

Learn While You Play (My Childhood Games and My Early Education)

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Abstract – Education leads to enlightenment and learning leads to modification of behavior. The process of teaching- learning must be joyful and interesting. Learning, when it is coupled with the students' motivation, readiness, exercise and effect. i.e the principles of learning , may result into a sound learning. The researcher here, in the present research topic 'Learn While Play', tries to explore the comparative effectiveness of teaching through childhood games and teaching through traditional approaches. The experiment has been conducted on two equal sections, equal mean scores on achievement level of classes First to Third in all subjects - English, Hindi, Maths and EVS. One section is taught through traditional approaches and the second one by engaging students in childhood games which the students have been playing before their schooling starts or in the early years of their schooling. In the present study such 53 games have been identified, according to the nature of the learning units. At the end of the teaching-learning process 'multiple choice achievement tests' have been administered in all the subjects and to all the classes. It is concluded that the students, taught through childhood games learnt better in all subjects. Secondly, they are happy, taking interest in their studies, involve themselves in the teaching- learning process more voluntarily and willingly, and the teaching-learning atmosphere is lively in comparison to the classroom atmosphere of teaching through traditional approaches. The concepts of time table, classroom and teacher are to be modified according to the nature of teaching –learning units.

Education is a process of betterment, development and enfoldment of individual's innate endowments, capacities and all positive properties in a balanced and harmonious form and leading to maximum possible development and making him individually sound and developed-socially, emotionally, physically and mentally not only fit and sound but also acceptable, constructive, creative and positive contributor towards the enrichment of humanity. Both informal and formal education play their roles in shaping his personality and attainment of desired, modified behaviors which must be the product of learning. The traditional learning system and education process are full of boredom and coercive, away from the principles of learning i.e. readiness, exercise and effect.

The traditional methods of teaching result into bookish knowledge, cramming and lopsided development and entail every possible problem in Indian education system. They have thwarted our efforts of 'Education for All' and 'quality Education'. Learners' readiness, motivation and willingness to learn come out of such pedagogical interventions in which the learners actively, willingly and voluntarily involve themselves whole heartedly. Specifically at the early stage of learning the methods of teaching must be joyful, child-centered and participatory.

Games relate to the instincts of the children and if the nature of the games is non-classified, regional and those which they have been playing before their schooling start, and if they are utilized for their early education they could not only make the whole teaching learning process joyful, participatory, and voluntary but they could cause miracles and work wonders also in the all round speedy development and real learning which is fully conceptualized and internalized naturally, informally and joyfully by the children. The learning is so natural that they even forget whether they are in their playgrounds or in their schools.

A comparative study of monotonous traditional teacher-centered text books methods which results into cramming and bookish knowledge where the child is passive , bored and mentally tortured , and the joyful , participatory, child-centered pedagogical interventions of learning through their childhood games in which the learners voluntarily involve in the whole teaching –learning process whole heartedly themselves and the learning results into harmonious , holistic and comprehensive forms makes the researcher here go ahead with the present experiment of 'Learn While Play- Experimental Study of Early Education Through childhood games', in which some such 53

games are identified which the children have been playing in their courtyards either before their schooling start or which they have been playing during their early schooling. These games are not classified, scheduled games but those which the children used to play with their friends in their courtyards and which still are prevalent in the region. (See the list of the games in Appendix)

Objectives of the Study:

- Presently there may be the objectives of studying comparative, effectiveness of Traditional approach of teaching and teaching through childhood games in the early education of the learners at grade I to III in all subjects. The ultimate objectives of the present study are:
- Making Teaching Learning process at early stage more compressive and holistic (developing all the three domains of a learner's personality i.e. cognitive, effective and psychomotor, in a harmonious and balanced form).
- Making Teaching Learning process joyful, lively, long lasting and conceivable.
- Making learning based on the instinctive properties of the learner;
- Exercising CCE, self – evaluation, self-improvement, self-learning and peer tutoring in letter and spirit.
- Observing the principles of learning with readiness, exercise and effect.
- Changing the whole gamut of dull teaching learning atmosphere in Indian schools, into lively and joyful.

Scope :- The experiment has been delimited to –

- All the subjects of the curriculum up to grade third.
- In some cases the scope of learning can go to any higher level e.g. teaching of vocabulary, word building. Composition, grammar and listening comprehension in languages like English and Hindi can be taught up to secondary level and a few units of Mathematics up to the grade of eight, etc.
- All the possible aspects of learner's personality i.e. cognitive, conative and affective can be holistically developed with the help of exercising these games.
- The interventions of continuous comprehensive evaluation, self –evaluation, self-learning and peer-tutoring can successfully be exercised in 'learning while playing practices.

