

## **Interactive Module 6**

### ***Title - "Let's learn together"***

**Theme: School as a place of social learning and growing together.**

#### **LEARNING OBJECTIVES –**

**After completing the module, the school leader will be able to -**

1. foster team building and the cultivation of knowledge sharing culture among all stakeholders.
2. develop creativity and inquisitiveness among the learners.
3. encourage the students to engage in collaborative learning.
4. School as platform for learning in societal context

**KEYWORDS- Collaboration and Cooperation**

#### **INTRODUCTION**

**“Most human behaviour is learned observationally through modelling from others”**

***Albert Bandura***

School is a place where children learn and grow by experiencing, and by observing others. School as a social unit or as an agency of socialisation provide ample opportunities for a child to develop one's personality, mould their behaviour and help the child to become an effective member of the society. In school, a child undergoes various social processes such as cooperation, competition, conflict, integration etc. Hence, a child learns the ways and processes of group behaviour, social participation, team building process, unity and integrity. All these attributes play a major role in the overall development of the child.

Social learning may be defined as a change in understanding that goes beyond the individual to become situated within the wider social units or communities of practice through social interactions between actors within social networks. Social learning means an organisation which facilitates the learning of all its members and continuously transforms itself as a whole. According to Pedler, M., Burgoyne, Organisations are where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking

are nurtured, where collective aspiration is set free and where people are continually learning how to learn together. Here, School has been regarded as a learning organisation, where a child is set free to create their own world of happiness, create a culture of growth, togetherness, solidarity and peace.

## **CORE CONTENT**

### **Section 1. Understanding the child as a social being**

Understanding the child has been a growing concern in contemporary times. As the subject matter deals with the child in relation to society, therefore at the very outset, it is very much essential to learn about society. What do we mean by society? Is it similar to social? Etc., etc. The term social indicates companionship, here the module emphasises on the child as a social being. How a child soon after its birth, participates and through the process of socialisation becomes an important member of the family, school, society and community etc. The role of school in the process of socialisation acts as a vital role in the development of personality. The child learns and unlearns by connecting, integrating themselves with his or family members, peers, relatives and school. In school he learns to participate in various social groups, participate in games, build his team and support his peers through team building and games. As school, the child has been his second home, where he attains all his social skills, builds his team, maintains solidarity. It provides the opportunity for learning to occur at a number of levels in a variety of different environments, in all of which motivation plays an important role. The social learning modelling behaviour process is performing and practising the positive behaviour that is observed. An important adjustment to truly apply social learning is to transform the role-play into a “real-play.” An important adjustment to truly apply social learning is to transform the role-play into a “real-play. ‘Children naturally learn by observing. Modelling appropriate behaviour can allow young learners to develop appropriate classroom behaviour.

Here, understanding the child becomes an integral part of every learning organisation. The child possesses different potentialities and qualities, each and every child is different to each other. Some are extroverted, expressive and very much social to others, while others are shy and introverted. Some are slow learners while others are gifted, and here comes the role of school, society, neighbourhood and community in moulding the behaviour and personality of

the child. In the family the child can be taught to imbibe social skills such as cooperation, unity and integrity, same is with the school, where the child can be taught the skills of teamwork, collaborative teamwork.

## **Section 2. Mental health & wellbeing**

According to WHO, there is no single 'official' definition of mental health. Mental health refers to a person's psychological, emotional, and social well-being; it influences what they feel and how they think, and behave. The state of cognitive and behavioural well-being is referred to as mental health. The term 'mental health' is also used to refer to the absence of mental disease. Mental health means keeping our minds healthy. People tend to ignore the state of their minds. Man has been able to control life due to his highly developed brain. So, it becomes very important for a man to keep both his body and mind fit and healthy. Both physical and mental health are equally important for better performance and results. Maintaining good mental health is crucial for every individual, and for students, it becomes even more imperative. The demanding academic environment, coupled with the challenges of personal growth and social interactions, underscores the need to prioritise mental well-being. From academic performance to overall quality of life, we will explore how nurturing mental health can positively impact various aspects of a student's journey. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. It is believed that mental health is important at every stage of life, from childhood and adolescence through adulthood. Over the course of your life, if you experience mental health problems, your thinking, mood, and behaviour could be affected.

# What's a Mental Illness?

A mental health condition that has a negative effect on the way an individual...



