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**LEARNING OF HUMANITIES IS MUCH NEEDED TO BE PART OF PRIMARY  
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Authored By

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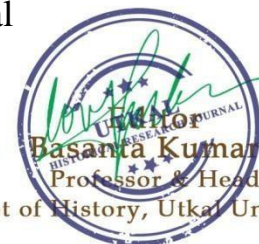


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# LEARNING OF HUMANITIES IS MUCH NEEDED TO BE PART OF PRIMARY EDUCATION IN THE 21<sup>ST</sup> CENTURY

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## **Abstract**

Taking into consideration that in the constantly changing world, wherein more importance is given to subjects like mathematics, science, technology and engineering, there is a need felt for promoting humanities. Humanities are needed to be taught at primary level of education in order to make the learners to have balance and proper perspective in their lives and it is going to strengthen their intellectual thought process, enabling to have better communication skills, the tact to deal with the varied problems. This will help in developing values and to be ethically responsible citizen. The objective of this study is to understand that children at primary level are aware about humanities. 50 respondents who are the parents of young children agreed that humanities must be taught at primary level of education. And this is what New Education Policy aims at and intends to nurture good values in the young population.

**Keywords:** Humanities, primary level of education.

## **Introduction**

There are ample number of spoken languages around the globe. At the same time we are in the midst of different cultures, arts, customs, literature, music and so on. But the fact is many times we fail to understand our friends, neighbours or even a family member. As we know, each person is unique and is different from other individual, leading such person to be in his world and the fact is that such a person is actually part of a society.

Hence the need arises for an individual to be active while playing his/her role. Without knowing ourself and then knowing the people in our proximate surroundings, cannot help one to lead effective life. The need has now arisen to have an approach through which the knowledge the human values and conditions can be made aware of. Making the child to understand humanities in the primary years of education can be done by making them understand the different qualities, knowledge and human values will be more appropriate than by teaching them certain specific subjects only. The same can be learned and embedded in all subject areas with some excellent opportunities and through cross-cultural practices in our society. After drawing a difference between philosophical traditions, the arguments by experts results into the reality of humanities to be considered to be an essential aspect in the overall development of a child. The humanities will help child to introspect and understand themselves and other people in their peer groups with respect to time, thoughts, identity, custom and culture and will help them to develop empathy and to be thoughtful. Such an act will result into having better citizens in a nation.

## **Review of Literature**

Concern over how England's primary curriculum has recently become unbalanced with an emphasis on decontextualized literacy and numeracy skills and measurable outcomes is growing both within and outside of the teaching profession. The Cambridge Primary Review (Alexander, 2010), which examined and critiqued England's primary school curriculum, focused heavily on this issue. Its analysis is still very current. In particular, it brought attention to how Curriculum 1—often referred to as "the basics" and encompassing the arts and humanities—has consistently dominated the primary curriculum at the expense of Curriculum



2—often referred to as "the rest." Many children still find the primary curriculum to be uninspiring and limiting, with the humanities receiving such little attention.

In order for the children for (and adults) to engage with complex ideas in thoughtful and reflective ways, taking into account other people's viewpoints, and being ready to listen, discuss, and learn to disagree respectfully, Nussbaum (2010) argues that the humanities are essential as a foundation for democratic citizenship. Since "it is easier to treat people as objects to be manipulated if you have never learned any other way to see them," (Nussbaum, 2010, p. 23), such an approach helps children to become more empathic and can aid in challenging limited, partial, and biased views.

Eaude et al. (2017, p. 5) came to the conclusion that "there is a pressing need for humanities education in an increasingly complex world; and to argue the case for humanities on the grounds of the development of the "whole child"" after considering the role of the humanities in "troubled times." We would particularly promote children: understanding culturally related ideas like time, space, and the idea of how people can perceive themselves in relation to the environment, to other people, and to places; learning to understand, and empathize with people who are different, as well as those who are similar, challenging stereotypes, and becoming more humane and compassionate people; exploring their own identities, values, and beliefs; and developing skills and habits associated with critical thinking, such as assessing and interpreting information.

The humanities are important because they give kids the chance to: examine their own identities, values, and beliefs, as well as ideas like time, space, and faith; reflect on the meaning and purpose of their lives; and hone your critical and creative thinking abilities and habits. expand their cultural and intellectual horizons and develop empathy for both the different and similar, thereby valuing diversity. acknowledging racial differences among people, finding common ground, and combating prejudice are all important. learn about sustainability, global citizenship, and democracy enhance a sense of responsibility for oneself, others, and the environment in accordance with the UN Sustainable Development Goals (United Nations, 2015).

