



Indira Gandhi National Open University
School of Social Sciences

BESC-133

Curriculum, Teaching-Learning And Assessment

VOL. 2

BLOCK 3

Classroom and Resource Management

5

BLOCK 4

Assessment and Evaluation

87

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BESC-133: CURRICULUM, TEACHING - LEARNING AND ASSESSMENT

Introduction to the Course

Developing and using curriculum is an essential part of education. Curriculum framework is a part of an outcome-based education. It is a framework for guiding teaching-learning and assessment. This Course 'Curriculum, Teaching-Learning and Assessment' introduces you to the basics of curriculum, teaching-learning process and assessment. In this Course, you will get a thorough understanding about the latest trends in curriculum development, transaction and assessment in the light of National Education Policy- 2020. At the same time, this Course maintains content and conceptual rigour, with an emphasis on fundamental principles of teaching-learning and assessment. Through this course, you will also recognize the coherence of curriculum, teaching-learning and assessment in the field of education. The course aims to achieve the following learning outcomes:

After going through this course, you should be able to:

- ❖ Explain the context, planning and development of curriculum;
- ❖ Develop a deeper understanding about teaching-learning process;
- ❖ Describe the key aspects of classroom and resource management;
- ❖ Realize the significance and need of holistic assessment;
- ❖ Identify the various tools and techniques of assessment; and
- ❖ Discuss on the emerging trends in assessment.

This course is organized under four major Blocks. In this Volume-2, we have included Blocks 3 and 4 only. The title of each Block establishes a context for the Units it includes.

Block 3 consists of three units entitled as '**Classroom and Resource Management.**' Unit 9 moves on to discussion, illustrated with specific example of different approaches to classroom organization and management. Unit 10 presents information and examples related to types of teaching-learning resources. Unit 11 focuses on how to manage diversity in classroom.

Block 4 involves four units titled as '**Assessment and Evaluation.**' Unit 12 which is a prelude to other three units is related to the basics of assessment and evaluation. Unit 13 provides extensive information on the types of assessment and evaluation. Unit 14 is devoted to offering more information on a variety of cognitive and non-cognitive abilities and how to assess them. Unit 15 discusses the role of ICT in assessment. Finally, Unit 16 explores the trends in assessment and evaluation.

BESC-133

Curriculum, Teaching-Learning And Assessment

Block

3

CLASSROOM AND RESOURCE MANAGEMENT

Unit 9

Classroom Organization and Management

Unit 10

Teaching- Learning Resources

Unit 11

Managing Diversity in Classroom

BLOCK 3 CLASSROOM AND RESOURCE MANAGEMENT

Introduction to the Block

The **third Block** provides detailed information on how to manage and control classroom. You know that managing and controlling the classroom is one of the most important challenges of teachers. This Block moves on to a discussion, illustrated with specific examples, of how to control and manage classroom. In addition, the management of teaching-learning resources is also discussed in this Block. At the end, we go into greater depth about managing diversity in classroom.

The third **Block** is divided into three units.

In **Unit 9**, we discuss the meaning, importance and factors affecting classroom management. In the context of education, classroom management and organization are not just for maintaining discipline, but also help to impart many values, habits, make learners responsible, and meet the goals of teaching. You will also find different models and approaches to classroom management.

Unit 10 discusses the usage of TLRs with proper sequence of steps of using it. Apart from this, we will come across with the different types of TLRs so that we can identify and select the appropriate TLR with respect to a particular content. Managing teaching-learning resources is also elaborated in this Unit.

Unit 11 provides detailed information on the concept and nature of diversity in classroom. Diversity with respect to cultural, linguistic, regional, economic, religious, class gender, and caste groups, have permeated even to the classrooms. This Unit addresses the relationship of self with others, the power relationship in a classroom and the strategies to address diversity issues.

UNIT 9 CLASSROOM ORGANIZATION AND MANAGEMENT*

Structure

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Meaning and Importance of Classroom Organization and Management
 - 9.3.1 Classroom Management
 - 9.3.2 Classroom Organization
 - 9.3.3 Classroom Management and Organization: How are they linked?
 - 9.3.4 Significance of Classroom Management
- 9.4 Factors Affecting Classroom Management
- 9.5 Models and Approaches to Classroom Management
 - 9.5.1 Models to Classroom Management
 - 9.5.2 Approaches to Classroom Management
- 9.6 Managing Classroom Space and Material
- 9.7 Managing Diversity in Classroom
- 9.8 Managing Children's Behaviour through Positive Discipline
- 9.9 Let Us Sum Up
- 9.10 Unit- End Activities
- 9.11 References and Suggested Readings
- 9.12 Answers to Check Your Progress

9.1 INTRODUCTION

Management is an integral part of our lives. We manage our everyday tasks such as our daily assignments in school or at work, effort to achieve our everyday goals in life, or organize an event where we need to manage as well as organize time, people, and ourselves to do these tasks effectively. Similarly, a class also needs concrete planning, management, and organization to impart education. As a learner, you must have observed how your class had different kinds of learners, some noisy, some quiet, all different from one another for the teachers to manage. For instance, suppose there is a very shy learner in your class who does not answer in spite of your effort to participate in the class. On the part of teacher, s/he wants to find strategies to help the learner to become more active. In addition to this, if there is a learner who is hyperactive and keeps disturbing the class, the teacher needs to come up with strategies to manage such diverse learners to maintain an effective environment for teaching. In this Unit, we will learn about the various ways in which one can manage a classroom of learners and

* Dr. K.V. Sridevi

the different methods of planning classroom management and organization. In the context of education, classroom management and organization are not just for maintaining discipline, but also help to impart many values, habits, make learners responsible, and meet the goals of teaching. This is where classroom management and organization are essential.