Basic Strategies, Plans Procedures And Techniques:-

- The teaching units of each subject of each class are rearranged according to the nature and scope of the game (As shown in the Appendix)
- The class –time table is redesigned according to the nature , scope and time frame of the games and their inherent activities in coherent with the weather conditions.
- The term class-room is redefined. Most of these games are exercised outside the traditional classrooms and according to weather conditions
- The practice of peer-tutoring and self-learning are exercised. The role of the teacher is just a facilitator and a friend.
- The notion of discipline with pin drop silence and servility must be waved off altogether, and the traditional approach of discipline must be redefined.
- Class must be reshuffled in smaller groups as per the requirement and nature of games vis- a- vis learning units.
- Teachers must be resourceful, full of unexhausted forbearance and prudence .She /he should prepare and arrange all necessary aids for the games vis-a –vis learning Units before hand
- Learning corners in each class must be developed on the line of Escola Nova's Pattern.

Time Frame:-

The teaching through these games have been in practice since 2002. Initially it was introduced in grade one but now the scope of these activities have been widened up to grade III in all subjects completely, and in some cases up to grade x.

Findings –

- The children involve in the teaching – learning process voluntarily, actively and joyfully.
- The problems of absenteeism, truancy and drop-outs have altogether been solved .Students try to sustain in the activities even after and before the school hours without caring for the presence and absence of the teacher.
- The holistic and comprehensive development in all the personality domains of the learners are explicitly and implicitly visible.
- The learning is as quicker as three times than traditional approaches.

- The learning units are fully conceptualized and internalized.
- The concepts of peer –tutoring and self-learning with self-evaluation are practiced successfully.
- The learners sometimes propose to cover some more units of learning in a particular activities themselves.
- All the learning units of classes up to grade III can easily be imbibed and learnt through these games.
- In some cases of languages, learning environmental studies and Mathematics the learning can go to any higher level successfully.

It may rightly be concluded that the process of teaching through childhood games has been proved to be a great success and may result into revolutionary innovative pedagogical intervention in the field of teaching learning process, especially at earlier stages.

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LIST OF GAMES, ACTIVITIES INVOLVED AND RELATIVE LEARNING UNITS

Sr. No	Name Of The Games	Activities Involved	Learning Units
1	Stappu	Children are divided into smaller groups after giving them instructions. Each child in a group is asked to jump with the help of his/her single leg and without touching the line of the block (rectangular). He/she picks the desired objects from a particular block (the number of blocks could be from 6 to 12 and their measurement could be according to the age of the group) .He /she then comes out successfully of the marked area of the blocks and declares what	<u>A. Cognitive</u> Figures of Geometry, counting, fractions and currency, word building, alphabets, verbal composition in languages (English and Hindi). In environmental studies units of parts of the body, food items and health care etc. <u>B. Conative</u> Students get physical exercises and balancing body on a single leg. It gives them psycho – motor development and strength of body joyfully(all these skills and abilities may be considered inherent in all the succeeding games also)

		object he has picked. If he/she is right , marks are assigned and he/she is encouraged. The marks obtained by the child are in consonance with the number of blocks he could cover and answer successfully. In the end of the process the total marks of each student are added together in the group and are compared with the rival groups.	<u>C.Affective</u> Playing games in groups joyfully makes students emotionally developed .It also inculcates different human values.
2	Fruits-Seller	The children stand in circle One child takes a basket full of fruits and vegetables or some toys or some other objects according to the teaching units and loudly sings "I am a fruit seller I sell fruit and vegetables. What fruit or vegetable do you like to buy". In this way he/she approaches to each child. The child asks him/her about the commodity	<u>A. Cognitive</u> Word building (nouns), counting, profit and lose, money transaction, marketing skill, verbal exercise of the language learning etc. All nouns and their use in a language can be taught through this game. <u>B. Conative</u> As per the nature of the game the students jump, walk, talk and play through enactment and get their psycho-motor skills