(Common symptoms of mental health issues)

**There are various symptoms of mental health. Such as:**

- ADHD (Attention Deficit Hyperactivity Disorder)
- Depression
- Anxiety
- Aggression
- Disruptive behaviour
- Poor concentration
- Feelings of excessive guilt or low self-worth
- State of hopelessness about the future
- Disrupted sleep
- Changes in appetite or weight
- Withdrawal from friends and activities.

Above are some of the symptoms of mental health disorder generally seen or observed among adolescents. Most of the symptoms are commonly observed among adolescents and significantly seen in contemporary times.

## **Concept of School Health and Wellness Programme: Its significance**

Schools play a critical role in helping students establish lifelong healthy behaviours. Recognizing the importance of this, school based health promotion activities have been incorporated as a part of the Health and Wellness component of the Ayushman Bharat Programme. **School Health & Wellness Programme launched in Feb 2020 is being implemented in government and government aided schools in districts. It is implemented by the Ministry of Health and Family Welfare, Government of India.** Two teachers, preferably one male and one female, in every school, designated as “Health and Wellness Ambassadors” shall be trained to transact with school children, health promotion and disease prevention information on 11 thematic areas in the form of interesting joyful interactive activities for one hour every week. This programme has certain key components such as: It emphasises on Adolescents health situation, (NCD) Non Communicable Diseases, ways to control and prevention etc.

### **National Programme for Prevention & Control of Cancer, Diabetes, Cardiovascular Diseases & Stroke (NPCDCS). A brief note-**

There are 253 million adolescents in the age group 10-19 years in India. This age group comprises individuals in a transient phase of life requiring nutrition, education, counselling and guidance to ensure their development into healthy adults. They are susceptible to several preventable and treatable health problems, like early & unintended pregnancy, unsafe sex leading to STI/HIV/AIDS, nutritional disorders like malnutrition, anaemia & overweight, alcohol, tobacco and drug abuse, mental health concerns, injuries & violence.

The government of India has recognized the importance of influencing health-seeking behaviour of adolescents.

### **National Mental Health Programme (NMHP)**

The Government of India has launched the National Mental Health Programme (NMHP) in 1982, with the following objectives:

1. To ensure the availability and accessibility of minimum mental healthcare for all in the foreseeable future, particularly to the most vulnerable and underprivileged sections of the population;
2. To encourage the application of mental health knowledge in general healthcare and in social development; and
3. To promote community participation in the mental health service development and to stimulate efforts towards self-help in the community.

Therefore, mental health programmes have been a core or integral part of school education, where the learners could be engaged and made aware about the various programmes and policies undertaken by the government and steps should be initiated to implement for the betterment of the children or Adults. Moreover counselling sessions should be taken and guidance and support should be provided for the all-round development of the child.

### **Section 3. Socialisation in context of the child and its environment**

Socialisation plays a very important role in the development of the personality of the child. It is a process by which individuals learn the norms of the group. It is a process by which the individuals learn the rules and obligations of the group and participate in social groups and take part in various social processes. Socialization is the process of transferring norms, values, beliefs, and behaviours to future group members. Socialisation is thus “the means by which social and cultural continuity are attained.” There are many different forms of socialisation, but two types are particularly important for children. These two types are known as primary and secondary socialisation.

**Primary socialisation** is the acceptance and learning of a set of norms and values established through the process of socialisation. Primary socialisation occurs when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. It is mainly influenced by the immediate family and friends. For example if a child saw his or her mother expressing a discriminatory opinion about a minority group, then that child may think this behaviour is acceptable and could continue to have this opinion about minority groups.

**Secondary socialisation** refers to the process of learning: what is the appropriate behaviour as a member of a smaller group within the larger society? Basically, it is the behavioural patterns

reinforced by socialising agents of society. Secondary socialisation takes place outside the home. It is where children and adults learn how to act in a way that is appropriate for the situations they are in. Schools require very different behaviour from the home, and children must act according to new rules. New teachers have to act in a way that is different from pupils and learn the new rules from people around them. Secondary socialisation is usually associated with teenagers and adults, and involves smaller changes than those occurring in primary socialisation.

