CHAPTER -2

REVIEW OF RELATED LITERATURE

The survey of related literature is an essential aspect of a research report. It involves a systematic and synoptic understanding of the researches that have already been completed in the field over a period of time. It is through the related studies that the researcher understands the general trends and the areas explored. It also helps the investigator to have a clear idea of the scope of the subject of study in all aspects and implications.

Review of related literature serves as a guide post not only with regard to the quantum of work done in the field; but also enables one to perceive the gaps and lacuna in the concerned field of research. The analysis and review of such studies act as an impetus which inspires and guides the investigator into greater details and wider applicability of the problem at hand to provide new ideas, theories, explanation and hypotheses.

2.1 BEST (1986) OPINES:

A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Science effective research is based upon past knowledge, this step helps to eliminate duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation citing studies that show substantial agreement and these that seem to present conflicting
conclusions helps to sharpen and define understanding of existing knowledge in the problem area, provides a background for the research project, and makes the reader, aware of the status of the issue. Parading a long list of annotated studies relating to the problem is ineffective and inappropriate only the studies that are plainly relevant, competently executed, and clearly reported should be included.

The review of related literature promotes a greater understanding of the problem and its critical aspects and ensures the avoidance of unnecessary duplication. For conducting research in the field, the researcher requires full acquaintance with the library and its many resources to take advantage of the previous studies that may help him proceed along his own lines of investigation.

Every research project should be based on relevant thinking and proper plan and procedure. When a new research is not based on thorough review of the literature, it becomes an isolated entity, bearing at best accidental relevance to what has been done before. The findings of earlier experiments encourage the new worker to give importance to useful projects in education, and he is able to avoid the past mistakes or defects in the procedure. For any worthwhile study, in any field of knowledge, the researcher needs to acquire update information about what has been thought and done in the particular area from which he takes up a problem for research.

From the above views it can be stated that the survey of related literature play a very critical role especially in locating the research problem. In the present study, though it was not possible on the part of the investigator to get access to entire published and unpublished researches in the field, yet an attempt has been made to gather pertinent information relating to the studies undertaken in this field in India.
Studies undertaken in this field in the developed counties are difficult to obtain and do not have high relevance as the entire socio-cultural milieu of those counties totally differ from that of the under-developed and developing counties.

2.2 A BRIEF OUTLINE OF THE RESEARCH STUDIES that have been undertaken in the different universities in India on Curriculum, Methods and Textbooks at Primary School level have been provided here under.

Forty three studies by the end of 80’s were conducted relating to curriculum development and other aspects. These studies are presented in the table.

**TABLE –NO- 2**

**STUDIES ON VARIOUS ASPETS OF CURRICULUM**

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Source : (http://www.education.nic.in)
2.3 AGGARWAL (1994) DEALT WITH VARIOUS ASPECT OF LEARNING EARLY BY STUDENTS.

2.3.1 Methods of Learning

Children learning in different ways. A student learns in the school from teachers, from his books, from his peers, from participation in various co-curricular activities. Important methods of learning are:

1. Observation
2. Trial and Error
3. Self- Study (Dalton)
4. General – isation
5. Problem- solving
6. Discovery and Experiment Methods
7. Project Method.

Some problems in the field of learning:-

1. Limits of Learning: - The capacity to learn has a limit in every child. One cannot learn more than what is set by physiological capacity.
3. Importance of incentives: - Usually use of rewards leads to better learning. Rewards may be in the form of verbal appreciation or in cash or in certificate, etc.
4. Place of insight in learning: - Insight learning is considered more effective than trial and error.

5. Transfer of training in learning: - Learning is only effective if it can be transferred from one situation to another.

6. Learning and maturation: - They are interrelated and interdependent.

7. Learning and Forgetting: - We learn as well as we forget.

2.3.2 Class Room Motivation

Students in the class room learning need to be motivated so that maximum use of their talent may be utilized for their development. Every individual pupil should be led towards the goal that he is aware of and will want to attain.

1. Attractive Physical and Environment Conditions- First of all the teacher should attend to the physical conditions of the classroom. The rooms should be ventilated and tastefully decorated. There must be flowery plants in the school compound. Cleanliness should be stressed adequately.

2. Sublimation of Innate Impulses- Most of the behaviour of small children is directed by their innate impulses. Curiosity, construction, self-assertion are some of their most powerful drives which form the basis of all kinds of their activities. Small children are very curious by nature. They like to do many things. Every new and strange thing attracts them. An efficient teacher will stimulate the impulse of curiosity. He will always start the lesson by exhibiting some very new and strange aspect of the same. Similarly, children like to construct things. The teacher should encourage the children to learn by constructing and creating things.

3. Stimulus Variation by the Teacher- It has been generally observed that children are not able to attend to one thing for a very long period. The
effectiveness of the teaching-learning process in such a situation depends to a great extent on the stimulus variations used by the teacher behaviour. Some of the common teacher behaviours in the classroom which fall under variation are:

(i) Teacher movement
(ii) Teacher gestures
(iii) Changes in speech pattern
(iv) Changes in sensory focus
(v) Changes in postures.

4. Reinforcement : Praise and Blame – These may be classified as:

   (a) Positive Verbal Reinforcement – Following a pupil’s answer, the teacher verbally indicates pleasures at the pupil’s response by the use of words like ‘Good’, ‘Fair’, ‘Excellent’, ‘Correct’, etc.

   (b) Positive Non-Verbal Reinforcement – These include:

      Nods and smiles.

      Teacher’s friendly movements towards pupils.

      Teacher’s friendly look.

      Teacher writing student’s response on the blackboard.

   (c) Negative Non-Verbal – This comprises gestures – sneering, frowning, expression of annoyance, impatience, etc.

   (d) Negative Verbal – This includes comments like ‘No’, ‘Wrong’, ‘No good’, ‘poor’, ‘of course not’, etc.

5. Pleasure and Pain- The teacher must provide pleasant and satisfying experiences to the students so that they are motivated for further learning.
6. Experience of Success- Experience of success motivates a child to continue an activity. The teacher should, therefore, make school work, both curricular and co-curricular, sufficiently varied so that each pupil has a chance to experience success at his own level. He must ensure frequent and regular experience of success or re-enforcement throughout all phases of learning, but particularly during the earlier and more difficult phases.

7. Competition and Co-operation – Competition is a spur to activity. But competition on individual basis is likely to be unequal and therefore threatening to some students. Competition between groups makes it possible to spread the share of success or failure.

Co-operation too provides motivation since it provides social situation to learners when they find satisfaction of their acceptance and belonging needs.

8. Knowledge of Progress – Pupil’s knowledge of their progress, of how well they are moving towards their goal is a very effective form of motivation. It also helps them put greater efforts. Individual progress charts not only inform a child as to how he is doing but also keeps the child involved in learning activity. Children are said to learn better through programmed learning because they get immediate information of success or failure.

9. Novelty- The striving toward self-actualization makes pupils search for the new and the different. Field trips, excursions, dramatics, sports, literary activities, etc., satisfy the pupil’s needs for self-actualization by providing them opportunities.
2.3.3 Memory Development/Improvement: Favourable Conditions For Memorization

Often a question is asked, “Is it possible to improve memory?” Obvious answer is that poor memory, if it is not due to innate factors but due to faulty methods of teaching and learning, it can be improved. By following appropriate methods of teaching and learning improvement of memory on an appreciable extent is possible.

1. Interest – For proper memorizing, interest in the topic or subject is essential. There is a popular saying ‘you can take the horse to water for drinking but you cannot make him drink unless he is interested in drinking.’ Similar is the case with the children

2. Motivation in learning – Motivation creates interest and produces the right condition for memorization.

3. Will – Will to learn a topic or subject enhances interest and motivation. And thereby it leads to better retention.

4. Association – The law of association is very helpful in memorization.

5. Law of Exercise and Intelligent Repetition- Repetition and its quality affects memorizing. Several psychological experiments have show that the items repeated more often are remembered longer than those repeated less. However, repetition should be with understanding.

6. Spaced Repetition- The material to be committed to memory should be repeated at intervals with periods of rest. This will save the learner from fatigue. Effort – rest – effort – will lead to better memorization.

7. Use of Progressive Methods of Teaching – Learning – The project method and the problem method are very helpful in making the matter interesting. Students assimilate easily and retain for a longer period.
8. **Use of Modern Technology** – A variety of aids should be used in the teaching-learning process to make the students motivated in the lesson. They help in enhancing the concentration of the students.

9. **Whole or part Method** – Experiments by Payne and Synder show that the whole method is better for poems containing up to 240 lines and for longer poems, the part method is better.

   There are two methods of memorizing: Whole method and part method. For example, take the case of a poem. We may read the poem again and again from the beginning to the end as a whole. This is known as the whole method of memorization. We may divide the poem into parts and sub-parts and memorize each part separately. This is part method.

   Both of these methods have merits as well as demerits. Which of the two should be more suitable and economical depends upon the situation and the nature of the matter to be memorized. The whole method is found better than the part method in case of memorizing a small poem. The part method is more suitable when the poem to be memorized is a larger one. In several cases, a combination of the part and the whole method has been found useful. In the combined method, the learner initially starts by the whole method and tries to locate difficult areas. These difficult areas are attended to through the part method. After that the learner again uses the whole method and is able to memorize it successfully.

   It is generally observed that the children learn faster through the part method and the adults with the whole method.
Intelligent children usually learn faster with the whole method.