Classroom management and organization are two individual concepts, yet very closely interlinked. The individuality and similarity of these two will be elaborated in this Unit. Classrooms consist of a diversity of learners at different levels of functioning and with different needs, where the role of teachers becomes crucial for maintaining an environment to ensure learning for every learner. Classroom organization and management have been gaining more and more attention in research recently as being one of the most important concepts to an effective teaching environment. In this Unit, we will discuss on different aspects of the concept of classroom management and organization, why it is necessary for teachers as well as for learners, and ways to improve classroom environment.

9.2 OBJECTIVES

After going through this unit, you should be able to:

- explain the concept of classroom organization & classroom management;
- identify the factors associated with classroom management;
- examine how classroom organization and management influence learning environment and teaching-learning processes; and
- describe the various approaches and strategies of classroom organization and management.

9.3 MEANING AND IMPORTANCE OF CLASSROOM ORGANIZATION AND MANAGEMENT

Classroom management and organization are becoming a topic of great importance. It deals with the maintenance of an environment that is beneficial for teachers to conduct classroom transactions effectively without any disturbance and help learners in learning. The practices in a classroom result in a situation that influences the learner's behaviour and performance. Whenever the discussion is on the classroom management & learner accomplishment, the focus is ought to be on the role played by the teacher. Teacher's role is that of a managers' role who decides the order in the classroom as well as enhances the active involvement of students in the learning process. This is nothing but the act of facilitation. That is, teacher as a facilitator also performs the act of manager of a classroom.

As a classroom manager, teacher focuses on the active involvement of students in order to achieve the goal, which is learner accomplishment. As an

effective manager of a classroom, a teacher has to sustain order in the classroom and enhance active participation of students. Teacher's ingenuity in collecting, producing the art resources or the teacher's mastery in content cannot guarantee the effective management of classroom. Along with these, a teacher should properly organize the physical set up to supplement the accomplishment of his/her purpose; and the manner in which the teacher presents himself/herself on various occasions in the classrooms utilizing the commonsense, communication skills & self-disciplined behaviour. These factors not only promote the act of facilitation of learning but also leads to effective management of classrooms. This explanation also suggests you that classroom management cannot exist in isolation. It is evident from the research that both novice and experienced teachers believe that classroom management is especially important and a zone of concern (Sokal, Smith, and Mowat, 2003). A classroom is a rich source for teachers to learn about their role and effectiveness of their techniques in managing the classroom. If a teacher is strict, it does not mean that the learner in the classroom is managed well. For an effective teacher, a well-managed class is one with a preventative, proactive, and positive approach to ensure that learning is on schedule for promoting learner achievement.

9.3.1. Classroom Management

A group of learners coming together to get familiar with a common subject or point under the direction of a teacher is a class. All actions and strategies for ensuring a positive learning environment for ensuring smooth transaction of the curriculum are called classroom management. In other words, **Classroom Management** is defined as "the actions and strategies teachers use to solve the problem of order in classrooms" (Doyle, 1986, p. 397). To be an effective teacher, s/he needs to understand how to manage a class well and teach effectively ensuring that knowledge is being imparted. Classroom management is an essential teaching skill. Teachers will not be able to teach a class with constant disruptions. Different teachers have described the concept of classroom management distinctly. In most broad terms, classroom management includes the activities and procedures that teachers use to maintain discipline and order in the classroom. Classroom management is an extensive and far-reaching construct that portrays all teacher practices and efforts to regulate a large number of activities in the classroom including learning, social association, and learners' practices. Classroom management is believed to consist of three major dimensions- individual, instruction, and discipline (Martin and Baldwin, 1996). Teachers can select from a group of classroom management methodologies and approaches depending on their own personalities and qualities as well as the personalities of the learners of the class. A well-managed classroom can give an energizing and dynamic learning experience for the learner and teacher.

9.3.2 Classroom Organization

Classroom organization is evident in a room regardless of whether anybody is present or not as it is concerned with physical aspects. Furniture, availability of learning materials, displays, and fixtures are all components of an effective classroom organization. Effective teachers improve the learners' experience by decorating the classrooms with learners' work to motivate them and have a comfortable working space. They additionally consider learner needs by leaving space for wheelchairs to move; having walkways so learners can get to materials, pencil sharpeners, and the dustbins with minimal disturbance to other people; and sorting out to enable the teacher to openly move around the space to supervise learner improvement (McLeod, et al., 2003).

9.3.3 Classroom Management and Organization: *How are they linked?*

Classroom management and organization are interlinked. While rules and schedules impact learner conduct, classroom organization influences the physical components of the classroom, making it an organized environment for the learners. The way classroom condition is sorted out and organized, influences the activities in it. For instance, physical aspects such as the colour, shading and lighting in the room, books, and displays come under the concept of 'Classroom Organization'. The way a classroom is arranged affects the learners' learning and behaviour, thus the concept of classroom organization becomes important. For example, the teacher plans to teach about the Solar system by conducting a role-play with learners. However, there is not enough space/stage area for conducting the activity, and when conducted in a small area creates chaos that disrupts the lesson and classroom. This is a simple example of how classroom organization is essential for good classroom management. Similarly, the organization of separate areas for lab supplies, study material for learners to refer and other classroom supplies can dramatically affect classroom organization, and thereby learning process. Effective teachers use procedures, rules, and various routines to make an organized and managed classroom environment, to make sure that their learners are involved in active learning. They must use management not to control learner behaviour, but to influence and direct it in a constructive manner to set the stage for instruction. This kind of classroom management is ideal when it is constructive in nature.