In this context we can relate various exciting games, activities followed and practised in our day to day life situations such as:

- **Moina Parijat:** “*Moina Parijat*” is the most suitable working place for the physical, mental and intellectual development of children. This non-governmental organisation was established for the development of children, and according to its constitution, its aim and goals are to give freedom and opportunity to the growing children of the country to unite themselves so under the cover of playfulness and joy, so that under a pleasant and secure environment ,they can develop their own skills and prepare themselves for future as a responsible citizen contributing to the social, moral and cultural growth of society and at the same time to teach them about brotherhood by introducing them with different children of different places. You will find the different branches of “Moina Parijat” distributed in almost all the villages and towns of Assam. These primary branches altogether compose “**District Moina Parijat**” and “**All Assam Moina Parijat**” is composed of all these district branches. For the sake of proper management, in some districts, some regional sub divisions of branches of “Moina Parijat” may be composed too. This social institution is run by some great people who dedicate themselves in the service of children. “Moina Parijat” is an institution which has been welcomed and appreciated by all and sundry. Any child irrespective of the caste, community or social strata under 12 years of age can be a member of this. The branches of “Moina Parijat” are directed under the above aim and ambitions of its constitution. It is true that “Moina Parijat” has been playing an important role in the mental, physical and intellectual development of children. The main mantra of “Moina Parijat” is “*ami puhar bisari jao*” (let us go in search of light). This light is the light of wisdom. Children have a curious mind. They are always curious to know something which they don’t know. “Moina Parijat” has been guiding the children by introducing them to the truth and showing the correct path through which

they can become good citizens for society. The guiding light that is Moina Parijat inculcates such training and overall education, one which the children will benefit from in future as well. Today “Moina Parijat” is not only a well-known institution in Assam, but it has become a well-known institution in entire India, it is because of the hard work and sacrifice of the directors and workers of the institution and the cooperation of the child loving people and public at large. It was in 1948 the ‘Saptahik Janambhumi’ newspaper which was published weekly from Jorhat, launched a regular program for children named as ‘Moina Mell’. The first conference of “All Assam Moina Mell” was held in Jorhat in 1951. This conference was inaugurated by none other than the then Prime Minister Jawaharlal Nehru. On 27 June of 1954 both “Moina Mell” and “Parijat Kanan” were united to form “All Assam Moina Parijat” where the term “Moina” came from “Moina Mell” and “Parijat” came from “Parijat Kanan”.

- **Relevance of Kinship in socio-emotional development of the child**

It is the chief interest of any school that is concerned with the wholesome growth of a child to involve parents and to integrate home life with the schooling experience. One of the most robust findings of sociological research is that family background is associated with children’s status and educational attainment. One often acquires mannerisms, skills, language, attitudes, and other habits from the family as well as from school. It is necessary to find appropriate contexts for sharing, where the beginning is made from an individual's or group's experience. The challenge here is to continually engage with each other. It is also interesting to see how the experiences at school are being utilised at home to respond to situations. He also develops a character that derives strength from being able to carry out tasks that directly influence the lives of other family members. In such work, there is always the potential to evolve socially by forming new associations, and in logical ability by solving real life problems.

- Here mention may be made of the involvement of family and relatives in nurturing the child in an effective way. A child is reborn in a family, he or she undergoes various social processes, social ties while interacting and involving with their kins, and close relatives. They learn and equally participate in groups or whatever being shared



together. They speak, share, care and learn as well as teach in any social gathering aiding solidarity, consciousness and oneness among its members.

- With the growing trend of the 21st century, the family ties, oneness and security has been diminishing in this global age. **We all must have encountered that the concept of oneness and family bond, sibling love, cousins get together, attending family function, naming or calling the kins such as: Mama mami, Peha Pehi, Jethu Jethai, Khura Khuri, Koka (grandfather) Aita has gradually losing its essence and status.** People are more or less surrounded by the virtual world and losing importance of that of their own blood ties of kinship. In this information age of 21st century there is a need to focus and rewind the beautiful bond of kinship, their essence and relevance in contemporary society

#### **Section 4. Essence of Socio emotional interaction in collaborative learning**

Emotions play a crucial role in our daily lives, contributing to our mental health as well as to our learning and performance efficiency. Emotions are easily influenced by the surrounding environment and objects, and in response, we may behave differently depending on the interaction between us and the object environment, which shape social-emotional interactions. In collaborative contexts, social-emotional interactions can affect learners' cognitive processes, collaboration satisfaction, and learning outcomes.

Socio emotional interactions play an important role in collaborative learning contexts. Educational theories of emotion have a long history, with a large focus on the individual and how an individual's emotions can determine learning outcomes.

#### **Section 5. Defining schools as a community**

If a school is to be inclusive, it will need to locate itself within society. Schools reflect community needs, both social and educational. Essentially, schools exist to enable learning and teaching to take place, which does not happen in a vacuum. **Relationships with parents and the broader community are central to the effectiveness of schools.** Members of the school will be members of their local community reflecting its beliefs and values, conveyed through

the action, behaviour and attitudes of the pupils, teaching and non-teaching staff, parents, etc.

