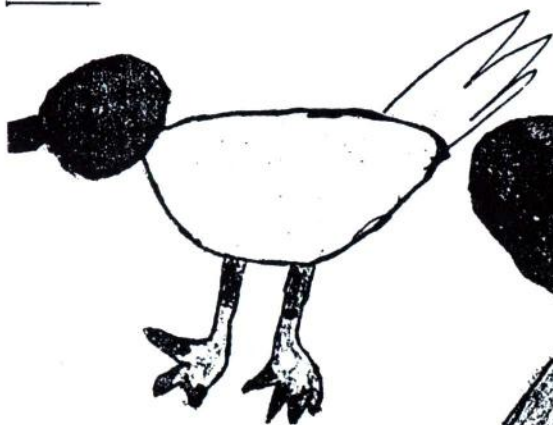
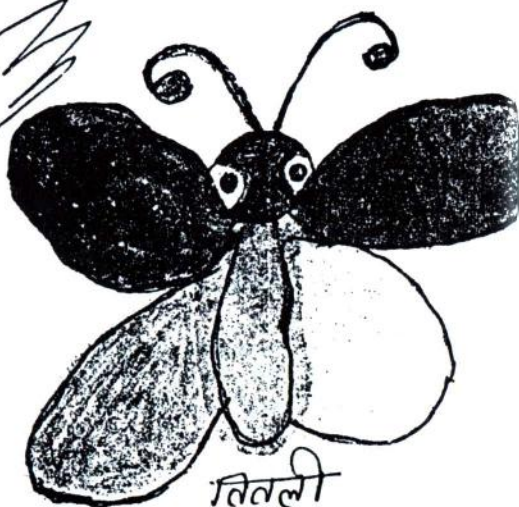


ASSUMPTIONS AND PRINCIPLES



घाड़िया



तितली

Creative modes of expression

जाम केगाट गाड़िया
आदिवासी
प्राथमिक विद्यालय
मंडेदवा

जाम केगाट गाड़िया

आदिवासी कक्षा 6B

प्राथमिक विद्यालय

मंडेदवा
जिला कटपुड (म.प्र.)

पिन 471318

दिनांक 8-1-02

पते में
पिन कोड लिखें
WRITE PIN CODE
IN ADDRESS



एकत्रुष ई 4/208

अरेर कांलेजी

मोपाल (म.प्र.)

पिन PIN 471318

Prashika did not start working with a clearly spelt out blueprint. As pointed in Chapter One, many decisions pertaining to the planning and implementation of the programme had to be taken in response to the exigencies of the situation. However, over a period of time certain assumptions and principles concerning the learner, curriculum, methods, materials and evaluation got crystallized.

THE LEARNER

1. Every child has an infinite capacity to acquire knowledge.
2. Children come to school with substantial knowledge. This knowledge constitutes the base of all learning.
3. Productive and meaningful learning will result through a dynamic interaction between the teacher and children. It is a mistake to treat children as

A PRASHIKA MEMBER TO A RESOURCE PERSON . . .
Every group has its own dynamics. Structure and power confuse us all. Work stops. Then with stability we begin again. The work gets defined better. These days I am struggling to write a background paper on language to attract some resource people.

empty receptacles in which knowledge is to be deposited.

4. It is necessary to respect a child's identity and re-examine adult notions of what children 'should' learn and how they 'should' learn.

TWO PRASHIKA ASSOCIATES SAY . . .

Two basic needs of the learner are a sense of security and a feeling of self-worth. Learning is impossible without these. This requires a drastic change in teacher-student relations. Treat the child as a responsible person and not somebody who executes orders. We must have faith in a child's abilities and encourage cooperation among children.

5. Children can successfully organize activities leading to significant outcomes.
6. Children learn through a constructive interaction

A PRASHIKA MEMBER SAYS . . .

The Bal Melas we organized made it clear that children had infinite capacity for imaginative articulation. We just needed to create suitable contexts.

with their material environment and through reflections shared with their peer groups and teachers.

7. Learner-centred education does not spell anarchy in the classroom. It suggests active association between teachers and learners in the process of curriculum design, classroom transaction and evaluation procedures.

NATURE OF LEARNING

1. Learning is not a linear and additive process. It is not always desirable to segment each bit of a

A PRASHIKA MEMBER OBSERVED . . .

