

**DIPLOMA IN ELEMENTARY EDUCATION
(D.El.Ed.)**

Pedagogic Processes in Elementary Schools

**Block -2
Management of Learning – Teaching Process**



NATIONAL INSTITUTE OF OPEN SCHOOLING

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The Chairman's Message

WELCOME TO NIOS

Dear Learner

The National Institute of Open Schooling (NIOS) is an autonomous organization under the Government of India, Ministry of Human Resource Development(MHRD). It is the largest open schooling system in the world with around 2.02 million learners currently on roll at the secondary and senior secondary level. NIOS has national and international network with more than 15 Regional Centres, 2 Sub-Centres and about 5,000 study centres for its Academic and Vocational Programme within and outside the country.It provides access to learner centric quality education, skill up-gradation and training through open and distance learning mode. The delivery of its programmes is through printed material coupled with face to face tutoring (Personal Contact Programmes), supplemented by use of Information and Communication Technology- Audio/Video Cassettes, Radio Broadcast and Telecast etc.

NIOS has been vested with the authority to train the untrained teachers at Elementary Level. The training package for D.El.Ed. Programme has been developed by the NIOS in collaboration with other agencies working in field. The Institute offers a very innovative and challenging Two-year Diploma in Elementary Education Programme for in-service untrained teachers in different states according to RTE 2009.

I take the pleasure of welcoming you all to this Diploma Course in Elementary Education Programme of National Institute of Open Schooling (NIOS). I appreciate your contribution in elementary schooling of the children of your state. As per RTE Act 2009, it becomes essential for all school teachers to be professionally trained. We understand that your experience as a teacher has already given you requisite skills needed to be a good teacher. Since it is now mandatory by law, you will have to complete this course. I am sure your knowledge and experience, so far accumulated by you, will certainly help you in this Programme.

This D.El.Ed. Programme is through Open Distance Learning (ODL) mode and provides you ample opportunity to be professionally trained without being disturbed from your regular working as a teacher.

The self-instructional materials developed specifically for your use would be helpful in creating understanding and help you in becoming a good teacher apart from becoming qualified for your job.

Best of luck in this great endeavour!!

Dr. S.S. Jena
Chairman (NIOS)

Credit Points (8=6+2)

Block	Unit	Name of Unit	Theory Study Hours		Practical Study
			Content	Activity	
Block-1: Learning and Teaching Process	U1	Learning and Teaching during Early Schooling	6	4	Identification of the role of a teacher as facilitator from your own experience
	U2	Approaches to Learning and Teaching	8	5	Identification of the characteristics of child centred approach from the behaviour of your colleagues
	U3	Methods of Learning and Teaching	7	4	Differentiation amidst different methods (as mentioned) in the kdf of learning and teaching
	U4	Learning and Learner Centred Approaches and Methods	9	7	Seminar on classroom managerial problems in using different approaches mentioned in the unit
Block-2: Management of Learning-Teaching Process	U5	Management of Classroom Processes	6	3	Identification of material and demotivating actions taken in the classroom by teacher-colleagues
	U6	Teaching and Learning Materials	7	3	Separation of TLM in various concepts from different subject areas
	U7	Management of Multi-Grade and Multi-Level Situations	8	5	Development of activities in different subject areas in multigrade classes
	U8	Planning Learning Activities	5	3	Development of Annual calendar of scholastic & co-scholastic activities, lesson class & lesson note
Block 3: Emerging Issues in Classroom Learning	U9	Integrated Learning-Teaching Process	5	2	Development of activities integrating concepts from different subject areas.
	U10	Contextualizing Learning Processes and Materials	5	2	Collection of folk-materials and its use in teaching-learning process

	U11	ICT in Learning	6	3	Development of ICT tools for transacting lessons
	U12	Computer-assisted Learning	6	3	Computerised analysis of learners' achievement in different subjects
Block-4: Learning Assessment	U13	Basics of Assessment and Evaluation	7	3	Conducting CCE in any one of the subject area
	U14	Tools and Strategies of Assessment	8	5	
	U15	Using the results of assessment for improving learning	7	3	Development unit test in different subject areas
	U16	Learning and Assessment	7	3	Analysis of question paper on different subject areas Study of different ways of sharing result of student performance with various stakeholders
		Tutoring	15		
		Total	122	58	60
Grand Total			122+58+60=240 hrs.		

Block 2

Management of Learning – Teaching Process

Block Unit

Unit 5 Management of Classroom Processes

Unit 6 Teaching and Learning Materials

Unit 7 Management of Multi-Grade and Multi-Level Situations

Unit 8 Planning Learning Activities

BLOCK INTRODUCTION

Block Introduction-2

You as a learner will study Block 2 : Management of Learning Teaching Process. This block consist four units related to management of learning-teaching process. Every unit is divided into sections and sub-sections, In Block 1 you have already studied learning-teaching process, factors affecting learning and different methods of learning & teaching.

Unit-5 : This unit will provide a deep understanding of issues of classroom management and explain the importance of management in creating effective learning-teaching environment. This unit provides the answers to three major questions i.e. how to improve classroom conditions for encouraging every individual student for enhancing his/her learning levels? Secondly how to use space and time available in the classroom for enabling the students to focus on their learning and thirdly what are the ways to motivating and a sense of discipline among students in the class and role of teacher as manager?

Unit-6 : You will be able to understand the need of teaching learning materials. By using different types of teaching learning materials, the students get direct experiences which facilitates their learning. Attempts have been made to acquaint with different types of learning materials and their use in teaching as well as in learning. Text books may also be used as TLM.

Unit-7 : You will be able to understand the concept of multigrade teaching. Multigrade teaching is different from monograde teaching. The problem of multigrade and multi level class room situations and how to address these problems by employing appropriate management strategies and skill can be understood with the help of this unit.

Unit-8 : You will be expowered to learn about planning of learning activities, curricular and cocurricular activities which are important for learning. It will explain the need, purpose and scheme of lessons. Unit plan and lesson plan are entirely different from each other but both are important for effective planning of lesson.

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UNIT 5 MANAGEMENT OF CLASSROOM PROCESSES



Notes

Structure

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- 5.1 *Learning Objectives*
- 5.2 *Management of Learning Situations*
 - 5.2.1 *Creating Learner Friendly Environment*
 - 5.2.2 *Management of Individualized Learning*
 - 5.2.3 *Management of Group Learning*
- 5.3 *Management of Time and Space for Learning and Teaching*
 - 5.3.1 *Management of Time*
 - 5.3.2 *Management of Classroom Space*
 - 5.3.3 *Sitting arrangement in Activity Based Classroom*
- 5.4 *Management for Motivation and Discipline*
 - 5.4.1 *Management for Motivating Students*
 - 5.4.2 *Management of Discipline in the Classroom*
- 5.5 *Role of Teacher as a Manager*
 - 5.5.1 *RTE Act and Role of Teacher*
- 5.6 *Let Us Sum Up*
- 5.7 *Model Answers to Check Your Progress*
- 5.8 *Suggested Reading and References*
- 5.9 *Unit-end Exercises*

5.0 INTRODUCTION

Knowing about the learning process, different methods and approaches of learning and teaching, learning centered approaches with specific emphasis on the activity-based approach, is not enough to apply them in the classroom. You need to have not only knowledge of various methods and approaches, but also skills to use the knowledge in the real classroom situation. Can you imagine the difficulties you might face in the classroom while using the desired method/strategy?



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Read the following situation.

Situation 1: *When Mr. Vivek entered into the class VI to teach Geography with all the required materials and with well-prepared activities, he faced a disquiet class. Two of the students were fighting with each other and others were shouting and inciting the fighting students. Papers, books and notes were scattered around the room. Rain water was falling in the room through a leaking roof. The class was in total disarray. He tried to pacify the students and to bring order in the room when some students complained that the room was wet and their seats were drenched. Some students proposed to Mr. Vivek to tell stories instead of teaching Geography.*

As you can imagine, the problems Mr. Vivek was facing were:

- indiscipline among students,
- lack of physical safety and comfort in the class, and
- students' disinterest in Geography.

Such problems or disruptive forces can be many. Lack of several basic necessities like secured, safe and congenial environment, sufficient teaching learning materials, good student-student and student-teacher relationships, joyful teaching learning processes, and discipline among students can create disruptions in the classroom processes. A class with 40 students may have many problems depending on their learning needs, emotional frame of mind, stress in and out of the classroom and other such issues. In fact every class a teacher faces has a unique set of problems or forces which can disrupt a classroom climate and disturb even the very well designed methods and strategies.

Think about your class and note two factors that disturb your classes very often.

Hence in addition to competence in subject contents and processes of teaching, management skills are also necessary. The success of classroom teaching leading to effective learning by every student in the class largely depends on the effective classroom management by the teacher. As a teacher, you have to develop the skill of managing a classroom so that each and every child has an opportunity to learn and grow. There are several aspects of an effective classroom management such as, building congenial environment for learning, encouraging participation by every student, promoting classroom interaction, maintaining healthy interpersonal relationship, maintaining steady focus on the topic of learning, handling the problems of indiscipline etc. In other words, classroom management requires the ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and promotes learning and takes into account different needs and abilities of every child.



In this unit let us know about three aspects of classroom management viz. improving classroom conditions to encourage every student for enhancing his/her learning levels; using space and time available in the classroom for enabling students to focus on their learning and the ways of motivating and instilling a sense of discipline among the students in the class to focus their energies towards enhancing their learning.

5.1 LEARNING OBJECTIVES

After completing this unit, you will be able to:

- develop learning environment in your classrooms congenial to your students' learning.
- group students appropriately to promote effective learning in the classroom.
- facilitate individualized and group learning in your classrooms.
- plan for optimum use of the available space and time in the classroom for children's learning.
- organize different types of sitting arrangements for different activities while employing activity-based approach in the classroom learning.
- motivate students for learning and maintain classroom discipline for smooth conduct of learning activities.

5.2 MANAGEMENT OF LEARNING SITUATIONS

Creating situations and opportunities for encouraging learning by each and every student in the class is one of the basic things that you as a teacher would expect to do. Let us look at our classrooms while thinking of creating favourable situation for learning and try to identify the components of classroom environment.

A class constitutes of a group of students, in most cases of same age, and a teacher to teach and facilitate students' learning. The teacher of a class knows his/her students very well. Usually, one of the rooms in the school specially constructed for the purpose of accommodating a class is called a classroom. Ideally, there should be a room for each class or each section of a class. However, in several schools you will find the number of rooms to be less than the number of classes. In such schools, one room is used to accommodate more than one class (Refer Unit 7 for multi-grade classes).

Besides the teacher and students, what do you think are other elements that constitute a classroom environment?

Consider Situation 1 where the classroom in which Mr. Vivek went to teach had the roof leaking, the floor and seats wet, and the seats and the materials scattered around



the class. Certainly, these are not congenial for children to focus on any activity. What could you have done if you were in place of Mr. Vivek? Surely, you must have taken care to ensure a safe, secured and comfortable condition for your classroom. These relate to the physical conditions of a classroom which need to provide security and comfort to children. The physical environment of the classroom also includes the resource materials available in the classroom which can be used both by the children and the teachers to facilitate learning.

Suppose, you have a classroom with sound physical conditions and adequate materials needed for use by you and your students. In spite of such favourable conditions, you observe the students in the class quarrelling with each other and you are quite desperate about it. Surely the climate in your classroom prevailing at that moment is not congenial for teaching-learning process to continue. Therefore, three aspects are to be taken care of in order to build a learner friendly classroom climate.

E1. Reflect and name the three basic components of the classroom environment.

5.2.1 Creating a Learner Friendly Environment

The classroom environment should be such that each and every child feels comfortable, joyful and feel encouraged to use his/ her potentials optimally for learning.

There are three possible categories of classrooms in terms of classroom management: Dysfunctional, Adequate and Orderly.

- ***Dysfunctional classroom environments*** are often chaotic. The teacher constantly struggles to maintain control. Little sustained learning can take place in this situation. In real terms, the class is not at all functioning so far as learning is concerned.
- ***Adequate classroom environments*** exhibit a basic level of order, but the teacher still struggles to maintain it. Some learning takes place sometime in this situation.
- ***Orderly classroom environments*** fall into two further categories - *restrictive and enabling*:
 - ***Orderly, restrictive learning environments*** are “tight-ship” classrooms where the teacher maintains a high degree of structure, manages routines tightly, and uses very few instructional strategies. In this case maintenance of order through strict disciplinary measures is the main concern of the teacher.
 - ***Orderly, enabling learning environments*** are found in smoothly running classrooms that manifest a comparatively looser (but not loose) structure. In these classrooms, teachers use a wide range of routines and instructional strategies, and the emphasis is on students making meaning of content.

(Educational Research Service, 1993)



From the above discussions answer the following question.

E2. Which type of classroom environment is more friendly and effective for a child's learning and why?

For creating an enabling learning environment, what you need is to look for reasonably comfortable physical conditions of your classroom.

- ***Physical Environment of the Classroom***

A good classroom is like a home away from home for both the teacher and the students. It should thus be safe, secured, attractive and functional, keeping in mind the grade, age appropriateness, the type of classroom activities the teacher and students will perform etc. A classroom environment communicates a bit good about what the classroom is like. The physical atmosphere of a classroom speaks about the nature of students and teacher of the class.

As mentioned earlier, the physical environment of a classroom has two major components: the physical conditions and the material resources available in the classroom.

- ***Physical conditions of classroom***

Refer to the infrastructural facilities and their proper maintenance. The classroom needs to be a part of a *pucca* building without any leakage in the roof. The walls and floor should be properly plastered without any edges that can cause injury to children. The room is to be well ventilated, and sufficiently lighted with large doors and windows facilitating cross ventilation which would make the environment of the room comfortable and pleasant for children. Lack of these will affect students' concentration. Plants outside the classroom are also excellent for improving the quality of air and to have a good outside view from within the room. There should be sufficient space available in the classroom for conducting any group work. Always remember that the classroom environment should be congenial and safe for the students.

Another important aspect we do not give adequate attention is the proper maintenance of the physical conditions of the classroom. Whenever a slight damage on the floor and the walls are noticed, they need to be immediately repaired. The classroom needs to be extremely neat and clean. This not only ensures a healthy classroom environment, but also develops habit of personal hygiene from the early age. To maintain cleanliness in the classroom, you can play a vital role by involving students for regular cleaning of classroom just before the start of the school activities and when the school ends for the day. During the class hours, you might have observed waste materials like pieces of papers, leaves, flowers, chinks, and broken sticks etc. which were used in different learning activities thrown all around the classroom floor by the students. If you keep a box or a paper cartoon inside the class and develop an habit in the students to throw



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all the waste materials in that box which is then disposed in the garbage pit of the school at the end of the school hours daily, then such a practice would not only keep the classroom environment clean but also develop a habit of cleanliness among students which they may extend to keep their home environment clean.

The classroom space i.e. walls and floor should be decorated in a child friendly manner. Such decorations add to the beauty of the classroom environment and attract the children which ultimately facilitate in students' learning (refer section 5.3.2 for space management). The sitting arrangement must be designed in a systematic way so that the organization of the seats helps the students to feel more involved (for detailed discussions refer 5.3.3).

When you are engaged in the management of classroom teaching-learning process, you need quite a large number of materials like boards (black or white) to write, display boards, materials/furniture for sitting, storing along with the teaching-learning materials (TLM). Their placement, storage and use in the classroom both by you and your students constitute essential part of the physical environment of the classroom. These aspects of material management in the classroom are discussed in detail in the next unit of this block.



ACTIVITY - 1

Prepare a list of your roles as a class teacher in enhancing the quality of physical environment in the classroom.

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.....
.....

After you complete the preparation of the list, compare your list with the list given below.

The Roles of a Teacher in Enhancing Physical Climate of the Classroom are to:

- Ensure safe and secured conditions of the building in which the class functions. Any damage on the floor and wall need to be got repaired immediately.
- Draw attention of the school authorities for regular maintenance of the school building.
- Encourage students for beautification of the classroom walls with paintings and activity charts.



- Ensure that the classroom is clean before the class begins and at the end of school hours. Students need to be encouraged to share the different activities like cleaning, disposal of garbage etc. among themselves.
- Place a dust bin in the classroom for systematic disposal of garbage of the classroom.
- Check that all the materials are in place and properly arranged after use.

● *Humane relationship in the classroom*

As a student yourself or as a teacher, you might have experienced that there are teachers with whom all the students of a class are attached i.e. the students love to interact with them and feel free to talk and ask questions, like to spend more time with them, obey them with love and respect and can do whatever such teachers ask them to. These teachers are quite sensitive to the needs of the students; they share the agony and happiness of the students and are always there to help whenever any individual student is in difficulty. You might also have observed that Also it is observed that the students in their class have good relationship among each other and most students perform better in the subjects taught by such teachers than in other subjects.

Thus we can say that the bond between the teacher and students determines the quality of the humane relationship. In any classroom, two types of relationships exist: 'Teacher-Student' and 'Student – Student'. If these relationships are based on mutual understanding, respect and co-operation, then it is easy for the teacher to manage the classroom activity. To create a learning friendly humane environment, you have to keep the following things in mind:

Do's

- Be understanding and sensitive to the emotional and academic needs of the students.
- Be always proactive to students' cause.
- Be patient and sympathetic while dealing with problem children in the classroom.
- Give maximum opportunities to the students to participate in all the activities of the school. By working together, the bonds between the teacher and students and among students get strengthened.
- Use pleasant words with firmness while handling indiscipline activities.
- Encourage co-operation and collaboration among students.
- Encourage healthy interaction among students through group activities.



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- Ensure whole-hearted engagement of students in group activities.
- Conduct various kinds of projects and co-curricular activities so that every student would find enough of scope to channelize his/her inner talent and desires.

Don'ts

- Don't use or encourage others to use harsh, disparaging or discouraging words.
- Don't encourage any discriminatory words or practices in the class.
- Don't encourage unhealthy comparisons and competitions among students.
- Don't demean the performance of poor performers in the class rather try to provide them alternative scopes to enhance their performance.



ACTIVITY -2

You are familiar with the nature and problems of your students. Prepare a list of Do's and Don'ts that you would like to observe for establishing healthy relationships with your students encouraging better bonding among them.

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5.2.2 Management of Individualized Learning

As teachers, we are used to teach the whole class using lecture method which has been discussed in greater detail in Unit4 of Block 1. In such a method the communication is dominantly one way i.e. from teacher to students in which teacher is in total control of the process of interaction. If the teacher desires, then he/she may allow students to ask questions or discuss among themselves, which is very rare since the teacher in such a situation as he/she is under the pressure of covering the course in the prescribed time. Student-teacher communication is less and virtually there is little scope for student-student communication. It has also been established that very few students at the primary stage have substantial learning gains through this method.

However, the aim of education is to enable every individual child to become an able learner and as such individualized learning is the ultimate goal of all teaching-learning processes used in the classroom so that each learner becomes self-reliant in acquiring learning experiences. Individualized learning, also known as self-paced learning, requires individual efforts and interest to perform a task .The teacher gives clear instruction to every learner on the carefully designed set of learning activities to be



successfully completed, at his/her own pace. Therefore, as a teacher, you must provide ample opportunity for the student to function individually and at his/her own pace in your class.

For individualized learning you can use technological devices like computers or use some self-learning materials and assignments depending on the availability of resources in your school. Based on the learning theory of Operant Conditioning by B.F. Skinner, programmed materials were used in a limited scale for self-learning during 1960s and '70s. Computer-Assisted Learning (CAL) is now getting into our classroom which is aimed at developing individualized learning. The management of CAL in the schools has been elaborated in the Unit 12 of the Block 3 of this course. Textbooks along with specially designed guides or work books, specially prepared self-instructional materials (SIM) are now being widely used in several schools and for individual students in distance education courses. But the most frequently used self-learning method is the practice of assignment in the normal classroom.

- **Assignments in the Classroom:** Almost every day, you give your students individual assignments in the class. Some of these assignments are long and some short varying on the basis of duration for completion and time available. The assignments provide students opportunities of practice for self-correction and understanding of the concept. Consistency in doing individual activity is found to help in raising learning level of the students. The following guidelines may be considered while creating individual learning situation in the classroom:
 - *Communicate assignments / activity* clearly, so that each student can have full understanding about what he/she is supposed to do. If necessary, give example to illustrate your point.
 - *Monitor student's work:* While the activity is going on, you should move around the class and provide help whenever necessary. Do not interfere else they may feel discouraged.
 - *Checking students' assignments:* Students will work at different speed, so the class will not finish the task at the same time. In a large class size, checking student's work is a challenging task. Sometimes, this can be accomplished by getting students' to check each other's work. This is particularly appropriate for assignment involving fixed / specific answers. But certain assignments require your careful reading.
 - *Provide appropriate feedback:* Learning occurs when students receive feedback on the performance of their assignments. All assignments need to be corrected and feedback should be given. This should occur as soon as possible after the assignments have been handed over.

Answer the following to check your progress:



E3. Why is individualized learning important? Give your answer in 5 or 6 sentences.

E4. Which of the following statement is true for individualized learning?

- a) Student does assignment in his/her own pace.
- b) Student follows the instructions of the teacher carefully.
- c) Student shares the ideas with others.

Give at least one reason for your response to each statement.

5.2.3 Management of Group Learning

You might have noticed that in whole class learning and individual learning there is one major limitation which is the students cannot interact freely with each other. The importance of such interaction in providing a balanced education to the children began to be realized during the 1960's, largely as a result of the influence of humanistic psychologists like Carl Rogers. He considered learning to be essentially social in nature and educating children in a social environment make them good future citizens. Such a social atmosphere can be created in the classroom when the children are facilitated to have enough scope to interact with each other. Group learning especially small group learning strategy is considered as appropriate for this purpose. A progressive increase in the use of group-learning methods in the classroom learning activities has been observed since the late 1980's and 1990's. During this interactive process, meanings are shared and information is exchanged. The classroom, then, becomes a social arena for increasing one's knowledge. By comparing their understanding with that of others and by examining their knowledge against other's knowledge, students develop a new understanding. For example, while solving problems cooperatively, the students interact with other; they debate, reason out, infer and conclude in the process of solving the problem.

One of the main advantages of the group-learning approach is that it can be used to achieve extremely wide range of educational objectives, especially higher-cognitive objectives of all types like problem-solving, decision-making and other complex life skills. It is also an approach for developing creative thinking and other divergent thought processes. It is effective in achieving all types of affective and interpersonal objectives. Because of its versatility, group-learning methods have been increasingly used by the teachers around the world for helping students to develop desirable attitudinal traits such as open-mindedness and willingness to listen to other people's point of view, and for developing communication skills and general interpersonal skills. Some *general features of group learning* are:

- Several learners can provide more time/effort/resources available than one;



- A wider range of knowledge/skills/experience can be acquired through sharing knowledge and experience;
- More and a variety of ideas can be generated through brainstorming in the groups;
- Errors can be identified and corrected more easily;
- Participation increases commitment of the students to the activity.

There are several *difficulties associated with group learning* which are to be taken care of while planning and managing group activity:

- Absence of or lack of adequate coordination among participants.
- Unequal participation, ranging from over-domination by one or more individuals to partial or complete opting out/withdrawal.
- Pressures (external and internal) on individual learners to conform or polarize on the issue being discussed in the group.
- Absence of a systematic approach to the work.
- Unsound/ambiguous/changing decision-making procedures.
- Immediate evaluation of outcomes may be quite premature.

The role of the teacher in organizing group learning in the classroom is mainly of a facilitator and guide. After deciding the topic(s) to be discussed or the problem(s) to be solved in groups, the teacher has *three main functions: formation of groups, facilitating communication in the groups and consolidating the outcomes of the learning in the groups.*

Grouping of students can be mainly of four types: grouping by ability, grouping by interest, grouping by choice and random grouping.

