Inter-dependence of human beings and

		(avoiding misuse)	plants and animals • Inter-dependence of people living in different parts of the country
(ii) *Transport and Communication	• We and seasons • Local means of Transport and Communication • Safety rules in the home, school and on the road • Story of wheel	• Uses of various types of transport and communication • Safety rules (symbols on road, level crossing), need for following them • Story of fire • Stories of persons who invented different means of transport and communication	• Effects of advancements in transport and communication (both positive and negative) on human life • Measures to reduce the negative effects • Safety rules (symbols on road, level crossing), need for following them

*Practical experiences through field visits/excursions

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