It is interesting that Class III children, when asked to draw a crab, make a fairly accurate drawing on the basis of the description read earlier. But when they are asked to draw the crab's mother, they always draw a human figure.

complex whole and teach it step by step, hoping that this process will lead to an understanding of the whole.

2. A process of collective reflection, group discussions and attempts to identify rational explanations will lead to sound learning.

3. It is dangerous to expect an instant equation between input and output. The *rates* at which

A PRASHIKA ASSOCIATE TO PRASHIKA . . .

I am simply overwhelmed by the quantity and quality of work you are putting in as well as by your productive and imaginative ideas. Context is the keyword. Everything new should be introduced in a context that would make sense to the child. Activities involving identification and differentiation, role playing and matching exercises etc. are all excellent ideas and will improve not so much by theorizing as by actual practice.

children learn vary considerably; their *routes* are often shared. Each child will add her/his innovative bit to what (s)he learns.

4. Errors should be seen as necessary steps in the process of learning rather than as deviations from

A PRASHIKA ASSOCIATE SAYS . . .

The curriculum must have space for horizontal elaboration and a child's creativity. It is something that must develop continuously and should not be a package.

a norm.

5. Learning takes place in the socio-cultural milieu of the learner. Teaching should move very gradually from contextualized to decontextualized learning.

THE CURRICULUM

1. The needs and aspirations of the learner are central to the process of curriculum formation.
2. There is a certain cognitive sequence in learning. The curriculum should be in consonance with the cognitive levels of children.
3. The curriculum should focus more on the process rather than the product. This will help the child to develop understanding rather than just accumulate information. It is also likely to equip the child with analytical skills.
4. Knowledge in a sense is unified. Its division into different 'subjects' is artificial. The same text can often be used for many purposes such as developing language skills, mathematical abilities or social awareness.
5. The curriculum should be dynamic. It should not be confined to the prescribed textbooks only. It must embrace the world outside the school as well as the creativity of the child and the teacher.

METHODS

1. There is no one sacred method of teaching anything.

A PRASHIKA RESOURCE PERSON SAYS . . .

If you want to do something, it is not that that you should do. Secondly, you must involve a lot of people in what you are doing. Thirdly, anybody, literally anybody, can produce teaching materials. Fourthly, simple activities should be repeated in different forms. Finally, unless a teacher is herself/himself creative, the children's creativity may not develop.

2. Different methods may require different classroom structures and organizational responsibilities. Children can be great assets in handling different activities among groups of children with varying abilities.
3. Children learn what makes sense to them. Therefore, all learning must be contextualized.
4. Teaching should engage the child in problem-solving tasks which encourages a multiplicity of approaches. These tasks will reduce the learner's dependence on the teacher and motivate her/him to question, analyse and discuss.
5. A child's freedom to experiment should be res-

pected. 'Disciplined children' often lose their creativity, expressiveness and curiosity.

A PRASHIKA MEMBER NOTED . . .

We realized that if the material is exciting, spontaneous articulation follows. It is not important that a picture should be well-made. It should be striking to the child.

MATERIALS

1. Teaching materials should match the cognitive level of children and provide sufficient challenge for future growth.
2. Information-based materials encourage rote-learning and hamper rather than facilitate the learning process.
3. Materials should be sensitive to the children's environment and to their history and culture. The interest and exposure of children of different areas

A PRASHIKA ASSOCIATE TO PRASHIKA . . .

I am convinced that we should complete the survey of existing materials before we move on to Class II. The long-term results of delaying this exercise may be disastrous.

may vary considerably and the materials should be adaptable to this variability.

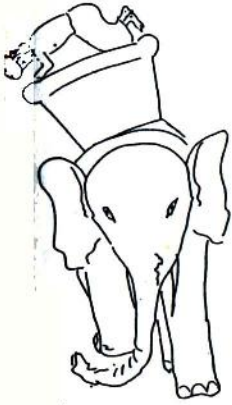
4. The world of fantasy, humour and word play is important in learning and it should not be stigmatized in the process of creating learning materials.
5. It is necessary to use naturally available materials such as pebbles, seeds, twigs, sand, water, etc. Similarly, poems, stories, puzzles, proverbs, etc., always peculiar to a particular community, can also be used. Whatever new materials are introduced they should be inexpensive, easily accessible, flexible and reusable.