Community can be defined as multidimensional within:

- **location** – where it is, the influence of the environment and systems of control
- **structure** – the administrative elements and guidance that determine equality of provision
- **process** – the management of people and development of a shared understanding of beliefs and values.

Within the context of community, it is necessary to consider how education contributes to the life-long experience of its members, including those with special educational needs. The home, local area and neighbourhood all contribute to the educational experience of each pupil.

### **Special and cultural interaction**

#### **Environment:**

There is a distinctive link between the atmosphere created in schools and their environment. Members of the school community need encouragement in order to fulfil their potential; a stimulating environment will produce stimulating results. Members of the school community need to consider how to create a positive environment.

**The benefits of parental involvement in the school:** Parental involvement in the school enriches the pupils' world and extends their horizons because, when the parents take part in the educational process, the pupils are exposed to a variety of people who represent different worlds in terms of life experience, age, occupation, hobbies and mentality; these encounters afford many opportunities for learning, enrichment and identification. Parental involvement serves as a personal example for each pupil and increases awareness of the importance of the Community action. The benefit of parental involvement is also manifested in the pupil's personality and behavioural variables, such as improvement in self-image and learning habits, reduction in disciplinary problems and absenteeism, and rise in motivation – all particularly relevant to pupils.

Here **the learners can be informed about the various community relevant school practices such as: Art club, Eco Club, Street Play, Dramatics, Awareness programme on Alcoholism and Drug Abuse.**

## CASE STUDY

### Preliminary Information

#### PART: A

1. Name of the School, location and complete address, Phone no, email id.:-

Jangalpara High School,

Dise Code: 18080311906

Estd: 1983

Town / Village: –Jangalpara.

P.O.: - Jangalpara.

Pin: - 784116

District: - Darrang,

State: - Assam.

Email ID: - abdulazizkpt3@gmail.com

Contact Number: - 7002508548/9854183145

2. A brief profile of the School:

Total Students : 390

Teacher strength : 15

Classrooms : 10

Non-Teaching Staff : 02

3. Present scenario :

#### Key strengths and weakness

At present the school has a well-equipped mini museum along with a beautiful botanical garden and learning environment. All the students and guardians along with the teaching staff are active who are always ready to serve and help the school authority. The outer environments of the school attract

the students to come to the school which reduces the rate of dropout students in our area. The thing that makes this school different from other schools is its well-maintained record. For the discipline this school was declared as the best school in the leadership development and teacher development training on 11<sup>th</sup> to 13<sup>th</sup> Dec 2017 at NCERT campus New Delhi.

#### **4. Description of the community:**

Culturally there is not any type of pressure. All the guardians, parents and local people are co-operative. Their attitude towards the school is very positive. They are pretty happy with the change in the environment of the school. They cooperate up to the expectation of the authority of the school. They even work without wages for the school. Maximum number of people is wage earners and farmers who willingly work for the betterment of the school.

As all the local people are dependable on farming, the school authority has taken a new initiative to create organic fertiliser/vermicompost and give the proper knowledge of organic fertilisers and vermicomposting to the students. The school authority produces this type of fertiliser to use in their kitchen garden. The school authority has also taken the initiative to give the proper knowledge of fertiliser, especially organic fertiliser to the students along with their guardians. This type of initiative is making the students all round developed.

#### **5. The change initiated, the Plan of Action, Strategy, and Outcome.**

The idea of the change in the school environment came into mind from a CD titled as BALA where the model and design of the school of Gujarat were there. The videos encourage me to change the school's environment.

The first thing that came to mind was to do landscape gardening in the school and to conserve all the old things in the school. Keeping in mind this thing I planted more than 300 plants which are about to diminish from the earth. We also made a museum in school to conserve the old things. Nowadays, we have so many ancient things in our school museum.

The next important thing was, I had to face so many obstacles during that time. People doubted my capability and sometimes I too doubted whether I could do it or not. But I committed myself to changing the scenario of my school. Now the outcome of my hard work and struggle is very much fruitful. The change in the environment and learning situation in the school is very much observable. Till now more than 1000 (thousands) visitors have visited our school from different parts of India like Uttar Pradesh, Kashmir, Delhi.

Besides this so many other local schools, colleges and other such institutions have been following these things in their respective institutions.