People consider classroom management as a skill that can be learned, but some researchers say it is not a gift that every teacher has. Some teachers may not have it. Consider this example. If you want to provide some 'hands on' experience to teach a science topic, classroom management cannot be the same as that of a regular one. Try to do this case and you will convert the classroom into a laboratory. For an effective classroom management in this case, you are expected to first organize the physical environment of the classroom to be transformed into a 'tailor-made lab'. However, it should be

noted that, this organisation itself does not guarantee the desired learner accomplishment. The teacher moves used to (a) sustain classroom organization and (b) make active involvement of students in the process of learning.

The above explanation implies two things:

- Effective classroom management incorporates good classroom organisation
- Effective classroom management involves teacher's common sense, aptitude, ingenuity and teacher behaviour all through the class.

Now it is easy for you to realize that effective classroom management is not everyone's cup of tea! In addition, effectiveness varies at levels from teacher to teacher.

9.3.4 Significance of Classroom Management

Classroom management is an essential component for successful teaching. It helps the teachers and learners in multiple ways that help in the teaching-learning process. Classroom management frameworks are of paramount importance because of the potential to increase learner accomplishment by providing for learning condition that improves learners' academic aptitudes and skills, just as their social and enthusiastic advancement. It is important and essential for the teachers to conduct their classes smoothly and facilitate learning. Classroom management frameworks are best when they adhere to three essential standards such as:

- i) the frameworks must emphasize learners' desirable behaviour and learning,
- ii) they should promote dynamic learning and learner involvement and
- iii) identify significant learner practices for evaluating progress.

Effective classroom management helps both learners and teachers in many ways. Some of them are mentioned under here:

- 1) Sets up and continues a systematic environment in the classroom:** It is very essential to have a positive and encouraging environment in the classroom for learning. It is not just positive but also timely and organized to impart the skills needed for the learner's growth and development. Classroom management helps to maintain a positive environment that supports systematic learning and discipline.
- 2) Increases academic learning:** When a healthy and positive environment is provided with good time management, teachers can focus on executing creative methods to teach the learners with patience and help in essential academic learning useful to build their thinking.

- 3) **Rapport Building:** An effectively managed classroom ensures that there is positive and healthy communication, as well as relationship building not only with learners but also with teachers. Classroom management helps to develop a good rapport among learners because of the values and discipline it strives to impart.
- 4) **Encourages social growth:** Healthy Communication facilitates social development.
- 5) **Decreases negative practices:** Effective classroom management eliminates or decreases negative practices like punishments.

Check Your Progress 1

Notes: a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

- 1) What is meant by classroom management?

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- 2) Explain the significance of classroom management in schools.

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9.4 FACTORS AFFECTING CLASSROOM MANAGEMENT

Classroom management depends upon various factors like a classroom environment, classroom climate, teacher-learner relation, the relationship among teacher colleagues, etc. A few research studies found that poor classroom management brought about the loss of significant teaching time for learners. Poor classroom environment causes disturbances, pausing, long breaks between lessons and activities, low motivation for the learner to study, and different discipline problems, hence interfering with the classroom teaching-learning process. As 70 percent of teachers need to improve their classroom management skills (Aronson, Zimmerman, and Carlos, 1998), the teachers must be aware of the factors that affect classroom management practices.

a) Teacher's Approach and Class environment:

The way the teacher conducts the class, for instance, uses different activities, builds rules, or maintains values directed in promoting positive classroom interactions, has an impact on promoting the classroom environment. A healthy classroom environment promotes effective classroom management. A positive environment has learner discipline, teacher discipline, positive learner-learner relationships, positive learner-teacher relationships, healthy communication, no negative verbal or non-verbal discrimination, and a set of rules and norms to maintain order.

b) Varied Competencies and Disabilities

Learners with learning disabilities or otherwise, inclining or something else, will consistently influence the way you deal with the classroom. When one learner has a learning problem or is a slow learner, the teacher needs to be equipped to assist this learner more than the other learners do. In such a case, the teacher must plan and execute lesson plans to invest time into every learner.

Key elements of Classroom Management

Classroom management has two main components that form its key elements. They are i) the effective role of teachers and ii) the classroom environment.