- **Grouping students by Ability (Homogeneous grouping):** Ability grouping is a method in which you look at the ability of each student individually and place him/her in a group with other students possessing the same ability. For example, students with proven high, average and low abilities in Mathematics performance are placed in three separate groups. You can give challenging tasks to the high ability group whereas the low ability group is given simple tasks to strengthen their understanding and skill in mathematical concepts and operations. It gives the students an opportunity to put their ideas forward and with a combined effort, come up with appropriate solution as per their ability levels. The low ability students undoubtedly require your personal attention and hence this type of grouping can be done for enrichment or remedial purposes. The disadvantage is that sometimes according to this kind of grouping, students are labelled either as bright or as weak students. The weaker students are likely to be demoralized which can adversely affect their self- confidence.



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- **Grouping students by Interest:** Think of a classroom, where the teacher plans to conduct a variety of activities simultaneously. The activities are: drawing, clay modelling and glass painting. The teacher knows the interests of his/her students. The teacher asks the students to sit in different groups as per their interest. Accordingly the students group themselves. One group gets engaged in drawing, another in clay modelling and yet another in glass painting. Each group does the activity unanimously with their friends.

Grouping students by their interest is found to be helpful. The advantage of this method of grouping is that the students having the same interest can work better together. They can learn from each other, thereby improving their skills/performance. The disadvantage of this type of grouping is that students interested are limited to one/two areas only; hence lack of exposure may make their thoughts get cramped up.

- **Grouping by Students' Choice:** Allowing students to choose their group partners is another type of grouping. In this kind of grouping, students are allowed to pick a partner or group of students with whom they desire to work. The advantage of this type of grouping is that here the students can work more effectively in a collaborative way as they have chosen their own group partners. Having been given the freedom of choice, this kind of grouping is basically characterized by better understanding and even better team work. The disadvantage is that while allowing the students to choose their group partners, it may happen that a few of them are not included in any group. The freedom of choice, in case of improper exercising makes students indulge in gossiping or any such activity, which results in negligence towards work.
- **Random student grouping (Heterogeneous):** Grouping students by random can help prevent students from labelling other students as slow or advanced. Random student groupings can be accomplished by having students count off, pair up or any other method of class division.

The advantage of this type of grouping is that both slow and advanced students interact with each other and learn. Students help one another and rectify their errors without embarrassment. The disadvantage is that sometimes the brighter students might affect the progress of slower ones. The more able students will tend to speed up, leaving the weaker ones far behind.

E5. What is the most important thing to be borne in mind while forming group?

For free interaction with the students working in groups, you need to effectively communicate with the students. This will not only help in energizing groups to act purposefully, but will serve to fulfil several other purposes like confidence building of learners to act, creating better understanding among the members of group and members



of other groups. There are two possible ways for you to communicate with the groups as shown in Fig. 5.1. In the first situation (Fig.5.1a), you as a teacher (T) can directly communicate with individual students(S) in a very small group without giving any scope for peer interaction. In the second situation(Fig.5.1b) you communicate with the group as a member of the group. In this situation, you share with the students as equal partner in the group where each one (including you as a teacher) has the freedom of interacting with other members. Thus, in the first type, the teacher controls the total communication process whereas the second type is dominantly group controlled.

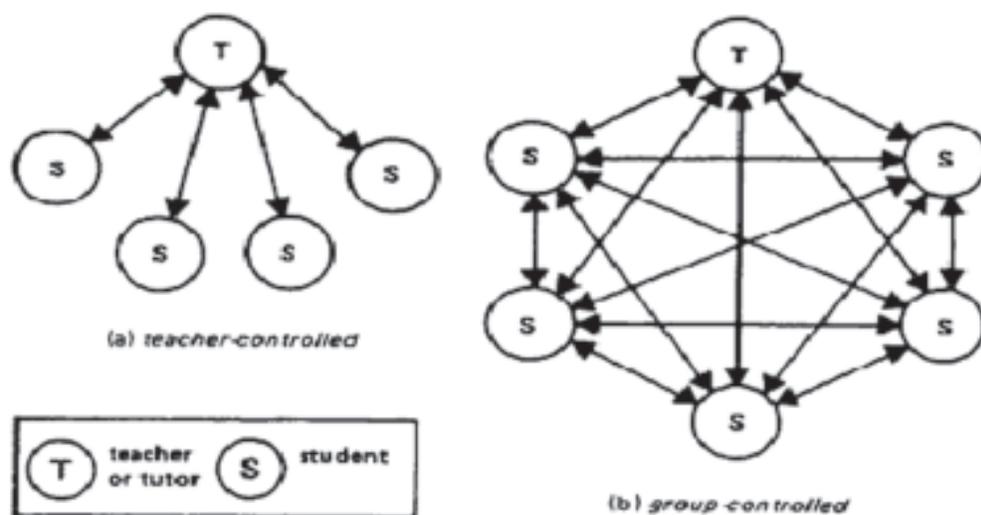


Fig. 5.1: The Two Communication Patterns in Group Learning Situations

(Source: Ellington & Earl, 1996)

Suppose you observe that a small number of students in your class have a specific learning problem like pronouncing English words properly or solving problems on time and work. In such a situation, you need to take full control of the group and directly discuss with each student about their problem. But, for other purposes the second type of communication gives better results.

Hence, while planning your lesson, instead of directly teaching the students together as a whole class, dividing them into smaller groups and encouraging participation in the group work would be more effective. The most important thing in forming groups is to ensure that the students in a group are able to work together comfortably and have lots of interaction among themselves.

As a teacher you need to explain to the students how to work in groups effectively. You also need to establish opportunities for students to work together in meaningful and productive ways. It is in this context that students can develop and polish their skills of collaboration.



Notes



ACTIVITY-3

Observe at least five classes where group learning situations are happening. List the characteristics of these classes in terms of what the teacher and students are doing. Ask the teacher why she/he has created a group learning situation in the classroom. If you have completed your activity, compare your observations with the principles for managing group learning situation in the classroom.

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You have to consider the following ***principles for management of group learning*** in the classroom:

- Limit the group size to 4 -6 students;
- When there is no specific need, heterogeneous group is generally preferred as it encourages peer learning.
- Vary group composition so that no student feels labelled by being in a slow learner group, and let all students have an opportunity to work with every other students in the class.
- Choose a group leader. Leaders will keep varying depending on the task.
- The task given to the groups is to be suitable to the student's mental ability.
- Give clear and simple instructions and set time limits which are usually flexible.
- Give each student in the group a specific responsibility that contributes to the success of the total group. Ensure the participation of each and every student in the group.
- Provide a comfortable and free atmosphere to facilitate their discussions.
- Allow students in the group to help each other to solve problems.
- Give and respond to suggestions.

E6. State any two advantages of group work.



5.3 MANAGEMENT OF TIME AND SPACE FOR CLASSROOM LEARNING

A very significant aspect of effective classroom management is time management. Time management is, setting and following a schedule in order to organize and prioritize the activities that are to be conducted in the classroom. Apart from time management, it is also important on your part to manage the space available in the classroom for students' learning. A well-organized classroom not only keeps materials in order and accessible to students but also gives scope for a variety of learning situations. In this section, let us understand the techniques of effective management of time and space while teaching learning process takes place.

5.3.1 Management of Time

Recollect what activities you normally do in a class within a period on any school day. Probably you adjust the seat arrangements of students according to your teaching plan, arrange the TLMs, explain the concepts, ask questions and correct the responses, demonstrate concepts and processes with TLMs, write and draw figures on the board, conduct group activities, consolidate the outcomes of the learning activities, give some tasks for evaluating the overall impact of the lesson and so on. You perform all these activities and more within a period of 40 to 45 minutes. Surely you must have realized that the management of classroom time is quite a challenging task even though it may appear to be simple. It is just not careful planning of instructional activities, but also giving close attention to how class time will be utilised. Is there a connection between learning time and student learning and growth? Well following two major findings have emerged from a number of studies:

1. Students' achievement is higher when they spend more time engaged in learning activities (for example, doing experiments, observation, practice work, discussion, problem solving and reading).
2. The amount of time students spent on learning differs practically from classroom to classroom.

However, according to the Right to Education Act, 2009, 800 instructional hours per academic year for class I to V and 1000 instructional hours per academic year for class VI to VIII is mandated for all schools. The teacher will spend minimum 45 hours in teaching including preparation hours in a week.

By scheduling or devoting more time to a subject, you can increase your students' opportunities to learn. Engaged time is the essence of classroom learning. It is the amount of time your students actually work on any assigned activity e.g. working on written assignments, actively discussing a problem in a group, reading silently and listening attentively as you explain a subject.



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Of course, not all your classroom time is spent in learning tasks. Some time is needed for taking attendance or moving from one activity to another. You may also take some time in tackling some off task behaviour by students.

Think about your own classroom for a while. How much time will your students spend getting ready? Do they need to wait for your attention? Do they get restless before the end of the period? How much time is spent waiting for written assignment to be collected? This waiting time leaves students with nothing to do but entertain themselves usually by talking, playing with friends etc. Additional valuable time is lost as you endeavour to regain students' attention and refocus students for the next learning.

Your classroom management procedures should keep children lively, alert and busy. You can save time in the following ways:

- Prepare yourself for the classroom activities. Make sure that you clearly know what the next step is going to be.
- Keep all materials ready, and remind students what you expect from them as they move from one activity to the other.
- While giving verbal instruction, be clear and specific.
- Arrange the classroom so that students will not always need to leave the seat to start a new activity.
- Begin your lesson as soon as possible. True, some of your students may not be quite ready. A prompt decisive start will encourage the slow learners to pick up pace. Your well prepared lesson plan will help in reducing the wastage of time.
- Before starting a new activity, be sure that most of the students have an opportunity to complete it.
- Students should know beforehand where they should place their completed written work or projects (subject wise) labelled with their names.
- If the transition involves moving from an academic activity such as reading or solving problem or doing experiments, to a non-academic activity, such as recess, game or exercise, your students must understand how to behave and what to do as they leave the classroom.
- To prevent the existence of noisy lines in the room, rearrange seats assigning each student to a specified place in the line or in other lines.
- Give your students a short written activity before starting a new activity. Write the question or brainstorming activity on the blackboard. This also gives you a few minutes to arrange materials for the next activity.



Notes

**ACTIVITY -4**

Observe your colleagues ,classroom teaching- learning process for a period (40 to 45 minutes). Fill up the observation format, while the activities are going on in the class.

Teacher Name Date

School Observer

Classroom Activities Starting time Finishing time

Taking attendance

Collecting homework

Forming groups

Explaining activities/ concepts

Distributing TLMs

Group activity

Disciplining students

Correcting written work

Consolidating activity

Shifting from one activity to another

Outside interventions

Any other activity done (specify)

5.3.2 Management of Classroom Space

Well organized and well-furnished classroom motivates students for learning. It conveys the message that you care for your students. To make positive environments for learning in your classroom make sure that all necessary items are in place before the students enter the class. Even in a small school, with a few resources, a good teacher can create a well ordered classroom that encourages learning. Let us discuss some of the components of the classroom which need to be organized to make optimum use of classroom space.

- ***Classroom's Furniture and Floor Space:*** Here are some guidelines to consider for your classroom's furniture and floor space.

In most of our classrooms in primary schools, students sit on the floor and on benches in some cases. Depending on the space available and the nature of the activity, you may use different sitting arrangements e.g. linear rows, semi-circle, circle, face to face etc. which will be discussed in section 5.4.3. Arrange all furniture in the room and make such sitting arrangement in such a way that the students can move in room comfortably and you can easily reach every student as and



Notes

when required. This is essential for students to feel your personal attention and for you to observe students individually while they are engaged in the activities.

Try to keep a significant portion of the room for shelves, almirah or other furniture where you can keep a variety of TLMs. You will learn how to arrange the materials (TLMs) in the classroom in the next unit.

- **Wall space and Bulletin Boards:** Wall space and bulletin boards can make a classroom lively and attractive and contribute considerably to student's independence and achievement.



ACTIVITY - 5

Observe different classrooms of your school (class I to V). How is the wall space used for student's learning? What types of activities are done on the walls of the classroom? Are they relevant to the Grade? Write down your observations.

Consider the following suggestions when you think about wall space and bulletin boards in the classroom.

- If you will use student assignment charts / projects, be sure to reserve large ones in prominent place for clear visibility of every student.
- Grade specific activities can be drawn or painted on the wall, so that students can individually or in the groups do these activities and learn.
- Designate space that will contain few exemplars of high quality student work.
- Keep some wall space that can intentionally remain blank. Use this area to create a working space for students.
- Try to find wall space, bulletin board space, where you and your students can place objects or materials that are personally interesting.

In addition to the basics of furniture arrangement, wall space and bulletin boards, you need to design a rich classroom environment. Classroom walls can be covered with many lists: such as, a sign board for attendance, colour chart, list of words, songs, riddles, daily routine, different types of activities etc. A message board can be placed in a prominent place of the classroom where you and the students write messages to each other. Set up a special book shelf for storybooks, big books, comic books, reference books.

Paint the wall with different activities which are related to the contents/ competencies of a particular class. Through these wall activities, students will discuss among themselves in groups and learn from each other. Many times, these wall activities also



promote self-learning. Even in the absence of a teacher, the students can be engaged in learning by using the wall activities.

- **Learning Materials**

Just as the appropriate use of furniture, use of floor and wall spaces aid to facilitate learners' interest in learning activities, a careful planning for placement of learning materials can also help in achieving these goals. Consider the following when you think about arranging learning materials in the classroom:

- Store materials that will be used often (e.g. books, paper, pencil, eraser, colour pencils, lab equipment) in places where students can access them easily. Learning materials that students will use less maybe kept in remote areas of the room.
- The materials which the teacher only needs should be kept in the least accessible area.
- Use boxes to keep supplies neatly organized rather than spreading them out on tables or shelves.
- Designate and label places in the room where students will keep their completed worksheet. In elementary classrooms, where the teacher teaches multiple subjects, it makes sense to have different boxes or trays for each subject. Use icons or colour code to help students for keeping their work if they are just learning how to read (forexample; class 1 students)

Teaching-learning materials in the classroom, their development, use, storage and maintenance have been discussed in detail in Unit 6.

5.3.3 Sitting Arrangement in Activity Based Classroom

In **Unit 4 of Block 1**, you have learnt about different types of activities that you do with your students in the classroom. Sometimes you tell stories to students, or sing songs with them or conduct experiments and have relevant discussions. Do your students sit in the same position for different type of activities? Well they need not sit in the same position as there are different sitting arrangements for different purpose which is discussed in this section.

Read the following two situations:

Situation 2: *Mr. Ramesh teaches class III students. One day, he told a story to his students. Students sat in rows. While telling the story, he showed different pictures that relates to the story and also asked a few questions. Some of the students sitting in the back row could not see the teacher as well as the pictures. They were busy talking with each other and eventually became inattentive. After narrating the story, the teacher asked each student to write the story in sequence.*



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Situation 3: *Mr Harish is an elementary teacher. One day he was telling stories to class III students. He made the students to sit in a U shape so that he was able to maintain eye contact with one and all. In the course of telling the story he was asking questions and showing pictures. He asked some predictive questions to let them think. Each and every student responded to his questions.*

Which situation you think was better for telling a story and why?

The sitting arrangement of students may vary from one activity to another. Sometimes, you design an activity for the whole class, for small groups and also at times for individual students. You also design different types of activities for teaching different concepts. The types of sitting arrangement depend on the nature of the activity. Sometimes the activity demands for U shape seating and sometimes in circle.

Let us discuss different types of sitting arrangement.

- ***Sitting arrangement for whole class teaching:***

You are familiar with the sitting arrangement in a traditional classroom in which students sit in rows in the classroom and the teacher places himself/herself in front of the students as shown in Fig. 5.2.

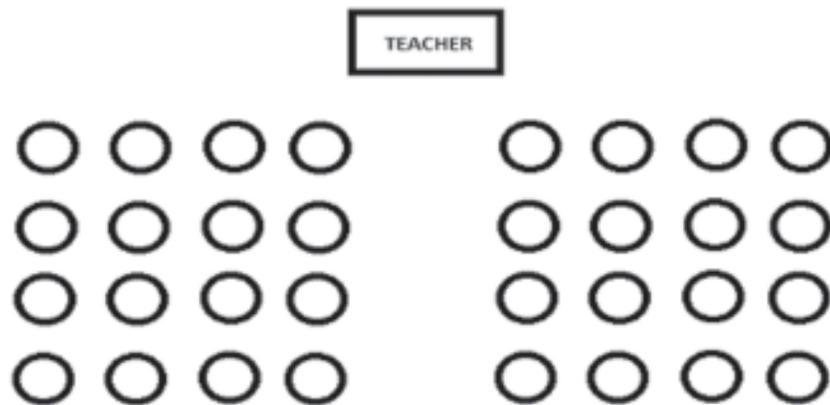


Fig. 5.2 Sample of Sitting Arrangement for Whole Class Teaching

In this arrangement, the teacher only looks at the students sitting in the front rows and gives more attention to them. He/ She cannot give adequate attention to those sitting at the back of the class. Group work is not possible in this arrangement. Hence, in a class where students and teachers are engaged in several learning activities such as sitting arrangements would be inappropriate. The arrangements would then be according to the requirements of the different types of activities conducted in the classroom.



● **Sitting Arrangements for Teacher Demonstrations:**

Suppose you are telling a story to the students in the class and making it lively by enacting with gestures and postures to arouse curiosity and interest among students. Everyone in the class tries to come closer to you so that he/she can see and hear you better. After sometime, they no longer sit in rows but you may find them sitting very near around you. Therefore, when you tell stories, recite poems, solve mathematical problems on the board, conduct experiments and hold discussions with students, it would be better if you make them sit in a half circle in front of you as shown in the Fig. 5.3. In this arrangement, you can have direct eye contact with every student. Students are able to listen to your voice clearly, read whatever you write on the board and can see the materials or experiments you are demonstrating.

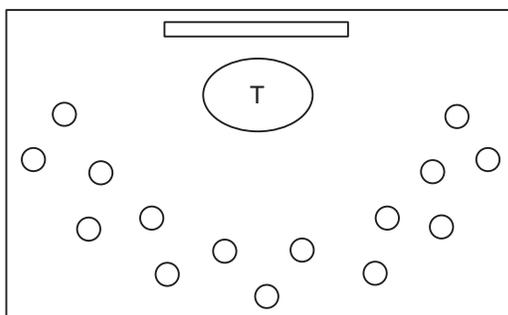


Fig.5.3 Sample of Sitting Arrangement for Teacher Demonstration

● **Sitting arrangement for Group Activity:** Consider the following situation:

Situation 4: *One day Mr.Uttara who is a language teacher gave three pictures of an elephant, a monkey and a mango to five small groups of students of Class V to write a small story connecting the three elements. She expected that each group would work on the story independent of other groups. So how could she ensure this? She arranged the groups in the classroom as shown in Fig.5.4. With this arrangement she found that each group wrote a story quite different from that of the other groups.*

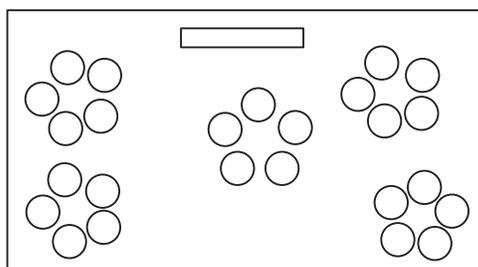


Fig.5.4 Sample of Sitting Arrangement for Group Activity



Notes

Small groups of 4 to 6 students are allowed to sit in circles in different parts of the room and hold discussions among themselves in the group and come out with a solution. The teacher can move around the groups to monitor the progress of activity and the involvement of each student in the activity. In group activities this would be a better sitting arrangement than sitting in rows or in half circles that we discussed above.

- ***Sitting arrangement for Group Competition:***

Sometimes you conduct some activities which require competition among the groups. The competition among groups requires a sitting arrangement where students of one group sit in a semi-circle and face to face to those in the competing group (see Fig.5.5). Sitting in a semicircle helps the members of the group to have close discussion with each other. You can act as the anchor or the judge for the competition and take a middle position indicated by the dotted line in the figure. One group asks questions and other group members discuss among themselves and answer and *vice versa*.

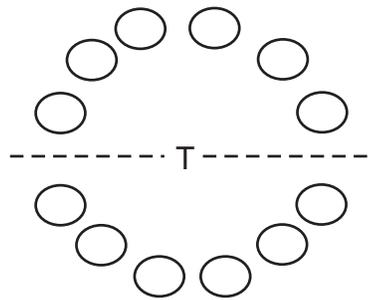


Fig. 5.5 Sample of Sitting Arrangement for Group Competition

As a teacher you must know the benefits of different types of sitting arrangement. For effective learning of each child, only one type of sitting arrangement should not be followed.

E7. Why different sitting arrangements in classroom are necessary? Give three reasons for your answer.

5.4 MANAGEMENT FOR MOTIVATION AND DISCIPLINE

As a teacher you have the experience of some of your students being very attentive, participative, ask various questions and submit assignments on time while some others are bored, disinterested, and not able to perform to the expected level. The basic difference between these two groups is with respect to their motivational levels. You might have also faced the problem of indiscipline in the classroom. There are strategies of enhancing motivation of students and establishing discipline in the classroom. Let us discuss these strategies in this section.



5.4.1 Management for Motivating Students

As a teacher, you must have observed that a variety of learning activities keeps the students interested in school. Student interest is a powerful motivator. Students who are interested in what they are doing, will enjoy it more, do it longer and learn more from it. When students are interested and engaged in learning activities, they feel more successful and there are less problems with behaviour. How you attempt to motivate your students depends on your educational philosophy and relates to the mental image of how you want your classroom to feel.

Motivation is an internal state that arouses, directs and maintains behaviour. Motivation, as we have discussed in Unit 1, is of two types: intrinsic and extrinsic. Motivation that stems from factors such as interest or curiosity is called *intrinsic motivation*. Intrinsic motivation is the natural tendency to seek out and conquer challenges as you pursue personal interests and exercise your capabilities. When you are intrinsically motivated, you do not need incentives, or punishments, because the activity itself is rewarding and gives you a sense of joy. Intrinsic motivation gives you a sense of success, a sense of pleasure while doing the activity. You seek help to complete the task and sometimes also offer help to others. In contrast, when you do something in order to obtain a reward, recognition, prize or incentive which has very little to do with the task itself, you experience *extrinsic motivation*. You are not really interested in the activity for its own sake; you care only about what you will gain. Extrinsic motivation encourages competition which ultimately ends with frustration and the behaviour becomes dependent on the external factor.

Let us consider the *strategies to enhance the motivation level* of the learners.

- **Build on Strengths first:** Students should be given an opportunity to use their abilities and talents to achieve success. This will enable them to learn how to improve their skills. When the focus is on student weaknesses, students spend much of their time being unsuccessful, practicing what they do badly. This lowers their self-esteem and motivation.
- **Offer choices:** Students should be encouraged to make decisions. The talents and interests of students should be identified and used, whenever appropriate, to motivate them. A variety of tasks on the topic you want them to learn should be given. The students then have enough scope to attend to the task(s) which they feel to be interesting and challenging for them.
- **Provide a secure environment:** Learning how to deal with failure is critical for developing motivation and successful learning. Students should learn that they can and must learn from their mistakes.
- **Facilitate creativity:** Students should be given opportunities to develop their creativity. When their creativity is put to use, they perform with higher motivation.



