

CHAPER – IV

THE CASE STUDY SCHOOL

4.1 Introduction

The preceding chapters emphasised on the need and choice of the Case study School for the purpose of realising the objectives of the study. Accordingly, the school provides the Research setting or broad boundaries under which the study was conducted. This chapter describes the Case Study School with respect to the curriculum that guides the day to day functioning of the school. The Present chapter is divided into the three sections. The first section describes the school infrastructure, the second section describes the components of prescribed curriculum and the third section deals with routine interactions of teachers and pupils, which gives meaning to the prescribed curriculum.

4.2 The School Infrastructure

The Scholl infrastructure is described in terms of School location, School building and School office.

4.2.1 School Location

The Govt. Higher Primary School is located in the village Srirampura, 8 km., south of Mysore city. One can identify the school easily, since it is located opposite to village bus stand on the H.D. Kote main road (also referred as Manandavadi road), which passes through the village. The village is in between Shivapura and Parsyanahundi. The important physical feature of the village is Mulberry plantations, which belong to Central Sericulture Research Institute. The village belongs to Mysore district of Karnataka state. The Mysore district is one of the educationally back ward district of Karnataka. Mysore is one of the districts which came under I phase of DPEP programmes.

4.2.2 School Building

The school was started with a single room building in 1960 and now the school consists of three buildings. The main building, the concrete building and another single room building. Overall in the school there are seven rooms out of which six are used as classrooms and another is an office-cum-staff room. The school consists of two toilets of which one is reserved for teachers and another for girl students of V to VII standards. The school building is represented in the figure 4.1

