

## **Development Initiatives in NCERT Primary textbooks.**

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### **INTRODUCTION**

Development initiatives can refer to the actions and efforts undertaken by an individual to improve their personal, professional, and social well-being. These initiatives can take multiple forms which will help an individual to grow personally, professionally as well as socially. Taking in play the initiatives for personal development, it may include activities which are aimed at improving one's health, wellness, or personal growth.

Examples of personal development initiatives can be pursuing a hobby or learning a new skill. Professional development initiatives may include actions aimed at improving one's career prospects, job skills, and work-related opportunities (Robinson, Viviane MJ, and Helen S. Timperley, 247-262). For instance pursuing higher education, attending workshops, seeking mentorship, or engaging in networking activities can prove to be beneficial for professional aspect of an individual's life. Similarly social development initiatives will consist of actions that aim at improving one's social skills, building relationships, and contributing to the community. Examples of social development initiatives can be volunteering, joining a social group, attending community events, or participating in charitable activities.

Such developmental initiatives are not a one step activity but instead comprise of multiple steps through which an individual can create developmental opportunities for self can achieve the goals of a comprehensive development. An individual can take development initiatives by identifying areas for improvement, setting goals, creating a plan, pursuing professional and community development opportunities, and practicing self-reflection (Steinert, Yvonne, et al. 497-526). These steps can be helpful for an individual to achieve the ultimate goal of overall development.

When talking in context of students, development initiatives are designed to enhance their learning outcomes and promote their overall well-being. Such development initiatives that aim at enhancing the learning of students can be taken by the developmental authorities of the state or by the students on their personal level in order to open better opportunities for themselves in future (Cheng, Yin Cheong, 167). The development authorities of the community can initiate various education and skill development initiatives and can also promote learning by providing scholarships to the students. But eventually it is the responsibility of the student himself to take initiatives for his own growth and development.

Considering students who are in their primary educational age, which is considered to be the most important stage of learning, makes taking developmental initiatives on their own level even more important for them. For a student of class third to fifth standards, it is very important to take initiatives for the betterment of his or her reading and learning skills. Students should indulge themselves in daily routine of reading activities including reading informative stuff related to history, science and even literature (Riley, Tracy, and Roger Moltzen. 2010).

Students can also get themselves indulged in creative classes where they are taught various creative skills. This will enhance their creative thinking skills and will help them to be more creative in every field making them stand out among a group of students. Apart from creative activities the students should also be an active participant in physical activities like in yoga, sports activities

(Walters, Shelly, et al. 4-19.). This will help the students in developing their motor skills and will help them to excel in other fields as well.

Students should practice good and healthy practices and habits and try to maintain a healthy lifestyle in order to stay active and energetic always. Being active physically will eventually result in students being more active mentally as well thus resulting in improvement of knowledge grasping skills. Being physically active will promote overall wellbeing of students. Also the students should also volunteer in activities for social causes as such activities will help in evoking the sense of empathy and responsibility in them (Tosheva, Nurzoda. 3.3 (2021).). Getting involved in social work activities will also help them grow as a good human being with good morals and ethics. Students can become members of the community service clubs of their schools, can become a part of NGOs for helping the poor or the needy or be a part of animal welfare groups (Knight,et.al. (2000): 26-38.).

Therefore it is very important for the students to be introduced with such initiatives so that they can work in direction of self development. Students can be introduced with the concept of developmental initiatives either by their mentors and teachers or through the means of the educational content they consume from the books. The content of the curriculum thus can play a major role in teaching the concept of development initiatives to students.

The curriculum books should comprise of content that teaches students the right ways of achieving the goal of comprehensive development. This chapter consists of the comparison between the NCERT and SIERT books in terms of the initiatives taken by the content of the books in teaching the students the concept of developmental initiatives (Ulas, Abdulhak H. (2008): 876-880).