Use of the part method is more useful if the matter to be remembered is difficult.

10. Recitation – In this method, the learner tries to recite and recall the subject-matter without looking at the paper at times. In this method, the learner checks upon himself from time to time. The sense of accomplishment encourages the learner to greater effort. Errors are easily detected and are soon eliminated.

11. Over-learning – Over-learning implies practice that continues after a perfect recall has been established. Over-learning leads to better retention. However, over-learning should be moderate. Excessive over-learning will lead to boredom. Under-learning hinders retention.

12. Use of Mnemonics – Mnemonic devices are useful in retaining several types of material. Through this device, information in the brain is deliberately transformed into meaningful system to improve memory. For instance, aims of education may be memorized with the aid of 7 R’s. 7R’s denote Reading, Writing, Arithmetic, Rights, Responsibilities and Recreation.

3 A’s may represent Age, Ability and Aptitude of students while referring to individual differences.

13. Meaningful Organization of the Subject-Matte – One of the most effective methods to improve memory or retention which teachers can use is the meaningful organization of the subject-matter. Approach should be logical-cum-psychological.
14. Formation of Clear Concepts – Efforts should be made to improve memory with the help of illustrations, and various types of audio-visual aids.

15. Principle of Learning by Doing – Learning experiences acquired through doing is remembered for a longer period.

16. Overall Classroom Environment – It includes proper physical conditions and the attitude of the teacher.

2.3.4 Educational Implications of Theories of Transfer of Learning

Curriculum and Transfer of Learning – In the curriculum utility aspect should be kept in view. In selecting and planning the curriculum, the selection and arrangement of material in subjects should be such as they are closely associated with the day-to-day needs of the learners. This implies that spellings of those words should be taught first which are used in everyday life of the learners. Similarly the kinds of readings they will use in their life should be given priority. Curriculum content should be related directly to vocational interests and ways of life. Mathematical symbols and formulas should be expressed in familiar terms to the students.

Superiority of one subject over the other in terms of transfer has little relevance. The degree of transfer depends upon the applicability of the outcomes of learning. As Thorndike pointed out, “The differences are so small and the unreliabilities are relatively so large, that the influence of the subject studied seems unimportant. Indeed one subject was about as good as another.
2.3.5 Principles of Transfer or Conditions That Facilitate Transfer of Learning

1. Transfer of learning takes place when there is some similarity between two tasks.

2. It is not enough that there should be similarity between two tasks but the learner must realize that similarity.

3. Transfer of learning is more likely to occur if the learner is keen to use his old learning in the new situation.

4. Transfer of learning depends on the ability of the learner. The more intelligent a learner is, the more likely it is that transfer will take place. The impact of transfer of learning on the part of the learner also depends on the intelligence of the teacher.

5. The better the first task has been learnt the more likely it is that the learning will be transferred to the new situation.

6. Understanding of the underlying principles, i.e., arriving at generalizations, adds transfer of learning.

7. When children discover principles for themselves, there is greater possibility of transfer than when they are told the principles.

8. The more experience children have, of applying a principle in different situations, the easier it will be for them to apply it in a new situation.
2.3.6 Role of The Teacher in Transfer of Learning

1. Subject-matter of all subjects should be taught and learnt in close contact with its applications.

2. Adequate experiences and practice should be provided with the original task for its transfer to other situations in learning.

3. Important features of a task should be identified so that differences and similarities with other tasks should be comprehended and proper relationships established.

4. Implications of concepts and rules in actual life should be thoroughly discussed to make its applications practicable.

5. Students should be guided to discover common essential features and relationships of situations which appear to be different superficially.

6. Students should be encouraged to develop proper generalizations.

7. Students may be motivated to see the significance of identical elements and components of ideas, skills, attitudes and objects.

8. Emphasis should be on the development of desirable flexible behaviour and not merely to apply it mechanically.

9. While teaching abstract concepts, a number of illustrations and practical examples of applications should be given.

10. Relationships should be emphasized and the learners guided to perceive them within a subject, between the subjects and to out of school life. Project method is very useful in cutting across several subjects.

11. Discussions and debates should be arranged to develop the student’s power of understanding relationships.
12. Field trips to important places of commercial, educational, economic, historical, cultural and scientific etc. help in developing proper understanding of life situations in the context of curriculum context.

13. Logical thinking should be kept in constant focus. Students may constantly be asked the why and how of generalizations.

14. Goals, outputs and objects of a particular activity should be made very clear to the students.

In transfer of learning there is no evidence of its application in early stages of learning.

2.4. GESTALT THEORY OF LEARNING BY INSIGHT

The Gestalt theory of learning also named as Learning by Insight is the contribution of German psychologists who were studying the nature of perception. He did a lot of research work at the University of Frankfurt and the University of Berlin. Thereafter he worked at the New School of Social Research in New York city. Koffka (1935) were the other German psychologists associated with Wertheimer. Gestalt Theory of Learning (Learning by Wholes) or Learning by Insight states that perceptual phenomena are only experienced as wholes or Gestalts.

Learning, according to Gestalt Theory, is not by random steps, not by trial and error, not by conditioning but by insight, introspection and understanding.

The Gestaltians tend to place far more emphasis on the intrinsic organizing capacity in the brain of the individual and emphasis the dynamic interaction of the elements in the entire perceptual field. Gestalt theory of learning essentially consists in problem-solving by understanding the relative position of the elements in the entire perspective or situation.
Translation of Gestalt is ‘configuration’ or more simply ‘an organized whole in contrast to a collection of parts’. Gestalt psychologists consider the process of learning as a Gestalt – an organized whole. A thing cannot be understood by study of its constituent parts but only by study of it as a totality, is a basic idea behind this theory.

2.5. MAKING CHILDREN INTERESTED IN CLASSROOM WORK

The entire problem of teaching-learning is to secure the child’s attention to a lesson. Attention is secure by arousing and maintaining interest of the students. The presentation of learning material to the students in an interesting manner involves a multidimensional approach. All the factors involved in the teaching-learning process, namely, the students, learning material, learning environment, learning methods, teaching material, teaching methods and the teacher have to be designed and organized in such a way as all of them may contribute significantly towards the maintenance of desired interest in the learning activity at a particular time.

2.5.1 Following Factors Influence Interest:

1. Physical Conditions – It may be remembered that interest of the learners is affected by their physical conditions and the physical classroom environment. Bodily health, illness, malnutrition, etc. all affect the maintenance of interest of the learners. Classroom seating arrangement, light and ventilation, etc. are the other physical aspects determining interest.

2. Stimulation – Best learning takes place when the teacher is successful in arousing the interest of the student. The guidance of the teacher is mainly a
matter of giving the right kind of stimulus to help him to learn the right things in the right way.

3. Goals Set Before the Pupils – A definite goal should be set before each child according to the standard expected of him. Immediate goals should be set before small children and distant goals for older ones. It must be remembered that the goals should be very clear and the children must understand these goals.

Complacency in the pupil should be avoided and in no case the pupil should feel that there is nothing more which he should learn and that there is no scope for improvement. R. Strang writes, “A little learning is a dangerous thing insofar as it may make a child content with what he has accomplished. The child’s felt need for a skill is decreased once he has obtained enough proficiency to accomplish his immediate purpose. It is important, therefore, that as soon as the child begins to acquire skills, he should set for himself suitable specific standards of accuracy and precision.”

4. Association of Things – Thorndike points out that things which we want to go together should be put together. Many different things should be brought together as a part of one process. Then it becomes easier to make the students understand their connection. We have discussed at various places that things can be associated in a number of ways.

5. Guidance and Counseling – Suitable guidance should be given to the proper selection of subjects and careers must be provided. Guidance is needed in developing proper study habits and various other areas.

6. Emotional Conditions – Children should be praised when they show good results. This gives them encouragement to show all the more better results and they develop confidence, hope, self-reliance and self-respect. Sympathetic
attitude on the part of the teachers gives stimulus and a sense of security to the students. We should discard our habit of fault-finding. This develops fear and feelings of insecurity and of inferiority and children lose interest in their work.

7. Organization of Learning Experiences – Learning experiences should be organized on the psychological principles.

8. Exploitation of Children’s Instincts – Children’s basic drives like acquisition, constructiveness, curiosity, self-assertion, submission and sex etc. should be taken note of for making them interested in the learning programme.

9. Teacher’s Personality – Teacher’s attitude to work, his own interest in the students, his manners, his health, his sense of creative and constructive discipline – all help in arousing, maintaining and sustaining interest of the students.

10. Result of the Total Situations – Interest is affected by the whole situation. It is not always possible to estimate the result of one individual factor. Learning is fruitful and permanent if the total situation is related to life.

2.6. COGNITIVE APPROACH

Kakkar (2006) studied the process of learning on the basis of cognitive psychology. He discussed approaches by Ausbel(1963) and Mayer (1979)

According to Ausbel (1963), a modern cognitive psychologist focused attention on meaningful learning of verbal information. Mayer (1979) regards the meaningful learning approach as the most promising for eliminating rote memorization that students often resort to.
Ausubel’s theory shows that verbal information becomes available to the learner through either reception or discovery. The child learns the new information either meaningfully or by rote. Therefore, the four basic kinds of learning are: Meaningful reception, rote reception, meaningful discovery, and rote discovery. Meaningfully acquired information is assimilated into the existing cognitive structure and is remembered well. Information acquired by rote is not assimilated and is quickly forgotten (cognitive structure is the content and organization of a person’s ideas in the particular subject field). In reception learning, the content of what is to be learned is received by reading or listening, while in discovery learning the learner gets information independently, it is not provided to the learner.