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- **Encourage students for self-evaluation:** Students should be provided with opportunities for self-evaluation which is highly motivating and improves with every practice.
- **Use Rewards:** Rewards are the most effective motivating factor. The students should be praised for desirable behaviour. Comparing children with one another should be avoided.
- **Students' involvement:** Students should be encouraged to participate in all types of classroom activities; this is an extremely effective way to enhance their level of motivation.

E8. Which of the following is NOT a strategy for motivating students?

- (i) Involving students in all types of activities
 - (ii) Recognizing student's ability
 - (iii) Detecting student's mistakes before others
 - (iv) Give at least one reason for your answer.
-

5.4.2 Management of Discipline in the Classroom

In broader sense, discipline mainly denotes self-discipline which is a process whereby a student comes to regulate his/her own behaviour to fit in with his own purposes or the needs of the others. In narrower sense, discipline means punishment which instead of helping in the long run creates more problems.

In the school context discipline relates to the problem of maintaining classroom order which is based on a sense of responsibility, consideration for others and self-respect. However, before a student can feel responsible for his/her own behaviour, he/she must first develop a sense of belonging. Only when a student feels that he/she is an integral part of the class, then he/she will develop a sense of responsibility. Hence the starting point of good discipline in the class is a positive teacher-student relationship in which there is mutual respect and a sense of shared responsibility.

Some of the most commonly encountered discipline problems that disturb classroom order are:

- **Lateness:** Sometimes students come to school late. If the teacher has already started teaching, the student fails to understand. The latecomers discuss with other friends about their late arrival and also about the topic the teacher is teaching. This creates indiscipline in the class and adversely affects the concentration of many students.
- **Truancy:** In many rural schools, a large number of students remain absent from school without any genuine reason. When they come to school after a gap, they do not understand the lesson and this leads to disturbances in the classroom.



Very often such students leave the class before the closure of school without informing anybody.

- **Noise making:** When the students cannot understand what is going on in the classroom or find a task uninteresting and do not get involved they talk among themselves and create disturbances which leads to indiscipline in the classroom.
- **Clowning:** Mocking and cutting jokes at the cost of others loudly is a tactics adopted by some students to channelize their own failure which may lead to scuffling, shouting, crying causing disturbances in the class.
- **Aggression:** Making provocative gestures, manhandling, threatening, quarrelling, fighting with others are typical behaviour which disrupts the normal activities of the class.
- **Disobedience:** Many a time a few students do not deliberately obey teacher’s word/ instructions. This disobedience on the part of students leads to indiscipline.
- **Disrespect:** In certain situations a student directly challenges to teacher’s authority and/or competence thus showing open defiance to discipline rules.
- **Indifference:** Indifference to do any task or failure to complete any work leads to unruly behaviour.
- **Cheating:** When a student has not tried to do the task in time or the task is beyond his/her ability or he/she tries to outwit the teacher, he/she resorts to cheating. Cheating is a very common behaviour adopted by many students.

Reasons for student indiscipline are many and varied. It is difficult to know the reasons of each and every disciplinary problem. In classroom conditions the reasons are mostly related to classroom circumstances. The unfavourable or uncomfortable physical conditions like classroom with poor ventilation and light, extremely hot or damp room cause restlessness and feeling of agitation among students. It is seen that some particular groups of students demonstrate more problems of discipline than others. It has been also observed that a class with more poor performing student or slow learners is more problematic than other classes. Incidence of indiscipline is found to be mostly associated with boys than girls. Academic failure also may lead to misbehaviour. Misbehaviour may lead to poor performance or poor grades assigned as punishment. Some of the teacher generated causes of indiscipline are poor teaching, rude behaviour, discriminatory treatments and indifference to problems of students.



ACTIVITY - 6

Prepare a list of typical discipline problems you have faced in your classes giving probable reasons for each.

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It is evident that effective classroom management is essential to prevent problems of discipline in the class. If the teacher can present the lesson well, capture the full attention of the students and engage them in productive work, there will be fewer opportunities for the students to engage in act of indiscipline.

Strategies for preventing acts of indiscipline

Some of the different strategies for preventing indiscipline in the class areas follows.

- *Adopt a task-oriented attitude*- Engage students in a variety of tasks which are both challenging and interesting.
- *Manifest confidence* -It should be realized that all offences are not directed at you. Do not take offences as personal attacks.
- *Praise and appreciate students*- Develop the ability to praise and appreciate student's achievement, good behaviour and other positive qualities.
- *Avoid unnecessary ambiguity*-Restrain from giving a long list of prohibitions and restrictions you expect to maintain.
- *Evolve rules through discussion with the students*- This will give students a sense of ownership. Effective teachers discuss with their students the reason for the necessity of rules, provide reasonable explanations for each rule and explain how the rules will help everyone succeed by making their class run smoothly
- *Ensure that unfavourable conditions are minimized*- Factors like provision of space, light, adequate materials, lessening of time pressure and other irritants must be taken care of.
- *Reduce confusions while giving assignments/activities to the students*. Students must be provided with clear instructions to enable them to go ahead with their work.
- *Manifest concern for the students*-Fatigue and boredom on the part of students invite disciplinary troubles. Therefore provide a variety of challenging tasks and switch smoothly from one activity to other before apathy or restlessness sets in.
- *Maintain contact with the whole group* even though much of your attention is directed to the problems of an individual child. Move around the class while teaching. Students should not get the feeling that they are not being watched carefully.
- *Stay within reasonable limits in the classroom*- There is no need to be over familiar with the students.

5.5 ROLE OF TEACHER AS MANAGER

In the context of classroom management, the teacher's role is essentially that of a facilitator or manager. We know that a manager has to take decisions, control the situations, be spontaneous and resourceful to change decisions for better functioning



of the organization if the situation so demands. Let us see how a teacher performs the role of a manager.

The teacher plays various roles in a classroom, but most of these roles relate to that of a classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If the students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm. In these situations, both the teacher and students suffer. The teacher struggles to teach, and students most likely learn much less than what they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom does not just appear -it takes a good deal of effort to create and the person who is most responsible for creating it is the teacher.

Let us discuss some of the roles of the teacher as a manager.

- For effective classroom performance, the teacher has to plan meticulously the learning activities, provision of material, sitting arrangements, assessment strategies in advance.
- The teacher must ensure to provide a learning friendly environment in the classroom so that the students can perform their best. Like a manager the teacher must take good care of the physical comfort and security of the students.
- Like a manager who ensures everyone in a team to get the work done, the teacher must ensure that every child in the class realize the right to participation, right to organization and right to information.
- Sound professional knowledge in content and pedagogy with bit of flexibility will encourage students to think independently, provide logical explanations and test the facts. By this their learning level will be enhanced. The teacher has to behave in a friendly manner in the classroom with students, like a manager having friendly approach to customers.
- The humane approach and proactive measures of a teacher encourage effective engagement of all students in the learning process. The output is maximal if the individual accountability is ensured by the teacher in group performance.
- Giving assignments, monitoring the progress of activities, evaluating the performance and providing feedback to students irrespective of their quality of performance will certainly add to gradual increment in their learning. A good manager always encourages people for their performance.
- Like the manager of any organization giving priority to maintain discipline in the system, the teacher should ensure discipline in the classroom. Discipline is regarded as a code of conduct binding both the teacher and the students in a relationship of mutual respect, not as rules and punishment in case of break.



Before moving further answer the following question:

E9. Which of the following is the best way to maintain discipline in the class?

- i. Having a strong monitor from among the students.
- ii. Giving a variety of activities on the topics taught in the class.
- iii. Isolating the trouble making child.
- iv. Spending more time to correct the behaviour of the problem child.

5.5.1 Right to Education Act and the Teacher

The Right of Children to Free and Compulsory Education Act, 2009 (or, Right to Education Act or RTE Act) has important provisions and implications for the teachers working in elementary schools. As a teacher you need to have thorough knowledge of the provisions and take care not to violate any of those provisions. Otherwise, besides causing harm to the education of children you may face trouble and will be liable for legal penalties. It is important that you should be well conversant with every section of the Act. Chapter 1V of the RTE Act in its Sections 24 and 29 lays down the specific responsibilities of the teacher, violation of which may attract legal penalties. These provisions are as follows:

Section 24:

1. A teacher appointed fulfilling the minimum qualifications as laid down by the academic authority authorized by the Central Government shall perform the following duties, namely
 - a) Maintain regularity and punctuality in attending school;
 - b) Conduct and complete the curriculum in accordance with the provisions of the sub-section (2) of the section 29 (stated below);
 - c) Complete the entire curriculum within the specified time;
 - d) Assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
 - e) Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
 - f) Perform such other duties as may be prescribed.
2. A teacher committing default in performance of duties specified in sub-section (1) shall be liable to disciplinary action under the service rules applicable to him/her.



Provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

3. The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

Section 29: lays down some considerations for framing curriculum and evaluation procedure which have direct implication for a teacher. These are:

- *Take enough care for all round development of the child (sub-sec.2b);*
- *Building up child's knowledge, potentiality and talent (sub-sec.2c);*
- *Development of physical and mental abilities to the fullest extent (sub-sec.2d);*
- *Learning through activities: experiment, observation, enquiry, discussion, exploration in a child-friendly and child-centered manner (sub-sec.2e);*
- *Medium of instruction shall, as far as possible, be in child's mother tongue (sub-sec.2f);*
- *Making the child free of fear, trauma and anxiety and helping the child to express views freely (sub-sec.2g);*
- *Comprehensive and continuous evaluation of the understanding of knowledge of a child and his or her ability to apply the same (sub-sec.2h).*

In section 5.5.2, while discussing classroom management, the issue of indiscipline and punishment was discussed. Many teachers, several prominent members and quite a large section of parents strongly believe corporal punishment in any form as deterrent for misconduct on the part of young students. It has been observed in several cases to have done more damages, sometimes irreparable, both physically and psychologically, than producing any positive effect. Keeping the severity of its ill effects several state governments have banned corporal punishment in schools.

The RTE Act, 2009 specifically states against any physical punishment. The provision is:

Section 17:

1. No child is subjected to physical punishment or mental harassment.
2. Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

As teachers, we need to be aware of the consequences for violating the provisions of the Act and we should strive for holistic development of children coming to school in a most congenial and joyful atmosphere using various methods and materials of learning and evaluation which are both child-friendly and child-centered.



5.6 LET US SUM UP

- Effective classroom management is the major prerequisite to effective teaching.
- The teacher conducts variety of activities in a classroom like- whole class, small group and individual. Each activity needs different skills of management.
- A good child friendly physical environment of the classroom and relationship between teacher-student, student-student facilitates students' learning.
- For group learning situation, divide students into small groups depending upon their ability, interest and choice.
- The class time must be planned and organized in a careful way so that for maximum time the students are engaged in learning.
- The sitting arrangement should be in accordance with the nature of the activity. Even while conducting an activity, more than one sitting arrangement may be adopted.
- For motivating students, the teacher must adopt some techniques like- building on students strength, praise the students, give them interesting and challenging tasks, involve and encourage students to participate in different activities
- To maintain discipline in the class, frame some rules with the help of students and try to follow these rules.
- The Right to Education Act, 2009 specifies the roles and functions of a teacher in the context of all round development of children in a child-friendly environment.

5.7 MODEL ANSWERS TO CHECK YOUR PROGRESS

- E1. Students, teacher, and physical conditions including resource materials,
- E2. Orderly and enabling (give reasons).
- E3. (i) enable every individual child to become an able learner, (iii) self-paced learning, requires individual efforts and interest to perform a task, (iii) self-instructional materials (SIM) are widely used for individual students in distance education courses
- E4. (a)
- E5. Grouping should be such that free interaction among group members is possible.
- E6. (i) confidence building of learners to act, (ii) creating better understanding among the members of group and members of other groups



E7. Give any three reasons that you think to be important

E8. C.

E9. B

5.8 SUGGESTED READINGS AND REFERENCES

1. Cooper, James M. (2010). *Classroom Teaching Skills* (9th.Edn.). Boston: Houghton Mifflin
2. Jonson, Kathleen Feeney (2002). *The new elementary teacher's handbook* (2nd.Edn.). California: Corwin Press.
3. Tomlinson, Carol Ann and Imbeau, Marcia B. (2010). *Living and managing a differentiated classroom*. Virginia, USA: ASCD

5.9 UNIT END EXERCISES

1. Describe the type of classroom in which you feel most comfortable to give reason for it?
2. Why motivating students is an important component of classroom management?
3. How do you plan to organize your classroom space to make it learning friendly?



UNIT 6 TEACHING AND LEARNING MATERIALS

Structure

- 6.0 Introduction
- 6.1 Learning Objectives
- 6.2 Need for Teaching Learning Materials
- 6.3 Categories of Teaching Learning Materials
 - 6.3.1 Types of TLMs,
 - 6.3.2 ICT and TLMs
 - 6.3.3 Activity Based Learning Materials
- 6.4 Management of Teaching Learning Materials
 - 6.4.1 Collecting, Preparing and Storing of TLMs
 - 6.4.2 Using and Maintaining the TLMs
 - 6.4.3 TLM Corner and Its Use
- 6.5 Textbooks as TLMs
 - 6.5.1 Textbooks for Learning
 - 6.5.2 Learning beyond the Textbooks
- 6.6 Let us sum up
- 6.7 Model Answers to Check Your Progress
- 6.8 Suggested Readings and References
- 6.9 Unit-End Exercises

6.0 INTRODUCTION

In Block -1, you have learnt about different methods of learning and teaching process. While employing any of these methods in the classroom, you will often have to use several materials which help you in explaining the concepts and aid students' understanding. By using different types of teaching learning materials the students get direct experience which facilitates their learning. In this unit different types of learning materials and their use in teaching as well as in learning have been discussed with purpose to empower you to develop, store and use teaching-learning materials (TLMs) for facilitating effective learning in the classroom.

To complete this unit and comprehend different aspects of TLMs, you will need about *nine study hours*.



6.1 LEARNING OBJECTIVES

After completing this Unit, you will be able to

- State the need for different TLMs in learning.
- Identify different categories of TLMs for classroom use.
- Collect, prepare, store, and maintain the TLMs for students learning in the classroom.
- Develop and activate TLM corners in the class room.
- Use the textbook as the major TLM.
- Use other sources of TLMs beyond textbooks.

6.2 NEED FOR TEACHING LEARNING MATERIALS

When you are explaining a concept from geography, describing an event from history, teaching how to recite a poem, or solving a mathematical problem in the class, you can make your presentation more interesting and more meaningful for the learners by using some objects or materials to aid your verbal descriptions. Using a large variety of materials in classrooms is found to enhance better understanding of concepts and for making learning more interesting. The Chinese saying, “*A picture tells a thousand words*”, has relevance in this context.

Earlier materials were sparingly used mostly by the teachers as aids to teach in the class. But today with the rapid change in the emphasis from teaching to learning in a learner-centered approach, the learners need more and more materials of various types to enhance his/her capacity to learn in groups or individually. Therefore, learning materials can no longer be used restrictively as ‘teaching aids’. They should rather be used by the students for learning and by the teachers for aiding teaching. Hence, appropriately such a material is called as ‘*Teaching-Learning Material*’ and its acronym ‘*TLM*’ is now universally in use. It is essential to have a better understanding of the nature and types of these materials, viewed from the perspectives of effective management of teaching-learning in classroom, so that they are used effectively for facilitating learning.

But what is the need for TLMs in the teaching learning particularly for the learners at the elementary stage of schooling? Both from psychological and educational points of view, the concrete materials are essential for facilitating learning for several reasons some of which are as follows:

- Learning of new concepts becomes easier if the learner is presented with familiar materials related to the concept.



Let us consider the following situation:

Situation 1: *One day Ms. Seema, the teacher of class 2, brought several types of fruits and vegetables in the class and asked the children to identify them. The children identified the fruits as apple, orange, guava, and mango and the vegetables as green banana, brinjal, red tomato, and green papaya. One of the items they could not identify which generated discussions as follows:*

Ranu: “It looks like a green tomato, but its skin is neither shining nor smooth.”

Gina: “Perhaps it might be a type of brinjal, but it is bigger in size than that of a big tomato.”

Rehana: “Well it is not as soft as brinjal or tomato.”

Jasmine: “Could it be a guava? Can we eat it raw without cooking? (With the permission of the teacher Jasmine tasted a bit of it).

Zinat: “Is it a fruit, or a vegetable?”

Jasmine: “No, it cannot be a fruit because it is not tasteyl.”

The teacher then intervened and clarified, “Yes, it is not a fruit, it is a vegetable called ‘Gromato’ developed recently by cross breeding the seeds of brinjal and tomato. That is why you could draw so much similarity with those two vegetables.”

Children as well as adults start acquiring their experience from their direct observation of familiar objects or events. Whenever a child comes across a completely new object he/she tries to superimpose the characteristics of the known objects on it for identifying the object and its nature. If he/she has familiarity with quite a large number of objects, then it would be comparatively easier for exploring the unique characteristics and those similar to other objects..

- Senses are the gateways of learning. Perceptions become clearer when things are sensed in different ways such as by seeing, hearing, touching, tasting, and smelling using the sense organs. Materials of different colours, sizes, textures, odours, and tastes sharpen perception and thus make learning easier especially at early age.

According to Piaget’s Stages of Cognitive Development, up to the age of 11 to 12 years, sensory manipulation of familiar and concrete objects help in development of cognition. Specifically, during the Concrete Operation Period from 7 to 12 years, that is when the child is in the elementary school, the mental activities are carried out with the help of manipulating concrete and familiar objects.



At this stage remarkable milestones in the development of thinking or cognition like acquisition of reversible operations (like subtraction is reversible addition vice versa), attainment of classification and seriation of objects, comprehension of conservation of substance, weight, volume, length, surfaces and wholes are possible because of concrete operation of objects and not due to any verbal explanations or interactions. The child at this stage cannot properly carry on any thinking which involves manipulation objects in imagination without actually handling them. Hence, they are incapable of abstract thinking using 'If...then' logic. For example, when a child at this stage is asked, "*Those having wings can fly. If cats have wings, can they fly?*" It has been observed that most of the children refuse to answer this question. Some typical responses are, "*But cats do not have wings.*", "*Cats can run and cannot fly.*", "*Why should a cat fly?*" The children at this stage refuse to shift from their real experience and objects and materials around them constitute their reality. The more they interact with the objects the better is their cognitive growth which is essential for effective learning. It is difficult for the child in this age group to comprehend any concept in absence of the objects. Therefore, during the period of elementary schooling, enough of scope for manipulation of concrete objects of various dimensions needsto be created for a healthy growth of thinking and understanding.

- Piaget's work has also found that children, who are efficient in manipulating concrete objects before attaining 12 years of age, acquire abilities to carry on abstract thinking comparatively at quicker pace than those who are not as efficient in manipulation of concrete objects. This emphasizes the essential need of TLMs in the stage of elementary education.
- Children like to play with variety of materials and they easily get engaged in manipulating with materials. When an appropriate task is given with sufficient and appropriate materials, the children get naturally attracted to the materials and like to use the materials for the completion of the task. A task without any material seems quite boring and burdensome for the children and this feeling from the beginning makes completion of the task very difficult.
- Usually small children are attracted to objects of different colours and sizes and show their curiosity in manipulating these in various ways which when nourished carefully helps to develop a habit of playing with variety of objects. This helps in enhancing their creativity.
- Various materials relating to the desired objective of learning can play vital and positive roles in breaking the monotony of the teacher-centred classrooms which in most cases emphasized rote learning. The very presence of materials before the children moves them spontaneously to play and manipulate with these materials thus making them active learners. These materials help the children to participate in the learning activity in a lively manner minimizing their passive hearing.



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- TLMs are needed for effective self-learning. With use of appropriate materials, one can learn at his/her own convenience with total control over his/her pace of learning.
- In case of multi-grade and multi-level situations, TLMs provide vital help to the teachers for effective management of their classes.
- By using TLMs the attitude of teachers become very friendly. While explaining models, displaying exhibits or taking the children to outdoor places, a friendly atmosphere is built which greatly helps in proper learning.

Now answer the following:

E1. In which of the following situations you DO NOT need TLMs for facilitating students' learning?

- A. Teaching problems on work and time.
 - B. Group work on writing story.
 - C. Learning meditation and yoga.
 - D. Studying weather changes.
-

Characteristics of Good TLM:

Given below are some characteristics of a good teaching learning material.

- The TLMs need to be *attractive* to the children. Size, colour (multi-colour or brilliant or appealing colour combination), movement (like moving toys) and in some cases the smell or/and taste or sound are some of the attributes of the materials which attract the attention of young learners.
- *Familiarity* of TLMs will help to introduce new concepts. The children can also manipulate these materials with ease for meaningful learning of new concepts.
- *Novelty* of the material also attracts the children. Unusual materials or novel use of the familiar materials are the attractive features of good TLMs.
- The material should have *utilitarian* value. No material is a good or bad TLM, it is in the proper use that makes the material good or bad. A beautiful and attractive flower increases the aesthetic sense but is not a good material to teach the properties of a square.
- Materials of *multiple utility* like dice, sticks, marbles, cubes and flash cards can have multiple uses in nearly all subject areas of elementary school curriculum and are hence more in demand as TLMs in the schools.



- *Ease of handling* the materials which includes sturdiness (strong enough for rough handling), light weight, and safety (harmless for use by children) is an important characteristic for which such materials are preferred in the teaching learning process.



ACTIVITY-1

Prepare a list of materials like dice and marbles which have multiple uses in different learning activities of different subject areas. Indicate the names of such materials, the learning activities and the subject (with grade/class) in which each material can be used.

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E2. Give examples of using ‘Dice’ as a TLM in teaching Language and Mathematics (two examples in each subject) in Class II.

6.3 CATEGORIES OF TEACHING LEARNING MATERIALS

From the above discussions, we can say that any object or material that is used to facilitate learning and teaching can be considered as a teaching-learning material (TLM). In other words any material suitable for use in teaching is invariably a learning material. For the benefit of acquiring, storing and using different materials in the classroom for teaching learning activities, the materials can be classified in several convenient ways.

6.3.1 Types of TLMs

Consider Situation 2 given below which highlights different teachers teaching mathematics to class III students. Note the differences.

Situation 2:

- *Mr. Raman is teaching “division of numbers” in class III. He is using only chalk and duster and explaining everything by writing on the black board while students are copying down the same in their note books.*
- *In another school, Ms. Lila had asked her class III students to come with some pebbles or small sticks. She made the students sit in small*



Notes

groups and demonstrated how to divide the pebbles or sticks into some groups of same number. Each group was given 30 pebbles or sticks and was asked to divide the given number of materials into as many collections as possible with equal number of materials in each collection. She then asked each group to say the number of ways they divided the materials.

Ms. Sabnamon, the other hand, developed a 5×6 matrix as shown in Fig.6.1 on 10 sheets of paper and gave 2 sheets to each of the five groups and asked them to shade/paint equal number of small squares (2, or 3, or 5 small squares in one division) using one colour for each group of small squares and then to find out how many such group of small squares have been formed.

Fig. 6.1 Division Matrix showing $30 \div 3 = 10$

- In the fourth situation, Samir led all the children from the classroom to the school garden and provided them some small seedlings to plant in a certain number of rows with equal number in each row. Then he asked them to tell how many seedlings have been planted in each row.

E3. In which one of the above three situations, do you think students might have faced maximum difficulty in understanding the process of division of numbers? Why?