Fieldwork, inquiry, observation, and interpretation are just a few of the humanities-related methods of work that foster critical thinking that calls for "the kinds of habits of mind, commitments, or sensitivities [that] include things like open-mindedness, fairness, the desire for truth, and an inquiring attitude" (Bailin et al., 1999, p. 281). These characteristics are crucial in a world where information is easily accessible but where children and adults are unsure of who and which sources to believe.

### **Need and Significance of the Study**

In present education system, more importance is given to subjects like science, mathematics, technology, engineering. They are also updated as per the progress made in the relevant fields. The respective fields are selected in order to fetch good income. We are also observing a good number of an increase in educational institutions in these relevant fields. Even if an individual earns in lakhs and crores of rupees, an individual has lost human values. What is the use, even if an individual becomes master in his/her respective field when such person lacks basic human values like being humble and giving respect. As science and technology is spreading very fast and introducing his new advanced branches, humanities is the only way wherein the diminishing human values can be rekindled and enable the future generation to lead a better life. Thus, it is the need of an hour to imbibe the humanities training across the nation in the primary education. Our country has eminent teachers and well-planned strategies, who can teach humanities along with different subjects and co-curricular activities. So, the need arises to understand the level of awareness of humanities among the learners at the primary level of education , as it is correct age to embed in them the true human values.



### Statement of the Problem

The present study is entitled as. “Learning of Humanities is much needed to be part of primary education in the 21<sup>st</sup> Century” in the city of Mumbai.

### Objectives of the Study

1. To find the level of awareness about humanities among the learners at primary level of education.
2. To find where there is any difference in the awareness with respect to gender.

### Hypotheses of the Study

Keeping the above objectives in mind, the hypotheses framed as follows:

H<sub>01</sub>: The level of awareness about humanities among the learners at the primary level is very low.

H<sub>11</sub>: The level of awareness about humanities among the learners at the primary level is very high.

H<sub>02</sub> : There is no significant difference in the awareness about humanities with respect to gender.

H<sub>12</sub> : There is significant difference in the awareness about humanities with respect to gender.

### Methodology, Sample and Tool Used

A structured questionnaire was used in this study. Stratified Random Sampling technique was used for selecting 50 learners consisting parents of 25 girls and 25 boys. The questions were framed to be indicative of humanities awareness among the learners. The 3-point Likert scale technique was used to record respondent’s opinions.

### Techniques Used for Analysis of the Data

1. Percentage -wise analysis
2. Pie-chart is used to understand the level of humanities awareness in general.
3. Bar chart is used to understand the level of humanities awareness between boys and girls’ learners.

### Data Analysis

Table 1. Table showing the level of humanities awareness among the gender-wise learners at the primary level of education

Humanities awareness				
Gender	High	Middle	Low	Total
Boys	3	12	10	25
Girls	6	8	11	25
Total	9	20	21	50

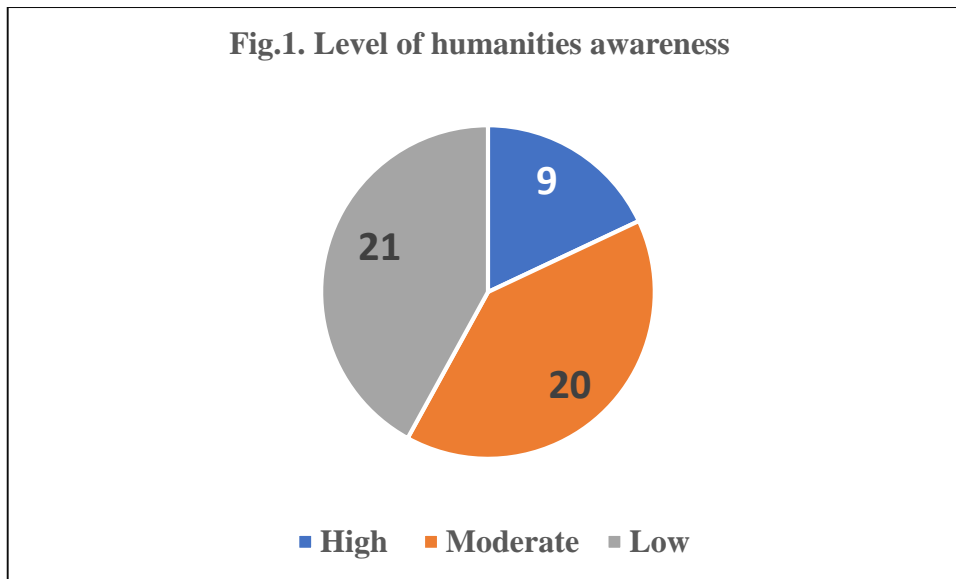


Table 1. shows that only 9 learners i.e 18 % had high level of humanities awareness, 20 learners i.e 40 % had moderate (middle) level of humanities and 21 learners i.e 42 % had low level of humanities awareness.