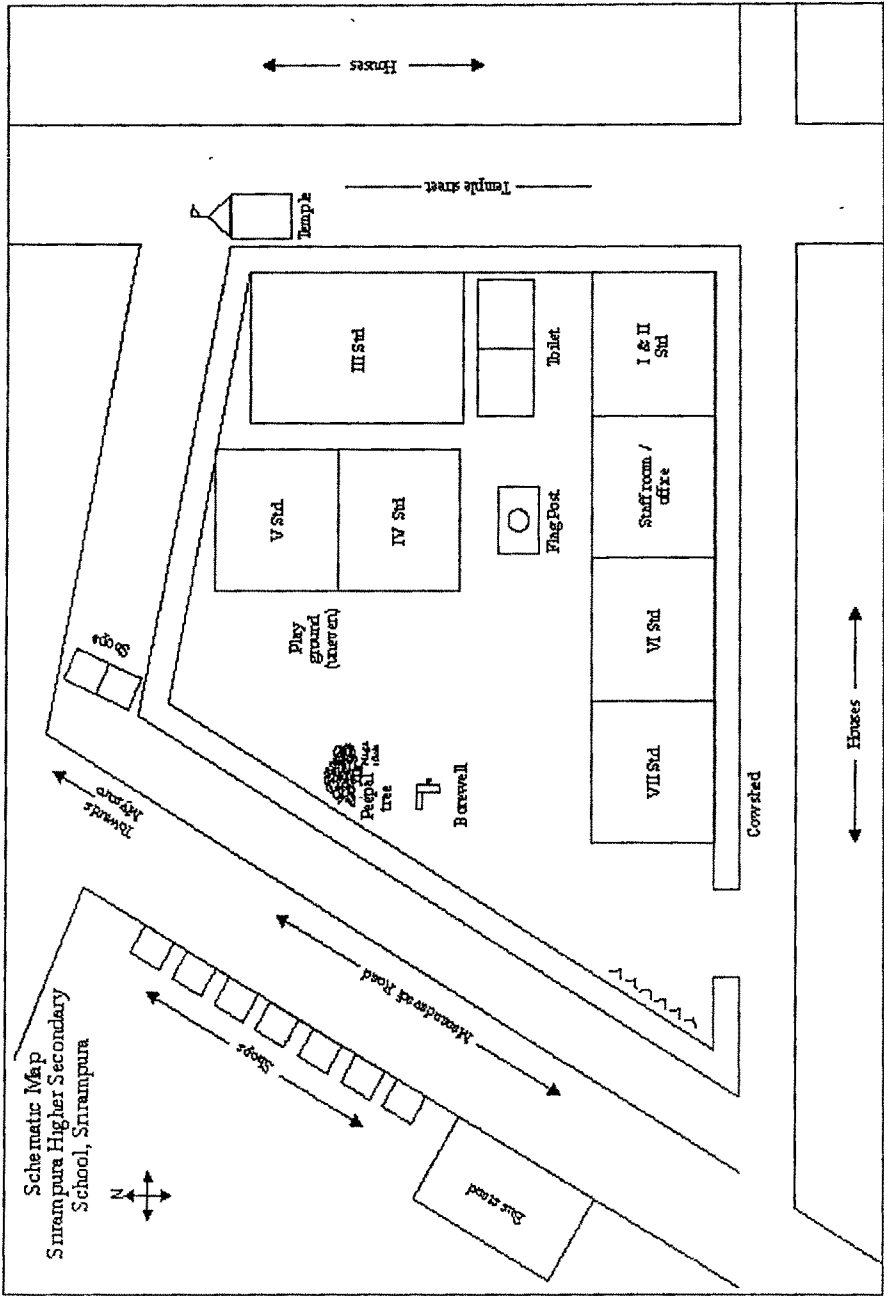


Fig.4.1 : Schematic map of the school building

The entry to the school is from north opposite to *Policenora mane* (House of Policeman). The School entrance is littered by cow dung, raw grass, hay and stench of cows' urine. The policeman's cows act as mute gatekeepers, since they are tied near the school entrance.

In front of school entrance, the adjacent school building (near the entrance) bears the paintings of boys and girls symbolising DPEP programmes (*Nali-Kali*) in the school (Refer photograph A in appendix VI). A compound wall covers the school, which is approximately around 4/5 feet. The school doesn't have a gate. The school consists of a flag post in front of main office and UNICEF Boarding on health and hygiene. Recently UNICEF used the school compound and the RCC wall in front of the school office to draw messages on health, sanitation and safe drinking water.

The playground is covered by the shade of peapal tree (Refer photograph B in appendix V). On bright sunny days, light passes through the leaves creating dark and bright spots on the uneven school ground. The people do not worship the Naga idols that exist at the bottom of the peapal tree regularly.

The school has a bore well in front of the school entrance. The community people use bore well after school hours. The school ground consists of plantain, coconut tree and few flowering plants.

4.2.3 School Office

The school office is decorated with photographs of national leaders and various Hindu Gods/Goddess. There is a black board in the office, which contains written details about the school strength, class wise distribution of students, number of boys and girls, etc. (see appendix V).

The Almira's in the school office are arranged to divide the room into two parts. One part of it is used by the Head madam as school office and teachers use the other part as staff room/ library/ storeroom. The school library has 2000 books ranging from storybooks, teachers' handbooks, etc

4.3 The Prescribed Curriculum

The School curriculum is prescribed by the Department of Education, Government of Karnataka. Accordingly various curricular components in the school are implemented

4.3.1 Programme of Work (POW)

The POW is issued from the office of BEO (Block Education Office). The POW gives directions to the teachers to organise teaching for 45 periods a week, the topics that need to be covered for each month, when to conduct test and exams etc. The POW is different for different standards.

The medium of instruction in the school is Kannada. Kannada language is taught from I standard onwards and constitutes the first language. English is taught from V standard onwards and constitutes the second language and Hindi is taught from VI standard onwards and constitutes the third language. Apart from three languages, children learn subjects like Math's, Social studies, Science, Environmental studies (for III and IV standard children), Physical Education and Art/Craft work. In I and II standards District Primary Education Programme (DPEP) is underway. In this programme the children learn on their own pace. The goal of this programme is to make learning as a joyful experience for children.

4.3.1.1 Time Table

In school, I to IV standard teachers maintain their own individual timetable since a single teacher handles all the subjects. However, the V, VI, and VII standards have subject teachers apart from their class teacher. The timetable for 5th to 7th standards has been displayed in the school office (but not followed strictly by the teachers). The timetable is very notional; periods are adjusted and considered among class teachers and subject teachers through mutual negotiations on day-to-day basis.