## **MATHEMATICS NCERT TEXTBOOKS**

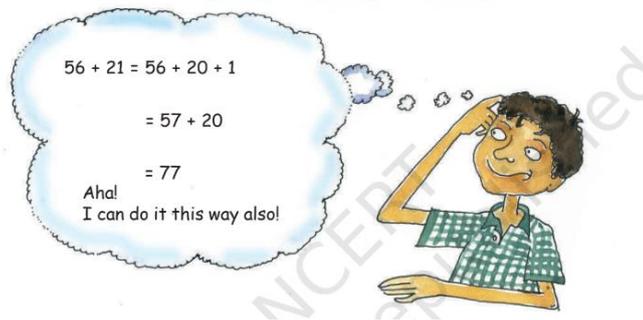
Mathematics is one of the most important subjects from the perspective of a child's development. It is such a subject that comes into practice throughout one's life. An individual has to take help of mathematical calculations in their day to day life therefore this subject plays an important role in mental development of the students.

Mathematics book of class third is also found to contain content that encourages students to actively take initiatives for their self development and learn the required skill sets. The third chapter of the book is found to consist of pictorial content on page number thirty three that delivers a message to students that they need to take initiatives on their own level for their self development. The picture consists of a child being interested in knowing the trick that the other student used to solve the problem quicker. This tells the students top enough aware and enthusiastic of knowing the new methods of solving the problems.



Chapter third further consists of pictorial content where a child is depicted to be thinking of other possible ways of solving a problem. This sends a message to the children that one needs to be creative

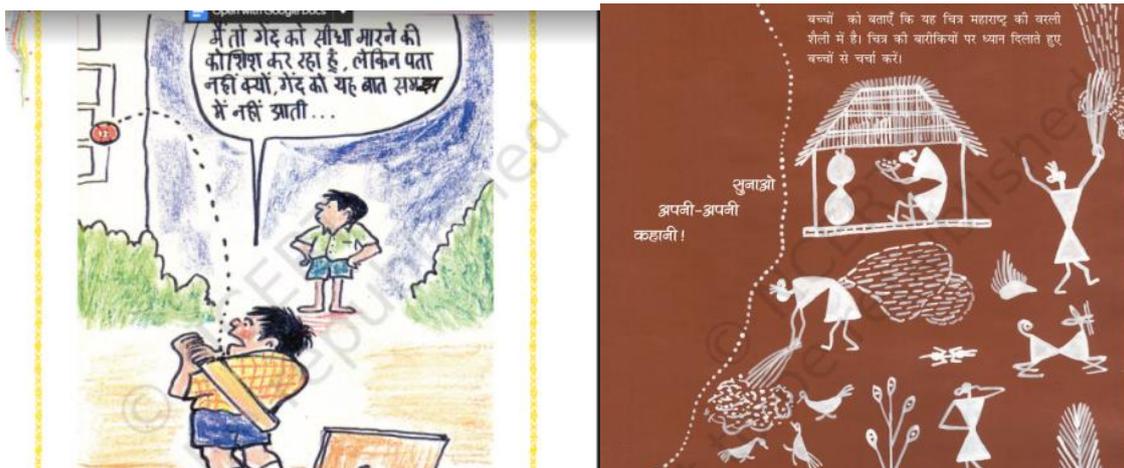
as well in order to learn better skills so that one can perform a task in a more effective and least time consuming manner.



Several other pictures can be seen in the rest of the chapters of the book where the children are depicted to be trying to learn certain mathematical concepts by themselves. This would encourage students for trying to understand and learn new concepts on their own which in the long run would benefit them.

### HINDI NCERT TEXTBOOKS

NCERT class third Hindi textbook from the very first chapter emphasizes on containing content that promotes students towards thinking about their own development on their level. The book comprises of content that will encourage students to be self aware of self development and teaches them to push themselves in attaining bigger targets. For instance, in the picture below a kid is depicted to be trying to hit the ball in a straight manner on his own level by practicing several times.