		that he/she wants to buy, its rate and then makes a payment. Now he/she shows the purchased commodity to everybody and speaks out ' I have purchased----. I paid Rs.-----. It weighs ---- 'All the other students listen to him/her and speak out in their turn.	developed. <u>C. Affective</u> The students learn joyfully in groups, hence they find themselves emotionally enriched
3	Hide and Seek	The children of a class or a group try to hide and one child tries to seek them out, who later relates his/her the process of the game.	Vocabulary, preposition, counting, time phrase and its calculation and verbal expression of the compositions. The conative and affective domains of learning may be taken as for-granted inherent in all these activities
4.	Ram Says---	The leader of the group gives instructions to the rest of the students to observe his/her command only when it is associated with the phrase 'Ram Says.----', otherwise not. Then he gives the command to the whole group and every child	In the field of cognitive domain every action verb of a language can be taught through this game and the conative and affective parts are developed joyfully through playing, dancing while learning.
			behaves accordingly. It is the game of alertness and immediate responding.
5	Playing Cards	Students are made to play this game with the help of 4 sets of playing cards in as many numbers as the teaching items. One set of cards has pictures ranging from 1 to 100; second set with pictures associated with numbers; third with pictures, numbers and words and fourth with words, meanings, synonyms, antonyms, etc. The children play in the group of 4 and learn.	Students can learn counting, addition, subtraction, multiplication, division, vocabulary and word building, tables, affections ,ascending and descending order etc. along with conative and affective parts
6.	Picking The Handkerchief	Two teams play to pick the handkerchief placed in a circle in the middle of both the teams . Each child of each group is assigned a number , called for by the leader to pick the handkerchief or any other item as per the	Through this game student can learn counting, addition, subtraction, multiplication and division , vocabulary and word building along with the development of their conative and affective domains.

		nature of the learning units , the children, called for , come running to pick out the item in the circle and run away to his team without getting himself touched by the opponent. This helps the winning team get marks. The marks in this away are assigned and added to the successful team.				explain the item used and explain about themselves, their families, their schools, their friends.	class 3 along with conative and affective developments
7.	Antakshari	Class or group is divided into two smaller groups. Some word, song or the name of some object (as per the learning unit) is pronounced by a group and the second group responds as per the instructions. Care should be taken that each child could participate in the game individually and collectively.	Word building antonyms., synonyms, change of voice, change of narration, composition, poetry and creativity can easily be taught and practiced. Counting and tables can also be sung out along with all possible conative and affective developments	9	Hit Me	In this game thy students of a class or a group run in a circle or a limit. One student hits the other students and shares the joy of hitting along with pronouncing a words or a number or an item. The child whom he hits either proceeds in the direction as per instruction or response as per the requirements of the learning units. Here the game can be played in two teams are groups	Vocabulary, word building, colour, addition, multiplication etc. along with all possible conative and affective developments
8	Make Homes out of Sand And Clay	Students build homes out of sand or clay and pronounce 'Bingo'. Later they define the process,	Vocabulary and compositions in a languages and a few units of environment studies, types of soil and other units of class 1 to	10	Making Homes as a Bird.	Students learn here and there like a bird, collect some leaves, and branches. They hand over them to the leader of their team. The members of opponent team are ask to name these leaves and branches and classify them	The development of vocabulary, knowledge of botanical items and nature along with other units of science can be taught successfully with this game .vis-a-vis the joy and successfully collecting items develop their affective and conative domains

		into herbs, shrubs and trees. Then they further explain as per the requirement teaching unit.	
11.	Recognize Me (Sasa Dabkani)	Two groups of students stand against each. A curtain is erected between these two groups. All the students are named loudly everybody listens to this announcement . Than one child of a group is covered with the clothes secretly and other team is asked to recognize the child.	Word building, units of environmental studies, colors etc. then we taught joyfully with this game along with all other affective and conative developments.
12.	Posham Pa	A group of children sings a song "Posham Pa bhai Posham Pa dakiye nae kya kiya ----" and then the child of a group announces a word in the ears of another child, Others guess the word and make a group according to the nature of the word harmoniously . The strength of a group the	Vocabulary , word building , parts of the body , name of fruits and vegetables etc as per the requirement can be joyfully taught with all other developments equal

		better it is .	
13.	Clapping and singing	A group of children claps and sings a song 'Chuby cheeks, dimple chin, rosy lips---- and the child upon whom the song and is declared the winner	Parts of the body and other vocabulary items along with health care can be taught joyfully while relishing conative and affective developments.
14.	Guess What I am Writing	It is a guessing game in which a child writes something other are to guess what he is writing	Vocabulary Sentence structure an many more
15	Brick Train	Train is made out of bricks and a child pushes from an end and all others clap and counts	Counting, addition, subtraction, table, environmental study and vocabulary.
16	Sparrow Fly, Crow fly	The leader of the group sings 'sparrow fly ,crow fly' then speaks out the name of any bird or animal or any leaving or non leaving All other students behave like flying or otherwise as per the nature of the word	Vocabulary, word building, learning units of science and environmental sciences.
17.	Marbles	Children play with marbles in groups or individually.	Counting, division, multiplication, addition, subtraction and many more units of mathematics.