In the first situation, Raman was virtually using no material except chalk, duster and the blackboard and it was a traditional teacher dominated classroom where the students were passive. In the second instance, material like pebbles or sticks were real objects collected and brought by the students and Ms. Lila was facilitating group learning after demonstrating the process of division using the materials. Ms. Sabnam developed some materials by herself and gave the students to act on it to carry out the basics of the process of division. Unlike others, Samir took the students out of the classroom to the garden and helped the students to perform the real life activity of planting the seedlings through which they learnt the process of division. From these examples, we can categorize the teaching learning materials as *Real Objects/Experiences* and *Prepared/Developed Materials*.



Notes

(i) Real Objects/Experiences

The students get first hand experiences by directly using real objects, persons and events around them. However, possession of objects may not lead to learning. You must try to show the real objects to the students while teaching, so that they get direct experience of the objects with reference to the concept they are expected to learn. But for reasons given below, it is not always possible to bring the real objects to the classroom.

- *Size of the object:* Too large in size to carry or to store in the classroom or too small to be seen by the students.
- *Safety:* If dangerous, species like snake, scorpion etc. are to be brought into the classroom it could affect the safety of students.
- *Cost:* Objects can become too expensive for class use.

In teaching Environmental Studies in lower classes and Science in higher classes, many direct experiences can be given to the students for effective understanding. Children get direct experience from several objects or places existing in their immediate environment like observing real flowers, leaves, plants, insects; taking a walk in the forest and collecting useful forest products; going to different organizations like Panchayat Office, Bank, Post Office and observe their functioning; setting and maintaining an aquarium. Direct and concrete experiences help students understanding of difficult concepts. Hence, attempts ought to be made to give your students as many experiences as possible.



ACTIVITY -2

Prepare a list of objects, activities and institutions to which you can give exposure of direct experiences to your students

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(ii) Prepared TLM

We are familiar with materials specifically prepared for teaching and learning particular subjects or topics. Maps, charts, pictures, models, toys, marbles, coloured sticks, flash cards, number and alphabet cards are examples of some of the most common prepared TLMs known and used by teachers. For our classroom requirements we acquire these materials in two ways: (i) procuring from the market (ii) developing by ourselves or sometimes involving students.



Standard TLMs like maps, globes, charts, scales, measuring tapes are usually purchased from the market. The cost of the materials varies according to their quality. Since most of these materials are manufactured and are finished products, they have better look and are comparatively more durable. That is why the teachers everywhere prefer them to purchase.

**ACTIVITY-3**

Do you always prefer to use purchased TLMs in your classroom activities? List situations where you do not find purchased TLMs to be suitable for use for your purpose.

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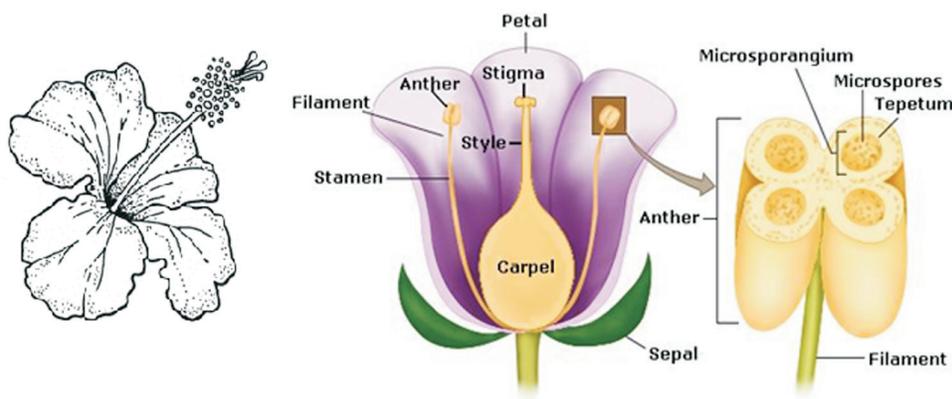
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We not only purchase finished products like maps, charts, pictures etc. from the market to use as TLMs but also purchase materials like drawing sheets, sketch pens, colouring materials, gum, scissor, ruler etc. to develop/prepare TLMs by ourselves and by the involvement of our students. But why do we develop TLMs when they are available in market?

Possibly, because we cannot afford to purchase all the materials that we require and sometimes typical materials that we need in our classrooms are not readily available in the market. Let us consider the following situation.



Situation 3: Ms. Sameeta and her students in class V were trying to develop materials for learning the concept of a complete flower (e.g., a flower like hibiscus in which all the four whorls – Calyx, Corolla, Andraecium and Gynaecium- are present). The students were asked to come with some flowers including hibiscus. She asked the students to observe the flowers very minutely and identify the main parts of each flower. Petals were of different colours and were identified immediately, followed by identification of other parts like stamen, calyx, etc. Then, she asked the students to see which parts were common to all the flowers they have collected and which of the flowers contained all the parts. After the students successfully identified the parts, Ms. Sameeta separated the flowers having all the parts (whorls) and called it a complete flower. Then the students, in groups, were given drawing sheets and drawing materials to draw and paint the diagram of a complete flower. On completion respected groups exhibited their pictures and the best two agreed by all were placed on the display board of the class. Later on these were stored in the TLM corner to be used in future as a TLM.



(a) hibiscus flower

(b) vertical section of the hibiscus flower labelling the different parts

Such typical diagrams or pictures which you and your students need may not be available in the market. Very often you need less effort to prepare TLMs like folding a paper with a shape or a diagram or graph sketched on the board on the data brought by students. Such prepared TLMs have more relevance than the purchased readymade materials. Further, if you are involving your students in developing TLMs you might be observing their pleasure while working in such activities. What is more important is that in the process of planning and preparing the TLMs for use in the classrooms, the students are acquiring concepts with proper understanding and without the rigor of instruction or memorization.



 **ACTIVITY-4**

Prepare a list of TLMs that you can develop in one subject area that you are teaching in class V/VI with materials collected from the locality.

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E4. State any three advantages of prepared materials over purchased materials.

Another way of categorization of TLMs is based on the audio and visual effects produced by the materials. Accordingly, there are three types of TLMs: *Audio, Visual and Audio-Visual.*

- (i) **Audio aids:** The materials or devices which call upon the auditory senses and thus help the individuals to learn through listening e.g. Radio broadcasts, Cassette and CD player.
- (ii) **Visual aids:** The aids which call upon the visual senses and thus help the learners to learn through viewing. The important and under this head are Black board, Charts, Pictures, Graphs, Models, Film strips, Slides etc.
- (iii) **Audio-Visual aids:** The devices which require the auditory as well as visual senses and helping the students to learn through listening as well as viewing. Examples of such aids are television, films and computer-assisted instruction.

Still another way of categorizing TLMs is based on ***projected, non-projected or experiential.***

- (i) **Projected aids:** Movies, epidiascope, magic lantern, micro-projectors and projection with the overhead projectors, LCD projector are examples of projected aids.
- (ii) **Non-Projected aids:** Chalk board, felt board, bulletin board, photographs, posters, maps, charts, globes, specimens, and text book illustrations, come under non-projected aids.
- (iii) **Experiential Aids:** Field trips, educational tours, visit to important institutions and industries, observing experiments, demonstrations and natural phenomena are a few examples of experiential aids



E5. In group “A” the names of different categories of aids and in group “B” the names of materials are given. Match the materials with respective category indicating by an arrow mark as per the example shown below:

Group-A	Group-B
Non projected aid	Television
Projected aid	Radio
Audio aid	Fish
Audio Visual aid	Stones
Collected aid	Black board
	Film strip

6.3.2 ICT and TLMs

Information and communication technology (ICT) has brought new possibilities in the classroom. Internet and interactive multi media are of great significance for teaching. It needs to be effectively integrated into the formal classroom activities for enriching the content and quality of teaching and learning. For this the teachers need to prepare themselves to keep pace with the application of technology in the classroom. Computers have already come into the classrooms of many schools and in near future most schools would have such facilities available for students. Use of ICT in classroom situation has been discussed in greater detail in Unit-12.

6.3.3 Activity Based Learning Materials

‘Activity based learning’, ‘Learning through Activity’ and ‘Active Learning’ are synonymously used here to mean the process the learner uses to acquire experiences by being involved in an activity. The activity may be physical or mental or a combination of both as in majority of learning activities. For example, when a child is using her knowledge of addition and subtraction to check the bills of the grocery shop, it is more of mental activity than physical. But, when she is planning and organizing an outdoor game, she has to combine her physical skills in playing the game with her mental organization of modes and strategies of play in order to win. Among other things, activity learning requires total involvement or participation of the student in the learning activity. For young children in primary grades, learning is more effective when the involvement is satisfying particularly to any of the five senses i.e. seeing, hearing, smelling, touching and tasting along with mental satisfaction. As these children advance in age and grade, they derive satisfaction more from thinking. In Unit 4 learning activity and its nature was discussed in detail.



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But in all activities, the role of concrete materials is extremely important. Although, all the materials available can be used in different learning activities in the classroom, some care need to be taken while choosing the materials for specific activities. The materials should be chosen on the following considerations besides ensuring their characteristics as discussed in section.6.3 of this unit:

- Since, at the primary grades the learning activities are totally *related to the real life experiences* of the learners, the materials need to be chosen from their world of real life activities. Anything that supports or facilitates learning be it concrete materials from the immediate environment of the student or some familiar activities like playing games, singing, acting, etc. is to be chosen for conducting the learning activities in the classroom.
- The materials need to be *relevant* to the learning of particular concept(s) dealt in the learning activity. For example, in an activity on understanding the means and importance of transportation, articles like models and/or pictures of different means of transportation like carts, motor vehicles, train etc. are more relevant than any other material.
- *Direct experiences* like participating in exhibitions, field trips, study tours, visiting important institutions/organizations (like bank, post office, police station, railway station, museum, science laboratory) are also activities that promote meaningful and relevant learning.
- Mere collection of large number of materials is not enough for conducting an activity effectively. Their *contextualisation* at the appropriate stage of activity is also important.
- In the learning activities where a new concept is being introduced, both the materials that are *exemplars* of the concept and *non-exemplars* of the same concept need to be used for clear discrimination of the characteristics of the concept. For example, if the students are introduced to the concept of monocotyledons (plants having only one cotyledon at the time of germination) then materials like maize, paddy, coconut and palm (all monocotyledons) are to be used as examples whereas bean, pumpkin, mango, lady's finger, potato etc. of di-cotyledons may be used as non-examples. This will help the students to consolidate their understanding of the identifying features of monocotyledon through comparison of examples and non-examples of the concept. Simultaneously, the student will also have adequate knowledge of the di-cotyledons.
- The *adequate quantities* of the chosen materials for the learning activity are to be ensured much before the commencement of the activity. If you are conducting a group or individual activity on any topic (say categorization of fruits and vegetables), you need to collect the real materials (different types of fruits and



vegetables) appropriate to the number of groups or number of students. If it is difficult to arrange the real objects, then you can draw the pictures/flash cards or prepare models of the objects in sufficient numbers and keep them ready for use in the activity.



ACTIVITY -5

Develop more than one learning activity using sticks and leaves specifying the class for which it is meant. Justify the use of materials according to the characteristics mentioned above.

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6.4 MANAGEMENT OF TEACHING LEARNING MATERIALS

You might have experienced that on many occasions you do not use any TLM in your classroom transaction although you are aware of the requirement of some materials essential for learning the concept that you are dealing with. Recollect the circumstances under which you could not use the materials.

Probably one or more of the following reasons can be attributed for not using any TLMs:

- No TLM or inadequate numbers of TLMs are available in the classroom.
- Appropriate or relevant TLMs are not in the store of the classroom/school.
- It is difficult to sort out the relevant TLMs from a huge collection of materials stored in the classroom/school.
- Many teachers think that use of TLMs takes more time and in turn slows down the coverage of course.

These reasons are indicative of lack of proper planning and management of procuring, using, and maintaining TLMs in the classroom. Currently funds are available under SSA for development or procurement of TLMs in the elementary schools and in most of the schools you can find quite a sizeable quantity of TLMs in different subject areas. Although, having a large stock of TLMs in every classroom is an advantage in itself, but, that is not enough to ensure their utility in facilitating learning. Therefore, you as a



teacher need to be well versed with the basic processes of management of TLMs in the classroom transactions.

The management of TLMs is required at three stages of classroom transaction: collecting, developing and procuring TLMs and arranging them before the start of classroom activities; proper use during the classroom activities; and rearranging and proper storing of the TLMs after the classroom activities are over to ensure easy access for subsequent use.

6.4.1 Collecting, Preparing and Storing of TLMs

• *Collection of TLMs*

Usually TLMs are acquired either by collecting materials or preparing them or sometimes involving students to prepare. You can either collect no cost materials or purchase the required materials available in the market. We know that our immediate natural and social environments around our school are rich in materials which can be used for learning purposes. Think of any material in your immediate environment that can be a potential source for learning. There are many but only those which can be brought to the classrooms for use in the specific learning situations are the suitable TLMs and those materials can be collected from our immediate environment.

Besides collecting real objects from the immediate environment, we can also collect several TLMs which are not available in our near vicinity. Materials like different rocks and minerals, different types of food grains, feathers of birds etc. might be collected from our acquaintances or contacts at different places. These can also be collected from the market on payment.

Involving students in collecting materials for classroom use has several benefits. It will help you to have a huge collection with very little effort without any substantial cost. It would encourage students to explore the world around them and make them realize that every element in the immediate environment can be a source of learning. Such involvement of students in collecting, arranging by categories, using them in learning activities and storing and maintaining them in the classroom help these young students in their healthy cognitive growth which is very vital at the early stage of schooling. Developing a habit of collection of different materials is a very good hobby which has several benefits see box below.

Collection as a Hobby

Developing a habit of collecting specific materials can be a hobby which can be encouraged among students from a very young age. You can encourage your students to collect variety of materials from any one category like, postage stamps of different countries, coins and currency notes, pictures, photographs of eminent persons, different types of rocks, minerals, seeds,



cereals, rice or any food grains, toys, matchboxes, candles, hair pins. Some may collect riddles and puzzles, folk tales and folk songs, limericks, proverbs etc. Collection of any unconventional themes (which can be from any subject area) should be encouraged. The list can be endless. Leave the choice to students and you can see how many choices they can have.

Such collection can be made by the students individually or in groups. After a sizeable number of materials are collected, they can be categorized, labelled for display and stored by the collector(s) who can justify their modes of categorization. These can be displayed in school exhibitions. They can also be part of assessment portfolios discussed in Unit 14.

Not only you can use these materials as meaningful TLMs in classroom transactions, but also based on the collection the students can develop thematic articles which can broaden their knowledge and understanding of several phenomena and concepts which could have been normally difficult on your part to explain and teach. Further, developing such collection may become a lifetime hobby which helps to enrich learning and in the long run helps to build one's personality and character.

The materials which are durable and can be stored for quite a long period of time are to be collected and stored much before the academic session begins. On the other hand, the materials like flowers, fruits, vegetables, food items which are quickly perishable can only be collected on the very day of their use in classroom activities.

● **Preparation of TLMs**

Besides collecting materials and purchasing desired objects for use as TLMs, you need to develop some materials which are specifically needed for your classroom activities. For teaching and learning specific concepts you very often require some typical materials which are not available in the environment or in the market. For example, you are teaching history of ancient India during the times of Aryans. In order to depict their life style you need some pictures to make the discussion lively. You have no scope to have any such pictures or diagrams of the artefacts of that period. In such a situation, it is better if you can develop some pictures and models as per the requirements of your plan of lesson. Several common materials like flash cards on different themes, number and alphabet cards, models made of paper, clay, thermo-col, and/or wood, charts, graphs, pictures, toys are prepared by teachers and students in most of the schools.

It has now a common practice in the schools to develop such materials out of the grants available from SSA and other sources. While preparing materials you need to consider the following:



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- ❖ Prepare a list of materials and the approximate quantity of each material that you need to develop much in advance. Preferably plan from the beginning of the academic session.
- ❖ Keep sufficient raw materials like paper, drawing sheets, card board, paste, paints, clay, plasticine, thermocole sheets etc. and cutting instruments, scale and measuring tapes and such other tools ready for use as when required.
- ❖ Involve students in planning and preparing the materials. Their involvement is crucial in these activities because they love to be active in such creative activity, but they will learn a great deal incidentally while planning and preparing the materials. Further, they would be extremely careful in handling and preserving the materials as they would not like to damage the things they have developed.
- ❖ While planning and developing TLMs, focus more on preparing such materials which are durable, usable in multiple ways on different occasions and in more than one subject/content area.
- ❖ Arrange exhibitions in your school where students would demonstrate the TLMs they have developed in their respective classes. This would encourage the students to compete for developing further useful and innovative materials.
- ❖ Identify talented students, resourceful colleagues, and local artisans and seek their guidance in developing the materials.

● *Storing TLMs*

Careful storing of the TLMs facilitates in easier handling and in prevention from many damages to the materials. Since there is need for acquiring more and more materials, you need to give attention to their proper storage. The following minimum conditions need to be ensured for proper and safe storage of materials:

- ❖ For ease of access and use the materials, the storing place should be inside the classroom or nearer to the classroom (see Learning Corner).
- ❖ Arrange the materials in different categories and accordingly place them separately in the racks, almirah or shelf. For example, different types of seeds are to be sorted out and each type of seeds is to be kept in a separate polythene packet or jar. Flash cards are to be sorted theme-wise and kept in separate packs. Similarly other materials like rocks, minerals, pictures, charts etc are to be properly arranged.
- ❖ TLMs used for one time / several times may be kept separately
- ❖ The rack where the materials are stored need not be too high, rather should be within the reach of the students. Because the students would be doing everything from categorizing, packing, arranging in the rack, using and rearranging after the use.



- ❖ You should take care to see that the storing arrangement should be such that the TLMs do not get damaged. The storing place should be properly disinfected to be free from termites and cockroaches.

6.4.2 Using and Maintaining TLMs

It is seen that when TLMs are being used in a class, the teachers use them mostly for demonstration purpose. While explaining a topic or a concept or solving a mathematical problem, they usually use one or a few moderately large size objects to be visible to all students in the class. In such a situation of teaching through demonstration of TLMs, the students have very little chance of using the TLMs themselves. It is also observed that sometimes teachers do not allow students to handle the TLMs with a belief that it may get damaged by careless use. In such cases the preservation of the TLMs gets priority over students learning. In many schools, the TLMs are centrally kept under lock and key with periodical stock verification of the articles. As a result, most teachers feel that they are accountable for any loss or damage of the materials. In several schools it is also observed that TLMs are rarely used and hence planning for the use of TLMs is never done. Often teachers of such schools complain that due to pressure of work, it is not possible for them to make proper planning for the selection and use of the TLMs in the classroom ignoring the fact that more the students handle TLMs in course of their learning activity, better is their learning performance. From the management point of view the preservation of TLMs is important but what is more important is the students' active manipulation of those materials. Keeping these facts in mind, here are some suggestions to be considered for proper use and preservation of TLMs in the classroom:

- Ensure availability of sufficient TLMs in the classroom for the free use of the students.
- While preparing your lesson notes in a subject for a specific period, plan for the TLMs to be used for demonstration, for group work and for individual work. These lesson notes should be prepared well in advance much before the beginning of the period.
- If you are planning to use the locally available perishable materials, entrust some students to collect those from the locality and come with them to the class.
- Before the commencement of the period, collect all the materials from the school store or from other sources.
- Ensure that the TLMs selected are relevant to the topic and within the understanding level of the students.
- Use wall activities, floor activities, materials prepared inside and outside the classroom like garden, playground etc. as sources of learning.



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- Create a small group of students in your class who would be the leaders in collection, preparation, and maintenance of the TLMs in the classroom. They should be given the responsibility to sort out the required TLMs before the commencement of the period and to replace the materials in their respective storing places after the period is over. The group may be changed every month.
- For better maintenance, keep a record (stock book) of TLMs in your class. It would facilitate in locating the damaged and lost articles so as to have timely replacement of those articles.
- Once in a month the TLM stock should be checked and the store cleaned up properly.

With increasing emphasis on the wider and frequent use of TLMs, it has been felt to keep these materials within easy reach of the students and teachers that is within the classroom. The concept of '*Learning Corner*' or more specifically '*TLM Corner*' has hence developed which can be seen in several schools and is expected to be in every classroom in future. Let us understand this concept.

6.4.3 TLM Corner and its Use

A *TLM Corner* is a corner or a place in the classroom convenient to all where all the TLMs used for learning and teaching of different subjects are kept systematically so that both teachers and students can use it with ease.

All the materials may be arranged subject or theme-wise in such a manner that all students can fetch and replace them easily. Besides the TLMs, you can store several other materials and equipment in this corner like work sheets, the scales, balance and weights, pliers, scissors, hammer, drawing sheets, colouring materials, gum, plain paper, etc.

In a room which accommodates a single class, the TLM corner can be created near the back corner of the room. But in a room which accommodates more than one class, you have to decide the placement of the learning corner. If sufficient place is available, then class-wise TLM corner can be created. Otherwise, one TLM corner may be created in the room equipping with the materials required for transactions of all the classes in the room. In such cases, the arrangement of TLMs subject-wise and class-wise has to be planned with care to avoid confusion.



**ACTIVITY-6**

Prepare a list of materials that you would like to store and display in the TLM corner in your classroom.

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6.5 TEXTBOOKS AS TLM

Textbooks have always been regarded as the most essential part of school education. A teacher might not have seen the curriculum or syllabus but he/she cannot teach without a textbook. A textbook is developed by subject experts and experienced teachers strictly based on the prescribed syllabus of the subject for a particular class. The topics in a textbook and the concepts within a topic are arranged in a specific order as per the syllabus and decided by the expert group who developed the textbook. Therefore, the textbook is considered as the sum total experience of the school curriculum in respective subject areas by the students, teachers, parents and all other stakeholders. Since the textbook aids in teaching as well as learning it can be considered as the most befitted TLM.

How do we use the textbook for teaching and learning?

As teachers, we usually follow the textbooks literally without disturbing the content and the sequence of the topics and get the students complete the exercises given at the end of each topic. The students' performances at the school are evaluated based on the test prepared on the contents of the textbooks. It will not be wrong to say that all the curricular activities in the school are completely based on the topics of the prescribed textbooks. Textbooks are recognized as the basic material for teaching and learning.

E6. State any four uses of the textbook in the classroom teaching-learning process.

6.5.1 Textbooks for Learning

For several reasons, textbooks continue to be the main source of teaching and learning in schools and are the only source of students' learning in most of the schools. How do we use the textbook as an effective learning material?

Read the two instances of use of the textbook in the classroom in the following situation:



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Situation 3:

- *Mr.Praveen was teaching language in class V. He was following a sequence of teaching activities like reading the passage loudly, selecting randomly some students and making them to read the passage loudly, silent reading by the students, exposition of the meaning of difficult words through framing of sentences, asking some comprehension questions, asking a few questions for assessing students' understanding and finally giving an assignment to write*
- *Ms.Shakila on the other hand was introducing fractions to her students in class IV. She typically focused on the numerical examples given in the mathematics textbook exposing the numerator and denominator of a fraction, proper and improper fraction, addition and subtraction of fractions.*

Both Mr.Praveen and Ms.Shakila underwent in-service teacher training programmes on activity-based approaches of teaching-learning process. After they came back from the training they changed their style of teaching as follows.