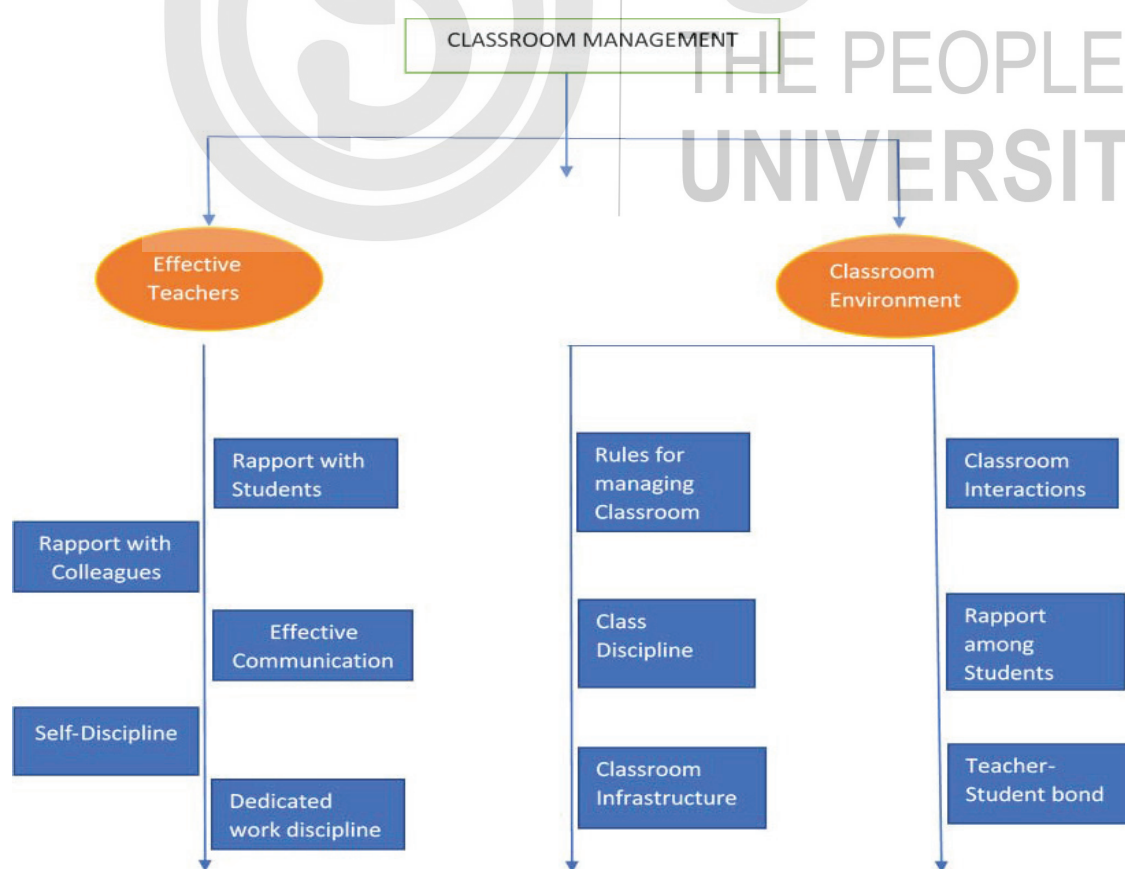


Fig. 9.1: Key Elements of Classroom Management

Effective Role of Teacher

Classroom management depends primarily on the role of a teacher in practice. The way a teacher carries her/his duties towards oneself and one's learners forms the basis for good classroom space. For a teacher to be effective, s/he must have exceptionally good communication and interaction with the learners of her/his class. It is important to build a good rapport with learners, as well as colleagues for better management of the classroom interaction and for promoting a healthy classroom environment. An effective teacher must keep good relations with learners as well as other teachers. It is essential to maintain good rapport and to form positive relations using communication skills effectively. The self-discipline of the teacher as manifested through the ethics, principles, values, punctuality, discipline, impacts the way a teacher carries out her/his duties closely. An attitude to stay committed to the work, to the learners, and the demands of the role of a teacher are qualities required to manage the learners, deliver the responsibilities, and for promoting a conducive environment for learners.

Classroom environment

Classroom management can only be effectively done when the classroom environment is made favourable by the teacher through his/her consecrated efforts. Classroom environment refers to the mind-set, attitudes, conduct, and tone that you and your learners feel when they are in your classroom. A negative classroom environment can make the learners feel unfriendly, closed (without any choice), or chaotic for learners' expression and learning. On the other hand, a positive classroom climate environment provides the learners a sense of security, proactive, and conducive to learners' growth and learning. A positive classroom environment is formed by developing and reinforcing rules and norms for the classroom that help in promoting positive relationships among learners as well as teachers. It is possible to reinforce discipline and nurture common positive values among learners through consecrated actions, for instance, showing respect to the speaker, reinforcing positive conduct with encouraging words, giving them emotional support, and developing the same values in them. The elements mentioned above facilitate the development of a positive atmosphere in the classroom for effective teaching-learning process.

Types of Classroom Management:

Proactive classroom management depends on sorting out the classroom in a manner that makes a positive physical and learning condition. Proactive teachers build up schedules, exercises, and disciplinary methodologies that show learners restraint. It involves planning the class well to avoid any challenges at the same time be prepared to face any challenges.

Reactive classroom management is defined as responding to unexpected events in the classroom (behavioural or otherwise) by drawing on predetermined principles to return the classroom to a positive learning environment.

Check Your Progress 2

Notes: a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

1) List the factors affecting classroom management.

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2) What are the two types of classroom management?

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9.5 MODELS AND APPROACHES TO CLASSROOM MANAGEMENT

There are various models and approaches to classroom management. First, let us discuss the various models of classroom management.

9.5.1 Models to Classroom Management

As a learner yourself, you must have seen multiple ways in which your teachers must have tried to manage you and your classmates. In an effective classroom setting, classroom management is a multifaceted framework that must address the huge number of factors that affect learner behaviour/conduct. While constructing a classroom management plan, it is complex to address that conceptual multifaceted framework. Fortunately, many researchers have had the option to think about and assess countless teachers and classrooms to recognize unmistakable ways to deal with classroom management and organization. These methodologies or models are proposed, by which teachers can form effective classroom management and

organization. Following these models and theories, every teacher should then start to formulate a set of techniques and teaching practices to make a thorough and useful process for classroom management and organization for their practices and classrooms. The various models of classroom management are proposed in relevance with different learners and their classroom conduct. One model may or may not work for all the learners as due to their diversity, and most of the time the models may not prove desired results for a group of learners of the same age and intellect. While a high number of strategic models exist, we will review some of the more popular ones (Krause, Bochner, & Duchesne, 2006).

