



Effectiveness of ‘Toy-based Pedagogy’ Towards the Inculcation of Freedom Values Of India in Regional Context for Secondary Level Classes

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ABSTRACT:

With millennium educational goals set by various countries, novel innovative methods to transact curriculum is gaining momentum. It is rather challenging for educationists to inculcate knowledge coupled with values. As educationists we all know that affective domain is taking a back seat in the present educational context. Freedom values in this context specify the essence of some marked legacy and contributions left by our freedom fighters during the three successive phases of freedom struggle. These values have been completely and conveniently forgotten as more than seven and half decades have elapsed after our independence. NEP 2020 suggests that Experiential learning could be adopted at all stages including the secondary stage as it provides hands-on experience. Toy-based pedagogy, sports-integrated learning, story-based pedagogy etc make learning joyful and interesting. This article is intended to suggest ideas on how the freedom movement in India and regional-level contributions can be made interesting, especially concerning personalities who took active participation in all three phases of the freedom struggle and their marked significance through making simple toys or games to inculcate thorough understanding.

Keywords: Toy-based pedagogy, inculcation, freedom values, Regional Context, secondary level.

1. INTRODUCTION-

“Education is the manifestation of perfection already in man,” said Swami Vivekananda. Teaching learning process is turning out to be very challenging in the present millennium. With millennium educational goals set by various countries, novel innovative methods to transact curriculum are gaining momentum. It is rather challenging for educationists to inculcate knowledge coupled with values. As we all know the affective domain is taking a back seat in the present educational context. Teachers of the present day also give less weightage in this regard or become unmindful of this situation. On one side teachers’ are to upskill themselves with growing techno-innovative pedagogy and on the other side cater to the need of individualized education. Now materialistic culture has crept into society. Students of this modern time fail to acknowledge the contributions of our leaders who fought for our freedom. Especially the contribution of the freedom warriors of Tamil Nadu is unknown to present-day’s students. So this chapter will address the possible methods that teachers could follow to inculcate freedom values among secondary class students.

2. What are Freedom values?

Freedom values in this context specify the essence of some marked legacy and contributions left by our freedom fighters during the three successive phases of freedom struggle. These values have been completely and conveniently forgotten as more than seven and half decades have elapsed after our independence. Only when the country celebrates Independence Day and Republic Day students are given some orientation through various programmes. Values of the freedom movement along with the legacies of sung and unsung freedom fighters should be listed as a framework that will kindle the thought process of students leaving a deep impact. So teachers are required to take up some solid steps to inculcate freedom values like Freedom of Thought, Freedom of Speech, Freedom of ideas, Political freedom, Socio-economic cultural freedom and also highlight the individual contribution of the freedom fighters of various periods those you participated at the national and regional arena.

NEP 2020 recommends that 'in all stages, experiential learning could be adopted, including hands-on learning, art-integrated and sports-integrated education, story-telling based pedagogy. Some eminent Indian educational philosophers have also expressed their agreement towards experiential learning which helps in the holistic development of students. This method is best suited in terms of assessment as 'assessment of' learning, 'assessment for' learning and 'assessment as' learning. In his book Nai Talim, Mahatma Gandhi stated that 'work and knowledge should go together'. He added that children should be taught craft not mechanically but scientifically as it would develop the intellect of the child. According to Gandhiji, 'the brain must be educated through the hand'.

Sri Aurobindo believed that learning happens in a free and creative environment that aids and allows the development of a child's interest, creativity, and mental, moral as well as aesthetic sense.

J. Krishnamurthy was of the view that since the purpose of learning is to develop a questioning mind and spirit, the teacher has to free him from mindless repetition of content and practice.

