

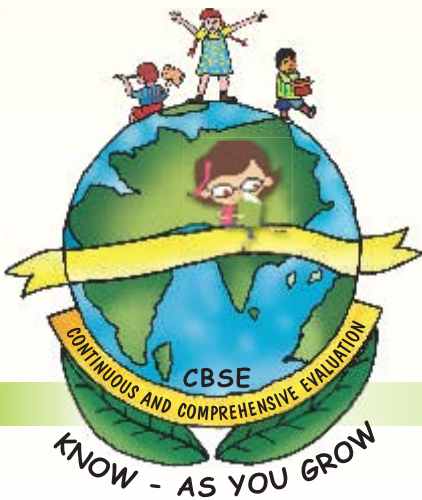
नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

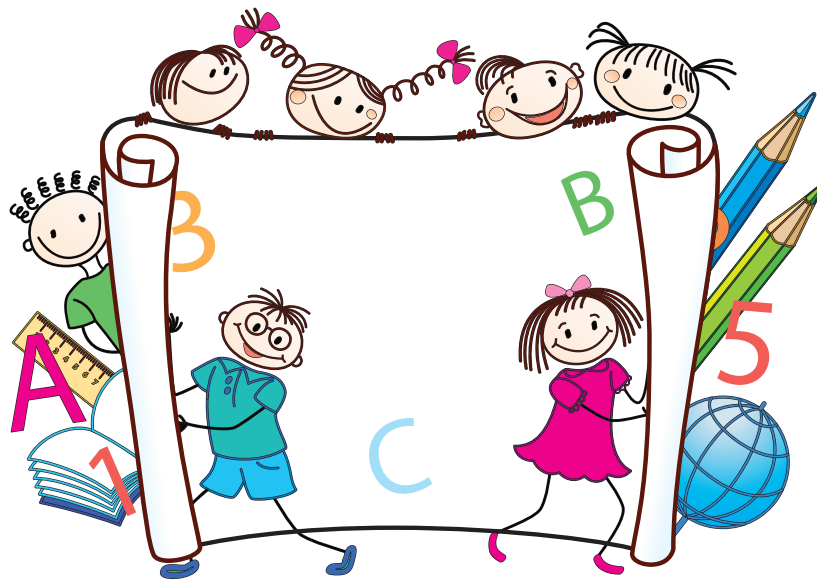
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....





Alternatives to Homework

(Classes I - V)



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India





Alternatives to Homework

Class I to V

PRICE: ₹

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹[प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

और ²[राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद् द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (12.12.2002) से अंतः स्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)



Foreword

This publication, **Alternatives to Homework** was originally brought out in 2004, giving a series of **creative, fun loaded and interesting activities** for **primary class children** as alternatives to homework. The main objective being to relieve the students from the monotony of doing routine home work which takes away much of their valuable time at home which could else have been utilized in a variety of other meaningful activities. These alternate activities have been designed to help them in **developing core skills and values**, considered important in developing a balanced personality for becoming a responsible, aware and well informed citizens of society.

This publication has now been revised incorporating a number of diverse, suitable and relevant activities for the present age primary school children, drawing strengths from the philosophy, guidelines and themes inherent in the **National Curriculum Framework (NCF), 2005**.

I gratefully acknowledge the creative Contribution of the original team of authors and editors in devising creative activities. **Dr. Sadhana Parashar**, Director (Academic, Research, Training & Innovation) deserves special mention for conceptualizing the idea for its revision. The Review Group has added more activities and guidelines which are based on current issues. I sincerely thank **Dr. Ravija Prakash, Ms. Rajbala, Ms. Meenakshi Dhingra and, Ms. Bharti Sharma** for their creative contribution and value additions. **Ms. Sugandh Sharma**, Additional Director, CBSE has coordinated the entire activities in bringing out this publication. My sincere thanks & appreciation for every person who is involved with the project.

I hope the schools will find this document useful and further enrich the activities from their experience.