18	Gillie-Danda		Counting, measurement, vocabulary, colors Etc.	25	Hara Samander , Gopi Chander	A song of measurement	Measurement, Vocabulary and units of physical sciences
19	Tippie-tippie Tap-What Colour You Want	Here the leader sings a song as per the name of the game and name the word.	Vocabulary concept of colors, parts of body, nature of food items etc.	26	Phitto	A pyramid of bricks is hit by a Ball	Unite of early Mathematics and vocabulary etc.
20.	Skiping		Counting, addition, subtraction and tables etc.	27.	Goga Batti	Each child play with round-flat marbles	Counting, addition, Subtraction, multiplication, division etc.
21	Black-White declaration	The classes dived in to two groups. One group draws some lines on some hidden places within a time frame and the other group erase those lines within the time frame. The lines which could not be erased are counted as winning scores and vice versa.	Counting, Addition, Subtraction, multiplication, division etc.	28	Chokhe	Game is played with four small sticks.	Counting, addition, Subtraction, multiplication, division etc.
22	Woodcutter-Holding Wood or Iron etc.	Command is given to reach a particular place by touching as per instruction.	Vocabulary and learning units of environmental sciences	29	Pillie-Danda	A game under a tree	Parts of a tree, Natural sciences and vocabulary etc.
23.	Swinging		Concept of physical sciences etc	30	Ghar Roko	Students identify a home and explain	Items of natural sciences and vocabulary etc.
24.	Marriage of a Doll		Units of environmental sciences and vocabulary items etc.	31	Oonch-Neech ka papra	Again with instruction of low and high	Units of natural sciences and Physical sciences
				32.	Musical chair		Units of early Mathematics and language
				33.	Select How Many	The leader gives the command of a particular number and the students assemble accordingly.	The best game to teach counting and the initial stages
				34.	Korda Chappaki	Game played in circle.	Vocabulary, word building and early units of Mathematics etc.
					Beating	A group of	Vocabulary, word

35	The bricks and enjoy the ride	students hit the stones of the students of other group and	building and early units of Mathematics etc.
36.	Guess Innovative s	A group asks another group to guess innovative use of a particular item	Word building and creativity.
37.	Fit Me	The students are asked to identify a block as per instructions.	Figures of Geometry and units of natural sciences
38	Explain Me	A child in a group of students makes some actions silently and others explain.	Vocabulary, composition etc.
39	Ulla-Sidha Pagan Pagai	A game with stones	Counting and all other primary units of Mathematics etc.
40	Atkan-Matkan-Dahi-Chatakan	A game with a song in a group.	Vocabulary, word building and early units of Mathematics
41	Jump over Me	A group of students stand in a row banding forward .One boy utters a word and jumps over the next. The other responds as per instructions and enjoy the jumping over the next.	Vocabulary, word building and early units of Mathematics
42.	I Go	A child runs with a clap and collects as	Units of natural sciences and vocabulary items

		per instructions, others follow.	etc.
43.	Geella-Sukha	A game to identify natural properties with a song	Units of natural sciences and vocabulary items etc.
44.	Lead The Way	One boy starts acting in a group. Others follow where as a child identify the leader.	Languages items and creativity.
45	Tell me the story	Actions succeed explanations and vice-versa.	Developing composition and stories etc.
46.	Making Play items with Clay		Creativity, vocabulary and composition etc.
47.	Hitting Shoes	Shoes are plays in a circle and hit by the children	Counting, Addition, Subtraction, multiplication, division along with units natural sciences.
48.	Rain-Rain come Again	Playing in the rain.	Units of natural sciences, Water preservation and how it rains etc.
49	Hiding Lika	A guessing game in a sand	Counting, Addition, Subtraction, multiplication, division along with units natural sciences
50	Geete	A game with small pieces of stones .	Counting, Addition, Subtraction, multiplication, division along with units natural sciences
51.	Ice -water	A game of guessing of	Counting, Addition,

		natural properties	Subtraction, multiplication, division along with units natural sciences
52	Snake and Ladders		Counting, Addition, Subtraction, multiplication, division along with units natural properties.
53.	Ludo		Counting, Addition, Subtraction, multiplication, division along with units natural properties.