Non-Interventionist Model	Interventionist Model	Interactivist Model
This model proposes that a learner's potential for progress is predetermined. A noninterventionist educator will help a learner in meeting his/her potential by upgrading self-improvement, building a solid, positive relationship, and helping learners with creating critical thinking capacities that at last can be executed free of teachers' practices and direction.	This methodology recommends that learners' improvement is a result of natural conditions expedited by intercession of learners' day-to-day environment. This methodology can normally be found in a positive and encouraging classroom, one in which rules are built up and conveyed and learners are either rewarded or given results dependent on guidelines setup.	This model suggests that every teacher must try to comprehend the behaviour of their learners and assist learners with understanding their activities and outcomes. By getting learners to comprehend the principles of the classroom condition, they are given the onus of overseeing themselves.

Glasser's Model of Choice Theory

William Glasser's choice theory starts by suggesting that behaviour of the learner is not separate from choice and we cannot control anybody's conduct but our behaviour. The basis for any given choice is to move from unfulfilled needs to the pleasure of fulfilled needs. Glasser likewise had faith in the essentialness of classroom management to improve communication and taking care of actual classroom issues. In the classroom, for teachers, it is important to "assist learners with imagining a quality presence in the school and plan the decisions that lead to it". (Charles, 2008)

For instance, Ajay is an 18-year-old secondary school learner and plans on going to school to become a software engineer. Glasser proposes that Ajay

could be learning as much as he can about PCs. Under Glasser's procedure, teachers have a dialogue with learners, while introducing new points and asking them to distinguish what they might want to investigate inside and out. As a major aspect of the procedure, learners need to clarify why the material is significant throughout everyday life. He focuses on the learner's responsibility, that they must take the responsibility to learn and teachers are there to assist.

Similarly, other theorists that elaborated on a better understanding for classroom management include Glasser's Reality Therapy, Kounin Model, Biophysical Theory, Psychodynamic Therapy and Jones Model.

9.5.2 Approaches to Classroom Management

Many teachers try several methods to classroom management and organization. Out of these, some of the methods and approaches are used basically to any teacher's practice. Some of these approaches are mentioned here:

- **Exploratory approach**

As a teacher, it is anything but difficult to fall into a cycle of introduction, practice, revision, task, evaluating, and appraisal while managing learners in the classroom. There is an effort to separate the subject into smaller topics, plan a type of activity to help the learning, and plunge ahead, attempting to get the lesson to learners in an important and vital manner. In any case, is there a superior way? Particularly for learners who do not respond to your methods of teaching.

In an exploratory approach to classroom management, you educate by planting questions like seeds, that urge learners to examine their own ways to deal with learning the material. The teacher must avoid hesitation in addressing bad behaviour when a learner seems to disobey any rule. Identifying the behaviours soon is essential to avoid conflicts with the learner and among the learners. Failure to act may result in continuing poor behaviour thus leading to difficult conversations. Recent research shows that punishing learners in front of other learners have 'less value'. The use of peer teaching as a strategy can help in engaging and educating the fast learners, disruptive as well as struggling learners. Peer learning activities can be pairing learners in a group together and can be especially useful for learners to improve in confidence and interpersonal skills.

Effective teaching helps all learners to succeed in his/her studies. Some teachers while teaching become so preoccupied with trying out different techniques for classroom management that they find it difficult to manage to teach. Teachers ought to consider that with teaching comes discipline, but research shows that when teaching goes together with classroom management practices, it is more effective. When teachers can explore and

expand their range of teaching techniques, they improve in classroom management at the same time. Read the following case:

Case 1

Suppose Ravi, a V grade student of your class gets your attention by interfering in your teaching and calls attention to the entire class to ask questions unrelated to the teaching topic or classroom transaction.

How do you deal with this situation? Think about it. While there can be a multitude of methods in dealing with this scenario, one of the ways that can include is 'deshaling' instead of 'defending'. The teacher must listen carefully and respond each time in a sensitive yet firm manner to reinforce the conduct of the class.

● Permissive approach

In this approach, the teacher imposes minimal control. They provide an environment of autonomy and free expression by learners wherein they intervene little and let the learners express themselves. The teacher allows learners to make many basic decisions. Let us go through another case.

Case 2: Miss. Kalindi is a newly appointed teacher to Class VI. She enters the class and finds a learner, Rahul of her class shouting at another learner, Sunil. Even when she has entered the class and greeted the class, these two learners are still involved in themselves. Kalindi does not want to shout at the learners, so she goes to Rahul and Sunil, starts listening to them. The boys turn around as they see Kalindi teacher, then she asks them, 'Hi! What is the matter?' Rahul says, 'Ma'am Sunil took my pencil and he is not giving it back'. Sunil says, 'Madam that is my pencil, he's lying'. They get into a quarrel. Kalindi teacher decides to use the permissive approach and tries to sort out the dispute by asking, when was the last time they each saw their pencils. In the conversation, Sunil discovers that he did not get his pencil today; he left it at home, while doing the homework yesterday. Kalindi teacher makes them understand how to be patient and forgiving, Sunil apologizes to Rahul. Kalindi makes them shake hands; they sit down with a smile.

In this scenario, the teacher tried to understand perspectives of students, giving space to their ideas without imposing her own and she sorted out the dispute. The teacher also was not being authoritative as required in this situation.

Benefits of Permissive approach

One of the major benefits of this approach is the consistent objective of the development of autonomy for learners. In this approach, the learners are allotted a lot of time for learning, as the teachers are involved in teaching the course content rather than supervising their individual behaviours.