Mr.Praveen was seen to use a lot of activities while teaching the same passage from the language textbook of class V. He asked the students to read the passage following which several activities were done by the students like,

- *Framing questions on the passage.*
- *Writing a small passage using selected words from the passage.*
- *Giving synonyms and antonyms of some selected (difficult) words used in the passage.*
- *Developing a small story in groups of 4 students using the theme of the passage.*
- *Debating (in groups) about the meaning of the passage and its links with the real life experience.*
- *Creating dialogues on the passage if it is a story.*
- *Drawing freehand comic strips to illustrate the story line of the passage.*

On the other hand before introducing fractions directly from the textbook, Ms.Shakila first analysed the concepts of fractions and the style of presentation in the textbook. She arranged lot of materials, mostly



collected by the students from the locality like fruits, clay, seeds, pebbles, sticks etc. Using these materials she conducted several activities in the classroom by asking the students to:

- Divide single objects into two or more equal parts.
- From a collection of halves of several objects, figures or pictures, combine and form the complete objects, figures and pictures.
- Represent one portion of the equal parts of an object in the fraction form like $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$
- Represent several equal parts of an object in the proper fraction form like $\frac{2}{3}$, $\frac{3}{4}$, etc.
- Divide a collection of objects (like marbles, sticks etc.) into several possible equal parts and then to represent the equal portions in proper and improper fractions.
- Draw pictures and diagrams in line with those in the textbook and colouring the parts indicating different fractions.
- Prepare a list containing examples of proper and/or improper fractions within a time limit (say within 5 minutes).
- Frame questions on fractions (not repeating or similar to those given in the textbooks).

From the above situation you can realize that the textbook can be used as one of the best source of learning if properly used because of its following characteristics:

- Following the recommendations of the NCF 2005, the textbooks have now been developed very systematically indicating teachers' activities and learners' activities in and out of the classroom. These provide a lot of scope for the students and the teacher to do a lot of learning activities.
- The concepts related to a topic are organized in a comprehensive way in the textbook which gives sufficient idea for organizing a lesson. A less imaginative teacher may strictly follow the order of arrangement of concepts while teaching in the classroom, while a resourceful teacher will study the arrangements in the textbook carefully and may evolve alternative arrangements of concepts which would be more interesting and more meaningful for students.



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- The concepts are presented with a variety of activities like song, story, pictures, puzzles and discussions which create interest among the students to learn more. From these materials presented in the textbook, you can gain insight as to innovate several activities and materials available in your surroundings with little cost and effort.
- To strengthen the concepts taught, a number of practice activities are given for the students to do. These practice activities will provide you with ideas to generate several such activities and more innovative practices for your students. In this context a textbook is an excellent available TLM.
- The new textbooks have been developed not merely to give factual information but also with the scope for student interaction. For example, spaces have been left for students to focus on elaboration of concepts and activities, for wondering about problems, doing exercises which encourage reflective thinking and small – group work.
- The activities and exercises given in the textbook can also be used to assess the extent of learning each student has acquired at the end of the topic/lesson. These exercises will help you to develop several types of test items (questions or activities) which you can use in the unit tests or in any other assessment situations.

**ACTIVITY - 6**

Take a topic from any of the textbooks that you are dealing with. List out the activities and materials you can use to transact the topic in the classroom.

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In order to further strengthen the learning of students from the textbooks, additional TLM materials are also being provided through SSA. The ways to use and transact the textbooks are available in the Teachers' handbook.

According to NCF-2005, any good textbook should function as a guide to construct understanding through active engagement with text, ideas, things, environment and people rather than “transferring knowledge as a finished product”.

6.5.2 Learning Beyond the Textbooks

Over dependence on the textbooks has developed the belief that the textbooks contain everything a teacher is required to teach and a student is expected to learn. As a result,



the teachers are busy in completing the textbooks word by word and the students try to learn by heart every line of the textbook in order to reproduce in the examination answer scripts. Thus, the textbook has been accused of promoting rote learning.

We need to recognize that although textbook is one of the essential material for teaching and learning, it is neither the only material nor it provides all the experiences required to attain the expected learning outcomes. All the curricular experiences cannot be given within the limited space of a textbook. Moreover, learning becomes meaningful, contextual, and relevant when it is acquired in real life or familiar situations. Continuous and purposeful exposures to real life situations for acquiring specific competencies develop a habit in children to search for new knowledge from the familiar environment.

Let us consider any competency that we try to develop in our children in schools through textbooks, say for example, '*developing reading comprehension of class VI children*'. What exactly do we do to develop this competency in the students in school?

Since this is a language competency, we try to develop this in our students through the language textbook usually following the steps:

- Allowing students to read a passage loudly and/or silently,
- Clarifying the difficult words, phrases or sentences,
- Asking questions on the contents of the passage to assess students' understanding the content/ideas in the passage.

In the examination we ask comprehension questions from the contents of the prescribed language textbook. You might have experienced that many students scoring high on language are not proficient in understanding unfamiliar written/printed materials. On the other hand, a child who was exposed to different print or visual materials like story books, comic strips, story cards, newspapers, magazine articles, is more likely to develop reading comprehension easily and perform better in tests on it. Again, solving mathematical problems and topics in EVS also requires reading comprehension. If we plan to develop reading comprehension in our students, we can stress on the meaning of the printed passages/problems irrespective of any specific class or situation. Similarly, it is found that a student who has experienced transactions in the market can perform better and with ease on the problems relating to money transactions, profit and loss etc.

Every element in the immediate environment of the child may be used as a source of learning. We have to have a definite plan to initiate the process of learning from the environment without the help of a textbook. If we successfully manage such incidental learning efficiently, in the long run it would become a habit with the students to gather learning experiences from different sources. Let us try to understand some such sources which we can include in our plan for encouraging our students to learn without only confining themselves to the textbooks:



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- **Library:** Providing supplementary reading materials on different curricular subject is mainly possible through a well-equipped library. You need to plan for providing enough scope to students to avail the library facility in school even on holidays. It not only develops habit of reading for pleasure, but also helps students to have access to several reference materials like dictionaries, atlases, encyclopaedia, and books on different themes.
- **Newspapers and Periodicals:** Information on current affairs, articles of different issues, various interesting features like short poems and stories, comics, games, numerical and other puzzles etc. that appear in the newspapers and periodicals are of immense help to boost the knowledge of students as well as their interest for learning.
- **Electronic Media:** Radio, Television, Internet, CDs on various educational themes has opened up the world of knowledge and learning. Most of the schools, even in remote areas are being provided with these facilities. You need to plan to use these devices for educational purposes in your school.
- **Activities in and out of school:** There is immense scope for learning activities in and out of school campus. Exemplars of such activities are: observing different objects and phenomena, planning and raising school garden, maintaining clean toilets and toilet habits, cleaning and beautification of classroom and school, arranging different cultural functions etc. The list can be endless.
- **Visiting Local Institutions:** Visit to several local or nearby institutions like post office, bank, police station, bus stand, railway station, business and industrial organization, agricultural farms can provide the students the direct experience and profound knowledge of different aspects of the institutions.
- **Visiting Local Market and Working Places:** Watching people in action in the market and different working places like farms, blacksmiths, wood work/furniture, poultry, fishery etc. also provides first-hand knowledge of the world of work and at the same time strengthening the basic skills of literacy and numeracy and enhancing the creative and problem solving abilities.

The list can be endless. Prepare a list of such activities that you can conduct for your class.

**ACTIVITY - 7**

Prepare a monthly plan of activities not involving textbooks for the students of your class (or of any one class) indicating the learning experiences they would gain from each of the activities.

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While you are preparing a plan of the activities, specify the time and duration of each activity, indicating one-time activities and regular (weekly, fortnightly, monthly, or annual) activities. It is necessary to conduct any such activity with a well-prepared plan developed and shared with the students much in advance. Insist that each student take note of important points while participating in the activity. At the end of each activity each student is to prepare a brief report of the experience and knowledge gained.

6.6 LET US SUM UP

- Children in primary schools are in the stage of *Concrete Operations* as suggested by Piaget when they learn by manipulating concrete objects. Therefore, at this stage of learning concrete materials as teaching-learning materials are essentially required.
- The TLMs can be categorized in different ways like real objects or prepared materials; Audio, visual or audio-visual; projected, non-projected, or experiential.
- Materials for activity learning need to be relevant, contextual, and related to real life experiences.
- Utmost care and discretion need to be observed in collecting, using/displaying and storing the TLMs. Developing and maintaining a TLM corner in the classroom with the direct involvement of the students helps both teacher and students in enriching the resources for classroom teaching-learning activities.
- Textbook is an essential material for both teaching and learning.
- There is immense scope of learning beyond the textbooks which need to be harnessed by the teachers and students for enriching and expanding their knowledge.

6.7 MODEL ANSWERS TO CHECK YOUR PROGRESS

- E1. C
- E2. In Mathematics: Construction of two digit numbers, place values in two digit numbers, preceding and successive numbers etc.
In Language: Formation of words, word games, identifying conjunct letters etc.
- E3. In the first situation: There is little scope given to students to understand. They were asked only to copy.
- E4. (i) Economically may not be very much viable, (ii) Demonstration of preparing the materials helps to develop skills in learners, (ii) use of multi-sensory organs develop reflective thinking in learners



- E5. Non- projected – Black board Projected - film strip,
Audio – Radio, A.V. aids – Television,
Collected – Stones and Fish
- E6. (i) Textbook is a useful teaching aid in the hands of the teachers, (ii) helps the teacher to maintain the logical sequence of content matter, (iii) It provides guidelines for student evaluation, (iv) encourages learner to think divergently through its chapters and exercises

6.8 SUGGESTED READINGS AND REFERENCES

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6.9 UNIT END EXERCISE

1. Explain the differences between teaching and learning materials.
2. Describe the different approaches of categorizing TLMs with examples.
3. State the characteristics of materials used in learning activities with examples.
4. How can you arrange a TLM corner in your class room ?
5. Is textbook the only learning material? Explain with examples how can you provide learning experiences beyond the textbooks?

UNIT 7 MANAGEMENT OF MULTI-GRADE AND MULTI-LEVEL SITUATIONS



Notes

Structure

- 7.0 Introduction
- 7.1 Learning Objectives
- 7.2 Multi-Grade Situation
 - 7.2.1 Problems/Issues in Multi-Grade Teaching
 - 7.2.2 Strategies for Management of Multi-Grade Situation
 - 7.2.3 Planning for Multi-Grade Teaching
- 7.3 Multi-Level Situation
 - 7.3.1 Issues in Multi-Level Teaching
 - 7.3.2 Strategies for Management of Multi-Level Situation
 - 7.3.3 Planning for Multi-Level Teaching
- 7.4 Let Us Sum Up
- 7.5 Model Answers to Check Your Progress
- 7.6 Suggested Readings and References
- 7.7 Unit-End Exercises

7.0 INTRODUCTION

We have already discussed many aspects of classroom management at the elementary school level in **Unit-5** and **Unit-6**. The issues and strategies of classroom management discussed in these Units are relevant only in the context of 'mono-grade situation' i.e. one teacher teaching children of a single class at a time. In this unit let us find out about different aspects of 'Multi-grade situation' in which one teacher is required to teach the children of two or more classes simultaneously. Multi-grade situation at the primary school level is still prevailing in almost all countries in the world. In developing countries, most of the primary schools particularly up to class five, have multi-grade situations with single teacher or two teachers. India has the largest number of multi-grade primary schools in the world. According to the Seventh All India Educational Survey, more than 80% of primary schools in India have four or less than four teachers to manage five classes. Hence, multi-grade situation at the primary school level in India is a



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significant phenomenon and a genuine reality. The phenomenon of multi-grade situation poses serious challenges to most of the teachers at the primary school level who are found to be incapable to handle the multi-grade situation properly. Moreover, the nature and types of multi-grade situation differ from school to school. It is, therefore, necessary that the teachers working at the primary school level must acquire the required managerial skills for handling the multi-grade situation.

While managing teaching-learning activities in mono-grade as well multi-grade situations we observe that each student demonstrates his/her individual identity quite differently from others in terms of mental ability, interest, personality, rate of learning etc. In view of learning ability the students may be considered as good, average and poor students. In view of learning rate they may be considered as fast students, medium-pace students and slow students. In other words, multilevel students are found in mono-grade as well as multi-grade situations/classes. Thus, a teacher is always faced with multi-level classroom situation to handle.

In this unit let us understand the problems of multi-grade and multi-level classroom situations and how to address these problems by employing appropriate management strategies and skills in this Unit for which you may need approximately *14 study hours*.

7.1 LEARNING OBJECTIVES

After completing this unit you will be able to:

- Explain the need to teach in multi-grade and multi-level situations.
- Identify different issues related to multi-grade and multi-level situations.
- Devise and use different strategies and skills to manage teaching-learning of
 - (i) *the same subject in all grades in multi-grade situation;*
 - (ii) *different subjects in different grades in multi-grade situation*
- Manage multi-level situations effectively by using different strategies.

7.2 MULTI-GRADE SITUATION

Let us start with an activity.



ACTIVITY - 1

Collect data on existence of multi-grade primary schools in your area and calculate the percentage of such schools.

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Many of you might not be very familiar with ‘Multi-Grade Situations’ (MGS) and ‘Multi-Grade Teaching’ (MGT). However, you may be familiar with the activities meant by these terms. You might have observed/experienced that in some primary schools a single teacher is teaching students of two or three classes simultaneously in one room. Such a multi class situation is called as *Multi-Grade Situation (MGS)* and the teaching strategy, a teacher adopts in a Multi-Grade Situation, is known as *Multi-Grade Teaching (MGT)*. Such a situation is very common in remote and rural areas with low population and small number of students in schools. The need for MGS/MGT can arise due to various reasons. The important reasons are as follows:

- **Enrolment- based teacher recruitment policy:** In almost all states in the country, the state norm for teacher recruitment at primary school level is based on the pupil-teacher ratio (PTR) of nearly 40 (i.e. one teacher for 40 students) and not on the number of classes or sections of classes in the school. In addition to this, as per the provisions of the Operation Blackboard Scheme, a school should have at least two teachers irrespective of less number of children enrolled. If there are 80 or less number of children enrolled in a primary school, then there would be 2 teachers as per the above stipulations while if the school has 120 children on the rolls then there would be 3 teachers. However, the number of teachers engaged in the two schools is less than the number of classes. Consequently, in these schools a teacher has to manage more than one class simultaneously.

Although in the RTE, 2009, the PTR is decreased to 30(in primary sections) and 35 (in upper primary sections), it has not recommended for one teacher per class/section. The norms for provision of teachers in the RTE 2009 are given in the box below:

Norm for Provision of Teachers in the RTE, 2009

(As per the Sl. No. 1 of the Schedule read with Sections 19 and 25 of the Act)

(a) For Class I to V

Admitted Children	No. of Teachers
Up to 60	Two
Between 61 to 90	Three
Between 91 to 120	Four
Between 121 to 200	Five
Above 150 children	Five + 1 Head teacher
Above 200 children	Pupil-Teacher Ratio shall not exceed 40 (excluding Head teacher).



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(b) For Class VI to VIII

- (1) At least one teacher per class so that there shall be at least one teacher each for –
 - (i) Science and Mathematics;
 - (ii) Social Studies;
 - (iii) Languages.
- (2) At least one teacher for every thirty-five children.
- (3) Where admission of children is above 100 –
 - (i) a full time head teacher;
 - (ii) part time instructors for –
 - (a) Art Education;
 - (b) Health and Physical Education;
 - (c) Work Education.

Hence, it is evident that in most of the schools, multi-grade situation shall continue to prevail.

- **Shortage of required number of classrooms in schools:** There are schools where the number of classrooms is less than the actual requirement. Even there are schools with one or two classrooms. As a result, in one room the students of two or more than two classes are compelled to sit. In that situation it becomes inconvenient for more than one teacher to manage instruction. Hence, despite physical presence of required number of teachers in the school, due to shortage of classrooms multi-grade situation / multi-grade teaching becomes unavoidable.
- **Unwillingness of teachers to serve in schools in remote areas:** In majority of the states in our country, there are many schools in the remote rural and/or tribal areas. Most teachers placed in these schools do not like to serve there, may be, due to lack of proper communication system, want of residential accommodation for the teachers etc. It is observed that in the whole year less than actual number of teachers posted in these schools is found to be present physically. As a result, multi-grade situation / multi-grade teaching become an obvious necessity in these schools.
- **Teacher Absenteeism:** The absence of teachers in the school due to prolonged leave on personal/health grounds or their engagement in some other non-academic work outside the school creates a MGS/MGT in the school.



- **Running of special intervention programmes in the school:** At present many ongoing intervention programmes like Bridge Course for never-enrolled and dropout children, Special Education Centres for girls and Education Centres for the migrant children are running simultaneously in many elementary schools. For this, special arrangements have been made for 20-40 children of different age-groups and ability in these schools. While handling these different types of students the teachers face the multi-grade situation.
- **Delay in teacher appointment:** Sometimes due to delay in teacher recruitment/posting in the vacant posts in a school, one or two teachers are compelled to handle all classes. This becomes an automatic situation for adopting MGT in the school.

In view of these reasons multi-grade situation is now accepted as a normal phenomenon and a genuine reality in our primary schools. Hence, you need to be well aware of the problems/issues related to multi-grade situation/multi-grade teaching and acquire appropriate pedagogical and managerial skills and competencies in order to address these issues thereby making teaching-learning effective.

7.2.1 Problems /Issues in MGT

Multi-grade teaching poses a very challenging task for any teacher. However, if you have a clear understanding of the critical issues of multi-grade teaching, you may be able to handle the situation better. Let us consider the issues.

- Multi-grade teaching increases the workload of the teachers who are engaged in it. Apart from classroom transaction, a teacher is required to prepare daily lesson notes, prepare and collect TLMs, undertake correction work of students' home assignments etc. for several grades. While carrying out all these, he / she may face difficulties and as a result, the teaching-learning activities may not be so effective to yield desired learning outcomes.
- In multi-grade situation, since the students are from different grades with differing learning abilities, it becomes difficult for the teacher to prepare a plan considering all these variations.
- Due to heavy work load of the teachers in multi-grade situation, it is not possible on their part to provide individual attention to the students and motivate them for learning.
- In majority of schools in remote rural and tribal areas, there is shortage of classrooms. Hence, conduct of teaching-learning activities for the students of more than one grade in one room becomes very inconvenient.
- At the primary school stage, generally the curriculum and textbooks are prepared keeping in view the mono-grade teaching context. Hence, completion of the



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prescribed course contents within a stipulated period of time in MGS becomes very difficult.

- All of us are acquainted with fixed time and period schedule followed in mono-grade situation. But the preparation of time table for MGS is altogether a different task and requires intensive thinking keeping all the variations in mind.
- In a MGS a teacher finds less time to teach in each grade/class. As a result, his/her relationship with the students is less and he/she fails to provide proper support to the students.
- In MGS the teaching-learning activities in one class affects / disturbs the activities of other classes. For example, when a story is told or a recitation is undertaken in one class, the students of other classes either get disturbed by it, or they are attracted towards it, and leave their own activities.
- Usually each and every student inside the class can get meaningful experience if he/she is engaged individually in some kind of learning activities. But in MGS it is found to be difficult to provide learning activities to each individual student.
- If there is single multi-grade teacher in the school, the whole school will be closed when he/she remains absent in the school. The teaching in all grades under his / her control gets neglected.



ACTIVITY-2

As a teacher you might have experienced multi-grade situation or your colleagues may have. Based on your experience, or discussing with your colleagues, prepare a list of issues of multi-grade situation other than those discussed above.

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All these issues of MGS/MGT could be effectively addressed if we follow a set of well-planned classroom management strategies and pedagogic skills appropriate for the MGS.

7.2.2 Strategies for Management of Multi-grade Teaching

One of the reasons for considering MGT to be quite difficult is that we try to manage the multi-grade situations with the familiar strategies of mono-grade classes. But, mono-grade and multi-grade are the two different classroom contexts and hence, we need to



adopt very different kinds of pedagogical and managerial skills and strategies to facilitate effective teaching-learning for each of these two situations. It largely depends on how competent we are in using different pedagogical and managerial skills efficiently in different classroom contexts. The belief that management of a multi-grade class is more difficult than management of a mono-grade class is not based on any sound reason. Whatever may be the classroom context, be it mono-grade or multi-grade, the most important thing is that we need to give emphasis on how each and every student can learn effectively and in that context learning-centered approach is considered more suitable and effective for management of MGT than the traditional teaching-centered approach.

While managing MGT (as well as multi-level teaching) through learning-centered approach, the following four important aspects of teaching-learning process are to be taken care of.

- classroom organization
- grouping of students
- provision of learning materials
- planning for learning situation.

Classroom organization: As you know from your experience that proper classroom organization is one of the important factors that help to improve the effectiveness of teaching and learning. This is particularly more important in case of the multi-grade situation.

From your experience of classroom teaching, recollect and try to answer the following:

- How do you use the space available in the class for facilitating effective learning?
- How do you create a healthy environment in the classroom for students' interaction?
- What are the materials you use in the classroom for facilitating students' learning?

Well your answers to all these questions would be all related to utilization of space available in the classroom, suitable seating arrangements of children, proper placing of blackboard and teacher's table and chair, displaying of learning materials, displaying of students' creative work, making provision / facilities for students' activities (both individual and group), i.e. all related to classroom organization. No matter how well you prepare your lessons but a badly organized classroom will make your teaching much less effective. Let us see how the following important aspects of classroom organization in MGS could be taken care of.

Space Management: Space management is of utmost importance in a multi-grade classroom. Whatever space is available in the class have to be used for learning corner,



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activity corner, question corner, parents' corner, students' seating, teacher's movement, keeping black board and display boards etc. A sample pictorial presentation of space management in a classroom for different activities / purposes is given in Fig 1. Observe the picture.

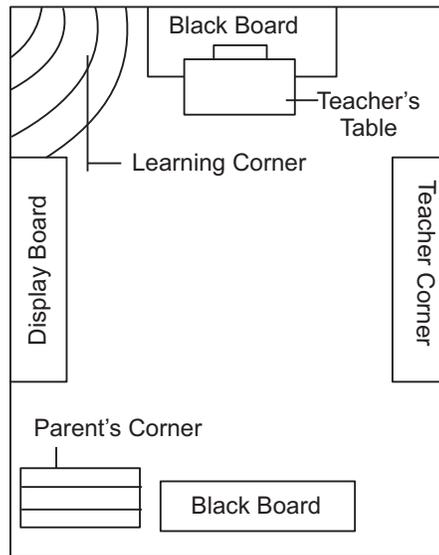


Fig 1: Suggestive space management in a MGS classroom for different activities / purposes.

While making space management in the multi-grade classroom, you should ensure the following.

- Students sit comfortably in groups without disturbing each other.
- Proper light and ventilation in the classroom are not blocked due to covering of windows with display materials / boards.
- There is adequate space available for free movement of the teacher as well as the students (between the groups) when required.
- The students are able to reach the blackboard (s) and TLM corners easily and use these facilities with ease.
- The learning corner, parents' corner, question corner etc. are easily accessible to students for their use.
- *Seating Arrangement:* Generally during teaching-learning in mono-grade classroom situation you make different types/patterns of seating arrangement for students in order to facilitate the conduct of group work, self-study and other learning activities. The nature and type of seating arrangement in mono-grade situation may vary depending upon the need of different learning activities. But



the seating arrangement in multi-grade situation has to be different from the one in mono-grade situation. In multi-grade situation, appropriate seating arrangement is the primary requirement not only to minimize distractions (among students) caused due to seating of different classes in the same room but also to create a climate suitable for effective teaching-learning in terms of organizing different activities in different grades simultaneously.

Seating arrangements in a multi-grade classroom may also vary depending on the need of different learning activities that you plan to undertake. In some situation you may plan learning activities common to all grades that you handle. In some other situation you may plan separate activities for individual grades or you may plan activities which could be carried out in small groups. Hence, you need to make seating arrangements in multi-grade situation very carefully and judiciously.