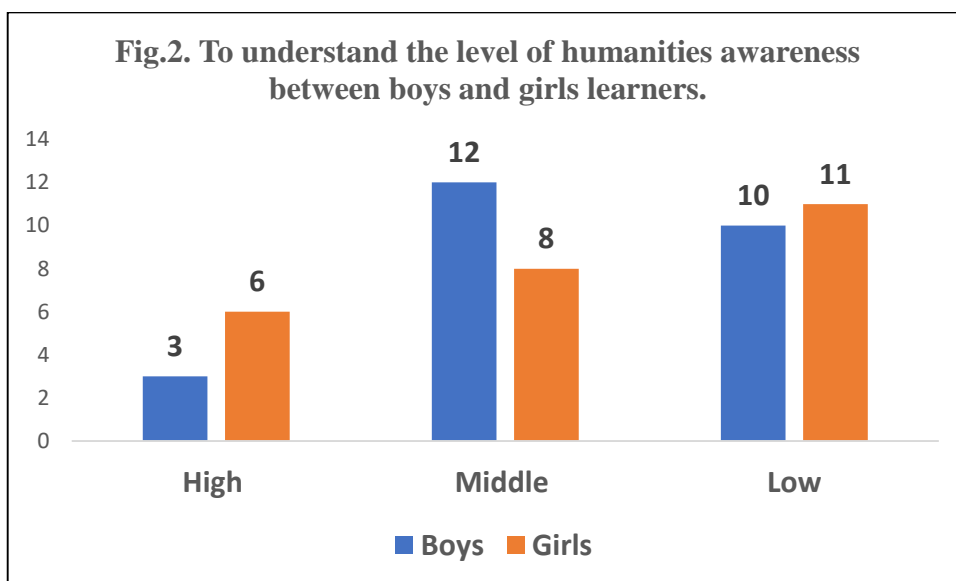


Fig.2. shows that on comparing the level of awareness of humanities between boys and girls, at each level, number of girls exceeded number of boys. Out of respondents having high humanities awareness, 3 (33.33%) were boys and 6 (66.67%) were girls. Similarly, out of respondents having moderate humanities awareness, 12 (60%) were boys and 8 (40%) were girls. Lastly, out of respondents having low humanities awareness, 10 (47.62%) were boys and 11 (52.38%) were girls.

**Findings of the Study**

18 % had high level of humanities awareness, 40 % had moderate (middle) level of humanities and 42 % had low level of humanities awareness.

Like-wise gender-wise also the level of awareness of Humanities is not good at low level.

1. Hence the first null hypothesis ( $H_{01}$ ) that the level of awareness about humanities among the learners at the primary level is very low is accepted



2. Also, the hypothesis (H<sub>12</sub>) that there is significant difference in the awareness about humanities with respect to gender is accepted.

### **Limitation of the Study**

This study is restricted to only 50 parents who were in the close contact of the researcher. Similar gender-wise comparative studies can be carried out with respect to:

1. Children residing in different states.
2. Children pursuing their primary education through different boards of education.
3. Children belonging different religion, customs, cultural.
4. Children belonging families having different financial status.
5. Children belonging to family where both parents are working.
6. Children belonging to family where only either father or mother is working.

### **Conclusion**

Since decades it has been observed that the primary education still continues to be vary narrow and not motivational for many children, because more importance is given to teaching many subjects and such subjects are more focused on making children to acquire factual and updated knowledge. At primary level of education, humanities is usually understood a s science, history, mathematics, geography and sometimes some religious education and thoughts are taught, leading to cross-cultural customs and practices

The gap that is created by the modernization in education sector has now forced us to think for introducing learning of humanities at the primary level of education. More effective approach is to be set up for the future generation. Humanities are needed to be taught at primary level of education in order to make the learners to have balance and proper perspective in their lives and it is going to strengthen their intellectual thought process, enabling to have better communication skills, the tact to deal with the varied problems. This will help in developing values and to be ethically responsible citizen. The objective of this study is to understand that children at primary level are aware about humanities. 50 respondents who are the parents of young children agreed that humanities must be taught at primary level of education. And this is what New Education Policy aims at and intends to nurture good values in the young population.

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