Limitations of Permissive approach

The permissive approach leaves us with a few questions that do not guarantee that learners are apt for learning. Would all learners benefit from this approach and have an environment that is conducive to learning? This can be described as a humanistic approach as it involves understanding and being empathetic to incorporate learners in planning. For example, suppose a teacher wants to teach about nationalism in the classroom. S/he might provide different articles about nationalism to students. Students are then allowed to make a list of questions they want to answer about nationalism and then make them to choose articles on their own to read that is likely to answer their questions.

Authoritative approach

It is a classroom management style that provides firm realistic boundaries in a compassionate way. The authoritative teacher focuses on maintaining high standards and projecting genuine warmth. It is different from being authoritarian which makes teachers assertive. If teaching style is taken as a continuum on one-end we will have permissive teachers; and on the other extreme the authoritarian teachers. The authoritative teachers are in between the two. Assertive teachers respond to circumstances that require the administration of learner conduct unquestionably. In this type of approach to classroom management, the goal is for learners to regulate their behaviour. In an authoritarian approach, the teachers and learners together set rules by giving the rationale but adjust as learners show their ability to regulate their behaviour (Allen, 1996).

Example: Asking learners to put away phones to avoid distractions during classes. Let us understand more about this approach through the following case:

Case 3: Mung teaches social studies in the first period to Class VII. He observed in his class that learners were almost late every day for his class by at least 15 mins. To tackle this situation, he came up with an idea. He asked students how to discourage late comers. He asked them if he allows 5 minutes for joining and then onwards he would not allow any student to enter. He stuck up a chart paper with the rules to be followed in the class. The first rule was punctuality. Mung told learners how important it is to follow these rules to be able to attend and understand classes. He also mentioned that if any learner fails to come on time, she/he will not be allowed in the classroom for his class. This approach developed strictness in the class and many learners were on time for his classes for the following weeks. This approach is authoritative and is found useful in many situations in classrooms.

Benefits of Authoritative approach

Assertive control is one of the most universally used classroom management strategies in teaching practices. It requests learner consistency and expects teachers to be firm. This strategy draws an unmistakable line between forceful order and assertive discipline. The norms and rules set up by assertive control are supported by encouraging positive as well as negative feedback. Teachers utilizing this methodology convey themselves certainly and have no resilience for the class disturbance. They are not hesitant, and stay reliable and just (Canter, 2010).

Limitations of Authoritarian approach

In the case of the authoritarian approach, a great disadvantage is that the learner may not necessarily develop autonomy as they are used to follow instructions or rules. In an authoritative approach, the success is dependent on the teacher's ability to convince the learners regarding the need for following the rule. For example: When a small group of learners are using their cell phones and disrupting the class, an authoritative approach where the teacher discusses with them and allow some time for using mobiles after the class. It helps regulate their behaviour by forming strict rules to avoid them from using phones during class.

Behaviourist approach

The behaviourist approach consists of teachers' role in encouraging learners to develop appropriate behaviours, preventing as well as resolving behaviour-related issues. It aims to govern learners by establishing behaviour regulation systems, like positive reinforcements. The behaviourist approach allows an increase in learner motivation and commitment. For example, when choosing a teaching method, the teacher can utilize strategies that favour the interests of learners.

Read the following case to understand this approach:

Case 4: *An English teacher, Pratima, often uses classroom activities to engage learners in her classes and effectively teach them. Recently, she was assigned to a new class where learners were shy and scared to participate in activities. Pratima wanted learners to develop an interest in participating in classroom activities, not just for her English Class but in general. She tried telling them how participating in classroom activities together can help them be more confident and discover many of their own talents. But talking did not resolve the issue. Pratima then started giving stars (★) for participation in her class activities as rewards. Providing rewards was reinforcing the behaviour of participating in the classroom. And the learners who did not receive any stars tried to participate in the activities in the following classes. Thus, the effect of positive reinforcement was clearly seen and helped Pratima form a positive attitude towards teaching-learning process.*

Benefits of Behaviourist approach

This approach can help develop friendly competition among learners that can be a positive influence on learner motivation. The approach can be utilized to make a record of each learner's skills and provide information about their class participation.

Limitations of Behaviourist approach

It is a time-consuming approach that asks for the teacher's effort and prolonged attention. The teacher has to constantly follow up and record learners' behaviours.

Collaborative approach

In the collaborative approach, the teacher shares his/her role and authority with learners. It involves ensuring cohesion among groups of learners. It also involves maintaining the quality of the pedagogical relationship in learning for the learners. The approach aims to make and maintain harmonious relations with learners. The collaborative approach is more a democratic approach that takes learners as an integral part of the decision-making process. For example, the teacher can ask learners to write the rules of using phones in classes. This involves learners feeling that they are a part of the classroom management. In this approach, the responsibility of ensuring compliance (authority) is shared with learners. Read the following case:

Case 5: Suresh is a science teacher in a secondary school. In his class, he notices that learners have become irregular and the attendance of few learners is very low. Instead of forming rules and asking the learners to come every day, Suresh looks for an alternative. He does an activity in the class where he encourages learners to give feedback on his teaching methods and learning quality by using online evaluation forms with rating options. Then he analyses, improves his teaching method and develops activities. Adapting class lesson plans slowly stimulated the interest of learners in the subject. This will help to maintain a good level of attendance.

Benefits of Collaborative approach

The major use of this approach is that it promotes learner participation and solidarity. It is highly inspired by the concept of constructivism. The teacher and learners develop a good rapport by the involvement of active learning methods which is the core of the approach.

