

CHAPTER I

INTRODUCTION



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The most important and far reaching recommendation of the NPE 86 has been regarding the standard of learning to be achieved by children in school. It declares that Minimum of Learning will be laid down for each stage of education and emphasis is now shifted from enrolment to retention and completion of at least five years of education by all. The NPE 1986 and its POA gave unqualified priority to universalisation of elementary education and emphasis shifted from enrolment to retention and significant development have been taken place in the area of learner achievement. The NPE 86 spells out Minimum Levels of learning (MLL) it stated that equal opportunity should be provided not only in access but also in the condition for success. When one talks of UEE, this does not only mean bringing all children into elementary school and retaining them there. It also means being able to ensure that all children who go through primary school attain certain minimum levels of learning.

If we look into the existing situation in schools we have to consider some serious questions whether the children are coming to school and staying also if staying are they really learning? These questions should be seriously considered by the teacher. On the basis of national survey data, it was found that, as many as 50 percent of children dropout of school by class V of which almost 55 percent dropout in the first year itself. Also the dropout is higher in case of disadvantaged groups. Even among those who continue in school, a large number go through the primary schools without being able to read and

write. This may be due to several reasons such as lack of interest among children and parents because of mismatch between education and demands of the society; inability of the teachers to understand appreciate the characteristics of children in general, inadequate teaching learning strategies such as emphasis of rote learning and restrictiveness; and of course poverty.

In order to overcome these problems it has been agreed that child-centred and activity based process of learning should be adopted. Children should be allowed to set their own pace of learning and supplementary remedial instruction should be provided to increase the component of cognitive learning as the child grows. This is possible if we are able to understand the developmental characteristics of children and youth and match education with learner's characteristics. National Policy on Education 1986 recommended that minimum levels of learning should be laid down for the primary stage and also steps should be undertaken to ensure that students achieve these levels, NPE 86 has emphasised that each individuals growth presents a different range of problem and requirements at every stage from the womb to the tomb . Implying that an individuals individuality and dignity should be respected and his needs, interest, aptitudes and abilities taken into account by educational system. The policy has advocated a Child centred Activity based teaching process of teaching and learning specially at the primary stage . The learner centred approach. The learner centred approach means that 'Learner' or 'child and not the teacher is the main focus of educational programme. It emphasise on 'Learning' rather than teaching and it should be according to learner's own pace and speed or it should be personalised learning.



Changes taking place in a child are reflected in the behaviour of the child. Such changes in activity reflect maturity in cognition or emotional development, or they may reflect changes that may occur as a result of child's experience with the environment the change is called learning . The exact process by which the learning occurs is not known but we do have a great deal of evidence of concerning how learning can be facilitated or retarded. It may be that it is necessary for certain cognitive insights to take place in order for a child to perform certain tasks it is true certain maturation level must be reached before specific performances can be expected of any child. When these changes occur they will be reflected in the way the child behaves. So the evidence for the progress in learning comes from a measure of child's behaviour.

The early years of life are of crucial importance for the physical and emotional development of the child. The child acquires most of his personal and school habits before the age of six years. It is during these years that the bases for later development are laid . Early environment stimulation helps in the cognitive development of the children. Bloom (1964), If the cognitive development of the child is normal, it means they will acquire better knowledge , develop their thinking and utilise them in problem solving . The early years are the best period when the child is without inhibition and external control. The material should be presented to the child in a rational and orderly fashion, at a pace appropriate to the pupils' level and taking into account the individual difference amongst them.



For children home is very important children learn extensively in their interaction with their parents, siblings and classmates. For children learning can be enhanced through support from the local community as well as from the school.

IMPORTANCE OF THE STUDY

When the child comes to the school for the first time, he brings with him certain knowledge and skills that are the result of experiences and his environment. From such background peculiar to each individual, the pupil approaches the first learning experience in the classroom. The various ways in which the child may meet this new experience depends on his degree of readiness to deal with the experience in hand.

Developmental level

Each child is limited in what he can learn to do because of his individual stage of physical, intellectual, social, moral and emotional development. There are limits to how much the child can be expected to accomplish. To expect all children, for instance to form manuscript letters especially well in a class of first graders may be unreasonable. Writing skill, which demands muscular co-ordination, is dependent upon the developmental readiness of each child. One of the most difficult problems of teaching in planning activities that will challenge all pupils in the class without frustrating those of widely differing abilities. The difficulty of this problem is further increased in schools that require attendance, since educational programs must be developed to meet the wide differences in needs and abilities of the pupils.





Emotional-Social Attitudes

When the child comes to school the first day, he comes with feelings and expectations about himself and others. He meets each learning situation in his own unique way, depending upon how he considers himself and his surroundings. From the past successes and failures, he has feelings about how well he expects to perform the tasks assigned to him. If he has usually been successful, he may be motivated to meet a new learning experience because of his expectation to do well.