Vineet Joshi
Chairman, CBSE





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- ☆ Dr. Sadhana Parashar, Professor & Director
(Academic, Research, Training and Innovation) CBSE

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- ☆ Ms. Manju Gupta

Coordination

- ☆ Ms. Sugandh Sharma, Additional Director, CBSE





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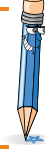








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Why Alternative to Home Work? 1

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Why Alternatives to Homework?

Objectives of Education:

Education is a process of the child's holistic development. It is a process by which a child is nurtured, enriched and empowered with knowledge and skills which enable him/her to develop optimally in all domains - physical, mental, psychological, creative & linguistic. By providing a vibrant learning environment, the schools empower their students to interact with the outside world and face challenges there-in with ease and confidence.

Current Scenario:

The current educational scenario of the world revolves around the child being a self-learner, an explorer who explores, discovers and learns on his own. In this context, the role of the teacher becomes important as a facilitator wherein he/she exposes a child to a multi-dimensional learning approach through audio visual, kinaesthetic and auditory activities catering to multiple intelligences.

Conditioning Learning:

The emphasis on rote learning is still felt in certain areas. Many schools feel safe in following age-old method of teaching in classrooms which involves very little independent thinking. Competition among peers and facing societal challenges is yet another factor that leads to following a set pattern for learning. In order to achieve this goal, schools practice the age old method of giving revision homework as a tool for reinforcing concepts so that the students can recall and write a formal examination. There is no or very little focus on the development and nurturing of a human mind.

The Myth of Homework:

Homework has always been an extension of the class work. It is a revision of what has been taught. Homework in its true sense has fulfilled the need to read, write and learn by rote methods. It has been instrumental in helping the child to learn and perform in the examination, often to excel in exams. The child is not able to connect to the outer world as he has no time to observe and explore on his own. The child knows about pollution and its side effects but is unable to relate the issue to his own surroundings. He has learnt ways to control pollution but is unable to do anything about it at his own home. Homework has become a burden rather than a supplement of learning.

The Need:

It is thus the need has arisen for alternatives that will supplement the class work, self learning and solidify it into a skill for life. Children learn in a variety of ways - through experience, making and doing things, experimentation, reading, doing surveys, discussions, thinking and reflecting, expressing oneself in speech, etc. Alternatives to





homework aim to provide children a variety of experiences, exposure and challenges in an interesting manner engaging their attention. The suggestions given by schools across the country have been considered while revisiting the book. The following guidelines of NCF 2005 have also been kept in mind while devising the tasks:

- ☆ Connecting life to outside school.
- ☆ Ensuring learning shifts away from rote methods.
- ☆ Enriching curriculum to go beyond text books.
- ☆ Emphasis on construction of knowledge.

The book has an interactive approach and an easy language for children to understand on their own. It encourages the reading of newspaper and has a list of suggested reading list.

The Focus:

The focus is on the following themes: Myself/ My Family and Home/My School/My Neighbourhood / My City / My State / My Country. The book follows an integrated approach. Activities designed in the book will lead to not only the development of scientific temper but also numeracy and linguistic skills. The individual and group presentations which children will need to work upon will enhance their confidence and presentation skills

It is the firm belief of the authors in their long years as teachers that the primary school learner is at the most impressionable age and any input at this stage supports learning in later years. The web charts at the beginning of each section identify the EVS components that have been selected for the activities. There has been a concerted effort to identify the maths and language components too. These have been integrated when designing the activities. The following skills have also been incorporated into each of the activities:

1. Basic Skills

- ☆ Hand-Eye coordination
- ☆ Gross motor skills
- ☆ Art and craft
- ☆ Language use
- ☆ Communication
- ☆ Mental, logical and mathematical interpretation and calculations

2. Study Skills

- ☆ Collecting, grouping, classifying and choosing relevant material
- ☆ Experimentation, hand skill development
- ☆ Surveys



- ☆ Graphical expression, drawing, colouring
- ☆ Making and using a map
- ☆ Using a book
- ☆ Using a library
- ☆ Estimation of time and distance measurement
- ☆ Use of pictures, newspaper, television information etc.