Limitations of Collaborative approach

This approach demands to set expectations well before its application. The teacher can sometimes fail to address the consistency of learners by considering the diverse needs of learners. For example, the teacher can offer activities for learning in such an approach to promote effective learning and help in the development of positive skills as well as behaviours.

- **Anticipatory approach**

The anticipatory approach asks teachers to consider the prior knowledge of learners, their interests, and needs when making lesson plans. The basic idea of the anticipatory approach is that good lesson planning is the basis of efficient classroom management. For example, the teacher while planning a lesson plan must keep in mind the problems that may arise in executing the lesson. In such cases, the teacher should plan alternative strategies to execute the lesson.

Benefits of Anticipatory approach

The approach helps the teacher plan the class effectively by limiting the risk of unintended distractions like forgetting materials, confusion related to learners, etc., and ensuring smooth execution of activities. It helps the teacher understand the characteristics of learners through the learning activities.

Limitations of the anticipatory approach

The primary limitation is that it needs more time to plan and revise the course plan. During the transaction of the plan, the teacher needs continuous effort to take notes after an activity. Such notes are to be used to make corrective measures for the next class activity. One more major limitation is that it is not feasible to anticipate every possibility and error with the class activity planning. This approach can be used when the teacher has less or limited time to present a class activity.

Check Your Progress 3

Notes: a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

- 1) How do interventionist, non-interventionist and interactivist models of classroom management differ from one another?

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- 2) What are the benefits of the permissive approach to classroom management?

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9.6 MANAGING CLASSROOM SPACE AND MATERIAL

The classroom space and material affect student behaviour. In thinking about how to arrange furniture and other items in classrooms, the following questions need to be considered:

- Do interactions among students should be encouraged?
- Do students are allowed to move from place to place during the class period?

In considering how to arrange the classroom, care should be taken on the following elements:

- Classroom design
- Classroom ambience
- Class schedules
- Establishing Routines

Classroom Design: Arrangement of the desk and other classroom furniture need to vary to accommodate different kinds of learning activities. The classroom can have an enormous table for group projects and gatherings just as there are individual spaces for learner-explicit work and individualized timetables and schedules. When students are working in small groups, spaces between students in each group need to be decreased. It is better to place the teacher's desk in the rear of the classroom. An arrangement where teachers can go immediately to any place in the classroom can be made for promoting on-task behaviour. The teachers must converse with each other and conceptualize approaches to orchestrate the classroom to support autonomous development. The lighting and shading in a classroom also has a significant impact on learners.

Classroom Ambience: Ambience means the general atmosphere of a place. The ambience of a classroom helps shape students' attitudes. A positive classroom ambience results when teachers pay attention to establishing an orderly overall classroom appearance.

Class Schedules: Classrooms may comprise various learners on numerous levels with diverse needs and backgrounds. Structuring such a schedule that accommodates all their needs can be challenging. Before the school year begins, schedules related to subjects and activities must be planned that can be used in the classroom.

Establishing Routines: You know that in classroom many events occur repeatedly, these consist of collecting and distributing materials, making announcements, responding to students' requests, and taking attendance. Much time will waste if these routines are not carefully planned and executed.

9.7 MANAGING DIVERSITY IN CLASSROOM

In general, there exists diversity in the learners with respect to their background (social, political, economic, linguistic, cultural, etc.), abilities, attitudes, aptitudes, interests, etc. It is important to cater to the diverse needs of each learner in the class. In the process, it becomes challenging to manage the diversity in the classroom especially the learner behaviours. In the next section, you will get familiarized with different ways to maintain positive discipline in a classroom.

How to Manage Diversity?

Diversity is the exploration of differences prevailing among students (in learner behaviour, background, social, political, linguistic, cultural etc.) and incorporation of these differences, while planning to teach in order to enrich learning. The following factors can be considered in order to manage diversity:

- Make efforts to know your students.
- Maintain a working relationship with students through consistent communication.
- Be aware of their weakness but acknowledge their strengths
- Show individual respect to each student.

9.8 MANAGING CHILDREN'S BEHAVIOUR THROUGH POSITIVE DISCIPLINE

Learners in any class exhibit certain behaviours. A teacher needs to manage all of these behaviours in harmony in order to conduct her/his class smoothly to effectively teach the learners. Many theorists explained strategies to manage child behaviour. When a child is disrupting a class by constantly murmuring, or interrupting the teachers, fighting, etc. s/he needs to come up with strategies to maintain discipline in the class.

Skinner's Model of Shaping Desired Behaviour

Human conduct can be moulded along desired lines by a systematic utilization of the environment. Skinner proposed a set of key ideas for shaping behaviour. Skinner by himself has never proposed a model of school discipline. Different authors have taken his thoughts on learning and adjusted them to regulate the conduct of learners in schools. The essence of Skinner's model of shaping desired behaviour is given below:

- a) Behaviour is formed by its outcomes. The precise application of rewards/reinforcement can shape learners' conduct in desired ways.
- b) Behaviour tends to be weaker if not pursued by reinforcement. It is also weakened by negative reinforcements.

- c) In the beginning times of learning, consistent support in the environment delivers the best outcome. When learning has arrived at the desired level, it is best kept up through irregular support, given just occasionally.
- d) Behaviour alteration is applied in these two fundamental manners:

Example 1: The teacher finds a group of learners interrupting the teaching by asking doubts without waiting for the teacher to give them time or finish speaking. If the teacher answers and gives them attention every time, that reinforces their behaviour and the learners repeat it again. When the teacher observes learners doing an undesired behaviour, and if the teacher reinforces that behaviour, it is more likely to be repeated.