The child's attitudes toward teachers and other students is directly related to his relationship with the parents and with children in and around his home. The child's emotional-social attitudes are the result of his interaction with the environment.

Cultural Background

Each child comes to school with a value system born of the satisfaction, fears and desires held by those he admires. These cultural influences, involving social, economic and political characteristics and differences, determine in large measure the child's readiness to learn and participate in school life. In spite of what his mental age may reveal, the child may not be able to master certain learning until he has been offered preliminary experiences. For instance, before the child is successful in learning to read, he needs to have experienced a degree of facility in making auditory and visual discriminations in understanding and using language, in grasping time and space relationship and in making perceptual association concerning events seen or heard by him. Parents and families with home rich in resource materials and activities provide their children with opportunities to learn and

to perfect many skills that other children may never encounter before coming to school.

Readiness and climate for learning in the classroom

The practice of meeting people in school with rigid and fixed learning experience at each grade level denies the existence of the varying degrees of readiness among these pupils to face developmental tasks.

The teacher can develop the readiness of his/her pupils to learn by creating a good climate for learning.

By carefully assessing the readiness of the pupils to engage in individual and group learning activities. Setting a climate for learning in the classroom so that there is flexibility, respect, freedom, friendliness, warmth, understanding, rapport, encouragement and motivation.

Continuously introducing new skills and learning experiences in harmony with the instructional levels of pupils to engage in individual and group learning activities.

Planning carefully with pupils in determining that each is actively participating in the classroom activities and working towards his goal. Helping pupils make relationships connections and association of new learning with previous experiences and the objective of the task at hand.

As many things affect the readiness of pupils to learn, it is important that the home and school understand and co-operate in the education of the children. Children come to school not as an empty state but with a fund of experiences already with her/him. This may vary from child to child both in terms of quantity and quality. The learning experience and knowledge level at the time of coming into schools must be acknowledged and respected to give them a sense of self esteem. Child's learning is not limited to the school. It is



a continuous process taking place all the time and everywhere at home, in the classroom and even on playground.

✓ Students taking admission in first class are different from each other, also they physically and individually different from each other. They also have individual differences regarding learning ability, conservation, vocabulary, reasoning, interpretation etc. All these abilities are directly related to teaching learning and achievement. In order to achieve something in learning it is very important to know how much a child is ready to learn. What are the similarities within these individual differences and how they are helpful in 'Learning Readiness', so that students can be divided into small groups to make the teaching learning process successful. First experience of student with learning should be interesting, happy and successful. By the result of which students will be interested towards learning and will arouse interest in them. When students are interested learning will be easy and students will also develop the ability to pay attention.

Need of Learning Readiness

✓ Before starting any work it is necessary to be ready and prepared in order to be successful in work. As a farmer prepares his land before sowing in the same way, before starting the studies if the children are made ready to learn it will become easy and simple for them to learn.

✓ The word 'Ready' means preparedness. So learning readiness connotes that the child has completed his/her preparation in order to meet the expectation for learning performance. By 'Learning Readiness' we mean to develop those abilities which are helpful in teaching learning. A young person is ready to learn something when he has achieved sufficient physiological



motivation and experimental background that he not only can but also wants to learn it.

In considering readiness for learning, it is impossible to isolate those factors which are a product of learning. We can also assume that when a person is ready for learning, it is because he has developed his ability and interest to the point that he sees the new learning as the next step for him to make.

Changes taking place in a child are reflected in the way the child behaves, such changes in activities may reflect maturity in cognition or emotional development, or they may reflect changes that occur as the result of child's experience with the environment is called learning. The exact process by which learning occurs is not known but we do have a great deal of evidence concerning how learning can be facilitated or retarded. It may be that certain maturation level must be reached before specific performances can be expected of any child.

Before learning if we prepare students for learning then the teacher becomes, alert in understanding physical, mental , emotional and social environment of the classroom and the abilities of the students. If a student is unable to speak or ask, he feels uneasy, hesitates or resists then we can eradicate these weakness. How much a child is understanding , how he is using sentences, and feels difficulty all this can be done by preparing them before. Readiness is getting ready for entry to formal learning. It is required in terms of developing interest or enthusiasm for learning. It is also important for developing certain specific skills and abilities.

Most of the students by sharing their previous experience proceeds enthusiastically this is learning. At the time of learning readiness children



songs, poetry, stories, discussion, picture readings, play, skits, language games are very important. According to the experience and level of students with the help of interesting material each child is motivated towards learning is mainly learning readiness. If the teacher comes to class and straight away starts writing on the board and asks students to cram them, then the students will find it difficult and gradually their interest towards learning will not be there. So the child will not take interest in learning and will not understand the things taught .