Whereas reception and discovery are the processes by which information becomes available to the learner, the qualifying terms ‘meaningfully’ and ‘by rote’ refer to how the learner acts on the information. When the learner memorizes the new information verbatim, the process is ‘rote’. On the other hand, if the learner relates the new information to what he already knows and thereby assimilates it into his existing cognitive structure, the process is meaningful. Ausubel formulated the meaningful learning theory which, in fact, was his reaction against unnecessary and ineffective rote learning.

Education is a thing which makes a man to lead his life comfortably in this competitive world. To learn education we need a guide and the guide is known as teacher. For a child, mother is the basic teacher. She adds flavor to our life. She teaches us the very essential things of life which is the foundation in building our life.
So, from the above we got to know that parents play a vital role in building our life. This discussion is all about our learning procedure in which way we learn fast and effectively. In this we have concentrated on the primary education as we think it is the second phase after the birth. During this period the child has just come from its home and he/she requires soothing atmosphere and affectionate behavior and eventful environment to enjoy the study. For this we have admired the Child Centric Curriculum where we have given maximum focus to the practical work, so that the child can feel the difference in the textual and practical things which makes him/her to understand a thing better.

There are lots of people who are not good in academics but they are excellent in their interest areas. It does not mean that they are bad students. Student does not mean that they will study only the academic things but it means the study of anything in which we are having interest. It depends only on the child in which field he wants to go for. We cannot force a child to learn as per our own wish. But it our duty to make them learn their subject of interest and to make them master in that field by making the learning process effective by making the environment joyful.

Each person has gifts and intelligence - they are different, not better or worse than each other. Human abilities are as diverse as human needs. If we were able to choose the genetic makeup of our children - so that all did well in our present academic school system - so that practical ability was bred out of the human race - we would have serious problems in finding people who are able to enjoy and be good at the work involved in planting and harvesting crops, caring for farm animals, building homes, sewing clothes.
However, it should be evident that finding out what each person does best, makes more sense than spending most teacher time on fixing weaknesses - and having everybody end up with mediocre ability. The reason we have done this is because we only see intelligence on a linear scale - low or high IQ. We think that the higher up the scale we are, the more likely we are to succeed. Life proves this wrong time and again. No, we need to approach intelligence with a much wider focus... For this way, no one fails; all are needed, respected, and honored. All children will feel they will have a place in the world.

The beauty of this curriculum is that activities for each stage of life are developed on a wide basis according to the ability of the child. This means whether a child is gifted or handicapped, they will cover each stage of life - either just the rudiments, or to a highly complex level. Readiness to move to a more complex level is determined by a perception of the child's level of interest and occupation in the activities, and their physical ability to be able to participate in them for increasing lengths of time.

To make this curriculum works, we have to make a plan for it. So what we have here is a "roadmap". And from here, we need a huge pool of activity ideas - lesson plan-that can be made available online, plus needed resources. I have enjoyed working on a few of the beginning areas... But it will be up to specialists in different areas to create expansion studies.

It will require some new kinds of teaching material and methods. But in homeschooling situations, or in private schools, it can start working immediately.
2. 6.1 Working of the Curriculum

Preschool

The curriculum is child-centered, and aims gradually to teach the child to teach themselves - particularly in the school situation. This will enable more teacher time to assist the really needy children to gain communication skills.

The first two pre-school stages require parents as teacher, in the main, but grandparents, aunts, friends etc should all have their input. The child’s most basic emotional needs are:- to feel safe, accepted and important. From this healthy position, they can begin to explore and to manipulate their environment - and some of that will involve making mistakes and learning what isn’t safe, hopefully from the career, much more than by experience! They need to learn that some things (which include other people) are not to be manipulated - which is where the career has to be firm - for everybody's sake! The child needs to be given time and attention, and this will decrease with maturity, if the right amount is given at the right time. This means that the child's needs come first, but then the parent/career can take some time for themselves or others. This kind of balance, and a mix of company and solitary play, is part of what a child needs to learn, for a healthy outlook on the world.

The young child - 3-5 year olds need to learn about their environment - to develop knowledge of the everyday world, learning words, ideas, and about people and what they do. They need to begin exploring the familiar environment: [including which human beings, animals etc. are safe to interact with!] The child will begin to physically explore and endeavor to manipulate what they can get to. The home and backyard have endless possibilities for discovery and manipulation - and from there, the child can explore where things have come from, that are in the home, they can
explore their neighborhood, the local store, zoo, park, factory, doctor's surgery... some things are set up for this - some will need to be arranged - like a visit to a milk processing plant, farm, building site, the beach, the rivers, the factory, the marae, the hospital, the school - etc.

This is a stage of hands on, practical, physical learning. Starting with home - let them get into the pot cupboard, the plastic ware - do the under the bed, behind the couch, in the cupboard things - the hut things inside and out - the picnics at home... the critter thing - explore the grass, the earth - magnifying glass, microscope; and with binoculars, the stars at night. Out to the park, the shops, the library, the zoo, the workplaces, the beach and river and mountain - talk to lots of neighborhood people about themselves - shops, garage - - introduce them to the librarian, ask the simple questions. The parent's job is to help them learn the safety issues, to open the doors for the exploration, and to talk, talk, talk the language. The child needs to know "Am I safe?" and "How can I affect my world?" and the balance of these will springboard them for the next step.

School entry: 5-7 year olds... Communication skills development in early school - communication studies begin with the five "R's" - reading, writing, arithmetic, aural and oral... - phonics should be taught along with the `look and say' method, where children connect a picture with a word shape, so that children have a pool of decoding skills. This will do a great deal towards improving literacy standards. They also should learn how to speak, write and listen well, and basic arithmetic/ number communication. Each of these has a great deal of extension possibilities which can carry through to the next stage as soon as a useful level of ability is reached. Rudiments of other languages can also be taught to most children...
while their tongue/ear/mind connection is still flexible. The child's own historical/non-English cultural background should be drawn upon here, for a number of reasons, or a language that can be used in a local cross-cultural situation. They will already have lots of words - now it's learning to read, write, spell, speak clearly, listen carefully, and basic arithmetic - or number language. All the basic skills should be there by age seven - unless there are actual learning problems - brain damage, dyslexia, emotional disorders - in which case, the need will be to keep giving those steps 1 & 2 in the classroom.

4/ 7-11 year olds: Applying communication skills to learn about the universe... - an introduction to various sciences, history, geography - the kind of things children want to know - these can be teacher assisted projects - with children learning to teach themselves at their own pace... This will give more time to teach communication skills to those having difficulty, at the same time, not holding back those who are gifted.

Children can learn the basics of all of these sciences, if they are introduced with simplicity and enthusiasm. [I've kept kindergarten children enthralled with a story about what happens when a fox eats an apple, and the seeds get into his droppings, and a new tree grows and a bee puts pollen in a flower to make a new apple - complete with actions of course!] And here, the child who is taught to teach him/herself can come into their own, with an endless supply of books, the internet and other resources; they can go as far as they wish to at their own speed, with some guidance and encouragement from their tutors.
As you start to teach them how to teach themselves - they can keep diaries, and self designed personal and group projects, and talk, talk, talk... The "5 R’s" can be incorporated into these activities rather than in repetitive, irrelevant exercises - it's up to the teacher to think of different ways - It can all be used again, and there's so much scope, you'll never run out of material, and don't need to limit it to a few means of expression - use imagination/ stories, models, dramatization, songs.

With the sciences - extension can also be through trips to more technical/ complex places, visit a laboratory, even a senior school might have fun showing young ones some things. Start with light/ heat/ waves/ sound - and put order into it - answer some of the `whys' etc. - help them think of the questions... lots of science experiments of the most basic sort... Talk it, read it, draw it, and write it.

Then the water cycle, clouds, atmospheres, snow, thunderstorms, tornadoes, underground caves, river systems, waterfalls - why does frozen water get lighter when everything else gets heavier when it becomes solid?

And then some geology fun - volcanic rocks, sedimentary, and metamorphic - earthquakes, tidal waves, floods - take them out to explore banks and cliffs - the foundations of our earth, look for the volcanic extrusions, evidence of earthquakes in layering, ... And plant biology - what do plants eat? How do they grow? How big, how little - strange plants - sea plants - flowers, pollination, seeds - experiments, bean sprouts, grass hair, gardens - orchids, cacti, vegetables. How many different species of plant/tree can they find in your locality? - Have children make name labels for plant collections e.g. cacti, and find out interesting things about them. We are not discussing elder students as that is beyond the scope of this study.
2.7. CLASSROOM EXAMPLES

I’ve been thinking of my experience as a teacher - where over a year, I got my class to teach themselves - surely the best kind of educating... I’ve been trying to analyze how I did that.

I didn't have much time to work with - the morning being taken up with set reading and mathematics subjects - a private school situation... So the ideas may well be of use as out of school activities. In fact, maybe there should be a system where special needs children only attend school part of the day?

These were 7-11 year olds, a small class of 15-20 pupils. I remember getting all the books I could find on the subject matter, and laying them out before the children, along with a list of topics they could choose to work on - individually, or in a group... I gave them a format - for instance, with creatures, they made up an A5 card, titled it with the animal name, and had to fill out a list of subtitles: habitat, food, appearance, activities and family life. They also added an original picture. The cards were displayed on the class wall afterwards. The difference in the pupils work was marked - but by the length of time I had had them in my class, rather than their intelligence - the range there was marked as well - from very bright to intellectually handicapped.

