

# **Concept Note**

## **Joyful Day - Saturday**

It was in 1993; Yashpal Committee has seriously raised the issue and brought out the report 'Learning without Burden' to make some pertinent and meaningful recommendations, but no avail. The classroom instruction continued to be content-based resulting in prescription of fatter private textbooks and glossy supplementary books. Every time, when the issue is raised, it is followed by repeating the same old guidelines and circulars and the schools keep on ignoring them. Even the National Curriculum Framework (NCF) of 2005 goes a step further and talks about the psychological and transactional load of curriculum on school children and has made some recommendations in this regard.

But this kind of reaching has not helped to mitigate the problem. The recommendations of the Yashpal Committee-1993 and NCF-2005 have serious implications for schools and teachers. Neither the schools, nor the teachers have innovated methods to reduce the load of the school bags and cognitive load caused by textbook teaching and textbook learning through cramming.

Even the CBSE and NCERT has not created any demonstration schools wherein the 'Learning without Burden' is happening. Unless 'how-to-do' is not demystified and the process is not demonstrated, the problem will continue and the burden of school office files too will continue. During the village level consultation of New Education Policy in 2015 this issue was raised at village and school level and further discussed at high level at NUEPA that learning without burden, play way method, activity based learning, joyful learning and creativity in education may be implemented and put into practices to fulfill the requirements of NCF 2005.

If we see the recommendations of Yashpal committee and requirements of NCF 2005 it is very clear that all round development of the students can be done on only by the creativity and in joyful, child oriented, child friendly, project based environment. Co-curricular activities are main components of all round development but the burden of completion of syllabus and fast race of securing 100% marks in board examination demoralize teachers and reduce students involvement in Co-curricular activities. Now most of the education practices are moving to adopt last day of the week as Co-curricular activities day. So during the discussion of New Education Policy draft it was suggested by the Educationist and Experts that Saturday will be the no Bag Day in school education system.

### **Role of Co-curricular activities in student's life**

Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among student both at the school as well as college levels.

## Importance and Benefits of Co-curricular Activities in Learning without Burden

1. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students.
2. Activities like participation in game debates, music, drama, etc., help in achieving overall functioning of education.
3. It enables the students to express themselves freely through debates.
4. Games and Sports helps to be fit and energetic to the child.
5. Helps to develop the spirit of healthy competition.
6. These activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-all these helps in leadership qualities.
7. It provides the avenues of socialization, self-identification and self-assessment when the child come in contact with organizers, fellow participants, teachers, people outside the school during cultural activity.
8. Inculcate the values to respects other's view and feeling.
9. It makes you perfect in decision making.
10. It develop a sense of belongingness.
11. CCA provide motivation for learning.
12. CCA develop the values like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values [smartads]

## Examples and Types of Co-curricular Activities

| Sr. No. | Co-curricular Activities       | Sr. No. | Co-curricular Activities  |
|---------|--------------------------------|---------|---------------------------|
| 1.      | Sports                         | 25.     | Clay modeling             |
| 2.      | Musical activities             | 26.     | Toy making                |
| 3.      | Debate                         | 27.     | Soap making               |
| 4.      | Model                          | 28.     | Basket making             |
| 5.      | Art                            | 29.     | Organization exhibitions. |
| 6.      | Music                          | 30.     | Celebration of festival   |
| 7.      | Drama                          | 31.     | Book Binding              |
| 8.      | Debate and discussion          | 32.     | Glass Painting            |
| 9.      | Declamation contest            | 33.     | Class room Painting       |
| 10.     | Story writing competition      | 34.     | Card Board Work           |
| 11.     | Essay writing competition      | 35.     | Leather Work              |
| 12.     | Art craft                      | 36.     | Wooden Crafting           |
| 13.     | Recitation competition         | 37.     | Plantations               |
| 14.     | Wall magazine decoration       | 38.     | Gardening                 |
| 15.     | Writes ups for school magazine | 39.     | Decoration                |
| 16.     | Folk songs                     | 40.     | Knitting                  |
| 17.     | Folk dance                     | 41.     | Embroidery                |
| 18.     | Flower show                    | 42.     | Wearing                   |
| 19.     | School decoration              | 43.     | Cutting and Tailoring     |
| 20.     | Sculpture making               | 44.     | Pickle and Jam Making     |
| 21.     | Fancy dress competition        | 45.     | Cooking                   |
| 22.     | Preparation of chart & models  | 46.     | Rangoli                   |
| 23.     | Album making                   | 47.     | School Magazine           |
| 24.     | Photography                    | 48.     | School Cleaning           |

### Division of activities

| Sr. No. | List of Indoor Co-curricular Activities | Sr. No. | List of Outdoor Co-curricular Activities                                  |
|---------|---|---------|---|
| 1.      | Dramatics                               | 1.      | Mass parade   |
| 2.      | Music and dance                         | 2.      | Mass drill  |
| 3.      | Drawing and painting                    | 3.      | Yoga  |
| 4.      | Decoration                              | 4.      | Athletics   |
| 5.      | Weaving                                 | 5.      | Bicycling   |
| 6.      | Clay modeling                           | 6.      | Gardening   |
| 7.      | First Aid                               | 7.      | Cricket   |
| 8.      | Tailoring                               | 8.      | Football  |
| 9.      | Rangoli                                 | 9.      | Basketball  |
| 10.     | Book binding                            | 10.     | Volleyball  |
| 11.     | Card board work                         | 11.     | Kabaddi   |
| 12.     | Leather work                            | 12.     | Kho kho   |
| 13.     | Organizing school panchayat             | 13.     | Hand ball   |
| 14.     | Student self government                 | 14.     | Trips to place of geographical, historical, economic or cultural interest |
| 15.     | Art and craft                           | 15.     | Mass prayer   |
|         |   | 16.     | Morning assembly  |
|         |   | 17.     | Excursions  |
|         |   | 18.     | Social service in neighborhood  |
|         |   | 19.     | Village Survey  |