4.3.1.2 Academic year in the school

The school consists of two terms in one academic year. The first term starts from I week of June and ends around 1st week of October i.e. before Navarathri Dasara festival. The second term starts from 1st week November and ends by 4th week of March

The vacation period in the school consists of Navarathri / Dasara holidays, starts at the end of the first term, i.e., during Oct/Nov for a period of one month. The summer holidays, starts at the end of the second term i.e., from 1st April to 4th week of May for a period of two months.

4.3.2 Class Room

Each classroom consists of a table and a chair. The IV and V standard room has wooden desks, and the III standard room has wooden, which can be used only by sitting on the ground. In the V standard classroom, the flooring of the ground is not fit for sitting, since pieces of cement, stones and mud have come out of the flooring. In other classes there is no furniture available for children as a result, the children sit on the floor. The condition of the rooms is worse during rainy seasons, since the water seeps inside the classroom. During rainy season, '*Koli Henu*' (a kind of lice) disturbs the children by causing an itching sensation.

4.3.2.1 Classroom Instruction

Everyday children study. However it may vary to suit the needs of the teacher. Accordingly all eight period may not be followed in a day it may vary from 3 to 8 periods. It is left to the individual teachers to decide when to teach or not to teach a particular subject. The duration of any period may vary from 30 minutes to 90 minutes. The summary of Interaction in classroom is presented in section 5.2.4. The teachers are supposed to write 'notes of lesson' as a part of their classroom teaching.

But there are instances, where teachers have not written 'notes of lesson' even after a week of teaching. The Head madam herself says, she is not writing her 'notes of lesson' regularly.

Assessment of Children

Each term consists of three tests and at the end of each term terminal examinations are conducted. The test and terminal exams are conducted as per the directions issued by the Block Education Officer from time to time. The mid-term examination is held in October and final term examination is held in March.

In the I and II standards, the DPEP programmes are going on. The classroom teaching is 'activity oriented' than 'textbook oriented'. Children have the freedom to learn at their own pace and there are no exams. The children are assessed through continuous and comprehensive evaluation.

The VII standard children have Preparatory and Public examination (district level) at the end of the second term.

Condition for Promotion

The 75 per cent to 80 per cent attendance may not be (not followed strictly) is compulsory for the children to move into the next higher grade. If a student fails to

write the final examinations due to illness/accidents, then his/her test marks are considered for promotion to the next higher grade. If VII standard children do not come to examination, then they have to repeat the examination in the next academic year.

4.3.2.2 The Punishment

In the school the punishment is not the part of prescribed curriculum. But more of a unwritten norm which includes beating for not answering any question or not doing their homework. Sometimes the children are punished for not by hearting poems. There are instances where teachers have punished children to stand on their knees and asked them to write homework. In one incident, a teacher of the 3rd standard did not allow a child to take his food, since he had not done the previous day's homework.

4.3.3 **Functions at School**

The school functions include celebration of Republic Day, Independence Day, Saraswathi Pooja, etc.

Sports

The play ground in the school is very small as a result the sports activities like Volleyball, Kho-Kho are encouraged in the school.

4.3.4 **Teacher and Pupils**

Teachers

The school consists of eight teachers out of which seven are females and one is a male. The male teacher is a Physical Training (Physical Training) teacher. Out of seven teachers in the school, one teacher is a head madam (principal) to look into the administrative aspects of school. All the teachers live in Mysore city except the Physical Training teacher who lives in 'Kellahalli', about 8 km. away from Srirampura. Out of eight teachers one teacher is on deputation from another taluk. The minimum qualification of the teachers is SSLC/PUC with TCH training. The Physical Training teacher has undergone BPED Training (Refer photograph C in appendix VI).

Teachers' Role

The teachers role consists of role of Head madam and other teachers.

Head madam

The school administration involves Head madam synonymously used for principal in maintaining 52 official records managing teachers, acting as a clerk in writing/dispatching school reports, and as an agent of communication (formal) between education office and teachers. Head madam is a Secretary of Village Education Committee and President of the local Anganwadi. Head madam has to co-ordinate and organise public examination for VII standard in the school premises, distribute scholarships, issue transfer certificates, etc.