For history, we did a timeline - this time they had to do sketches and notes as I lectured them [story style], and then we made up a timeline on continuous feed computer paper, and they had to choose to develop their sketch into a proper picture
and label and paste it correctly in place. Lots of books again for them to look at were the key.

For geography, a different learning situation again... I called it "Visiting round the world" and invited people from other cultures into the class - but first the class discussed what we would want to know if we went visiting another culture... They came up with great questions of the really important stuff - food, houses, clothes, language, appearance, games/ hobbies, schooling & health, countryside, animals, work, - and rules/government.

We learnt songs in other languages ate strange food, tried clothing on; and the guests had a great time too. The children loved it and would go home and repeat it all to their parents - [now how often does that happen with school work! My three boys never did!] Of course, with just a few children - you can actually go to people's homes - even better! I expect the internet would be great as well.

And one other thing we did was writing and performs a musical - a bit more difficult - but they had a go at the writing - and did great on props and the actual performance.

2.8. WHAT ABOUT MAJOR EXCEPTIONS?

There will be some extremes such as the intellectually handicapped, or those impaired in a certain area e.g. dyslexia. There are also to be considered those that could be called severely gifted, e.g. who can read Shakespeare at the age of three. Yet even with such children, it is important that each of the stages are covered, for the
sake of being balanced in development, for even a gifted child may not know something obvious in every area, and will also enjoy practical manipulation tasks such as cooking or clay work, or a visit behind the scenes at the local shops; as will a handicapped child. There are socialization factors such as patience and tolerance, which can always be gained from mixed groups.

2. 8.1 The Internet as a Classroom and Community

This is an area of particular interest to highly academically gifted children - who often have a difficult time in normal school, sometimes knowing more than their teachers do, in their specialist subjects. Discovering useful links to areas of interest through search engines is usually, but not always a useful thing to do. It needs to be supervised.

2.8.2 Thoughts About Discipline

The aim with discipline is to gradually teach children to internalize it - self discipline. There is a need to help them see that the world goes better for them when they behave in healthy ways - 'Doing to others what they want them to do to them'.

I think that the children need to learn that Mom isn't 'all that pleasant to be around' when they don't behave, for instance with tidying up... Because it's better that they learn that adults are humans with needs and tolerance levels too - with you - than with others that have no reason to care so much.

It is jolly hard - but start by working with them to tidy up - pick up the toy and hold it in their hand as you take it the toy box, and "It's a race - who can do the most!"
it can be done... A wise lady once said - "We can protect and provide for our children, but if we don't train them - we'll have to look after them all our lives".

It can be fun - or at least a normal part of life - where everyone does what they can to make things nice and comfortable... Children need to feel they are an important part of the family - and everyone does what they can to help - as soon as they are capable - with a lot of encouragement and praise. Focusing on behaviour, and not expecting the impossible, using words like "Well done, I like that, what a good helper!" is better that "Good person" - or "Bad person!" if they misbehave, which can put too much pressure on.

It is helpful to use creative ideas like: - "Forgot to say please? - Wait a few minutes and ask me again in a more friendly way" - [it's a long time for a little one - and you don't want them to go hungry/thirsty]

It is all worth it in the long run. After all, we are creating adult human beings here!

2.9. PSYCHOLOGICAL APPROACH

Willis (2010) who is a former neurologist and now teaches at Santa Barbera Middle School. Willis brings an unusual and highly valuable combination of hands-on experience as an educator and a deep understanding of neuroscience to her writing, "The Neuroscience of “Joyful Education", she analysed joyful learning and its components. According to Willis, when we take out joy and comfort from the classroom, we distance students from effective memory storage and information processing and students become bored, anxious. Judy Willis as both a neurologist and
classroom, teacher has found out the benefit of joy in classroom. Neuro Imaging Studies and measurement of brain chemical, transmitters that students comfort level can influence information transmission and storage in brain. When students are totally under minimal stress, information flows freely through affective filter in the amygdale and they achieve higher levels of cognition, make connections and experience "qha" moments. Such learning comes not from quite classrooms and directed lectures, but from classrooms with an atmosphere of exubarent discovery.

The Brain-Based Research to Joyful Learning supports that superior learning takes place, when experiences are enjoyable and relevant to student's lives, interests and experiences. Many educationists propose that learning should be done with positive emotion, to retain what they learn. Since through positive emotions children feel confident towards what they learn and try to be successful. Cognitive Psychology studies provide clinical evidence that stress, bore down, confusion, low motivation and anxiety can individually and more profoundly in combination, interfere with learning.

Neuro Imaging And measurement of brain chemicals demonstrate that under stressful conditions information is blocked from entering the brains areas of higher cognitive memory consolidation and storage. In simple language stress kills learning. Willis refers to concept of Enstress. and the awareness that some level of stress - which differs for each of us in different situations - supports optimal performance, but above that level performance declines.
Pushing ourselves beyond the optional performance is where learning ceases. Judy Willis believes that neuro imaging and brain mapping in the process of learning new information put lot of potential importance on all the senses in the learning process. And the learning environment must make effective use of all the senses and just not learning and vision. Judy Willis RAD lessons for classrooms which stands for "Reach and Discover" has a more specific neurological meaning. Brain research says that superior cognitive input is more likely when stress is less. Lessons that are stimulating and classroom experiences that are free of intimidation helps information pass through the Amygdalas Affective filter. In addition when classroom activities are pleasurable, the brain releases dopamine, a neuro transmitter. That stimulates the memory centers and promotes the release of acetylcholine, which increases focused attention.

To make it less stressful, the teacher must make the lesson more interesting and motivating, students should be confident enough to answer questions. According to Judy Willis, teachers need to give break of 3 min to reduce stress, since it gives the neuro transmitters, time to rebuild and a brief break is always seen as a pleasure. Teachers can create a positive environment for e.g.- by not calling students to answer
a question who have not raised their hands. This is highly stressful for children who feel negative and less confident in answering. Teachers need to help students prioritize and reduce the amount of information required and considered valuable. Free effective learning students should be allowed independent discovery learning, due to the release of dopamine in the brain, children relate to memories. In addition if children are given lot of choices like either they will study, or report, or document or research, their motivation level goes up and stress diminishes. They will be more accepting of their errors, more motivated to try again and less self-conscious to ask questions. Our brains are wired. We learn more effectively when we figure out things for ourselves. In this research we some linkage between joyful environment and learning with scientific explorations.

2.10 KAKKAR (2006) also made important studies into this topic. Learning is a form of growth or 'change in a person, which is manifested as new modes or patterns of behaviour. This change shows itself as a skill, a habit, an attitude, an understanding, or as knowledge or an appreciation. The changes which results from learning are positive and active, not negative and inert. Learning involves new ways of doing things. It operates in the individual attempts to overcome obstacles or to adjust to new situations. It enables him to satisfy certain interests or to attain contain goal. According to Psychologists, learning can be accomplished when the learned content can be reproduced properly i.e. rote learning or when the ideas gained from the studied can be expressed. The second method of achieving learning involves an analysis and comparison of ideas that will cause new material to become meaningful to the learner. Association Psychology was the first to explain learning is terms of stimulus (S) and response (R) units. It is easy to say S leads to R, because the word
'ma" gets associated with the sight of the mother. Therefore the study of this research paper is to make joyful environment the stimulus where effective learning is the response.

2.11. AUSUBEL (1963), a modem cognitive psychologist focused attention on meaningful learning on effective learning. Mayer (1979) regards the meaningful learning approach as the most promising for eliminating rote memorization that students always approach to Ausubel's theory states; the child learns the new information either meaningfully or through rote. Therefore the four basic kinds of learning are:- meaningful reception, rote reception, meaningful discovery, rote discovery. Meaningfully acquired information is assimilated into the existing cognitive structure and is remembered well.

Information acquired by rote is not assimilated and is quickly forgotten. In reception learning, the content of what is to be learned is received by reading or listening, while in discovery learning the learner gets information independently. Where as reception and discovery are the processes by which information becomes available to the learner, the qualifying terms "Meaningfully" and "by rote" refer to how the learner acts on the information. According to Ausubel meaningful learning was his reaction against unnecessary and ineffective rote learning. Therefore for effective learning, the child has to discover, read, and listen himself. Mass education today has its drawbacks, some important educational need are not addressed or met even by the most efficiently system of mass education. Joyful environment advocates always the need for individualized education for eg- in a class of 15 students, it is easier for teacher to notice a child having poor eyesight, who does not copy correctly
from the board and asks irrelevant questions. It would have been difficult for the teacher to take note of a child of such deficiency in class strength of 45 - 50 students.

Modem education and psychology recognizes that each child has a distinct personality, which we must learn to know and respect. He grows and develops through his own striving and environmental forces needs of the child adherness his energies towards effective learning in releasing his goals. The teacher should realize the child's feelings of being recognized, of being wanted or loved is an important way of helping him improve his personality. The student needs to feel that the teacher has faith in him.


Research studies conducted by the psychologists and educationists all over the world have showed that an adequately enriched environment in early childhood brings about optimum development in various aspects. It is felt that the pre-school education is absolutely essential for the maximization of educational development.