Let us observe a few patterns of seating arrangement for students in multi-grade situation in the following figures.

Look at the picture (Fig. 2) and observe the pattern of seating arrangement for students. In this pattern:

- The students are sitting in rows separately according to their grades (here Classes I, II and III) and facing towards the single blackboard.
- The blackboard is placed in front of them in such a manner that all can see it.
- The teacher may stand and teach in front of each grade when required.
- It is convenient to have face-to-face interaction between the teacher and the students.

Although, the students of the three classes could be adjusted within a classroom, for all purposes of teaching-learning activities this arrangement retains the characters of mono-grade situation. It is not a convenient arrangement for pupil-to-pupil interaction within and between grades.

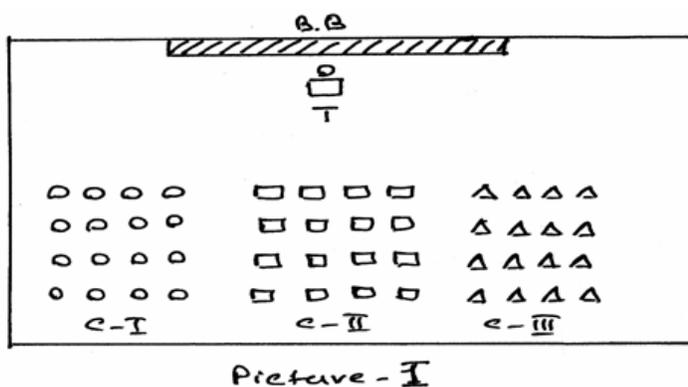


Fig 2: The pattern of seating arrangement



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Fig 3 shows another type of classroom seating arrangements for students in multi-grade situation in which there are provisions of as many black boards as the number of classes. Students of each class sit facing away from each other and towards separate black board as shown in the figure.

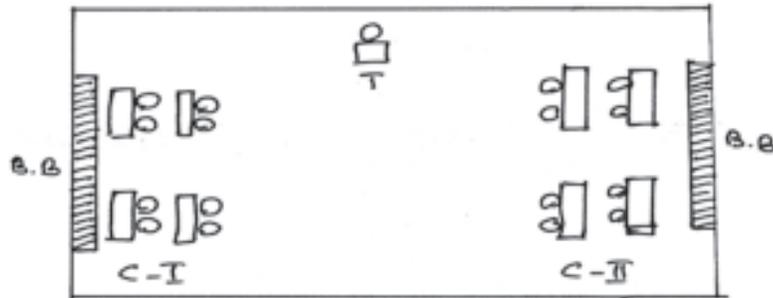


Fig. 3: Classroom seating arrangements

In this type of seating arrangements in the class:

- The students of different grades may be kept engaged in different learning activities.
- While the teacher is teaching in one grade, the students in other grades may be kept engaged in different self-learning activities or group activities.
- Conduct of oral work particularly language learning becomes easy and convenient.

Fig. 4 is similar arrangement accommodating three classes.

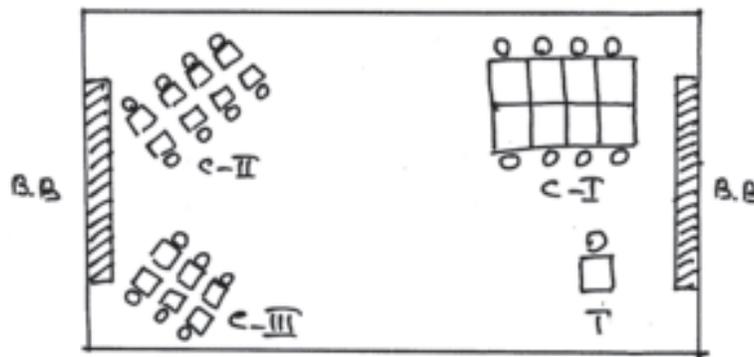


Fig. 4: Type of Seating arrangement

Fig 5 presents another type of seating arrangement where the students of three classes sit in a semi-circle facing the teacher and the black board. Such an arrangement helps you in conducting common activities for all the assembled classes like demonstrating some interesting pictures or models, telling a story, conducting simple games and learning activities.



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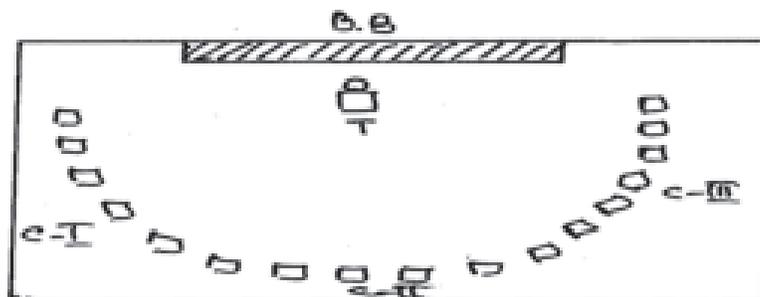
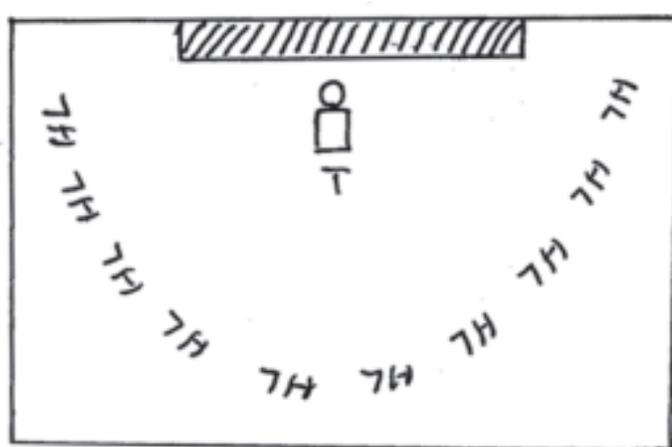


Fig 5: Fig 4: Type of Seating arrangement

While in other arrangements described above the classes were placed separately maintaining their specific identities, in the pattern of seating arrangement presented in Fig 6, the students of different classes are mixed together and the students of different abilities (e.g. High, average and low achievers) of different classes are grouped together. This is an example of heterogeneous grouping where the peer interaction and guidance from higher ability students is possible.



Picture-V

Fig. 6: Mixed Seating arrangement



ACTIVITY - 3

Think of some innovative seating arrangements, discuss and share the same with your colleagues and make a diagrammatical presentation

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The above patterns of seating arrangement for students in multi-grade situation are suggestive examples which have been experimented elsewhere in different multi-grade situations. You may organize the seating arrangements on multi-grade situation according to the learning activities that you plan for multi-grade situation.

As one school situation is different from another school situation, you are free to arrange the class as per the need of the activity and the space available. While making innovative seating arrangements try to be imaginative and you may arrange space for seats outside the classroom to work comfortably. For example: children making a wooden model or painting or writing an essay might be less disturbing to the rest of class and may be made to sit in the verandah or in the space available outside the classroom. If you have an overcrowded class, you can send the small reading group to sit outside a mango tree and practice their activities. Considering your local context, the levels of learning and learning needs of your students, available space and learning materials, the learning strategy you are employing, you may adopt suitable seating arrangements.

E1 . State the classroom conditions that you need to take into account while planning for a particular seating arrangement.

- *Grouping of Students:* Like appropriate seating arrangement, grouping of students is a very effective strategy for the management of multi-grade teaching. Students learn better and progress well when they work in group. Apart from learning group learning helps in developing social skills such as working in cooperation with others, taking collective decisions, accepting and sharing others' ideas and views, respecting and assuming leadership roles etc. Peer learning also gets strengthened while working in groups. In view of this, multi-grade teaching can be made more effective, if imparted in groups.

Various types of groups can be formed in multi-grade situation. The two main types of grouping viz. Grade-based and Ability-based are discussed here.

- (i) *Grade-based Grouping:* The very name indicates that grouping of students in a multi-grade situation is made considering the grade as the basis (i.e. single grade as a single group or combined grades as one group). This is a common form of grouping in multi-grade situation. Such grouping is based on the assumption that the same age-group of children makes progress more or less at the same pace.

As a multi-grade teacher, you can manage maximum three groups at a time in a multi-grade class. In view of this, you can combine two adjacent grades to form one group during multi-grade teaching, if required. The following examples illustrate the methods of combining grades to form groups.



Example 1: In a school with five grades and a single teacher, grades 2 and 3 may be combined to have one group, grades 5 and 4 may be combined to form another group and Grade I may be kept as one group, as indicated in the Fig 7 below.

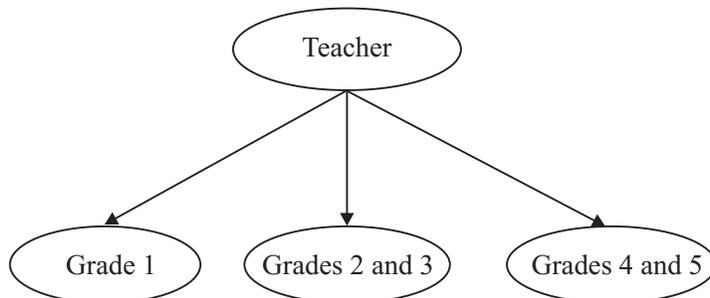


Fig. 7: Grade-based Grouping

Since the children of Grade 1 are the new comers to the school, they need special attention and care. For this reasons, Grade 1 is taken as a separate group. Combined grades 2 and 3, and 4 and 5 form separate groups as these are adjacent grades. There is near similarity in their course contents which facilitates peer learning, self-learning, remedial learning and cooperative learning more effectively in these adjacent grades.

Example 2: In a school with five grades and two teachers the following types of grouping may be made and kept under the control of the respective teachers as indicated in the Fig 8 below.

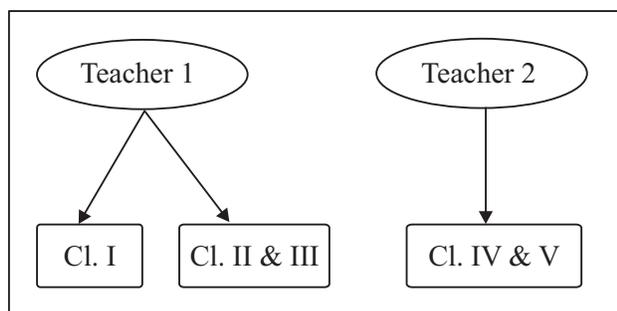


Fig 8: Type of Grade-based grouping

In Fig 8, the students of Grade 1 are kept in one group and Grades 2 and 3 in another group. Both the groups are kept under the control of one teacher. Grades 4 and 5 are kept in separate groups and under the control of the other teacher.

In Fig 9, the students of Grade 1 are kept in one group and under the control of one teacher. The students of Grades 2 & 3 form one group and Grades 4 & 5 another group. Both the groups are kept under the control of the other teacher.



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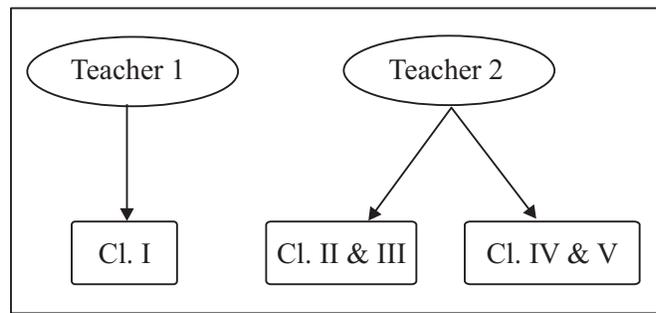


Fig 9: Type of Grade-based grouping

It is apparent from Fig 9 that more emphasis is given on Grade 1 and is kept exclusively under the control of one teacher.

Grade-based grouping becomes more convenient if there are three or more than three teachers physically present in a five-grade primary school. While forming grade-based grouping you need to consider the following aspects.

- Grade 1 should be kept as a separate group to give more attention.
- Adjacent grades should be combined to form one group since by such combination teaching-learning becomes more effective.
- When the number of students in each adjacent grade is more than 40, adjacent grades should not be combined to form one group as by their combination the students' strength in the group will be unusually large which may not be convenient for effective teaching-learning.
- When you are required to manage two groups, as far as possible you should form the groups of adjacent grades.

(ii) *Ability-based Grouping:* Generally, the children acquire a large range of learning experiences through group learning particularly in small groups. Whether it is mono-grade or multi-grade situation, group learning contributes a lot to individual learning. Irrespective of grades when small groups are formed according to children's different abilities in different subject areas, it is called *ability-based grouping*.

In this context, the term ability refers to mean both learning capacity and rate of learning of the students. In terms of learning capacity those who can acquire more learning experiences in a subject are to be considered as high ability students and those who are capable of acquiring less learning experiences in a subject are to be considered as low ability students. In terms of rate of learning those who



learn things fast they are named as fast students and those who are slow in learning things are termed as slow students. The high ability students are usually found to be the fast students as well as high achievers. On the contrary the low ability students are found to be the slow students as well as low achievers.

Hence, in view of the ability of the students two types of ability groups can be formed among the students.

- *Similar ability*: i.e. homogenous group having similar ability level (high ability group, average ability group and low ability group).
- *Mixed ability* i.e. heterogeneous group having different ability level (both high and low ability students in one group)
- Such ability grouping can be different for different subjects. While forming such ability groups in a subject among different grade students, you have to first identify/determine the student's level of learning achievement. To do this, you can make use of assessment reports of the students in the past years, you can administer a test to assess their abilities and / or you can use your own experiences about the students by direct observation.
- *Similar Ability Group*: When you form similar ability group, you need to prepare lessons and supporting teaching-learning activities suitable for each group as per their ability and undertake the same accordingly. For example, for the low achiever group you are required to give more stress on acquisition of minimum competencies in a subject whereas for the high achiever group you need to emphasize on their enrichment learning in the subject. With the change of subject, you need to change the grouping. Because a student who is included in the high achiever group in Mathematics may be included in the low achiever group in language and / or other subjects.

The important advantages of similar ability grouping are:

- The students can study in their own pace because they are of the same ability level.
- It is effective for group activities in subjects like Mathematics and Language.
- The students cooperate more with each other in the group and become contented with their similar progress.
- It is quite appropriate for designing remedial lessons for slow students and enrichment lessons for fast students.

The great disadvantage is:

- In such grouping, there is no reduction of ability gap between the groups even after learning is undertaken. As a result, the high achievers continue to remain as



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high achievers and the low achievers remain as low achievers. The low achievers once labeled as such, lose their self-confidence, interest and motivation for further learning.

Mixed Ability Group: When the students of different ability levels form one group, it is called mixed ability group. You can group students of advanced, average and low ability levels together to form such a mixed group. In such grouping there is no need to change the groups frequently with the change of subjects as in the case of similar ability grouping. Because in one subject there may be students of different ability levels and in other subjects there may be different students with different ability levels.

The benefit of mixed ability grouping is that the students of different ability levels discuss with each other, learn from each other, give peer support to low achievers. Apart from this, such grouping is beneficial for project work, organization of different co-curricular activities and creating scope for better learning achievement.

Thus, the two types of ability grouping of the students in a multi-grade situation help for effective teaching-learning. However, mixed ability grouping is considered comparatively better than the similar ability grouping to manage a multi-grade situation effectively. The following points are to be kept in mind while making any kind of grouping during multi-grade teaching.

- A group should be small having 4 – 5 students
- Interaction among the students becomes more in small groups than in big groups
- Various types of groups may be formed as and when required
- Students should be allowed to move from one group to another as per their interest and need.
- Labeling of students as slow students should be avoided completely.
- Group and individual learning activities should be made lively, stimulating and varied.
- Conducive learning environment ought to be created for the students falling behind.
- The teacher should observe the student's group activities instead of involving himself/herself in these activities.
- The participation of all students in the group need to be ensured.

Provision of Teaching-Learning Materials (TLMs)

We all know the need and importance of various TLMs in teaching-learning process. Particularly in activity-based teaching-learning situation there is necessity of large number and varieties of TLMs to support group work and self-learning. As teacher, our main



task is to assist the students to learn. For that we have to provide them appropriate learning situations so that they would get themselves involved in effective learning activities and thereby learn things meaningfully. Whether, it is a mono-grade or multi-grade class appropriate learning situation can be provided to a large extent by the use of right kind of TLMs. In multi-grade situation the use of appropriate TLMs helps the teacher in the effective management of teaching-learning in different grades at a time.



ACTIVITY - 4

You as a teacher might have used varieties of TLMs during your classroom transaction. Could you name some of these? How do you procure these? Do you ever prepare some of the TLMs yourself? Write down the names of some TLMs under different categories and state their procurement in the table given below.

<i>Categories</i>	<i>Name of the TLMs</i>	<i>Procurement (Purchase Collection/Preparation)</i>
<i>Standard TLM</i>		
<i>Low Cost and No Cost TLM</i>		
<i>Plenty available TLM</i>		

Some benefits of using TLM in multi-grade teaching situation are as follows:

- Since the students in primary grades (both mono and multi-grade contexts) understand concepts in association with concrete objects, the TLMs help them to understand difficult concepts.
- TLMs in multi-grade situation keep all students meaningfully involved and engaged for some time in the absence of the multi-grade teacher in the class.
- TLMs facilitate group learning and self-learning activities.
- TLMs help the multi-grade teacher reduce his/her excessive talking.
- TLMs create the desired context for stimulating discussions among the groups.
- TLMs attract students' attention towards the lesson.
- TLMs help the multi-grade teacher save his / her own energy and minimize fatigue in teaching.
- TLMs facilitate introduction, practice, reinforcement and evaluation activities of the multi-grade teacher during different phases of teaching-learning.



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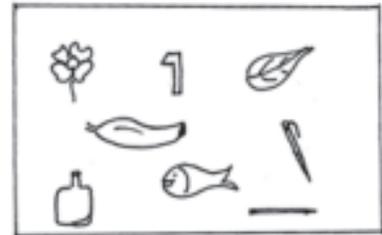
The kind of TLMs used in multi-grade teaching are dice, picture cards, flash cards, assignment cards, letter cards, number cards, story cards, song cards, posters, leaflets, reading cards, story books, dictionary, models, charts etc. Apart from these, worksheets are also prepared and used in each class in multi-grade situation even in the absence of multi-grade teacher.

E2. Explain two advantages of TLMs in multi-grade teaching.

The way you can use the TLMs in multi-grade teaching context is demonstrated in the following example.

Example : In a multi-grade situation comprising of Grades I, II and III, the multi-grade teacher shows some objects like shells, seeds, fruits, household items, school items, photographs etc. kept in a basket to the students (as shown in the picture).

After three minutes, she covers the objects in the basket with a piece of cloth. Then she asks the students of Grade 1 to recall the objects that they have seen and tell their names. She asks the students of Grade II to write the name of the objects in their notebook and the students of Grade III to write the use of these objects in daily life.



After 20 minutes, the teacher forms mixed ability groups, taking the students of all the three grades, distributes some objects to each group and ask every individual group to write different uses of each object in day-to-day life. Then each group presents its group report and the same is shared by all.

From the above example you can infer how the TLMs are used to stimulate group work as well as individual work in multi-grade teaching situation and keep all the grades engaged in meaningful learning activities.

Planning for Learning Situation: You have already learnt to develop plans for teaching-learning (planning lessons) in mono-grade situation. However, prior to preparation of plans for teaching-learning in multi-grade situation, you need to organize the classroom, make desired grouping of the students, and create conducive learning environment since these are essential requirements to facilitate subject teaching-learning in multi-grade situation. For this reason, the plans for multi-grade teaching are called as the 'Plans for Learning Situation' instead of 'Teaching-Learning Plans' (or Lesson Plans). The multi-grade teacher has to perform the following activities to plan for the learning situation. He/she will have to:

- ensure first which grade (s) to be included in the multi-grade teaching class.
- understand what type of grouping is needed to facilitate multi-grade teaching.



- prepare weekly or monthly scheme of lessons in which indication will be made about which subjects to be taught in which group / group at the same time.
- ensure proper seating arrangement of different grade students in the same classroom.
- prepare/collect required TLMs in adequate number and keep them at the TLM corner.
- prepare daily lesson plan indicating therein the objectives, method of transaction, learning activities, evaluation strategies etc.
- form small groups as per the requirements of the lesson.
- earmark the TLMs for group and individual activities.
- specify activities for introduction, practice, reinforcement and evaluation.
- determine the amount of time to be spent on each activity.
- determine teaching time for each group / group.
- ensure that the bright children help the children falling behind, as well as the child of upper grades help the children of lower grades.
- assign projects to each group after a suitable time gap.
- ensure conduct of individual activities.
- devise evaluation strategies for assessing learner performance.

Thus, the planning for multi-grade teaching calls upon the teacher to take care of all the assigned grades at the same time, to ensure proper time management and to make his/her presence felt in the grades/groups.

7.2.3 Planning Time Schedule for Multi-grade Teaching

In most occasions you are required to teach all subjects in a grade. However in a multi-grade teaching situation, ideally you may choose one core content and some selected activities. As you are always under the pressure of time in multi-grade situation, it is important to plan a time schedule to make the maximum use of available time. When you are required to handle three grades simultaneously, you have to depend upon monitors or some bright students, activities, learning materials, self-study materials etc. How you will utilize the monitor's assistance or use powerful learning activities or self-study materials all depends on your thoughtful planning. If one hour time is there, it could be planned as follows where the time distribution is suggestive.

<i>Distribution of 1 Grade III</i>	<i>hour time</i>	<i>Grade I</i>	<i>Grade II</i>
First 20 minutes	Teacher	Monitor	Self-study
Second 20 minutes	Self-study	Teacher	Monitor
Last 20 minutes	Monitor	Self-study	Teacher



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In planning your instruction for multi-grade teaching having three grades, you have to always bear in mind that while teaching in one class you have to keep a supervisory eye on other two classes engaged with the monitor or in self-study.

Teaching-learning of the same subject in different grades

It has been mentioned earlier that if you are required to teach in two or three grades at the same time you should better take the adjacent grades, because there is a similarity and continuity in the contents of the adjacent grades which makes it convenient to manage multi-grade teaching effectively.

Let us consider the teaching of 'Numbers' in Mathematics in Grades I, II and III at the same time. As prescribed in the mathematics syllabus, the students are to master the competency of counting the numbers from 1 – 100 in Grade I, to find the place value of the digits in numbers 10 – 99 and comparing the small and big numbers in Grade II, and to find the place value of the digits in numbers up to 1000 thereby comparing the small and big numbers in Grade III. Now it is your concern as to how to teach 'Numbers' in all the three grades simultaneously so as to enable the students acquire their prescribed competencies.

The following example shows how the content is taught to three different grade students simultaneously.

- The teacher first draws a matrix in the blackboard as shown in the right and writes the numbers from 1 to 9 therein in the small boxes.
- The teacher asks the students to find out the relationship among the numbers. The students study the matrix, participate in the discussion and conclude that if they add three numbers vertically or horizontally, it will be 15.
- Then he/she continue the discussion for 10 minutes and explains the students what to do next. by assigning the following activities to the respective grades.

1	6	8
5	7	3
9	2	4

Grade I : To write two digit numbers as many as possible by using the digits in the matrix (students work for 15 minutes).

Grade II : To write two digit numbers as many as possible by using the digits in adjacent boxes in the matrix and to arrange them in ascending order (small to big).

To write the place value of 10 two digit numbers (students work for 20 minutes).

Grade III : To write three digit numbers as many as possible using the digits from the matrix and to arrange them in descending order (big to small).

To write the place value of 10 three digit numbers (students work for 20 minutes).