A RESOURCE PERSON WRITES TO PRASHIKA ...

We would like to produce low-cost teaching aids from locally available materials. We intend to create a network of teacher volunteers in the non-formal and formal streams through whom the materials would be tried out. Collaboration with grassroot-level voluntary agencies is a must.

6. The potential of a given set of material should be carefully explored. A variety of objectives can be achieved through the same set of materials.
7. Materials should have considerable in-built flexibility providing multiple entry points for children

हौदा हाथी



हल्लम हल्लम हौदा हाथी चल्लम चल्लम,
 हम बैठे हाथी पर हाथी हल्लम हल्लम ।
 लवी लवी सूड फटाफट फट्टर फट्टर
 लवे लवे दात सटासट सट्टर सट्टर
 भारी भारी मूड मटकता झमम झमम
 हल्लम हल्लम हौदा हाथी चल्लम चल्लम ।
 पर्वत जैसी देह धुलधुली धल्लम धल्लम,
 हालर हालर देह हिले जब हाथी चल्लम,
 खबे जैसे पाव धपाधप पड़ते धमम,
 हल्लम हल्लम हौदा हाथी चल्लम चल्लम ।



डा.. श्रीप्रसाद

1. नया तुम्हें पता है-

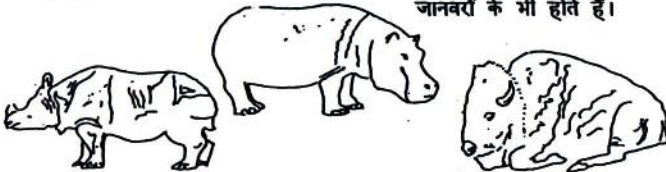
- बहुत सारे कीड़ों की पतली सी सूड होती है।

- चीटी अपने जबड़ों (दांतों) से खुद के वजन की तुलना में कई गुना ज्यादा वजन उठा सकती है।



- अगर चूहे चीजे कुतर-कुतर कर अपने दांतों को घिसे नहीं तो २-३ फीट लंबे हो जाएं।

- हाथी से बड़े जानवर भी होते हैं। बड़ी मूड वाले। खबे जैसे पाव इ जानवरों के भी होते हैं।



with different abilities. Looping will help children revisit simple and basic concepts.

A PRASHIKA MEMBER REMARKED . . .

We felt it was absolutely necessary to get some local persons to observe and analyse the conversations, games, stories, activities, etc. that were a part of children's lives.

THE TEACHER

1. Teachers, if given an opportunity, can be surprisingly innovative and creative. They should not be rigidly bound by a preplanned programme.
2. The teacher's contribution to all issues pertaining to education should be actively elicited and respected. They should have a hand in planning the curriculum, teaching materials and methods.
3. Interactive and participatory training is essential to acquaint teachers with new ideas, methods and materials as well as to learn from their experience.
4. A teacher's role should essentially be that of a facilitator.