The Planning Commission of India in their Sixth Plan Frame Work (1908-1988) stated, “Attention should be paid to all children during their crucial development years. The pre-school years of a child is the period of its maximum learning and intellectual development and hence of gross potential educational significance. In view of the poor family conditions in our country, this observation is significant for universalisation of elementary education. This is the first time that the Commission laid emphasis on a subject so far regarded as a peripheral educational activity and luxury of the urban elites”.

66
Shiv Kumar Mitra the former Director, NCERT rightly pointed out that if children were made to take interest in learning right from the tender age, then it would appreciably bring down the present high drop out rate of about 60 percent in the first five years of primary schooling. Hence pre-school education is given special importance by the educationists as well as planner.

There are mainly two reasons for giving so much importance to early childhood education. One is for bringing about necessary development physical, social, emotional and intellectual. These aspects of development should be taken care of from the early childhood for the all-round growth of the child's personality. The second is the greater percentage of wastage in our formal schools. Because it is found that there is wide difference between the home and school environments which has resulted in the massive failure of children to adjust to the formal schooling and in great wastage as well as stagnation. This problem is more serious in the rural and tribal areas. By providing pre-school education the socially as well as economically deprived and disadvantaged children can get scope for preparing themselves for formal schooling and as such the rate of drop outs will come down and universalisation of primary education can be possible.

The Kothari Commission during the sixties have also rightly mentioned that pre-primary schools were first established to meet social needs such as looking after the children of working mothers or providing a suitable environment to the boys and girls from urban families whose small-tenements or flats were hardly appropriate for the children's proper growth. These schools also attempted to compensate for the unsatisfactory home environment of children form slum areas or poor families.
Recently, however the educational significance of this stage is being increasingly realized. Modern researches have shown that the years between three and ten are of the greatest importance in the child's physical, emotional, and intellectual development. It has also been found that children who have been to a pre-primary school show better progress at the primary stage and help in reducing wastage and stagnation. The modern trend in educational policy, therefore, is to emphasize pre-primary education especially for children with unsatisfactory home backgrounds. This is the direction in which we also should move. It is particularly significant for the first generation learners.

According to Miss Grace Owing a pioneer in the field of early childhood education there are seven objectives of pre-primary schools. These are as follows:

(i). To provide healthy environment to the children like space, fresh air, light and sun shine.

(ii). To provide a healthy, happy and regular life

(iii). To provide continuous medical supervision.

(iv). To assist in the formation of healthy and good habits.

(v). To give opportunity for the development of different interests and skills of various kinds.

(vi). To give experience of social life, on a small scale where children work and play together.

(vii). To establish real unity between external environment and home life.

The Indian Education Commission during 1964 has enunciated the following objectives of pre-primary education:

1. To develop in the child, good health, habits and build up basic skills
necessary for personal adjustment, such as dressing, toilet habits, eating, washing, cleaning etc;

2. To develop desirable social attitudes and manners, and to encourage healthy group participation, making the child sensitive to the rights and privileges;

3. To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions;

4. To encourage aesthetic appreciation;

5. To stimulate the beginnings of intellectual curiosity concerning the environment and to help him understand the world in which he lives and to foster new interest through opportunities to explore, investigate and experiment;

6. To encourage independence and creativity by providing the child with sufficient opportunities for self-expression:

7. To develop the child's ability to express his thoughts and feelings in fluent, correct and clear speech; and

8. To develop in the child a good physique, adequate muscular coordination and basic motor skills.

2.13. THE CONCEPT OF JOYFUL LEARNING:

According to Bhatt(2002) in his book Concept of Joyful Learning: ‘A Philosophical Analysis’ - discussed the concept of joyful learning as a very rich, rewarding and renovating idea in an educational system which is entangled in rote learning, more information gathering, insensitive teaching and unintelligent learning.
Joy is the realization of a state of achievement, contentment and happiness of the physical, mental and spiritual levels. It is a state in which one feels one has realized what one needed to realize. Joyful learning is learning with joy which is joy-yielding. It is the means and the ends, the process and the outcome. The ultimate objective of education should be that the process of learning, at each moment of the duration of learning, there should be the gradual realization of perfection and consequent attainment of joy. Learning for joy implies as it is controlling learning with joy.

Only when there is no imposition or coercion learning becomes joyful. This leads to the fact that learning should be in the form of play. According to the Author perfect joy springs from the state of perfection. Learning process should be made as much joyful and joy yielding as possible. But the ultimate purpose of all learning should be to acquire joy. The learning process should not be painful and boring. It should not cause any strain on the learner, it will then be anti-learning. And for this, a proper framing up of the curriculum is required and an appropriate teaching-learning situation is required. Logical order is needed for proper arrangement of the instructional material involved in the curriculum, syllabus and text books. Psychological order is needed to ensure the sustained interest of the learner. These two orders are mutually supporting and reinforcing. It is knowledge through practical experience, through activity methods. It is learning through play and activity methods, through self effort and self study. In joyful learning activity methods play a pivotal role, they make the lesson interesting and attractive and enable the learner to absorb the knowledge. In this method there is importance for the role of a teacher but it is only that of a guide and a help. It is more a self learning and self experience. But the other also emphasized that the present day learning is far removed from joyful
learning. The students are over loaded with text books, and over worked with home assignments. There is too much of quantity and too less of quality in terms of relevance instructional material. The learning is in the form of information gathering and memorization. Not only that the teaching, learning process is dull and mechanical but the method of evaluation is also far from being genuine.

2.13.1 “Professor S.P. Rehela” focused in this book on philosophical and sociological foundation of joyful learning for when the power of imparting joy is equal to the will, the human soul requires no other heaven” – P B Shelly.

There are many hurdles and obstacles and stumbling blocks of joyful teaching and joyful learning sociologically. All those officials, teachers, school conditions, teaching methods, curricular loads, insensitive nation of infirmity, discipline and rigid traditions, customs, rules and regulations which cause heartburning in the hearts of teachers and children are the enemies of joyful learning. All sorts of interferences, punishments, rigidities, denials, too much emphasis on book learning and rote learning, non participant and outdated teaching methods, stereotyped examinations, heavy curricular loads – all mitigate against the very concept of joyful learning in schools.

Children find joy in the playgrounds, in visits to the Zoo, museums and places of natural beauty, in singing, dancing, doing things with their hands, in reading colourful books, in drawing pictures, cartoons, in feeding birds, animals, etc. Therefore the school authorities must be sensitive enough to rise up to the occasion and do their utmost in making an attempt to provide these situational demands of joyful learning. Just like the healthy appearance of a person in the total effect of so many diverse yet interrelated factors like fresh water, nourishing food, hygienic
living, pollution free environment, psychological freedom and freedom from tension, joyful learning is the resultant effect of so many concepts.

**The Concept of Joyful Learning.**

Learning is an active, dynamic and interactive process. It has been defined as the modification of behavior through experience. Basically children learn by feeling, imaging and doing. Learning results by the active reaction of the pupil to the stimulus situation which the teacher creates in the class. The teaching/learning situation is rather an interactive situation where the child is not a passive agent of taking something but he is as active as the teacher. The resultant experience of the child is reflected in the common achievement of the child and the teacher. This type of experience is self motivated as against the motivation imposed from outside by the teachers or parents. The inner motivation brings joy and an attitude of acceptance to the children. The feeling that the child is accepted provides the best environment for leasing and creative thinking. Joyful experience releases the tension and increases the interest for learning, which in turn increases the ease and amount of learning. The teacher as an initiator and inducer of motivation of joy motivates and guides the students. So in joyful learning, the interest, aptitude and liking of the students have to be safeguarded.

The desire for mastery on this ‘competence motive’ is fulfilled by manipulating the environment and doing the things. In the broadest sense, people like to be able to make things happen and create events rather than merely to await them passively. Hence the latitude of the flexibility required on the part of the teachers
should be great so as to encompass the whole area of play and activity of the child into learning.

**The role of teacher in ‘joyful learning.’**

Whatever policies may be there, these needs to be put down by teachers through teaching learning process. In the interactional decision of the classroom, teacher plays a vital role. Even the best curriculum will remain dead if not livened by the right teachers and the right methods of teaching. There should be mutual interaction. For teachers, there can be no greater joy than providing for their students an educational environment in which they can lead a rich joyous and meaningful life and not only acquire knowledge and skill but also find a release for their creative capacity. A teacher’s role should be more to suggest and present than to command. Teachers should remember that the child does best by doing, by discovering and it is only through active creative process a child finds interest and joy.

The child-centered and activity based approach should be the main strategy of curriculum transaction to make learning joyful. Adoption of such an approach implies many things which a teacher should be aware of. The curriculum content, books, instructional materials, classroom and teacher should serve as means to pupil’s development and this process should go beyond the process of listening passively to that of thinking, reasoning, feeling and doing. The whole of pupil’s personality should be encouraged in the process of learning. Child-centered approach should help the children increase self learning, which means that teacher does not force children to learn but creates such guidance for learning.

Effective measures for the teachers to help the children to learn on their own are

- Do not teach only to some specific students but to the whole class.
• Reduce the time of one way teacher-student interaction.

• Increase the time of teaching through mutual interaction.

• Reserve more time for self-learning.

Child centered or student centered learning focuses on learning by participation. Teaching is based on the experience of the students which eventually needs lot of active participation of the child. This involves a new kind of teacher-learner combination in the exploration of the child’s reasoning capacity and behavior towards various activities which helps in learning. The teacher’s role is just not limited to a knowledge giver or guide.

The Author suggests some of activities which can be considered as joyful by the learner.

