



# Conceptual progression in prescribed curricular content of concept of LIVING ORGANISMS at upper-primary level.

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## Abstract :

**Aim-** The aim of the study is to find out the conceptual progression in prescribed curricular content of concept of LIVING ORGANISMS at upper-primary level.

**Method-** The population of this study is comprised of students from upper-primary level i.e. class 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup>, choosing a state Uttar Pradesh. Researcher has taken only 45 students from a government school. These students were administered on the basis of a valid and reliable questionnaire developed by the researcher. Specifically, it seeks to elucidate the manner in which critical concept of LIVING ORGANISM progress and evolve through-out the educational journey of upper-primary level students.

**Result-** Research has shown that students understanding of concept of LIVING ORGANISM evolves as they progress through biological education. As Vygotsky argued, cognitive development is a dynamic process influenced by social interaction and cultural factors.

**Conclusion-** The findings of the study showed that when it comes to the biological science, students initially have a basic understanding of concepts.

**Key-words-** biological science, education, upper-primary level, students, living organisms.

## I. INTRODUCTION

The research objective under scrutiny pertains to a comprehensive examination of the prescribed curriculum for living organisms at the upper primary level. It seeks to elucidate the manner in which critical concept of living organism progress and evolve through-out the educational journey of students. This objective shows that how the intricacies of concept about living organisms are structured, sequenced and developed over time, aiming to offer insights into the trajectory of students' learning.

Starting from class 6<sup>th</sup>, students are introduced to the fundamental building blocks of biological science. This stage sets the foundation for more advanced concepts that students will encounter in subsequent years. Class 6 typically involves the exploration of the characters exhibited by living organisms. The curriculum also delves into the habitats in which these organisms live. These early lessons are the frame of ground work for students to grasp the very essence of life and co-relation between organisms and their surroundings. As we know that this stage is the initial step in a student's education about Biological Science, it builds the base of pyramid upon which the subsequent knowledge will be constructed.

Moving on class 7<sup>th</sup>, the curriculum takes a step forward in complexity. Students find the knowledge about fascinating concept of adaptation. Adaptation is the pivotal biological concept that underpins the survival and thriving of living organisms in a constantly changing world. The introduction of adaptation in class 7<sup>th</sup> represents a logical progression from the foundational knowledge acquired in class 6<sup>th</sup>. Students are now ready to contemplate the intricate mechanism that govern life and the remarkable ways in which species adapt to ensure their survival.

As students advance to class 8<sup>th</sup>, the curriculum takes a more profound dive into the world of Biological Science. At this stage, students are exposed to complex topics including cell structure and function, as well as the realm of microorganisms. Cell biology is a corner stone of biological science as cells are the fundamental structural and functional unit of life. Understanding the cell

structure and function provides students with insights into the mechanisms of life itself, from cellular processes to cellular organisation. Knowledge about microorganisms introduces students to a world of minuscule yet profoundly impactful life forms.

The research objective, at its core, seeks to unravel the intricate patterns that govern the sequencing and presentation of these concepts at upper primary level biological science curriculum.

## II. REVIEW OF RELATED LITERATURE

To highlight the significance of the subject, finding, assessing and appreciating the corpus of documented work that professionals and scholars are producing the objectives of literature research. The literature review highlights the significance of the new research and offers context for comprehending the state of the art now.

**Banet, E., & Ayuso, G.E. (2003)** aimed to identify some approaches to improve school instruction on biological inheritance and the evolution of living things. The author studied the students' knowledge growth over time using a teaching tool that took a constructionist approach to learning. The author suggested some disciplinary criteria for choosing and sequencing the content to be taught and the author talked about educational conditions that were most conducive to the development of students' understanding of these subjects.

**Tidon, R., & Lewontin, R.C. (2004)** explained that evolutionary biology was interdisciplinary in nature, requiring knowledge from many different fields for a comprehensive understanding. The author gave some reflections to inspire debates aimed at the improvement of the conditions of education in this field. Using data from "National Institute for Educational Studies and Research" and information gathered from educators in different parts of Brazil, the author analysed the make up of evolutionary education in the country.

## III. METHODOLOGY

**STUDY AREA-** the population of the study as the students studying at upper primary level in Uttar Pradesh.

**DATA COLLECTION-** data was collected from male and female students enrolled in government school of Uttar Pradesh. A total of 45 students were randomly selected from upper primary level (class 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup>).

**RESEARCH METHOD-** the investigator creates a questionnaire or timetable using the questionnaire method that contains a list of pertinent questions. The questionnaire then records the respondent's responses. Given that the information is obtained directly from the respondents, this method is useful for gathering primary data.

**DATA ANALYSIS-** Primary data has been created by researcher with the aid of test, surveys and interviews that have been specifically created to comprehend and address the study problem at hand.

Secondary data has been collected and maintained by government school. After then, the data is pulled from a more diverse data source.

## IV. RESULT

According to the class of the student of the respondents, describes demographic variation. When it comes to valid demographic variable out of 45 students, 15 are of 6<sup>th</sup> class, 15 are of 7<sup>th</sup> class and 15 are of 8<sup>th</sup> class.

According to the name of the school, a summary of distribution of students helps to understand the distribution of school with in the group of 45 students from composite school Saroj badewar, kerakat, jaunpur (U.P.)

The result shows descriptive variability for Living Organisms across different classes (6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup>).

## V. DISCUSSION

The study of concept of Living Organisms among students at upper primary level is crucial for understanding how students develop their knowledge and comprehension of the complex biological ideas. Here, we can explore key findings from research in this field and highlight the significance of understanding the evolution of students' concept about living organism which comes under the biological science.

Research has shown that students understanding evolves as they progress through upper primary level of education.

The findings of this study have practical implications for curriculum development. It suggests that curricula should be designed in a way that allows for the gradual progression of complex biological concepts over the lower and higher secondary school years.

Furthermore, educators should be given the flexibility to adapt their teaching methods to align with the evolving needs of their students.

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