3. Toy Based Pedagogy (Gamification):

Rationale for the study

- ❖ The National Policy on Education 2020 aims at bringing a transformative changes in the entire process of teaching learning approach
- ❖ To ensure quality education for all emphasising equal opportunities for all.
- ❖ The overall impetus of the reforms in curriculum and pedagogy is to ensure that learners are actively and joyfully engaged in the learning process.
- ❖ Children's abilities can be nurtured in an effective manner if the process of learning is made enjoyable
- ❖ Toy pedagogy is a Competency based approach. A pedagogical strategy along with traditional method.
- ❖ Specific topics can be addressed from a distinct perspective
- ❖ Toy pedagogy is an approach involving team work.
- ❖ Provides a rich learning experience for learners.
- ❖ Students would be involved throughout the process of learning
- ❖ students could understand abstract theoretical concepts better
- ❖ To enhance skills like critical thinking, creative thinking, problem solving along with facing day-to-day challenges in real life situation The National Policy on Education emphasises the need for Experiential and joyful learning.
- ❖ The major recommendation is reduction of curricular load to core essential components. It highlights the basic fact of shift from 'content based' to 'competency based' learning.
- ❖ The National Council for Research and Training has brought out a complete document on 'Toy Based Pedagogy'.
- ❖ Toys have been an indispensable part of every individual during their childhood. We have expressed all our emotional connect like playing, talking. Manipulating, enjoying the toys during our childhood. Even now children make paper boats, caps for toys with paper, play with board games etc.

- ❖ They also develop healthy dialogue with their friends and other children.
- ❖ In this process they observe, understand, recreate, innovate, and invent various concepts.

4. Toy Pedagogy an innovation:

Though we could state that 'Toy Pedagogy' is as per the brain child of NEP 2020, using this approach is not a new one. As teachers and teacher educators we have used this methodology in different nomenclature. For example while teaching social science we have used 'cut out' of various freedom fighters, social reformers etc. For science teaching cut out projecting scientists, periodic table etc. While teaching languages we had used 'Toy making' for various stories i.e Gulliver's travel, 'Villa for sale etc. In mathematics we had insisted students to make mathematical modelling for various maths concepts. Students have automatically imbibed some special skills along with learning of subjects. These back ground activities could be improvised, new dimensions could be added and classroom transaction can mostly take place using this method.

A Study was conducted to gauge the impact of toys by Children's University in 2018 even before NEP 2020 and the following findings were obtained-

- ❖ Children's attendance improved
- ❖ Students developed liking towards academic subjects that they once found difficult
- ❖ They became more organized, caring for and sharing and respecting each other
- ❖ Their decision making skills improved
- ❖ They developed new and creative ways to solve problems
- ❖ They developed the virtues of honesty, the spirit of sportsmanship and patience
- ❖ Their logical thinking was encouraged and observation and memory skills were enhanced.
- ❖ Their readiness to face challenges increased
- ❖ Their spatial awareness was enhanced
- ❖ Problem-solving, matching and sorting skills improved

What 'Toy's could be created'?

Toys for social science could include simple paper folding using newspapers, old pens, boxes, plastics etc. Concepts like making puppets for 'Gram Panchayat', Harappan toys, Gupta period coins, musical instruments, Sarnath lion capital, Sanchi Stupa, iron pillar at Mehruli etc could be given as a group activity or project work. This book chapter is intended to suggest ideas how freedom movement in India and regional level contributions can be made interesting especially with reference to personalities who took active participation in all three phases of freedom struggle and their marked significance through making simple toys or games to inculcate thorough understanding. The following hand cut outs could be made by students easily using simple card boards, newspapers, unused waste materials etc

1. Subramaniya Bharathi
2. Subraminia Siva
3. V.O. Chidambaranr
4. Raja Goplachari
5. Sarojini Naidu
6. Anne Besant
7. Anjalai Ammal
8. Velu Nachiyar
9. Bala Gangadhar Thilak
10. Goplala Krishna Gokale
11. Mahatma Gandhi
12. Jawaharlal Nehru
13. Subash Chandra Bose
14. Sardar Vallabai Patel etc.

These hand cut-outs could be made using the print out image of these personalities could be stuck into cut-outs and could easily be set in classroom while teaching. This will defiantly create a positive impact in the minds of young learners in secondary classes. This work can be given as a group activity and students could be motivated to make them under the supervision of the subject teacher.