The Teachers

Teachers' role is to maintain attendance register, maintain rice records, maintaining discipline, assist Head madam in office-work and maintaining school records as demanded by Education Office from time to time. The informal role includes providing uniform for the poor children, using books or uniforms as an incentive to attract those children who tend to drop out of the school. Some teachers visit the homes of boys/girls, who do not come to school for longer duration.

Pupils

There are 325 students studying in the school out of which 162 are boys and 163 are girls (See Appendix V) The 60% of students out of the total 325 belong to V to VII standard, since there is no higher primary school in the surrounding villages. This school is a hub for several other schools. As a result of it, the strength of the students also increases two to three times in V to VII standards. Out of 325 students, 92 children belong to SC and 9 children belong to ST

Pupil Uniform

The school uniform consists of green and white check shirts and green shorts for boys. Girls wear green and white check shirts and green skirts (Refer photograph D in appendix VI). On Wednesday, the school allows the children to wear the dress of their choice (The idea is to provide time for students to wash their uniforms, since most of them have only one pair) On Saturdays, children wear white dress and attend morning classes

Pupils' Scholarships

The scholarship is given to SC/ST students once in a year (Rs 75 per student). The school provides scholarship for physically handicapped people (Rs.300 to Rs.400).

The SC/ST children get free notebooks and school bags. All the children will get free textbooks (for standards 1 to 7), rice scheme provides 3 kg. Rice per student depending on the attendance of 80% in each month for I to V standards and free uniform scheme for children of I to IV standards.

Pupils' Role

Apart from study, pupils undertake cleaning work in the school. Usually students from IV to VII are involved on day-to-day basis in cleaning the premises. The work involves sweeping the entire school, spraying water on school grounds, cleaning school office, helping Head madam and other teachers to get vegetables/milk/tea etc. The girls of 3rd and 4th standard wash the Tiffin carriers; coffee cups and brings water for teachers. Some of the children bring green sticks to classroom and gift it to class teacher. All students clean their classes as per the groups made by the teachers.

4.3.5 Village Education Committee (VEC)

In the school, the VEC is referred to as the School Betterment Committee or (S.B.C.). The SBC consists of 12 members. The current Panchayat President becomes the president of SBC and the Head madam becomes its secretary. The SBC consists of various representations from Parents, Donors, SC/ST people, Ladies, Students, etc.

4.4 The Routine Interactions

The routine interactions involve the interactions of teachers and pupils on day-to-day basis. During these interactions the values, beliefs of teachers and pupils on the prescribed curriculum could be visualised. Thus, this routine interaction of the teachers and pupils gives meaning to the prescribed curriculum. A typical diary interaction is described with respect to the time during which school functions from Monday to Friday.

The children start coming to school as early as 9.15 a.m. The children start playing different games inside the school. The boys play cricket by pulling each other, some times throwing stones on one another etc. The girls start playing different games like 'Anne Kallu' (a game of stones). Some teachers arrive around 10 a.m., children start saying 'good morning'/'namaste' to their teachers.

The keys arrive from the house of VEC president and classrooms are kept open. Children start cleaning their classes even though there are few fights (both verbal and physical) in order to get the supremacy over the broomstick

Once the bell rings, the dust in the school ground increases, as the students start arranging themselves for Morning Prayer. The school band consisting of bass drum, side drum, bugles, etc., is brought under the supervision of Physical Training teacher. Meanwhile few female teachers gather in the school office to sign the daily register, they start talking about one another particularly commenting on each other's dress. They discuss about any important instructions to be given in the assembly.

On the school grounds, the Physical Training teacher blows his whistle restlessly and rotating a green stick (about meter length), he is making children to stand in the line. In this process few children receive beating from the teacher. As soon as children stand in the line, they start talking, joking, pushing each other and passing mischievous smile after greeting some teachers.