3. Social Skills

- ☆ Helping at home
- ☆ Care of material things
- ☆ Environmental awareness
- ☆ Questioning and inquisitiveness
- ☆ Self-awareness and alertness
- ☆ Collaboration/cooperation with people around

4. Creativity skills

- ☆ Devising home work activities on one's own
- ☆ Playing, toy making, cooking, clay modelling
- ☆ Music, singing, dancing, drama
- ☆ Embroidery, stitching, puppet making

This programme strives to develop the students who are:

1. **Balanced:** They recognize the importance of intellectual, physical and emotional balance to accomplish personal well-being of every one.
2. **Communicators:** They understand and express concepts and information confidently and creatively and in a variety of modes.
3. **Curious:** Nurturing their own natural curiosity, they acquire the skills necessary to conduct inquiry and research, thus becoming lifelong learners.
4. **Compassionate:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
5. **Ethical:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of all and take responsibility for their own actions and the consequences.
6. **Insightful:** They give thoughtful consideration to their own learning and experience. They can assess and understand their strengths and weakness in order to support their holistic development.
7. **Open-minded:** They are receptive to new and different ideas or the opinions.





8. **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and fore thought and are spirited to explore new roles, ideas and strategies.
9. **Thinkers:** They think critically and creatively to recognize and approach complex problems and take rational decisions.
10. **Well-informed:** They explore concepts, ideas and issues and gain in-depth knowledge and understanding about it.

These activities are only suggestive and certainly not exhaustive. The teachers and parents can add more and more innovative and local specific activities. As children do these activities there are going to be many more suggestions from them, which we would love to incorporate. Last, but most significant, is the role of the teacher and guide. The selection, improvisation and the planning for these activities to suit the needs and level of the learner is their prerogative and we believe that together this effort would go a long way in promoting holistic learning.

The Role of Schools

Schools are expected to go through the document carefully, and discuss it in a staff meeting of the concerned teachers. The following suggestions are made:

- ☆ Draw out a plan of action
- ☆ Spread out the plan for each lesson or unit
- ☆ Spread out the plan in terms of the time and input available
- ☆ Prepare the necessary resources
- ☆ Invite parents and discuss the concepts with them
- ☆ Give guidelines on how parents or other family members could help children

It is important to note that the objectives of these exercises are not to create a competition among the learners in the class room. It is to be understood that all learners would not acquire all the listed skills nor are they expected to do so. The objective is to provide a platform for such learning experience so that the learner is empowered with a positive outlook for life, a sense of self-respect and self confidence. The exercises are not intended for examination. However the schools can award grades and motivate the learners to further their competence.

The Role of Parents

Parents have a significant role to play in the scheme of things. They should understand that the entire scheme is addressed to provide a holistic education to their wards. Hence they should spend some quality time with their children in imparting these skills to them. They should remain in touch with the teachers of school to brief them or to give an account of the behavioral outcomes of the learners in the process of acquisition of their skills. They should work as catalysts to help their wards understand and use the skills in proper context and with proper decorum. They



should understand that such informal learning goes a long way in the development of right attitudes in the minds of their wards.

The following points may be kept in mind:

- ☆ Only such work be assigned that would not demoralize the child's self concept.
- ☆ Only those exercises may be undertaken which are safe for a given age group and suited to their psyche.
- ☆ All exercises should infuse a sense of self confidence. No work be assigned which would lead to depression or self pity.
- ☆ Exercises should not lead to competition but to promote the learner's latent strengths.
- ☆ Parental association and involvement is essential to promote a sense of belongingness.
- ☆ The exercise should develop a sense of ownership with whatever work that is being carried out.
- ☆ Children should be appreciated whenever a good work is done. Instead of penalizing the learners for any fault, corrective measures should be taken and necessary help should be given for their improvement.
- ☆ The objective of the entire exercise is to help the younger generation to become confident, competent and contributive citizens of the country. The Board hopes that all stakeholders will be actively involved in this nation building exercise.
- ☆ These activities may be assigned as homework, with a given time frame, and school/teacher may design a scheme/process to validate or account the activity done.