• Experimentation

• Project Assignments

• Play –way activities

• Educational Games

• Educational Excursions

• Role playing and Dramatizations

• Creative writing

Accordingly, learning- teaching materials must be produced?

DPEP suggests the following maximum

• From simple to difficult - From joy to concentration of attention

• From direct(concrete) to indirect (abstract) – From attention to response

• From experience to logically - From response to habit( or practice)

• From action to happiness -From practice to (acquisition of Strength).
Again for joyful learning, co-curricular activities like dancing, school beautification, cultural and recreational community living, observing or celebration of special days need to be taken very seriously by the school authorities. Extra-curricular activities must supplement or help in understanding what has been done in the classroom studies into developing desirable attitudes and personality. Overall, to make the child more confident, a joyful environment in school education and development of a strong value system is necessary. The teacher must help the student in finding a co-relation between physical, economic and socio-cultural environment of the school so that students find the place to be their own and find more comfort and eventually more joy.

According to the national curriculum for elementary and secondary education, learning of many ideas, attitudes, values and skills will be facilitated if the teacher-pupil interaction is marked, on the part of teacher by impartiality, affection, kindness, sympathy, politeness, concern for the pupils welfare, emotional control, emotional stability, integrity, broad mindedness, approach etc.

Psychological foundation to joyful

2.14. DR. SUMITRA SRIVASTAVA IN THIS BOOK FOCUSED ON PSYCHOLOGICAL FOUNDATION TO JOYFUL LEARNING.

As the world is becoming more and more complex day by day it is difficult for a child’s learning to be left solely and wholly to chance knowing very well the kind of influence the complex environment has on our lives. Therefore, schools need to come up with the pictures and stress the importance of its necessity. To make school education joyful there are various psychological evidence to guide teachers and school authorities. A child’s primary school is a very crucial stage of his life. With
school begins the motor skills, cognitive skills, value formation, language formation and understanding of various roles. A child can also learn these things at home, but it is not formalized or in a routine or guided manner. Therefore to prepare the child to face the complex world it is required that the child is put under the able guidance of teachers in a school. Lot of responsibility depends on the teachers for making the learning joyful and for this they must strategize themselves, make proper environment arrangements, and establish a healthy facilitating climate for learning.

It is up to the teachers to live up to the expectation of a child, who looks forward to school for pleasurable experience. From age 5, when a child enters school, this early childhood is eulogized with music and poetry. At this stage the child develops a sense of autonomy, his muscles are growing and they need lot of physical activity, the child also develops lot of logical relationship between shapes, sizes, transformations and he can read and express ideas and are also free of questions. They slowly move from self centeredness to peer-centredness or group centredness and their identification and acceptance in a group boosts. The child’s self confidence and self concept also improves. Even if the child is sitting down to study and work hard, play time still remains his utmost area. The child lives in a world of fantasy and reality, the child develops the sense of right and wrong. Emotionally the child becomes more controlled and balanced and he displays positive emotions which show his social conformity and adjustment. A teacher has to keep all these factors in mind to make the school education more joyful.
2.14.1 Teacher is the Real Joy Giver

For a child to experience total joy in a school environment, it depends a lot of resources and one of these resources is the teacher who is the soul joy giver to a child. But for a teacher to be in a position to make learning joyful, she/he must herself be in a state of total wellbeing so that she/he can try to achieve a similar state for her/his children. An enthusiastic happy teacher can make the atmosphere full of joy and happiness. Therefore teachers must sort out their personal problems, if any, to maintain the warmth of the class and ethos of the class. Small children love impartial teachers. Therefore, teachers should be highly careful not to show favouritism towards any particular child. Children can also become aggressive towards the child who is favoured the most. The child also starts to doubt his own capabilities. In short the whole atmosphere of the class becomes unhealthy and full of anger and resentment. All efforts should be directed to maintain congenial classroom climate.

2.14.2. Class Room Climate

Classroom climate can be maintained emotionally and physically. A classroom is not joyful if the teacher is very automatic, discourage discussions, demands obedience. On the other hand, a joyful environment encourages lot of discussion and activity-oriented work and the classroom is filled with laughter and joy. The teacher is seen more as a friend, where co-operation is encouraged, where sharing dominates and children actively take part in classroom activities. Therefore this climate building is definitely a by-product of a teacher’s personality. The child must feel free to explore his own ideas, attitudes and feelings. A teacher-student relationship must facilitate growth in the learner. Some of the characteristics are accepted as norms to enhance student-teacher relationship towards joyful learning.
(a) A teacher should be a real person, when children see the real person they do not feel the need to guess what they need to do to get the teacher’s approval or expectation.

(b) A teacher needs to be non-judgemental towards a child and must accept the child for what he is irrespective of any shortcomings or characterization.

(c) A teacher must trust the child and vice-versa.

(d) A child must see in the teacher a person who understands him thoroughly and has an empathetic understanding.

(e) The communication with emotional warmth through care and condition, attending to other persons. These conditions generate a new positive atmosphere in the classroom, which in turn creates joyful atmosphere.

A teacher is a facilitator and as a good facilitator of learning she/he must recognize the value of the play way method. Children feel very strongly towards playing. Accordingly reading is included in their play activities to develop their vocabulary and the teacher must get children used to reading time through stories of adventure and fantasy which immediately catch the imagination of children. Again children develop various hobbies like collecting stamps, stones, coins, feathers etc. To make it more joyful teachers must encourage these interests which eventually stimulate learning. Students or children should be taken on field tours, and to museums to make them more entertained in learning about a topic and co-relating it through these field trips. All subjects should be integrated to art and drawing so that children have a lasting impression in their mind. Drama as an instructive curricular activity has the potential to joyful learning for developing social skills, since it’s a cooperative venture. Drama also strengthens children’s imagination and values. Moreover teachers can make the children more responsible by forming groups to conduct or carry out class activities and in that way there is an involvement of all
children and no one is isolated. One more observation is that children learn joyfully when they are motivated to learn.

2.15. PEDAGOGICAL APPROACH TO JOYFUL LEARNING – BOBBY FISHER (1998)

Natural Learners.

Children learn naturally, they pick up the medium of language very quickly much before they start the formal education in school, and they remember it properly. They learn from people. Children learn from teachers, from parents and from people they are very much attached to including their relatives.

Holdaway (1986 P.58) refers to these people as “significant others”, “bonded adults” and “superior skill users”. It is very essential for a teacher to establish trust between the bonded adults and the students. If students trust the teacher, they learn from the teacher with joy in any environment created by the teacher. The classroom setting should be like home, and teacher should be a care giver like a parent. Holdaway (1986) provided a natural model classroom for learning by demonstration, participation, role playing, or practice and performance. The care giver should always be confident that her students or children can read, write and count numbers for meaningful and functional purposes. Moreover according to this survey, the author strongly believes that children learn in their unique way in which only teachers can facilitate opportunities which can be followed by children. Teachers while reading together with children can demonstrate variety of strategies or ways used by successful readers. Children needed to be given the freedom to choose what they wish to read in their free time. Teachers need to evaluate their curriculum, methods, attitudes to fit the needs of the children their interest and style and make it more
joyful. To make learning joyful the child needs to be very confident at par with his peers. This confidence is encouraged or pushed up by the teacher or care giver, who must make an effort to observe each child carefully and facilitate accordingly.

Eq-* All children can learn.

For a child to find formal learning joyful, the learning must be whole, meaningful, interesting and functional. – ‘Bank Concept’ e.g. As Hold away calls it “developmental curriculum” or integrated curriculum.

Children learn best when they are given the independence to make their own choice. The teacher must make the managerial job of facilitating the requirement to the children. Children should be the primary directors of their own actions to gain learning, be confident and take responsibility of their own choices. Like what, when and where they wish to read, whether they wish to read with friends or alone, in which part of the classroom, the kind of books the child wishes to read are all the child’s independent choice during the free time allotted during the day.

Children making independent choices is important since children usually opt for activities which melt their social, emotional and physical needs and that show motivation, interest and self determination of the child, that depend on himself/herself- e.g. in a non-competitive environment, children find the maximum joy in learning in an atmosphere free of competition. The teacher is the important facilitator in providing an atmosphere where each and every child in the class feels confident that he/she can learn, has self confidence that he/she can learn from each other. It’s seen through many observations that children learn the best in social context. They learn to care about each other, for each other in a non-competitive atmosphere.
Children are usually stress free and tend to co-operate with each other. Since there is no stress, they tend to learn freely and joyfully. Usually in a non-competitive atmosphere the teacher is the demonstrator in front of a group of students, who participate voluntarily to open-ended questions. Voluntarily means children have the choice to participate, since they are more willing to be risk takers. If they have control over their participation they even have the freedom to discuss and answer.

A non-competitive atmosphere always find, children helping each other out, through discussions, working collaboratively on pictures, drawing, hand-writing, spelling or math. They are enjoyed joyfully not to please the teacher or be better than their peers.

**2.16 BRIAN CAMBORNE : CONDITIONS OF LEARNING - (2003)**

- Immersion
- Demotivation
- Engagement
- Expectation
- Responsibility
- Approximation
- Use
- Response

Children pick up language that they are expected to learn by hearing from family members, television, radio, telephone conversation and people talking to them. This in itself does not lead to producing literate children. This accompanied by demonstration and action which leads to meaningful, whole, functional learning. Success in learning leads to joy in a child’s heart. But children learn those demonstrations which they find can engage them. When the activity is personally, meaningful and purposeful, when they feel they will have success, and when the
experience they get is positive and also when they experience joy in learning. According to Camborne, children should be encouraged to take risk, approximate, self monitor all of which will create meaningful learning.