### Classroom Activity Ideas

Based on thinking skills, accelerated learning, and team challenges, The Problem Solving team in school promotes fun and lively education. Encouraging children to think “out of the box” and dissect problems into a series of smaller components helps them to reach an outcome or solution. Recognizing that every child is different and learns in a unique way, the sessions focus equally on competitiveness, collaboration and independent working. Using stimulating resources and adventurous activities, children are guided to learn through play and enjoyment. Physical and cognitive challenges encourage them to reason with one another, promoting personal development and self-esteem.

These activities are differentiated to suit all ages and abilities. The days focus on maths problem solving workshops or team building activities and are set in the school hall or school grounds using provided resources. The Problem Solving team in school is happy to include school staff into any workshop, or take the class independently. Small group work and whole class teaching is available.

### Role of a Teacher in Organizing curricular Activities

1. The teacher must school be a good planner so that the different activities could be carried out systematically throughout the year.
2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.
3. The Teacher should act as Innovator by introducing some innovative programmes.
4. The teacher must be a good organiser so that the students experienced maximum of it.

5. He should too act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gained maximum of finer aspects of Co-curricular activities.

### **Example How to incorporate walking & cycling themes into school activities for learning without burden**

Here are some ideas about how to incorporate walking and Cycling themes into various school subjects. Remember that student abilities within the classroom are diverse. Before introducing content related to walking or Cycling to school, work with special education teachers and administrators to anticipate the needs of all students in the classroom.

**Art or Computer Class:** Create posters promoting Walk or Cycle to School Day and safe driving and walking messages.

**Geography:** Survey and create maps of walking and Cycle routes to school.

**Health:** Use pedometers to measure steps, or simply measure walking or riding time accumulated by students; study health benefits of physical activity.

**Physical Education:** Teach physical conditioning. Learn walking warm-ups and stretches and do some progressively longer walks in class to prepare for Walk to School Day or Cycle to School Day. Host a bike rodeo (bicycle skills clinic) so that students can learn how to ride a bicycle safely.

**Mathematics:** Keep logs of walking time or steps; calculate speeds and distances, individual and group averages, trends and statistical analysis (e.g. do boys or girls walk more?)

**General Science:** Calculate the reduction in carbon impact of walking and Cycling to school compared to vehicle travel. Learn about clean air initiatives and the effect on public health.

**Physics:** Study the biomechanics of walking or basic drive mechanics on Cycle. For example, measure stride lengths—do they vary with height, weight, age, leg length? How does walking speed relate to your step speed and stride length? Study how gears of a bike work and how different types of brakes function.

**Biology:** Look for specific plant or animal species, or inventory indigenous species along walking and biking routes. Catalog seasonal changes in the flora and fauna. Keep a log of temperatures related to levels of walking and biking.

**English:** Write press releases and public service announcements to promote Walk to School Day or Bike to School Day. Write essays or keep a diary about your experiences walking or riding.

**History:** Study historical locations in your community by walking or biking to them.

**Social Sciences:** Photograph important things about your community that you notice while walking or riding to school. Anything you'd like to change? What can you do about it? Start a pen-pal project with kids in other countries who walk or bike to school.

### **Learning without burden and evaluation of students**

If we pause for a second, to think of how children are generally given ranks for their performance in school subjects and how ranking becomes a subtle way of indicating the “value” of a child, we have a sense of liberation from ranking here. No child is “better than” or “worse than” another. The teacher keeps an eye on the levels attained by every child and sometimes helps by pairing an advanced learner with a slower one, for specific exercises. This kind of peer teaching works well.

### **Social impact of Learning without Burden**

**Gender equality** Girls and boys will sit and play together and share their work, without any awkwardness. This is particularly important in a culture, where the girl child needs to struggle for equal rights in home and school.

**Inclusion** is the word that defines an equitable education system, where all children are together in the same school. Children, with disability are being admitted into the school and will be seen wearing calipers and participating in the activities. They will be fully part of the class and their peers will accept them as friends.

### **Joyful Learning**

Once system will be mastered by the teacher and the pupils, the burden on the teacher will be reduced. Even though the teacher needs a period of un-learning and re-learning, when moving from the conventional system to the Joyful learning, the end result will be very satisfying. She will be justifiably proud of her mastering the administration of the new system and of the children's achievements.

Furthermore, up to Class I & II, there is no homework. This reduces the teacher's work considerably and frees the young children to continue learning a variety of things from the family and community and from Nature. Knowledge can be garnered from many sources.

There is a commonly held idea that children need to be motivated by the teacher or parent, to study. This is not always the case. Children are naturally highly motivated to know and to learn. Most school procedures dampen the enthusiasm of children and suppress their intrinsic motivation. When school methods and materials will be devised to be attractive and easy to use, as in the Joyful learning, the inherent motivation of the children will be sustained. Learning to learn comes from wanting to learn.

So in the end we can say that learning without fear and burden is need of hour and department need to introduced this in current academic session.

\*\*\*\*\*