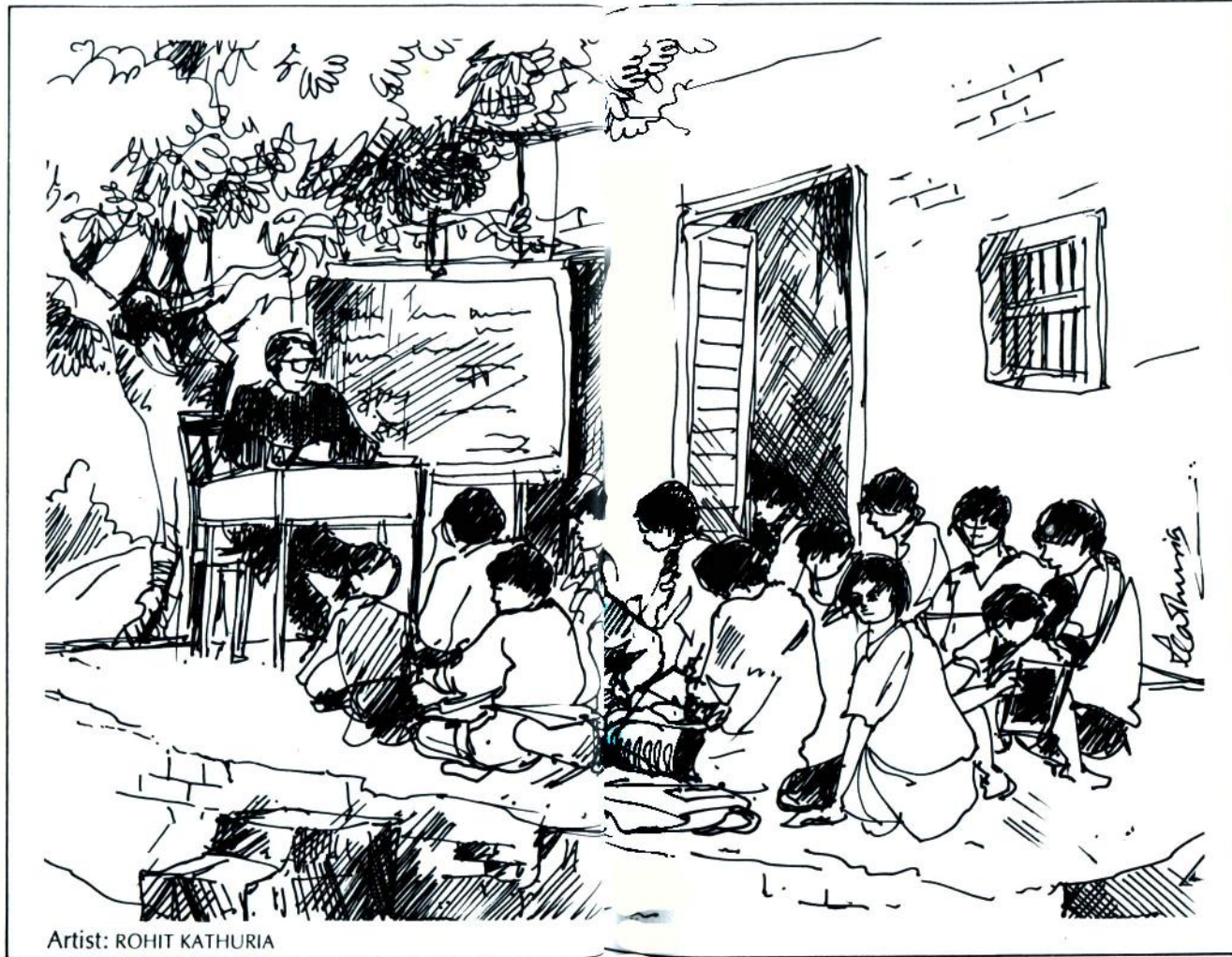
EVALUATION

1. Evaluation or assessment should be comprehensive in nature. It involves all aspects of the teach-

- ing-learning situation and not just the learner.
2. Evaluation should help us to understand both the strengths and weaknesses of the learners and teachers, and plan teaching materials and programmes.
 3. Evaluation should not pose any threat to the learner. (S)he should be given enough opportunity to defend herself/himself. Rather than being traumatic for the child, assessment procedures should be pleasant and friendly.
 4. A one-shot annual examination system inevitably becomes a threat. A variety of normal activities, group discussions, take-home tasks, etc. over a period of time should constitute the basis of evaluation.
 5. Evaluation should not be used to filter children. Continuous assessment constitutes essential feed-

A PRASHIKA MEMBER WRITES . . .

The problem is that once you get into this business of changing education, one has to face so much antipathy and criticism, often unjustified, that one acquires an aggressive stance to defend the change. The unfortunate part is that in the process one begins to discard internal self-criticism. And that is indeed dangerous.



Artist: ROHIT KATHURIA

A typical rural school

back into the curriculum.

6. A child should not always be assessed in terms of an external criterion but in relation to her/his past performance and the performance of the whole class.
7. Children who seem to be 'weak' in one aspect may prove to be very strong in another aspect. One child may be very good in solving problems while the other may be equally good in drawing and story-telling.
8. Activities chosen for evaluation should always be new but never vastly different in nature and level from those usually done in the class.

INTERVENTION

1. It is necessary to intervene in the state education system if the above assumptions are to constitute the foundation of an innovative primary education programme.
2. The intention is not to create islands but to introduce innovation within the existing constraints evolving micro-level models that can be potentially expanded at the macro level.