2.17 DON HOLDAWAY: NATIONAL LEARNING

CLASSROOM MODE – (1986)

According to Holdaway, School environment also may embody the principles of natural learning to a significant degree (Holdaway 1986 P-62) Shared reading is useful for encouraging predications in reading, helping new reading and writing to learn about relationship between print and speech and overall providing an enjoyable learning experience. Since our focus area is in an International school where children from diverse background and languages come from, we can look into Holdaway’s natural learning conditions and natural learning classroom model. The model includes Demonstration, Participation, Practice or Role-Play and Performance (Holdaway 1986). To become self regulated learners, both learner and teacher play dominant roles at different times, co-operating and collaborating in a non-competitive environment. Further the model adopted by Holdaway to plan curriculum is as follows:

<table>
<thead>
<tr>
<th>Classroom Activities</th>
<th>Classroom Routine</th>
<th>Dominant Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstration</td>
<td>Shared Reading</td>
<td>Teacher</td>
</tr>
<tr>
<td>2. Participation</td>
<td>Shared Reading</td>
<td>Teacher/Learner</td>
</tr>
<tr>
<td>3. Practice</td>
<td>Choice Time</td>
<td>Learner</td>
</tr>
<tr>
<td>4. Performance</td>
<td>Sharing Time</td>
<td>Learner</td>
</tr>
</tbody>
</table>

In Demonstration the dominant role is played by the teacher in leading the session, it’s a shared time between the children and the teacher.
During Participation, children and teacher are participate (Holdaway 1990) Midkiff-Borenda (1989, P-138). That each child gets involved at his or her developmental level in this non-competitive situation. Moreover, working in groups, children approximate and self correct them to make sense of the text, the child understands that her success depends on her needs and at what she enjoys to be good at.

Mid Kiff – Borenda (1989) identified these categories of interaction between teachers and students during shared reading. It includes participation in reading, textual and non-textual activities. Reading participation involves oral reading of the text by the teacher and the student, textual participation involved comments by teachers and students related directly to the text, Non textual participation relates to the social interaction by teachers and students. During practice or role play time, children get the opportunity to practice without the teacher or facilitator directly involved. There is “no true audience except self” (Holdaway 1990, P5). They make their choice about what, how, when and where they will learn. They self monitor and self evaluate themselves during this time. During Performance children have the opportunity to show what they have learned. Here the role gets reverted, the learner becomes the teacher and demonstrator and the teacher becomes the learner and participator.

Pedagogy of Reggio Emilia (Edward Gandini, & Formann, 1998) and guided by the concept of documentation as a cycle of Inquiry (Gandini and Goldhaber, 2001). This process is totally supported by documentation. Teachers carefully observe and record children’s effort to explore and represent their understanding of physical and social phenomenon, teachers engage in discovery and inquiry leading to a deeper understanding of the children’s meaning making activity and leading to a rich and
reflective pedagogy. Teacher’s pedagogical decision is guided mostly by children’s work. According to Rivet Members (influenced by the Pedagogy of Reggio Emilia) the outdoors or natural world provides a deep experience to children, when children approach the natural world for intense engagement.

Challenge, discovery, joy and wonder create when a child plays in the sand pit, making sand castles and relating to his imagination. For a child, every place has a meaning in terms of the people with whom they have a meaningful relationship. E.g. In a classroom where a child spends vital time of his life and the teacher with whom he has the relationship.

2.18. GAIL SMALL – (2003)

Children to reach their full potential, need a very comfortable environment, and they get more motivated if involved totally and a positive environment is required to help learners to reach their total learning competency A child needs to be convinced that his opinion matters and he has a say in what he learns and how he learns. This makes a child look forward to the happy spirit of the class and a longing for knowledge and collaboration between the student and the teacher where the whole class is alive and spirited.

According to Gail Small, a teacher must have in her experience, personal adventure, humour, interests and stories in to the curriculum to make it more alive. A teacher needs to connect with the children first to catch their curiosity and desire. Children always understand class communication and direction from the teachers since they follow their teachers word for word.
In the middle of a merry project, with all hands gooey and full of paint and glue, the author asked them to put their hands up “what was meant was to keep their hands off the works in progress, but instead they lifted their hands up into the air. Children understand explicit direction. Students learn best while discovering, and through motivation children look at things in a new way. Environment should be created to higher curiosity so that student look for their own answers. Only when a child is happy or feels good and some can motivate him / her but unhappiness starts the child from inside. Exposing the child to new objects, thoughts and experiences, influence and motivates them. Moreover Games can be designed to home from while learning. Games can be made for any and every academic study. Challenge, choice and strategy are part of a game experience which improves and reinforces skills. Children may focus on relevant concepts as they unconsciously and successfully achieve mastery while playing “games”.

“Gail Small” in her book “joyful learning” suggested some supplementary materials and activities as another application to accommodate the academic principles that the students need to identify. They are:

- Hands on learning activities.
- Encouragement of Invention / Creation.
- Group investigation – Possible Research project, survey, chart.
- Varied texts – Teacher presenting stimulating readings.
- Home work – give a choice of possibilities.
- Drama – writing plays or puppet shows (application of concrete facts while increasing writing skills)
• Journalism – reporting achieved academic criteria.

• Impose radio or video tapes of broadcast

• A class board for posting of appropriate and interesting data to complement or enhance studies.

To make learning effective, the best thing a teacher can provide is an alternative solution ad supportive ways to focus rather than being negative. A child gets stimulated by the attitude which can self motivate a child to acquire competence. For example, students may write on any topic of their choice in a teacher log on composition book. Students write and teachers are obliged to write back or comment or give a short one word response. Students read them and build connections with the teacher since they are becoming a part of the children’s world. There is no connection of their work – this is the time for them to write/flow/express their inner thoughts and write something positive. As they are trained to look at the brighter side of life, students need to feel that all students are equal, there is no favouritism, there is compassion and sympathy for each other. When students understand that everyone has strengths and weaknesses they begin to learn. A child always needs to trust his teacher in order to take greater risks towards becoming part of the classroom. Positive choices and a collaborative environment bring out the best in a child. E.g. As a student recalls his childhood in Gail Smalls classroom – William recalls. (pg-48) (Gail Small – Joyful Learning) – “I will never forget the day I was able to read the book completely. I remember one day in class I just opened up the book and started reading it. It seemed like all the pieces of puzzle came together and everything clicked. I then brought the book to you to show you so that I could read it and you were so proud of my progress. I ran home enthusiastically to show my parents my reading capability.
I still cannot explain how all of a sudden my reading came together. But it was like a bulb came on. I think teachers just need to be patient with their students. I was trying very hard all along. It just took me longer than some students. I always remained positive and took a hard working approach to my learning.

I never considered myself as disadvantaged. I always thought that I was just as smart and talented as everybody else. I had positive self-esteem! I feel so fortunate to have teachers like you who care about their student’s growth and you are one of the reasons why I am now at standard intensity. Thank you for everything you have done for me and believing in me.

William always believed that there is no such thing as a “stupid question” and asking questions is critical to a child’s growth. And for a child to ask questions and the teacher to explain something in a way that he understands is the way of learning.

Effective learning is not to listen, study and sit for examinations. When students are allowed to express their thoughts in a non-judgmental environment, it will lead to effective learning. And education can be amazing and pleasurable when learning is made for that way. The effect of learning stays throughout life and the thirst for knowledge and the love for learning remains alive. Children discover new things through mistakes. Therefore mistakes should not be discouraged as it goes “it’s not a mistake unless you refuse to correct it”.

87
Helping students learn from mistakes can be done in a collaborative and co-operative share of work. A child understands his difficulties and learns very easily with the help of real life examples or special interesting experiences. We look into an example given by Gail Small (pg-164)- her grades 2, 3 and 4 had to struggle with the concept of (>) and less than (<) sign to understand. One she saw someone wearing a colourful, funny hat that had an alligator with lots of teeth. And if you draw all alligator’s teeth around numbers, an alligator would eat the bigger number indicating which way the sign goes (>), this visual learning aid helped the students to develop their proficiency in this difficult math skill. A teacher’s primary role should be to connect to the students, inspire students, reach out to them through teaching. When the real person in the teacher connects to the students, trust becomes incorporated in the lesson. Therefore a teacher’s consistency being there everyday is a lesson in itself. When teachers show children that they care, the teacher’s influence will lead not only to academic requirements but also continued encouragement for success. So teachers need to connect to the students and students preserve it as a valuable tool throughout life.

Curriculum must identify goals in all areas of development – Social, Emotional, Cognitive and Physical.

Social: - To help children feel comfortable in school, trust their environment, make friends and feel that they are part of the group.

Emotional :- To help children experience pride and self confidence, develop independence and self control, and have a positive attitude towards life.

Cognitive :- To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and the words to describe their ideas, observations and feelings.
Physical: - To help children increase their large and small muscle skills and feel confident about what their bodies can do.

A joyful classroom may see a room full of children playing and parents may wonder what their child is learning, but it is through play that children develop different skills and concepts. For example,

(1) When a child puts blocks in trucks and dumps them out the child is learning the size, weight and number concepts (maths) (science).

(2) Pretend to be grown ups, here they are do role play

(3) Separate cups and plates at clean-up times, here children are learning to group objects in categories (maths).