#### **6. Time taken to bring the change, the processes involved the failures, the successes, most importantly; The learning.**

The process of change in the school environment started in 2005 while it was handed over to the head of the school was very lengthy. The headmaster was committed to changing the scenario of the school. It was the biggest challenge for him. As stated he had to change the academic background as well as the environment of the school. In the initial stage he couldn't attain success as nobody was aware about his plan and there were many cows in the school field. Those cows destroyed his plants. So he had to replant those plants by adding iron fencing around those plants. The plants were removed without any reason by the people. But whenever those plants took a good shape, then people thought about the need and necessity of plants and began to cooperate with him. With the support and cooperation of the local people the scenery of the school has been changed. This ultimately added to the beauty of the school. As stated by the headmaster, *“With will power and commitment we can conquer the world and all people should follow this initiative to make the environment green for the betterment of the next generation”*.

#### **7. Impact of the role of school leadership, behaviour modelling and example setting by the head of the school and other factors relevant to the transformation, other key influential personalities/groups-their feelings/views (given in quotations)-**

He dreamt to create a well pollution free environment for learning in the school. The chief desire of the headmaster was to make the school much more attractive so that the students want to come to the school willingly. He also dreamt and desired to make his school an attractive one so that the visitor from the different parts of the state and country come to make a visit.

By making this change, He also expressed his desire to follow the idea of other such institutions. He also wanted to deliver the message that if a Head Teacher wants to change his school he/she can take his/her school to the highest point of the change . But the Head only needs will power. Then only his/her dream comes true.

In this journey of change he is grateful to the District Administration, Local NGO, parents and guardians and my well-wishers and visitors. Without their help and cooperation it would not have been a successful one.

Following are the blessings from some recognized personality:

**SHRI ASHOK KR. BARMAN (DC Darrang)** had appreciated the glory and beauty of the school.

**M.S MANIVANNAN, (Ex DC Darrang)**

*“One of the best schools I have ever seen. I really appreciate the great work done by the headmaster”*

**ARUNA RAJORIA, (IAS, MISSION DIRECTOR SSA ASSAM)**

*“The environment of the school is very congenial for education”*

**ANITA NUNA (DWS, NCERT, Sri Arivinda Marg, New Delhi, 16)** has also stated

*“Role of head teacher in building a school environment and real teaching learning is commendable. Community support in running a school is well appreciated. Teaching Aid in school prowess is a real example of teaching learning process.”*

**9. The theory of change-** which means the turning points for the School Head, the reflections on what Work and why or the ‘mantra’ for change.

As an Assistant Teacher, he searched for an opportunity to change the school. Finally the opportunity came in 2005 while he got the head post of the school. He dreamt to make his school the model school of BALA. The first thing that he needed to change was the environment of the school. The environment of the school was not attractive so the rate of the dropout students was high. So he visited every home and consoled the students as well as the guardian to send their children to the school and let them learn in a good environment. After collecting some students I went for the next step.

In the initial stage he was confused about what to do, what to work but I follow the model of BALA in every aspect of change in my school.

The mantra or aim of the change was to make the school an attractive one and let the students give the opportunity to learn creativity. He had a long way to go. Whatever he did for his school is only part of his whole dream .He wanted to fulfil his dream and make it internationally recognized. All the days are celebrated in this school on the respective dates. Keeping this in mind, I started my mission-II. Due to lack of proper area I could not be able to extend the things. So, recently he amalgamated his school with JANGALPARA HIGH

SCHOOL where he can work in both the 5 (five) bigha land of Jangalpara M.V School and 13(thirteen) bigha land of JANGALPARA HIGH SCHOOL in the same compound. In this 18(eighteen) bigha land he intends to make Children Park, duck farm cum fishery, organic kitchen garden, botanical garden, rock garden,Orchid garden, etc. At present he is the Headmaster,i/c of JANGALPARA HIGH SCHOOL.

Md. Abdul Aziz, Headmaster i/c

Jangalpara High School.

Email ID : - [abdulazizkpt3gmail.com](mailto:abdulazizkpt3gmail.com)

Contact number: - 7002508548



OLD IMAGE OF JANGALPARA MVS UPTO 2005







NEW IMAGE OF JANGALPARA M.V.SCHOOL FROM 2006 TO 2018 (TILL NOW)





**SUMMARY-**

The module will help to enhance cooperation, integrity and development of the personality of the educator.

**ASSESSMENT-**

1. How does your school encourage parents to participate in the education of their child?
2. How can schools provide resources to encourage community activities?
3. Do parents have a voice within the school community?
4. How can schools provide resources to encourage community activities?
5. What leadership and management skills can schools provide for the broader community?
6. What activities within your school could be extended to involve more members of the school community?