The events connected to these personalities could be easily taught through gaming technique like making snake and ladder where these events are stated randomly and years and significance are spread across. Likewise shooting arrow to the event mentioned by teacher can be easily arranged in class using simple disc made and a small shooting arrow made with newspaper or used paper.

Games like traditional kabbadi, kho-kho, hide and seek, stapoo, kancha (marble) can be used to teach the event of freedom struggle along with the name of freedom fighters. Students can use the names and events while playing hide and seek, kho-kho, kabbadi etc.

Major events like Civil disobedience, Simon commission, anti-Simon demonstrations, Salt march, Quit India events could be demonstrated in the class where students could actively participating. Creating Story-board using these simple handmade toys can enhance students understanding. Students generally love making kites and flying them using their own strings. This could be made use of where kites could be made using the events, incidents, personalities name are written on them and this could be taken as an outdoor classroom activity where teachers could avoid monotony and boredom.

Using of String Puppets:

India has a rich and ancient tradition of string puppets or marionettes. Marionettes having jointed limbs controlled by strings allow far greater flexibility. Tamil Nadu, Rajasthan, Odisha, Karnataka are some of the regions where this form of puppetry has flourished.

Pedagogic Importance of Puppetry:

- ❖ Puppetry can motivate children with emotional and physical challenges to develop their mental and physical faculties
- ❖ Awareness programmes like conservation of natural and cultural environment, climatic changes, cleanliness drive, gender concerns, inclusion etc could be easily addressed
- ❖ Stories adapted from puranic literature, local myths and legends usually form the content of traditional puppet theatre in India, which in turn imbibes elements like painting, sculpture, music, dance, drama etc.
- ❖ Puppetry can help teachers across the stages for the teaching learning of all the subject areas integrating theatre. It is very useful for language and Social-Science education.
- ❖ Awareness on cross cutting issues such as gender, inclusion, equity, social justice etc can be generated through puppetry not only among the students but also among their parents and the overall community

Those who are in the previous generation could have got exposure to this type what we call 'Bommallattam' in the form of folk plays, street plays etc. Owing to digital technology and modern gadgets this art form has totally vanished and as teachers when we revive this technique our young learners will be mostly thrilled.

Especially when the freedom movement to be taught this Puppet show' i.e pulling the string puppets and contents relevant to it spoken in backstage by the subject teacher or students would definitely put the learners spellbound. For Example, events related to the First Phase of the freedom movement (1885-1905), the Second phase (1905-1919) and the third phase of the freedom movement' i.e Gandhian era (1919-1947) along with the regional contribution of leaders of Tamil Nadu could be well narrated as a story along with string puppets of these personalities and events connected to that. This will not only enhance students' understanding but also make the assimilation of value skills of these personalities.

5. Synthesis of 'Toy' models and thematic shows:

In order to culminate these classroom activities as showcasing for others' purview teachers can organise a 'Toy Fair' annually in school where all teaching faculty and students could watch and learn from the innovative pedagogy. Prizes could be announced for students. This will create further motivation in them.

Set of Values to be inculcated among secondary-level students through the freedom fighters of Tamil Nadu:

Freedom warriors	Values to be inculcated
Subramania Bharathi	Caste equality, women empowerment
Subramania Siva	Indomitable courage, widow's remarrage
Anjalai Ammal	Multi –dimensional role of a woman
Rajaji	Social upliftment, legal framework
V.O.Chidambaram	Enterprise and courage
Velu Nachiar	Women's courage and confidence
Annie Besant	Philanthropic attitude, Humanitarian outlook
Vanchinathan	Patriotism and indomitable will
Kuyli	Loyalty and faith

6. Conclusion

Children are natural explorers born with insatiable curiosity. It is the duty of teachers to further kindle their curiosity by creating a joyful learning environment. Toy based pedagogy, sports-integrated learning, story-based methods could be used as alternative pedagogical practises by teachers. Students learn better when had on experience is given and the learning will create a deep emotional impact in them.

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