The children's noise and sound of bass drum seems to be competing with each other but slowly the sound of bass drum gains the upper hand as children start thumping their feet doing left -right -left, thus kicking some dust in this process. Physical Training teacher is giving instruction. He says '*standitize*' (stand-at-ease), and '*Attension*' (attention), bang comes the sound of the bass drum. On hearing the sounds of the drums the teachers start walking out of the office. The teachers have started to give instruction to the children in terms of don't talk, stand properly, etc. The school prayer begins "*jaya Bharatha Jananiya Thanu jathe*"----- . There is a marked difference in the pitch with which prayer is sung between senior students (V to VII standard) and junior students (I to IV standard). During assembly prayers few students are talking to each other.

The National Anthem begins and everybody is in attention, frequently interrupted by some of the rotating heads of the children, especially younger ones. After the prayer, if any instruction related to school discipline is given (Refer photograph E in appendix), again the band set starts, Darr... Darr... Darr... The side drum joins and children do march past and enter their respective classes After the march past the pupils (either 6th or 7th std) to clean the school They run to grab the vessels, buckets, broomstick, and dustbins. Some of them are excited with the tools they have got. Head madam and Physical Training teachers are supervising, as children start picking dried leaves and papers on the ground. Few children, throw water on each other, sprinkle water on the ground, and keep looking at the Physical Training teacher for his reaction.

Some children are pretending to work by spending more time for picking up leaves as compared to others who are energetic and enthusiastic in cleaning the school grounds. While the cleaning process is on the Physical Training teacher is inquiring (near the school entrance) about few students who have come late.

The Head madam joins the teachers who are discussing in the staff room. A II or III standard child (girl) mops the office room with a wet cloth, and draws Rangoli outside the office room. Some girl students have brought water filled bottles for teachers.

In the school the Head madam lights the lamp near the photo of goddess Saraswati and puts few flowers brought by the children. The teachers slowly start moving to their classes. (The classroom interactions have been described in the section ----) The Physical Training teacher is looking at the newspaper and simultaneously interacting with few teachers. The Head madam has a bell, whenever she rings the bell; few children from the neighboring class come out of their class. The Head madam sends message to the respective teachers, through these children.

During recess pupils go home to take their lunch and few students bring their Tiffin carriers. And take the food in the school premises. Some Pupils eat nuts, sweets and guava, which are sold, outside the school. One of the features of this school is that all the classrooms are locked during afternoons. Physical Training teacher says this is essential in order to prevent children from playing inside the classroom. During recess, children play different games (Refer photograph F in appendix VI) Children of 1st standard and V Standard play games involving running, catching each other, whereas pupils of VI and VII standard play volleyball, kho-kho etc.

After the teachers finish lunch, two or three students usually wash their Tiffin carriers. When the after noon bell rings around 1.55 p.m, the Physical Training teacher goes out to make sure that students of VI and VII standard move in a single line. Most of the children who come late during afternoon sessions are welcomed with beating from the Physical Training teacher. Meanwhile the teachers are signing the daily registers and have spent more than 5 to 10 minutes interacting with each other. One of the teachers, who teach VII standard, is asking III standard teacher to give some classes. As there is no timetable, the subject teacher has to negotiate with the class teacher before entering his or her respective classes. But Head madam takes the classes, whenever she requires it rewriting the other by asking class teachers

Around 4 p.m. in presence of teachers, the, children from I, II, and III standards are moving out of the classroom and few children are playing in groups. Slowly children from all the classes come and most of them are sitting on the ground and playing games with mud. The children start moving out of the school around 4.15 p.m. Around 4.30 p.m., the entire school is locked and all the teachers move out of the school. However on Saturday the school begins at 8AM And ends at 11-30AM. The school on that particular day runs for about four periods only

4.5 Conclusion

The Government high primary school, Srirampura follows a prescribed curriculum. This curriculum guides the day to day functioning of the school, where human and physical elements interact to create the school environment. The pupils being a part of this environment tend to interact on day-to-day basis. The playground, school building, classroom, plants, teachers, fellow peers becomes the part of pupil's experiences. In order to realize the objectives of the environment studies, the very textbook (prescribed curriculum) needs to be related to pupils' experiences. These pupils' experiences need to be derived from school environment. In other words school environment needs to be one of the source of deriving learning experiences. This practical knowledge on the school is essential for providing the framework on which certain instructional programme can be prepared, within the research setting