(4) Finish a puzzle, they learn to complete a task, boost their self esteem

(5) Play in groups of friends, here they develop social skills

(6) Pour without spilling, here they develop physical co-ordination.

(7) Listen to a story and talk about what happened, here children develop their imagination skills relate to stories and language development happens.

2.19. JEANNE GOLDHABER (2008) investigated young children’s understanding of and relationship to their communities and natural world. Inspired by the pedagogy of Reggio Emilia (Edwards, Gandini, and Forman, 1998) and guided by the concept of documentation as a cycle of inquiry (Gandini and Goldhaber, 2001), a group of early childhood educators from across the state of Vermont met regularly to share and analyze observations, artifacts, photographs and videotapes of children in their communities and natural world. These discussions generated additional experiences that promoted children’s thinking and theories and resulted
in participants reflecting on what they had learned about children in their natural world. This article deepens our knowledge on how children engage in the natural world, its effect on the children’s imagination, thought and learning.

Maria Oksnes (2010) through a broad empirical study, the author has attempted to show children’s perceptions of their leisure time and play within the institutional framework of SFO (Norwegian acronym for ‘skolefritidsordning’- the school day- care centre). Not surprisingly, children appear to have different ambiguous understandings of their off from school. They connect leisure time to play and social dialogue with friends. However, it is often the escape from the established world itself, the official institutionalized life, that is considered to be fun and amusing and perceived to a large degree as leisure. Based on the ideas of such thinkers as Mikhail bakhtin, the author discusses in more detail the relation between children’s official life in school and the unofficial life after school in sfo. Here the author tries to find a relationship between the institutionalized academic life in school with leisure time, spent with friends after school. Here leisure time is perceived as fun and amusing.

According to Greeks, leisure and play are taken as secondary and inferior to work and toil. People indulge in leisure when they need a break from work. Aristotle (384BC-322BC ) takes what is serious to be complete, opposite to what is playful and fun. According to him, everything associated with play and fun is silly, non-serious and meant for children. Aristotle gives lot of importance to serious than to play. The Greeks accordingly think that play is non-serious activity.

According to author, this study explores how teacher matters improving early childhood performance in US kindergartens. We find that it is what teachers do rather than the credentials they hold that matters. Different from previous research on the effect of teacher quality on student achievement, this paper first rejected the common practice of using teacher credentials, such as degree levels and certificate status, to measure teacher quality in the context of early childhood education. Based on the ‘overlapping spheres’ framework, this study then examines the behavioural aspects of teachers; specifically, we focus on teacher’s role in establishing and maintaining a good teacher-parent relationship. Our findings suggest that teacher-parent interaction is a positive determinant of student performance. The behavioural aspects of teaching appear to shape the transformation from a mere ‘qualified’ teacher into a ‘quality’ teacher, and should receive more attention in future studies on teacher quality.

This study emphasizes on parental involvement can be a crucial determinant of children’s educational experience (Epstein, 1987). Previous studies have shown parental involvement and teacher attributes contributing to effective parent-teacher partnerships may jointly enhance positive educational outcomes (Lareau, 1987). This paper examines teacher quality as a complex activity that is partially captured by teacher-parent interaction. We claim that the quality resource-intensive nature of teachers is positively influenced by teacher-parent partnership. Although there is extensive research on the subject of teacher characteristics and family-school interactions (Becker and Epstein, 1982; Epstein, 1983), there has been little
quantitative assessment and economic treatment of teacher-parent partnerships related to early childhood academic performance in both public and private kindergartens.

2.21. **BRUCE LEHMAN** (2007) concluded Joyful learning book, the school imagine master academy states that students can expect phonics reading programs in the primary grades, with emphasis on the basic skills of reading fluency, writing, grammar, spelling, oral communication and computation, and moral and character education that is integrated into all classes and subject areas. Imagine Schools’ purpose is to assist parents and guardians in educating their children through a challenging program of study and strong moral development within a nurturing and orderly learning environment.

Here Soothing Environment is related to Integrated Curriculum, the school is planed on wall-to-wall renovation and restoration projects are full swing and staff is being hired. Principal Guy Platter explains that the school is founded on a simple philosophy of joy in the workplace that carries over to the curriculum. One of Imagine School’s founders, Dennis Bakke, can be credited with establishing the joyful attitude through Joy at Work, which outlines an uplifting approach to the workplace that is applied to school reform through the commitment and joy of the staff.

Lehman (2007) quoted his Principal Guy Glatter as saying “My plan is to cultivate and encourage the staff, while making sure they understand that they are valuable and contribute to our success. We expect teachers, administrators and everyone serving the students to be able to take the initiative and be more spontaneous.
in problem solving. The last things we want are layers of bureaucracy to go through when there are issues to resolve.”


Introduction – This paper examines a policy area at the heart of contemporary struggles in Canada around neoliberalism and welfare state restructuring: early childhood education and care (ECEC) for children under the age of six. ECEC policies and debates, and the strategic paths chosen by state actors in this policy realm, provide insights into how caring labour is valued, how gender equity is understood, and how citizenship is defined. We examine developments in the Quebec and Canadian governments’ approaches over the past decade, with a view to identifying the opportunities and constraints for gender equity struggles, the valuing of care in social policy, and how resistance to neoliberalism may benefit from greater consideration of an ethics of care.

Since 1997, when the Parti Quebecois (PQ) government set out to fund a universal system of child care, Quebec has been viewed by many child care advocates and feminists as a model. Indeed, the province was lauded by a 2004 report prepared for the OECD Directorate of Education for creating “one of the most ambitious early education and care policies in North America.” In contrast, other Canadian provinces were criticized for separating “care” and “education”, and offering levels of funding well below those of most other OECD countries.
In India, changes in the social and economic structure of India have intensified the need for universal early childhood education. The formidable challenge before the Indian government are: to provide high quality early childhood education programmes; to preserve indigenous practices such as multilingualism, family / community involvement, participation of older children as caretakers of their younger siblings; and to provide early childhood education to all children despite serious financial constrains. Universal early childhood education in India is a relatively recent development.

2.23 VIVIAN C. WONG, THOMAS D. COOK, W. STEVEN BARNETT, KWANGHEE JUNG (2009) DISCUSSED AN EFFECTIVENESS-BASED EVALUATION OF FIVE STATE PRE-KINDERGARTEN PROGRAMS

Since 1980, the number of state pre-kindergarten (pre-K) programs has more than doubled, with 38 states enrolling more than one million children in 2006 alone. This study evaluates how five state pre-K programs affected children's receptive vocabulary, math, and print awareness skills. Taking advantage of states' strict enrollment policies determined by a child's date of birth, a regression-discontinuity design was used to estimate effects in Michigan, New Jersey, Oklahoma, South Carolina, and West Virginia. For receptive vocabulary, only New Jersey and Oklahoma yielded significant standardized impacts, though two of the three other coefficients were in a direction indicating positive effects. For math, all the coefficients were positive but only Michigan and New Jersey yielded reliable results. The largest impacts were for print awareness, where all five coefficients were positive and four were reliable in Michigan, New Jersey, South Carolina, and West Virginia.
The five states were not randomly selected and, on average, have higher quality program standards than non-studied states, precluding formal extrapolation to the nation at large. However, our sample of states differed in many other ways, permitting the conclusion that state pre-K programs can have positive effects on children's cognitive skills, though the magnitude of these effects varies by state and outcome. © 2008 by the Association for Public Policy Analysis and Management.


Success by Ten is a proposed program designed to help every child achieve success in school by age ten. It calls for a major expansion and intensification of Head Start and Early Head Start, so that every disadvantaged child has the opportunity to enroll in a high-quality program of education and care during the first five years of his or her life. Because the benefits of this intensive intervention may be squandered if disadvantaged children go from this program to a low-quality elementary school, the second part of the proposal requires that schools devote their title I spending to instructional programs that have proven effective in further improving the skills of children, especially their ability to read.

The proposal is based on the principle that early intervention is particularly important because of the brain's unusual "plasticity" during a child's early years. Children from different family backgrounds currently experience very different types of learning environments during the early years. The result is that large disparities in
cognitive and non-cognitive skills are found along race and class lines well before children start school.

Another consequence would be to greatly improve the skills of tomorrow's workforce, thereby enhancing future economic performance.

This programme was introduced in the United States of America. This could also be applied to India.

The main advantage of this programme is that even a disadvantaged child, especially those from poor economic background, will get an opportunity to enroll in a high-quality programme of education and care during the first five years of his or her life.

Early intervention is particularly important to the child because the child’s brain can easily be ‘moulded’ during early childhood years. In U.S.A. and to a certain extent in India, there are large disparities in cognitive and non-cognitive skills along ‘race’ and class lines.

Early intervention effectively in the lives of disadvantaged children from birth to the age of ten may substantially improve their life chances for higher educational attainment and greater success in finding employment. This, in turn, will help impoverished children avoid poverty in adulthood. It will also improve the skills of tomorrow’s workforce which will enhance future economic performance. Parents will also benefit from this because many of whom work full time and need high-quality child care which this programme would provide.
The review of related literature above gives an in-depth knowledge on the process of learning by students with various dimensions relevant. To some extent, joyful environment also has been analyzed. But no evidence has been found on the effect of joyful environment on the performance of students. More appropriately, studies and research are actively general at macro level. Hence, an effect has been made in this study to bring the concept of joyful environment to the micro level in primary schools and study the effect on performance.