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Title of the Study: A Study of Class Readiness Programme Practices in Haryana

Abstract

Keywords: *Readiness, Class Readiness, Science learning, Class Readiness Programme (CRP), Activity-based learning*

Haryana Government introduced Class Readiness Programme (CRP) in the year 2013 to create readiness for learning among the students. This programme is being run during the initial days of a new session. It aimed at equipping the government schools to address various curricular issues faced by the students in addition to creating readiness among the students through various activity-based learning experiences. Readiness is important when it comes to learning. Because a ready child, a ready school and a ready family can help in creating the successful learning experiences for a child (UNICEF, 2012). It is to bridge the transition from one class to another by utilizing the initial days of the new session.

The present study aimed at studying this programme to find out the practices prevalent in the schools and to study the perception of the stakeholders.

Objectives of the Study

1. To study the perception of the school principals about the current practices in Class Readiness Programme.
2. To study the perception of the science teachers of the schools about the current practices in Class Readiness Programme.
3. To study the perception of the school students about the current practices in Class Readiness Programme.
4. To study the problems faced by principals and teachers in implementing Class Readiness Programme.
5. To study the problems faced by students during the Class Readiness Programme.

Tools Used

Various self-developed tools were used to collect the data pertaining to the objectives of the present study. The tools used were questionnaire for principals, questionnaire for teachers, interview guide for principals, interview guide for teachers, focus group discussion guide for students and observation schedule. All the tools were appropriately validated and has established reliability.

Population and Sample

For educational purposes (school education) each district of the Haryana state is divided into several blocks and each block is further divided into several zones. The present study was delimited to the Faridabad district. Faridabad district is divided into two blocks i.e. Faridabad block and Ballabgarh block. Both of these blocks are further divided into seven zones each. For selecting the sample for the study, systematic random sampling was used. A total of sixteen schools comprised the sample for the present study. Eight schools were from Faridabad Block and eight schools were from Ballabgarh Block.

Findings

The findings convey a positive attitude towards the Class Readiness Programme (CRP). It was found that CRP assists in developing various general as well as scientific skills among the students through its interesting and hands-on activities. The programme has contributed in a constructive class climate leading to effective science learning. Aligning to the objectives of the programme, the adjustment with the new environment was achieved by linking new learnings with the old ones by way of establishing a connection between the old syllabus and the new syllabus, while assisting them in their transition.

Lack of funds, infrastructure, resources and materials, shortage of time and lack of teacher training were found to be the problems faced during the implementation of this programme. It was further found that low attendance of students, non-supportive attitude of students and parents, large student-teacher ratio, lack of syllabus integration and non-uniform evaluation system are the challenges being faced during the programme implementation.