Thus it is possible to teach the same subject in multi-grade situation. In such a situation, you start teaching using one common activity with common materials and then assign grade-wise different activities. There are some advantages of teaching the same subject in a multi-grade situation which are as below.

- The teacher can determine easily how much help he/she can render to which grade and at what time during the teaching-learning process.
- Since the same subject is taught in all the assigned grades, most of the time common TLMs can be used by the teacher in all the grades.
- A high achiever student of one grade / group can help the low achievers of that group or the other group and may act as a monitor in the other group.
- The teaching-learning activities of one group also facilitate activities of the other grades.
- Simultaneous teaching-learning of the same subject in all the grades make it appear as if the students of one grade are performing different activities with mutual close cooperation and participation.

Teaching-learning of different subjects in different Grades:

At times in multi-grade situation different subjects may be taught to different grades. For example, a multi-grade teacher may teach a lesson in Environmental Studies (say, occupation of different people) in grade I, a lesson in Language (say, identification of compound letter and their use) in Grade II and a lesson in Mathematics (say multiplication of three digit numbers) in grade III simultaneously. The management of multi-grade teaching in these situation is totally different from the one discussed earlier. A multi-grade teacher is required to do the following in order to manage the situation efficiently.

- In the beginning of the period a common warm-up activity may be undertaken for all grade students in order to create a learning atmosphere in the class.
- Then in each grade a monitor may be selected/appointed and be given the responsibility to maintain discipline in the class.
- The seating arrangements for each grade students may be made separately keeping in view the learning activities to be undertaken during the teaching-learning process.
- While teaching is imparted in one grade, the other grades are to be engaged in made meaningful learning activities relating to the subject/topic planned to be transacted. Alternatively teaching and assigning of learning activities are to be made in the grades.
- When required the teacher should supervise the activities in the grades and provide due feedback. Besides, in order to remove learning difficulties of the students the teacher may teach directly.
- When teaching is required for the three grades, the teacher should teach a new topic in one grade and give practice activities in other two grades. By doing this, the teacher can teach well in the grade concerned and meaningfully engage the



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other grades. Teaching of new topic in all the grades would definitely be inconvenient for both the teacher and the students and appropriate use of the time cannot be ensured.

Thus a multi-grade teacher can manage multi-grade teaching by adopting this approach. But to make it effective, he / she has to do a lot planning, arrange and prepare adequate TLMs for practice work and to ensure coordinated group work and individual work. However, this approach has some inherent *disadvantages* which are as follows:

- Interaction takes place within the students of one grade only and may disturb the activities of other grades.
- Since different subjects are taught in different grades, adequate and varied TLMs are required to facilitate teaching-learning in each grade. Practically, it becomes difficult on the part of the teachers to arrange such huge number of TLMs.
- It is not always possible on the part of the students of one grade to help the students of other grades.



ACTIVITY - 5

Having known the different aspects of multi-grade teaching, issues involved in it, it's planning and management, think of a multi-grade situation and try to compare it with a mono-grade situation in different aspects. List the differences between the two situations.

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Compare your list with the ones given below:

Mono-grade	Multi-grade
One teacher for one Class	One teacher for several classes.
One Classroom for each grade.	One room accommodating more than one grade.
Co-operation and interaction between children is less.	Co-operation and interaction among children is high.
Variety of experiences of children is limited within their group. So only limited experiences are shared.	Variety of experiences of children is unlimited as they are in multi-groups. So experience sharing is high.



<p>There is a feeling of children that teacher will help them at any time. So there is a scope to take help from the teacher at the time of facing a problem. As a result teacher dependency syndrome develops.</p>	<p>Students help themselves. There is some body (Students of higher grade / student of the same grade with higher ability) to help lower age group children in the presence of the teacher. Hence, teacher dependency syndrome gets reduced.</p>
<p>Mostly the situation is formal.</p>	<p>The situation is totally informal.</p>
<p>The classroom situation is likely to be teacher dominated.</p>	<p>The classroom is mostly managed by students. So teacher domination is the least.</p>
<p>There is a belief that three levels of students are in class i.e. above average, average and below average.</p>	<p>There is no level like above average, average, and below average students. Even grade feeling is not there. All children feel as if they are of the same grade or group</p>
<p>No scope for friendship between higher and lower age/grade children.</p>	<p>More scope for friendship between higher age/grade children with lower grade children.</p>
<p>More emphasis on level wise grouping</p>	<p>More emphasis or scope for social grouping.</p>
<p>Teacher is bound to remain present in the class for all times. So there is a structured learning.</p>	<p>There is a scope for self-learning as the teacher is not present fully in a class. In spite of that learning takes place.</p>

7.3 MULTI-LEVEL SITUATION

As a teacher, you are familiar and accustomed with mono-grade situation and mono-grade teaching and have gained varied experience of organizing and managing mono-grade teaching effectively. You might have noticed that the students in each grade, whether in mono-grade situation or multi-grade situation, differ from each other in respect of their learning need, learning capacity, interest, attitude, motivation etc. For example, you might have observed the following:

- One student takes less time to learn a topic / subject while another student takes more time to learn the same topic / subject.
- One student may have high learning achievement while the other may have low learning achievement.

In other words each student is unique in all these aspects each one is found to have a different pace of learning and a different level of learning achievement, compared to



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others. Hence, in a class you will find different levels of students. The presence of different ability level students (e.g. High, Average, and Low) in a class refers to a *multi-level situation*.

Consider the following example:

A teacher took a class with three ability groups (High, Average and Low) in a multi-level situation. He/she had planned his/her lesson keeping the average students in consideration. The high achievers completed their task quickly before the scheduled time and waited for the teacher's instruction as to what to do next. The slow students on the other hand waited for the teacher to provide extra time since the scheduled time limit was over to complete the task. It is evident that the teacher neither planned extra learning activities for high achievers nor extra time for the slow students. He/she did no planning for time management in this situation. As a teacher managing time to control a multi-level situation to meet the needs of the high achievers and low achievers irrespective of the ability group they belong to is very important.

There are many crucial issues of a multi-level situation. Let us consider them and learn the strategies to address them.

Multi-level situation and multi-level teaching arises due to the following:

- When you are required to divide the students in a class (in mono-grade situation) into a number of similar ability groups in order to facilitate effective teaching-learning.

For *example*, there are 30–40 students in a class. You may divide them at least into three groups / levels based on their learning ability. You can keep all the fast students in the first group, all the average students in the second group and all the slow students in the third group. Here the students of the first group acquire learning experiences more quickly than the students of the third group and always progress faster. Such a class can be considered as the combination of similar ability oriented three small classes. In other words, in each mono-grade class there is presence of multi-level situation. Apart from this a teacher may find students with different subject learning ability, competency, attitude, interest etc. which may give rise to a multi-grade situation.

- When you are managing a multi-grade situation, multi-level situation may also arise. For *example*, you are managing teaching-learning in three grades (i.e. grades 1, 2 and 3) simultaneously. In view of grades, there are three types / level of students before you to handle (fast students, average students and slow students) and in all the three grades there may be three levels of students. So you are facing a multi-level multi-grade situation. In fact, each multi-grade situation is always a multi-level situation.



Thus, multi-level situation is always present in both mono-grade and multi-grade situation. However, a teacher gets more scope in mono-grade situation to deal with the multi-level students than in multi-grade situation in which he/she is to handle different grade students and may be constraint to use time and resources appropriately.

7.3.1 Issues of Multi-level Situation

As we know, a multi-grade situation arises mostly due to shortage of required number of teachers and classrooms. But a multi-level situation is always present in mono-grade as well as multi-grade situation. Given below are a few crucial issues with respect to multi-level situation.

- In a class, majority of the students are of average learning ability and comparatively few students are of high and low learning abilities. Usually planning and implementation of all learning activities and instruction relating to prescribed curricular contents are made keeping in view the ability of the average students. As a result, the high and low ability group students are not benefited and their learning gets affected. Hence, how to address the learning needs of these two levels of students along with the average level students simultaneously during teaching-learning is a challenging task for the teachers.
- Grouping of students by the teachers based on overall / global assessment of student's ability (homogenous group) does not help them learn at their own pace in order to acquire mastery in learning competencies. Since in high ability groups the students may not feel comfortable (in view of their choice, interest, attitude, liking etc.) to participate in the teaching-learning activities in the respective groups as it is imposed on them.
- Using common textbooks as the centre of instruction does not benefit the students of different learning levels in a multi-level situation.
- Addressing the learning needs of the different level students of different grades simultaneously is definitely a hard task on the part of a multi-grade teacher.
- Preparing appropriate teaching-learning materials and other resource materials adequately for a multi-level situation is no doubt a daunting task for the teachers.

7.3.2 Strategies for Management of Multi-level Situation

Some of the strategies to adopt to manage multi-level situations are as follow:

- Individual student's needs are to be identified before imparting teaching-learning in the class.
- All children, irrespective of levels, allowed learning at their own pace.
- Allowing student's liking and voluntary participation in the group.



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- Student's choice remaining in a group allowed but no grouping imposed on them.
- Heterogeneous grouping found suitable to facilitate individual pace of learning is undertaken.
- Peer learning allowed to facilitate individual learning.
- Time is effectively managed for each level.

Effective management of multi-level situation can be ensured by adoption of following activities:

Making heterogeneous grouping

While managing multi-level situation (both in mono-grade and multi-grade) heterogeneous grouping (mixed ability group) should be formed for transaction of teaching-learning activities. However, after completion of teaching and evaluation of a topic similar ability grouping may be formed and remedial lessons and materials may be arranged for low achievers and enrichment lessons for high achievers. Of course, teachers handling multi-level situation should have adequate preparation for this in advance.

Acquisition of mastery in learning competencies through group and individual learning

The most crucial issue of multi-grade teaching and multi-level teaching is how to help individual students to acquire mastery in learning competency at their own pace in the remaining group. An innovative study has been developed and used in this regard by the Rishi Valley Institute of Educational Resources (RIVER), Andhra Pradesh since 1993 which is popularly known as *Rishi Valley approach*. The significance of this approach is to design activities in order to make the students capable of acquiring mastery in learning competencies through both group and individual learning. The details of the procedure are presented, in brief, below.

- At first, a list of learning competencies prescribed in each subject for each class is prepared after due analysis and arranged in a particular sequence.
- Each competency, arranged in sequence, is taken as a milestone. On acquisition of a competency a student reaches that milestone and proceeds to the next milestone to acquire the next competency.
- All competencies or milestones, so arranged in a particular order, taken together constitute a learning continuum in a subject for a grade.
- After acquisition of one competency by the students, a number of learning activities are planned to help them to acquire the next competency. For this, the teacher first undertakes an initiation activity in the whole class. It is totally teacher managed.



After the initiation activity, arrangements for group and individual activities like practice activities, reinforcement activities, evaluation activities are made in a sequence to follow in this approach. Instructions are clearly given as to which activity should be undertaken at what time with full teacher participation, with partial teacher participation, with peer participation and without assistance of anybody. The sequential arrangement of such activities from one milestone to next milestone is called as a *learning ladder*. All learning ladders when arranged in a continuous sequence formed a learning continuum of a subject for a class or level.

- Such learning continuum sheets in each subject are kept in each classroom. The learning activities which are to be undertaken in sequence between two adjacent milestones are indicated by logo in the learning continuum.

7.4 LET US SUM UP

- Multi-grade Teaching is a situation where a single teacher teaches several classes at a time.
- Multi-grade Teaching is a necessity due to various reasons .One is due to lack of teacher and classrooms.
- Multi-grade teaching is not confined in India. But it seen in the developed as well as in the underdeveloped countries.
- The teacher who is involved in multi-grade teaching has to face many challenges.
- Special attention is given on four aspects for MGT i.e. classroom organization, pupils grouping, use of learning materials and proper planning.
- Multi-grade teaching is more effective by the appropriate sitting arrangement.
- Multi-level teaching is related with Mono-grade situation.
- Four aspects like grouping of pupil , selecting materials and appropriate use, activities and student involvement and classroom organization are the main important strategies in multi-level teaching.
- Some learning activities need to be planned to be applied to high achiever, medium achiever and slow achiever students.
- Lessons need to be planned that every child will get involved in some learning activities.
- There should be opportunities for children to learn from each other.
- If a multi-grade, multi-level teacher is innovative in teaching, with knowledge of his/her task and proper planning and management skills, successful results can be achieved through this system.



7.5 MODEL ANSWERS TO CHECK YOUR PROGRESS

E1. Following are the classroom conditions-

- Students sit comfortably in groups without disturbing each other.
- Proper light and ventilation in the classroom are not blocked due to covering of windows with display materials / boards.
- There need to be adequate space available for free movement of the teacher as well as the students (between the groups) when required.
- The students need to reach the blackboard (s) and TLM corners easily and use these facilities with ease.
- The learning corner, parents' corner, question corner etc. need be easily accessible to students for their use.

E2. Any two advantage discussed in the text and/or from the classroom experiences of the teacher need to be stated.

7.6 SUGGESTED READINGS AND REFERENCES

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7.7 UNIT-END EXERCISES

1. Discuss the issues of your multi-level teaching classes you face in your work place.
2. Give a plan of your multi-grade class teaching you deal with in your school.

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UNIT 8 PLANNING LEARNING ACTIVITIES

Structure

- 8.0 *Introduction*
- 8.1 *Learning Objectives*
- 8.2 *Planning Learning Activities*
 - 8.2.1 *Curricular and Co-curricular activities*
 - 8.2.2 *Planning of Co-curricular activities*
- 8.3 *Scheme of Lessons*
 - 8.3.1 *Need and Purpose*
 - 8.3.2 *Preparation of Scheme of Lessons*
- 8.4 *Unit Plan*
- 8.5 *Lesson Plan*
 - 8.5.1 *Characteristics of Lesson Plan*
 - 8.5.2 *What a Lesson Plan contains*
- 8.6 *Lesson Note/Lesson Diary*
- 8.7 *Let Us Sum Up*
- 8.8 *Model Answers to Check your answers*
- 8.9 *Suggested Readings and References*
- 8.10 *Unit-End Exercise*

8.0 INTRODUCTION

An organized planning always plays a vital role in the execution of any task or activity in our life. It not only facilitates proper realization of the objectives of the task or activity, but also helps in the effective utilization of time, energy and resources (human, material and financial). Proper planning is a pre-requisite for successful accomplishment of any task or activity. This is also true for teaching-learning activities transacted in schools. When any teaching-learning activity or instructional work is planned in an organized and systematic way and executed accordingly, it brings improvement in learner performance, thereby proving the efficiency and effectiveness of the teacher



who has planned it. Apart from planning teaching and related instructional work, judicious planning is also necessary for organization and conduct of different support activities that strengthen the teaching-learning activities. Therefore, as a teacher you need to pay due consideration to wise planning of all the activities associated with teaching and learning in your school. In this unit, let us discuss in detail how teaching-learning activities are planned and organized in elementary schools for facilitating all round development of the students.

For complete understanding of this unit you need approximately 08(eight) study hours.

8.1 LEARNING OBJECTIVES

After completing this unit you will be able to

- Distinguish between curricular and co-curricular activities that are organized in elementary schools during an academic session.
- Develop a yearly plan for different co-curricular activities in your school.
- Prepare the scheme of lessons in different subjects for different classes for the whole session.
- Prepare the class-wise unit plans in different subjects that you teach.
- Maintain and use daily lesson note / diary in your teaching subjects.

8.2 PLANNING LEARNING ACTIVITIES

As a teacher, your primary and main concern is teaching of course contents in different subjects namely Language, Mathematics, Science, Social Science etc. in different classes as prescribed in the syllabus. Apart from teaching the subjects, you also perform some other instructional work such as conduct of examination, evaluation, remediation etc. relating to these subjects. Both teaching and related instructional work facilitate the intellectual development of the students. However, other than teaching and instructional work you also perform a variety of non-academic activities which facilitate the overall development of students' personality in various aspects namely, physical, motor, ethical, social, civic, aesthetic, literary, cultural etc. Both these types of activities are important for all round development (intellectual and personality development) of the students and hence are to be planned and organized in a systematic manner in the school. As a teacher, you have a major role to play in this regard.

8.2.1 Curricular and Co-curricular Activities

Here is an activity for you to do.



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ACTIVITY-1

Recollect all those activities that you perform in your school during a session. Group them in two columns: Column I for the activities related to teaching and instructional work and Column II for the activities other than teaching and instructional work.

Column I

Column II

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From the above activity of classification of learning activities the following can be said.

- i) The activities, indicated in Column I, like teaching of subjects of study (Language, Mathematics, Science and Social Science), conduct of examinations / tests at different points of time in a year / session, evaluation of learner performance, preparation of progress card of the students are called *curricular activities* or *scholastic activities*. These activities are strictly as per the prescribed curriculum and hence are compulsory for all students of the class. A formal time table is followed to conduct these activities which are mostly confined to classroom lessons.
- ii) The activities indicated in Column II, like games and sports, music, dance, drama, singing, gardening, debate, excursion, exhibition etc. are not compulsory for all students. The students participate in such different activities as per their ability, interest and choice. Such activities are not examined like academic subjects. These are called *co-curricular* or *co-scholastic* activities and are organized outside the classroom lessons. Such activities do not always follow a formal and rigid time table.

Both types of activities are complementary to each other and deserve equal weight and emphasis while planning the total school programme during a full session. Earlier, the curricular activities were given more emphasis and were considered as primary activities in the school and all other activities were given very little importance. Some even considered the time spent on co-curricular activities to be wasteful. But now the co-curricular activities are given equal importance as the students can learn several skills and competencies from these activities in a real life situation in a joyful environment. For a holistic development of students' learning these are considered essential.

A brief tabular presentation on the purpose of organizing different types of co-curricular activities in schools is given below:



Table 8.1 Types and Purposes of Co-curricular Activities in School

Aspects of Personality Development	Exemplars of Co-curricular Activities	Purpose
Physical Development	Outdoor and indoor games and sports Athletic events Gardening	To facilitate Normal growth and development of body Development of health habits Sound physical health and fitness
Motor Development	Clay modelling Basket making Toy making Knitting Cardboard work Book binding Kitchen and flower gardening	To facilitate Coordination of muscles and nerves Development of aesthetic taste and sensibility
Language Development	Debate Story and Essay writing Recitation Wall and school magazine Newspaper reading	To develop Language skills and speech Thought and expression Creativity Composition skill Literary sense and taste
Aesthetic and Cultural Development	Music Dance Acting Drawing Painting Fancy dress Flower festival Exhibition School decoration Folk songs	To develop Understanding of cultural heritage and tradition Familiarity with cultural elements and ethos Cultural tastes Cultural awareness and interest Aesthetic sensibility
Civic Development	Celebration of social festivals, national days, school festivals Students' self-Government Mock Parliament Mock Court Running of cooperative store in school Visit to gram panchayat, municipality office, assembly, high court	To facilitate Acquisition of rich experiences of civic life Understanding of democratic way of living Understanding of duties, obligations and rights Civic training Development of courage, courtesy and mannerism
Social Development	Morning assembly Red cross Forest-aid Village survey Cleanliness work Awareness campaign	To facilitate Socialization Art of social living Sharing of responsibility with others Team work and leadership Loyalty to group and nation Rendering of social service
Development of Hobby	<i>Recreational and leisure time activities</i> Stamp collection Coin collection Collection of pictures, stones, match box etc. Album making Photography	To facilitate Worthy use of leisure time Development of mental and moral hygiene Fostering of youthful enthusiasm Promotion of creativity Reducing monotony of academic work
Development of Outlook	Excursion Picnic Visit to museum, zoo, aquarium Trips to places of geographical, historical and cultural interest	To facilitate Promotion of contextual learning Broadening of horizon of knowledge and outlook in rich practical experiences through direct observation.

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The activities presented in the above table are not exhaustive. You may add to these some other activities that you are organizing in your school and indicate their intended purpose.



ACTIVITY - 2

Prepare a list of co-curricular activities that you can conduct in your class.

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E1. Why co-curricular activities are essential for students in the school? Give two reasons.

8.3.2 Planning of Co-curricular Activities

Planning of curricular and co-curricular activities is altogether different. For planning care should be taken to ensure that:

- Ade their operation.
- Functionally, they complement and supplement each other.
- There is scope for optimum utilization of available time and resources.

Following four important considerations are taken into account while planning the co-curricular activities in schools:

- Judicious selection of activities;
- Provision of time and space for conduct of the activities;
- Provision for motivation;
- Provision of advice/feedback;

Selection of Activities: In fact, the organization of all types of co-curricular activities during a particular session in any school is not practically feasible in view of constraints in time, space and resources. Hence, you need to make judicious selection of activities. Here are some tips for you to make appropriate selection of co-curricular activities:

- Activities should be reasonably large in number and varied in order to provide opportunities to all students to participate in several activities.



- The activities should not impose excess strain on the students.
- The activities should be such that these would attract spontaneous participation of the students.
- The activities should be economical and can be organized even within the limited resources of the school.
- The activities should be in accordance with students' interest and ability.

Provision of Time and Space: Depending upon the availability and suitability of time and space, activities are to be planned and organized in schools. Some specific outdoor and in-door activities may require provision in the school time table for their organization during regular school hours whereas other such activities may require provision for their organization after the school hours. Moreover, some outdoor activities may be planned and organized in particular seasons and months. All such activities are to be planned date-wise and month-wise for the whole session. Separate rooms in schools may also be allotted and used for conduct of various indoor activities.

As regards the space, such activities may be organised within the school premises provided adequate and suitable space is available there. In the absence of availability of adequate and suitable space inside the school, the same may be conducted outside in the open space nearby the school.

Provision of Motivation: In order to motivate your students to participate widely in such activities you can do the following:

- Displaying a long list of activities in the school information board for the knowledge of all students.
- Inviting their interest and choice for participation in specific activity / activities.
- Encouraging the students to take initiative for conduct of such activities by acting as advisor and facilitator.
- The function and mode of organization of each activity should be well-spelt out to motivate the students.

Provision of Advice: In order to render appropriate and timely advice/feedback for conduct of such activities you need to consider the following:

- Each teacher in your school need to remain in-charge of any particular activity of his/her interest.
- You must have adequate experience and must demonstrate enthusiasm and positive attitude for organizing the concerned activities.
- You must take into account students' feedback as well as others' feedback.



- You must ensure adequate logistic support (equipment, materials etc.) in the school to make these activities operational and meaningful.
- There should be mutual understanding among the teachers while advising students on a particular issue/activity.

8.4 SCHEME OF LESSONS

Like the distribution of co-curricular activities throughout the academic year, you have to prepare the distribution of the curricular provisions prescribed for the academic year. You teach different curricular subjects (Language, Mathematics, Science, and Social Science) to the students in your school as per the prescribed syllabus. For each class and in each subject some course contents in the form of a number of units / topics are prescribed in the syllabus to be taught to the students during an academic session. Your task is to complete the teaching of the prescribed course contents and to undertake the instructional work related to the subjects you teach in different classes, within the stipulated timeframe of that academic session. How to perform this task systematically and successfully is your major concern. For this, you need to plan your teaching-learning activities subject-wise and major competence-wise for different classes. Your plan needs to clearly decide and specify the following:

- (i) The unit as well as sub-units in a particular subject for a particular class that will be taught to the students in which month and on which date / day; and
- (ii) The instructional activity that is to be undertaken on which date / day and in which month during a particular session in your school.

Such planning of curricular activities in a particular subject for a particular class, in detail, thereby spreading the same over the week, month and the whole session is referred to as the '*Scheme of Lessons*'. Schemes of lessons are subject-specific, class-specific and major competence-specific. You must note that the scheme of lessons in a subject is different from the syllabus of that subject.