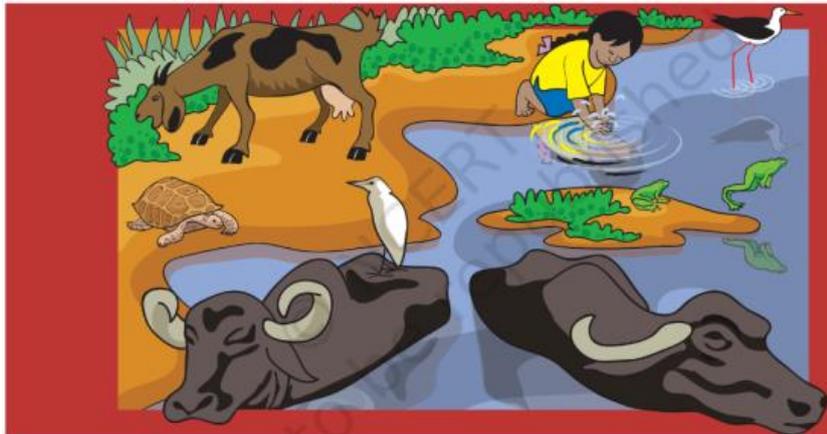
Hindi textbook of class third also consist of in between texts that give the students the opportunity to brain storm and to practice their thinking skills and to explore their creative capabilities. For instance the above picture from the book asks the children to frame a new and their own version of a story by seeing the pictorial content provided to them. Through such activities different students will come up with different version of stories and will also allow them to understand various perspectives of other children. Such activity based content in the book provides the students with opportunities of mental development.

### EVS NCERT TEXTBOOKS

Class third environmental science textbook also tries to teach students to make some efforts to spend some time with the environment. Spending time with the elements of nature will teach the students a lot of things and will result in betterment of their humanitarian concepts.

First chapter of the book encourages the children for the same in order to give the students an idea about the initiatives they can take in order to ensure their comprehensive development.

Poonam picked up a leaf from the ground and wiped her cheek with it. But her cheek was still sticky. She thought – Let me go and wash my face in the nearby pond.



The book also consists of small activities that will try to draw the student’s interest in other directions as well. This will encourage them to take interest in other activities like sports, music which indirectly provide them opportunities to make efforts in the direction of their comprehensive development

❁ Which game do you like the most?

\_\_\_\_\_



Find out from the elders in your family or in the neighbourhood -

Which games did they play when they were children?

\_\_\_\_\_

\_\_\_\_\_



Collecting information on famous local sports persons will increase children’s knowledge of games and also develop their respect towards these people.

## ENGLISH NCERT TEXTBOOKS

English NCERT book of fourth class can be noticed to be more focusing on teaching students the habits that will help the students in the long run by making them disciplined. The chapters in the fourth standard try to impart knowledge to students which is related to overcoming the hindrances and keep working in the directions of achieving the target. The first unit of the book is about the importance of waking up early in the morning as well as spending time with the nature.



*Neha* : On!  
My clock has  
fallen. How  
happy I am!  
Tomorrow I  
can get up  
late.

*Narrator* :  
Next morning  
there is no  
alarm. So  
Neha sleeps  
and sleeps.  
The small  
chirpy birds

The fourth unit of the English book of fourth standard consists of content that motivates students to be curious for anything and everything around. Being curious is the most important factor of being able to learn new things. Curiosity makes everything interesting to learn and the chapter encourages students to be curious as it is very important for them in the process of gaining knowledge.

**Why?**

I know a curious little boy,  
Who is always asking "Why?"  
Why this, why that, why then, why now?  
Why not, why by-the-by?

He wants to know why wood should swim,  
Why lead and marble sink,  
Why sun should shine and wind should blow  
And why we eat and drink.

He wants to know what makes the clouds  
And why they cross the sky,  
Why sinks the sun behind the hills  
And why the flowers die.

Some of these why's are not too hard  
To answer if you'll try;  
Others no one ever yet  
Has found the reason why.

The Fifth Standard English textbook contains chapters that tries to teach students certain moral values which is will play an important role in the development of a student.



For instance the second chapter of the book teaches students the importance of team work to the students as competence of working as a team is very important in certain situations. In addition to that, through this chapter the students can also learn leadership skills which will help them in acquiring the qualities of a leader.

## CONCLUSION

The conclusion that can be derived from the above report is that the NCERT textbooks were found to be a bit more constant in content of discussed genre. When considering from different point of view NCERT textbooks lack content that is linked with providing developmental opportunities and inclusion to the physically challenged group of students. On the contrary, the SIERT textbooks were less consistent in terms of content related to developmental initiatives but does consist of chapters that aim at encouragement of development of physically challenged children.

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