

Beyond the Blackboard: Cultivating Everyday Self-Reliance in the Primary Years

M. K. DAV Public School, Daltonganj, transformed its junior wing into an active workshop of practical competencies today .The Institution rolled out an extensive life skills programme designed specifically for learners spanning Kindergarten through Standard 5. Rather than confining instruction to standard textbooks, the school familiarised pupils with ordinary chores that build daily autonomy.

The early foundation classes tackled essential fine-motor tasks. Kindergarten youngsters practiced peeling bananas, inserting straws into juice boxes, folding neat cloth handkerchiefs and distinguishing between books and notebooks. As children progressed to Upper Kindergarten, they learned to secure buttons, hang cloth swatches with wooden pegs, comb their hair and roll their socks. Primary students in Standard 1 and Standard 2 advanced these self-care habits further by tying shoe laces, buttoning stiff uniform collars, smoothing jam over bread and arranging study desks.

Higher primary classes engaged with multi-step responsibilities. Third graders covered textbooks with brown paper, drafted emergency contact cards, assembled mixed fruit bowls and deciphered store price tags to calculate balance currency. In Standard 4 and Standard 5 , pupils demonstrated remarkable dexterity while knotting neckties, trimming tear-away condiment sachets, wrapping gifts, stitching buttons and handling kitchen cutlery safely . Throughout the classrooms, chatter accompanied the quiet rustle of paper and the clink of tableware.

Reflecting on the pedagogical philosophy that spurred this school-wide drive, the Honourable Principal MRS. INDRANI CHATTERJEE noted that conventional schooling frequently fixates on examination marks while neglecting the fundamental requirements of day-to-day living. She stressed that early practical instruction demystifies ordinary household responsibilities and instils authentic self-reliance. In her assessment, genuine educational maturity appears when youngsters navigate ordinary domestic obligations and handle daily friction without constant adult intervention. She reiterated that the school aimed to tether foundational learning to practical reality. Consequently, it sought to produce resourceful and capable individuals rather than mere memorisers of textbooks.

