Broadly speaking, the syllabus in a particular subject for a particular class systematically prescribes the course contents to be taught, course objectives, teaching methods, evaluation strategies and other related instructional work to be undertaken during the whole session, whereas the scheme of lessons work out the operationalization process for teaching and instructional activities of the concerned subject and class during the whole session with a view to accomplish the prescribed syllabus.

E2 . Write two differences between the syllabus and the scheme of lessons.

8.4.1 Need and Purpose

The scheme of lessons is needed for streamlining the teaching and instructional activities. The main purposes of preparing the scheme of lessons in different subjects for different classes are to facilitate



- (i) timely and successful completion of the teaching and learning of the prescribed course contents; and
- (ii) effective conduct of related instructional activities prescribed for the whole session.

It is a road-map for you and helps you to proceed systematically and effectively in your teaching and facilitating learning throughout the whole session in the school and complete the spelt-out tasks of the syllabus in time.

Different types of scheme of lessons are prepared in schools and some are as follows.

- Monthly scheme of lessons
- Yearly scheme of lessons

Monthly Scheme of Lessons: The monthly scheme of lessons in each subject for each class is prepared considering the number of working days available in a month, and the number of periods devoted in a month to teaching and instructional activities of the subject concerned. Based on these two important considerations and depending on the content load and importance of the prescribed units of the subject concerned in the syllabus, specifications are made as to which units would be taught in which month during the whole session. In other words, in each subject for each class, day/week-wise specification of exact syllabus units is made in order to facilitate smooth and convenient teaching and timely completion of related instructional activities within the available periods in respective months. Relatively, less number of units are planned to be taught in a month in which the number of working days is less compared to other months. Hence, while preparing the monthly scheme of lessons in any subject for any class you are required to do the following:

- Study the syllabus concerned and prepare a list of the units to be taught during the whole session.
- Determine the unit-wise and sub-unit-wise periods required to complete the teaching of the same, in view of importance and content load i.e. concepts and sub-concepts of each unit.
- Determine the total number of periods required to teach all these units.
- Spread over the units to be taught sequentially, month-wise, in consideration of the periods available in the respective months and periods required to teach the units concerned.

When the total number of periods required to complete all the prescribed units is more or less than the total number of available periods during the whole session, you can alter the periods for teaching of different units in such a manner that the total number of available periods becomes equal to the total number of required periods for teaching all the prescribed units.



Yearly Scheme of Lessons: Yearly scheme of lessons in a subject for a particular class is nothing but a composite scheme of the monthly schemes of lessons. While preparing the yearly scheme, a teacher tries to take a complete view of what he/she has to do during the whole year relating to teaching and instructional activities of the subjects. For developing such a scheme you may take care of the following:

- The total number of periods available during the year for teaching-learning of the subjects.
- The total number of periods required to complete the teaching and other instructional activities of the subject within the stipulated time period of the session.
- The nature and the scope of the subject in terms of number of concepts and sub-concepts included in the syllabus, the quantum of course contents covered in different topics, the type of learning experiences to be provided to the students, the objectives of teaching-learning to be achieved.
- The means and materials available for transacting the prescribed subjects of the syllabus.

8.4.2 Preparation of Scheme of Lesson

You need to be aware of the essential requirements for preparing the scheme of lessons (both monthly and yearly) in a subject for a particular class. Besides the syllabus in the concerned subject for the particular class the following may be noted while preparing the scheme of lessons for one academic session or the monthly scheme:

- The actual number of working days available week-wise and month-wise in an academic session / year for teaching and learning activities relating to the subject concerned.
- The total number of required periods for the teaching of the prescribed course contents and facilitating learning of the subject.
- The total number of units prescribed in the syllabus for the session.
- The total number of possible sub-units to be covered during the session.
- Unit wise concept load (number of concepts within the unit) that determines the unit-wise total number of periods required for successful and effective teaching of the course contents of the units.
- The number of working days in a month to be actually devoted to teaching of the subject excluding the days for examination, holiday, field visit etc.
- The total number of periods allotted separately for 'teaching' and 'learning activities' in the school time table (weekly).



- The number of units identified to be taught month-wise keeping in view the quantity and quality of the course contents contained therein, and the available period for teaching of the same.

Based on the above said broad criteria the monthly scheme of lessons can be prepared in a format as shown below:

Subject :

Class :

Name of the Textbook :

Month	Proposed Unit (s) to be covered	Date / Day	No. of periods required (Unit-wise)	Whether completed	If not, the reasons

Monthly scheme of lessons helps the teacher to ascertain the progress of teaching-learning in a subject in a particular class and diagnose learners' learning difficulties in order to design appropriate feedback and remedial measures. Preparation of scheme of lessons, subject-wise as per the prescribed syllabus, class-wise and month-wise for the whole session is the practice usually followed at the school level in our country.

E3. Which of the following is NOT required for preparing a scheme of lesson?

- Number of working days in the school during an academic session.
- Number of days spent for conducting annual examination.
- Number of days of school vacation.
- Number of periods available for teaching the particular subject.

8.5 UNIT PLAN

The shape of the scheme of lessons in different subjects for different classes at the school level is determined by the quality and quantum of course contents, contained in the *UNITS* in a subject for any class. Hence, you need to have a thorough understanding about what the term '*unit*' means and what '*unit plan*' implies.

You might have seen in the syllabus as well as in the textbooks in every subject for each class that the course contents are arranged and organized around topics and



each topic has a number of subtopics. For example in Science if the topic is 'Matter', the subtopics can be 'Solids', 'Liquids' and 'Gases'. These subtopics can be considered as Units and contents specific to the subtopics are dealt with in each Unit. Thus a content unit represents a manageable chunk of content element. All the units together form united and integrated whole of a meaningful and purposeful content materials and experiences. Organization of the subject matter and learning experiences into meaningful units prove quite advantageous both from education and psychological angles to the students. The broad characteristics of a unit are:

- The contents of a unit are always woven or organized around a central or common principle, process, problem or purpose.
- A unit consists of well-integrated meaningful wholes capable of providing useful learning experiences to the students for achieving the desired teaching-learning objectives.
- It represents a whole and complete sub-division of the contents of a syllabus, useful and meaningful in providing rich educational experiences.

Preparation of Unit Plan:

Unit planning in a subject refers to following a proper procedure for teaching-learning of the subject matter or learning experiences contained in a unit as per the learning objectives of the subject concerned. For preparing a unit plan you need to follow the procedures mentioned below:

- Formation of proper units and sub-units if not prescribed in the syllabus;
- Formulation of learning objectives pertaining to the units;
- Selection of methods and techniques (teaching-learning strategies) to be used
- Determination of methods of assessment

Formation of Units: The task of unit planning starts with formation of proper units out of the prescribed course contents (syllabus) in different subjects to be taught during the whole session. In doing that you are required to study the course topics thoroughly, combine the mutually related topics having their similarity in application and common concern or focus, into a single unit. For example, the prescribed topics such as 'Forest Resources of India', 'Mineral Resources', 'Water Resources', etc. in social science subject may be combined into a single unit named as "Natural Resources of India", since all these are related to each other and have common focus. Similarly, the topics like meaning and need of communication, means of communication in ancient days, means of communication in the medieval age, means of communication in modern age, effects of modern means of communication on our life, communication means in future etc. may be combined into one unit called as "Means of Communication". In this manner you can form meaningful units in the subject that you teach in different classes.



After organization of the subject matter into units you need to arrange them in sequence and plan to take up one at a time. You may further sub-divide each unit into smaller but meaningful sub-units or parts. A sub-unit, as far as possible, should contain subject matter or learning experiences which can be transacted within a classroom period of 35 to 40 minutes. Keeping in mind the students' easy comprehension and the interrelation between the units and sub-units, they need to be arranged sequentially and systematically.



ACTIVITY - 2

Prepare a list of units and sub-units in any subject that you teach in a particular class.

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Formulation of Learning Outcomes: It is important to clearly spell out the probable learning outcomes relating to teaching-learning of each unit and sub-units and expressed in students' behavioural terms i.e. the type of observable activities students can perform after going through the subject units. The clarity of the objectives would make the students and the teacher engaged effectively in the teaching-learning of the unit.

Selection of Methods and Techniques: In order to realize the set learning objectives of the units, appropriate methods and techniques to be used in teaching-learning process need to be selected. Besides, the type of interaction that would take place between the teacher and the students during the teaching-learning of the units may also be visualized.

Determination of Methods of Assessment: To what extent the predetermined learning objectives of the units have been realized is to be evaluated by using some tests (popularly known as Unit Test). Both diagnostic and formative techniques are to be employed for evaluation of the learning outcomes of the units.

Thus a Unit Plan contains the following information.

- The major as well as minor ideas / concepts dealt in the Unit.
- The total number of periods required, sub-unit wise, to teach the unit.
- The method and strategies to be used, sub-unit wise, for transaction of the unit.
- Teaching-learning materials to be used during the transaction of each sub-unit.
- Sub-unit wise evaluation strategies to be used for evaluation of learning outcomes of the unit.



Notes

The Unit Plan may be prepared in the following format incorporating the above information.

Subject :

Class :

Name of the Unit :

Learning Objectives :

Major idea/ concept of the Unit	Sub-unit ideas / sub- concepts	Sub-unit wise number of periods required	Total No. of periods required for the unit	Course contents to be covered	Methods/ strategies to be used	TLMs to be used	Evaluation devices to be adopted

The unit planning paves the way for planning a number of sub-units depending upon the number of sub-units developed out of a unit in hand. Usually, the teaching of a sub-unit is done in a period of 30 to 40 minutes duration. In some cases, the teaching of a sub-unit may need two or three periods depending on the nature of instructional activities to be carried out.

The unit plan helps the teachers and students in the following ways:

- In timely completion of the prescribed syllabus in different subjects.
- To make adequate preparation for the utilization of proper materials and methods.
- To prepare unit test for diagnosing the learning difficulties of the students and devising remedial measures.
- To achieve unit mastery by the students before going to the next unit,
- To make the students and teachers aware about the teaching-learning activities that they have to perform.



ACTIVITY - 3

Prepare a unit plan on any one unit from the subject you are teaching in any class.

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8.6 LESSON PLAN

Teaching of anything is considered effective only when the students learn it meaningfully. To make your teaching effective, you need to carefully plan and prepare for each lesson. Usually a lesson is transacted in the classroom in one period of 35 to 40 minutes duration. The lesson planning may also be termed as daily lesson planning since the lessons are planned to be transacted by the teacher on a day to day basis. A lesson plan need to have three distinct phases i.e. *activities before teaching-learning, activities during teaching-learning and activities after teaching-learning*. Apart from this, you need to decide, in detail, the methods and techniques to be used and appropriate supporting materials which you may require for making teaching-learning of the lesson more effective. The expression of such details pertaining to teaching-learning of the lesson in written form is usually called a '*Lesson Plan*'.

As practicing teachers, you might have some knowledge of traditional procedure of preparing lesson plans involving three steps namely, Introduction, Presentation and Evaluation. In such lesson plans the teachers usually reflect, more prominently, the activities that they will perform in the classroom during teaching learning process with very little or no mention of students' activities. The traditional lesson plans are mostly plans focusing on teaching rather than on learning. That is why the traditional lesson plans are considered teacher controlled and more teaching-centred than learning-oriented. The traditional lesson plans are found to have little relevance in the present day context of classroom teaching learning scenario where

- Emphasis is given on learning in place of teaching through child-centred, activity-centred and joyful learning activities;
- At the primary school stage, activity-based integrated textbooks have been introduced.

For example EVS has been integrated with Mathematics and Language textbooks of Classes I and II, and Science and Social Science integrated under EVS for Classes III, IV and V. In this context, the focus is more on the integrated themes (for more please refer to Section 9.6, Unit 9 of this course).

- Multi-grade situation is prevalent in majority of the primary schools.

As mentioned earlier, one teacher is required to conduct teaching-learning activities in more than one class at a time for which planning lessons for more than one grade during a single period will be quite different (Refer to Unit 10 of this course).

- With innovation in pedagogy, there have been many changes in teaching-learning strategies and a teacher has to consider such changes while preparing lesson plans.



8.6.1 Characteristics of Lesson Plan

The lesson plan should have at least following four characteristics:

- **Objective-based:** A lesson plan should be objective based. A limited number of objectives pertaining to a lesson which could be realized within the time available in a period should be determined.
- **Comprehensive:** A lesson plan should be comprehensive, brief and simple. All your efforts for realization of the set objectives may be reflected in the lesson plan. As far as possible, this must be short and precise so that you can prepare and use it with ease.
- **Flexible:** A lesson plan should be flexible with the scope to incorporate changes that would be instantly required at the time of transacting the teaching-learning activities in the classroom. For example, you may have come across a recent development in science which is not indicated in the lesson plan and you realise that you must share this to make a concept relevant, then you can immediately incorporate this in the lesson plan for better classroom transaction.
- **Implementable:** A lesson plan must be practical i.e. can be implemented in real situation. The teaching-learning activities and strategies proposed in the plan should be beneficial to the students and can be implemented within the stipulated available time.

8.6.2 What a Lesson Plan Contains

A lesson plan contains the description of the activities to be performed by a teacher and the students in the classroom during the transaction of a lesson. These activities may be divided into three phases namely,

- Preparatory activities prior to teaching-learning (**pre-active phase**),
- Activities undertaken during teaching-learning (**interactive phase**), and
- Activities performed after teaching-learning (**post-active phase**).

Preparatory Activities: The activities which are performed prior to actual teaching learning of the lesson are called preparatory activities which are indicated in the beginning of the lesson. These activities generally include the following:

- **Specification of learning outcomes:** The objectives expected to be realized through teaching-learning of the intended lesson are specified in student's behavioural terms first in the lesson plan.
- **Provision of Teaching-Learning Activities/Strategy:** The methods and strategies to be used in the teaching-learning of the lesson are indicated in the



lesson plan. The details of activities such as group activity, discussion, written work, and observation etc. for the three stages of the plan are specified.

- **Provision of TLM:** To realize the set objectives, the type of TLMs to be used and learning activities to be undertaken during the teaching-learning process are clearly indicated in the lesson plan. The serial number and the title of the learning activities may be indicated in the plan, if the same are borrowed / collected from the Activity Bank.
- **Special Provision for Teaching-Learning:** The special provisions, if any, required to be made in the classroom, apart from the normal provisions, need to be indicated in the lesson plan. Such provisions may include management of class jointly by two teachers, provision of monitor (multi-grade situation), provision of community help in teaching, use of video etc.
- **Sequencing and Time Scheduling of Activities:** The teaching and learning activities selected for the lesson need to be arranged in a definite order which would help in conducting the activities in the classroom. Further, time required for conducting each of these activities needs to be decided, so that one can visualize the number of activities that can be conducted during the entire period and during each phase of the lesson.

Activities during Teaching-Learning: This part of the lesson plan is very important. The activities related to actual teaching-learning phase are indicated here. This part is divided into three steps namely, introduction, presentation and evaluation.

- **Introduction:** This is the beginning of the teaching-learning. At the time of starting the teaching-learning of a new lesson, you must have a clear idea about students' previous learning experiences. Based on their previous learning experiences you can create interest in them and motivate them for learning a new topic. For this, you may conduct a small and meaningful activity, as far as possible relating to the new lesson to be taught. In case of a continuous lesson, you may help the students to recapitulate or strengthen the previous learning by the help of one or two reinforcement activities. Hence, through such introduction activities you help the students get their previous learning strengthen and make them interested and motivated for learning the new lesson. Out of 40 minutes devoted for a lesson, 5 to 7 minutes may be devoted for introduction activities.
- **Presentation:** This is the central part of the lesson plan. All the planned teaching-learning activities relating to the lesson are organized in this step. You need to provide situation for students to perform activities in the class and to facilitate the acquisition of prescribed competencies. For strengthening their new learning, you may engage them in reinforcement activities in this step. You should plan carefully to ensure that each and every student participate in the activities either individually or in group as planned. When required, you may directly explain and



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teach the students by telling stories, making illustrations, explaining the difficult concepts with examples etc. Towards the last part of this step you have to consolidate what the students have learnt from the lesson that you transacted in the class.

- **Assessment:** This is the last part of the lesson plan. Approximately in the last five minutes you need to assess to what extent the students have achieved the learning outcomes set in the lesson. For this, you may ask some objective type questions pertaining to the learning objectives of the lesson to be answered orally by the students.

Post Teaching-learning Activities: The following two activities may be undertaken during post-teaching-learning phase.

- You may review the classroom activities informally inside or outside the classroom in order to know their effect on realization of the set learning objectives.
- You may give home assignments for strengthening and enriching the students' learning. Both written work and project activities may be given as home assignments. Each student should be given separate home assignments so that they would be encouraged for learning.

On the basis of students' responses, you can ascertain to what extent the learning objectives of the lesson have been achieved. In case it is found that the learning objective of the lesson has not been fully realized, then you need to modify the concerned lesson plan accordingly and re-teach the same, afterwards for the purpose of accomplishing fully the said learning objectives.

Format of a Lesson Plan:

To give a lesson plan a physical shape a sample format is given below.

a) Preparatory Activities

School	Learning Outcomes	Teaching-learning materials
Date	1.	
Class	2.	
Subject	3.	
Topic	4.	
Period	5.	
Time : 40 minutes	6.	
Method adopted	7.	Special provisions



b) Activities during teaching-learning:

Steps	Specific Outcomes	Teacher's activities	Student's activities	Special information
Introduction	Warm up activities			
Presentation	Competency / sub-competency No. 1 (Activity 1)			
	Competency / sub-competency No. 2 (Activity 2)			
	Summary			
Assessment	Individual and group activity			

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c) Post-teaching-learning activity:

- i) Home Assignment
- ii) Revision

E4. Which of the three steps of a lesson plan is allotted maximum time? Why?

E5. What is the purpose of giving home assignment? Should it be given to children reading in lower classes of a primary school? Give reasons for your answer.

8.7 LESSON NOTE/LESSON DIARY

You are required to manage teaching-learning activities in classroom at least four to five periods daily, both in mono-grade and multi-grade situations besides doing other instructional activities. In such a situation, to prepare detailed lesson plan for each class and for each period becomes a difficult and challenging task. Hence, preparation of brief lesson plans also called as lesson note/lesson diary is an alternative for you.

In a lesson note, the main components of a detailed lesson plan are recorded in brief. A detailed lesson plan, prepared by a teacher can be used by other teachers also but a lesson note prepared by a teacher can be used by him/her only. It is a brief write-up you plan to teach a lesson in one period in any class. Hence, a lesson note is essentially a personal note prepared by you for organising your classroom activities.



Notes

A lesson note can be written in one page. The following basic information need to be recorded in a lesson note.

- Date, class, period, subject and topic,
- Specific learning outcomes,
- Required TLMs,
- Specific learning activities (if collected from Activity Bank, the serial numbers of the activities),
- Main questions facilitating teaching and assessment, and
- Tentative time required for each major activity.

The following sample format may be used for writing lesson notes.

Date :

Period :

Class:

Subject:

Topic:

Brief outline of the contents presented and discussed	Completed or not completed	Reasons for non-completion	Any new idea emerged in the class

You are to keep the lesson note always with you at least during school hours. After the lesson is over in a period you record the progress of the lesson (completed or in-completed) in the lesson note at the bottom or at a place specified for it. In case of incompleteness, you need to record the reasons so that the same could be taken care of while planning the subsequent lesson. Any kind of new experiences gained and new strategies emerged during the classroom transaction may also be recorded in the lesson note for future reference and use. Regular writing of lesson notes will help you in streamlining your teaching-learning activities.

8.8 LET US SUM UP

- Properly planned learning activities, both curricular and co-curricular, in schools greatly contribute to all-round development – intellectual and personality development of the students.
- Curricular activities include teaching, conduct of examination, evaluation of learner performance, adoption of remedial teaching and the like that facilitate students' intellectual development.



- Co-curricular activities include games, sports, athletic, dance, drama, music, excursion, drawing, debate, exhibition etc. that facilitate students in developing personality, drawing out their latent powers, unfolding their interest, supplementing their academic work and helping in socializing.
- Co-curricular activities facilitate the students' physical, motor, literary, aesthetic, cultural, civic, social, psychological and ethical development thereby broadening their outlook.
- While planning co-curricular activities important considerations are to be made with respect to judicious selection of activities, provision of time and space, provision of motivation, provision of advice and feedback.
- An important curricular activity is the preparation of scheme of lessons. Planning of curricular activities (teaching and instructional activities) in a particular subject for a particular class, in detail, spreading over the week, month and the whole session is referred to as scheme of lesson.
- There may be monthly or yearly scheme of lessons.
- In preparing a workable scheme of lessons, the actual number of working days available in a session, total number of periods required for teaching of a prescribed syllabus contents in a subject, total number of periods available week-wise and month-wise for teaching the subject etc. is taken into consideration.
- Unit Plan is another curricular component. A unit plan is a well- integrated meaningful whole centred around a single problem or purpose, capable of providing useful learning experiences to the students for achieving desired learning objectives. In a subject, the syllabus course contents are divided into some meaningful units.
- Unit Plan refers to the planning of the instructional activities pertaining to the teaching-learning of a Unit in a particular subject.
- The procedure for preparing unit plans includes four activities namely, formation of proper units and sub-units, formulation of learning objectives pertaining to the unit, selection of methods and techniques and determination of evaluation devices.
- Lesson plan refers to written expression of the details of planned activities to be undertaken during classroom transaction of a particular lesson or topic.
- All activities of a Lesson Plan is divided into three phases namely, activities prior to teaching-learning, activities during teaching-learning and activities after teaching-learning. The activities resemble the traditional steps namely, Introduction, Presentation and Assessment respectively.
- A lesson note is a brief write up of the detailed lesson plan which helps the teachers to proceed systematically in the class.



8.9 MODEL ANSWERS TO CHECK YOUR PROGRESS

- E1. (i) facilitate developing skills/competencies in real life situation.
(ii) for holistic development of learning.
- E2. (i) Syllabus in a subject for a class is the systematic outline of prescribe content, learning outcomes, etc. whereas scheme is the operationalization plan of the prescribed content for the same class on the subject.
(ii) Syllabus on a subject for a class is prescribed for all schools in the state/ Board, while scheme of lessons is developed by the teacher teaching the subject in one school where he/she is serving.
- E3. B
- E4. Presentation (state reasons)
- E5. For strengthening the concepts learnt in the class. No home assignments for children in lower class. One of the reasons is not to increase the learning burden at the early stage of schooling.

8.10 SUGGESTED AND REFERENCES READINGS

1. Ferguson(2001) :Co-Curricular Activities: A Pathway to Careers, JG Ferguson Publishing Company, United States
2. Haynes, Anthony (2010) :The Complete Guide to Lesson Planning and Preparation, Continuum International Publishing Group, New York
3. Gagné, R. M.(1974): The Conditions of Learning. 3rd. ed. Holt, Rinehart e Winston
4. Learning Activity Planning GuideDeveloped by Tara Fortune
5. Reference: Gibbons, P. (2002). Scaffolding language scaffolding learning. Portsmouth, NH: Heinemann.
6. LIEBMAN, J. (1998): Teaching Operations Research: Lessonsfrom Cognitive Psychology. Interfaces, 28 (2), p.104-110

8.11 UNIT-END EXERCISE

1. State the difference between curricular and co-curricular activities.
2. Prepare a yearly action plan on co-curricular activities for your school
3. What is a scheme of lesson? Prepare a scheme of lesson in a school subject for Class V.
4. Prepare a lesson plan on any topic in a subject that you teach in Class V.
5. What is a Lesson note? Prepare a lesson note on any lesson/topic.