Example 2: In the same class, if the teacher appreciates the learner who raises her hand and waits for the teacher to address the doubt, the other learners who interrupt the class are less likely to repeat their behaviour, as there is no positive reinforcement. When the teacher observes learners doing a desired behaviour and teacher reinforces the positive behaviour while either ignores or negatively reinforces the learner with undesired behaviour, the learner with the undesired behaviour is less likely to repeat the same behaviour.

Behaviour adjustment effectively utilizes different sorts of reinforcers. Reinforcers are classified in various ways by different authors. According to Cherry, K. (2018), **positive reinforcers** can be classified as follows:

- Natural reinforcers- They occur directly as a result of behaviour. Eg. A student gets excellent grades due to hard work.
- Social reinforcers- They involve expressing approval of a behaviour. Eg. Teacher and peer attention, verbal remarks, outward appearance, and body language;
- Tangible reinforcers- They involve presenting actual, physical rewards such as prizes, toys, etc.
- Token reinforcers - They are the tokens or points awarded for demonstrating certain behaviours.

The Skinner model can be a groundbreaking model for teachers' practices, one that can be effectively altered and implemented on learners belonging to diverse backgrounds.

Positive Discipline, also known as PD is a practice that is designed to teach learners to become resourceful, responsible, and respectful people in our communities. The process teaches important life skills and social skills in a way that is respectful and encouraging for children as well as adults, including teachers, parents, and the school administration. Positive behaviour support (PBS) is an open-ended, structured model that schools, and parents follow. It promotes skills for positive decision-making, encourages positive behaviours, and helps establish teaching expectations.

Recent studies reveal that young individuals are "designed" from birth to interface with others and that kids who feel a feeling of association with their family, and school are more averse to behavioural issues in classrooms. To be fruitful, contributing individuals from their locale, youngsters must learn important social and fundamental abilities. Positive Discipline depends on the understanding that order must be instructed, and that discipline additionally educates. Positive discipline is an increasingly powerful approach to manage the behaviour of learners in the classroom. It permits the learners to learn and adjust their practices to meet the objectives and goals of the classroom, while at the same time showing them how to settle on better decisions in their way to adulthood. Some small-scale studies on PD have examined the impacts of the practices of positive discipline to show positive results.

Benefits: Positive discipline can help the children find a connection with the teachers, building a sense of belonging. It is a practice of being kind and firm at the same time thus creating an environment of encouragement and motivation. It is for long-term child growth. Using the right set of techniques in the classrooms teaches learners great social and community skills to build a positive community and work in cooperation with others. Helps the children discover their own capabilities and potential.

Positive Discipline Techniques: Positive discipline is often known to result in positive behaviours. There are many strategies that instructors can be used to strengthen conduct with positive order in the class. They include:

- set the classroom rules toward the beginning of the year;
- formulate objectives before the class;
- implement the strategy planned;
- stay unbiased during clashes;
- find out the reasons for the bad conduct if any;
- respect the learner whatever may be;
- use appreciation;
- model fitting practices;
- provide opportunities to decide / give learners various decisions;
- as far as possible avoid contexts / objects in the condition that cause interruptions, and
- most importantly stay tuned to learners.

Check Your Progress 4

Notes: a) Write your answers in the space provided after each item.

b) Compare your answers with those given at the end of the unit.

- 1) What are essential things that are needed to be developed and maintained to effectively manage the resources in the classroom?

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- 2) How is positive discipline beneficial to children/learners? What are the techniques of positive discipline that can be employed in the schools?

9.9 LET US SUM UP

Classroom management is an essential skill for a teacher to impart education. It is complemented by another concept called classroom organization, which helps better management of any class. Classroom management and Classroom organization are two individual concepts, yet very closely interlinked. Classrooms consist of a diversity of learners on different levels of functioning and with different needs, where the role of teachers becomes crucial for maintaining an environment to ensure learning for every learner. Classroom organization and management have been gaining more and more attention in research recently, as being one of the most important concepts to an effective teaching environment. Classroom management is the procedures, actions, and strategies that teachers use to resolve classroom problems and promote smooth teaching-learning process. Classroom management is believed to consist of three major dimensions: individual, instruction, and discipline. While rules and schedules impact learner conduct, classroom organization influences the physical components of the classroom, making it an organized environment for the learners. To be an effective teacher, s/he needs to understand how to manage a class well and teach effectively ensuring that knowledge is being imparted. Teachers can select from a group of classroom management methodologies and approaches depending on their personalities and qualities as well as the personalities of the class. Many approaches are available to promote classroom management such as authoritative, permissive, collaborative, anticipatory, along with some discussed in western literature like the instructional and exploratory approaches. Skinner's behaviourist approach points out the importance of behaviour change to indulge learners in discipline, and an overall positive classroom environment. To manage a classroom effectively, the class must have rules and boundaries set by the teacher. Learners' positive behaviours are reinforced to maintain a positive classroom environment.

9.10 UNIT-END ACTIVITIES

- 1) How do you think discipline, classroom routines and teaching methods influence classroom management? Have a discussion with at least two of your teachers about their ways of classroom management.
- 2) Do you think that the teacher's goals for behaviour affect the way he or she sets up classroom routines, his or her disciplinary practices and lesson organization? If yes, explain how.
- 3) Conduct a discussion with your teacher about the problems s/he faces in managing your classroom. Find out the ways how teachers tackle these problems.

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9.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- 1) Classroom Management means the actions and strategies teachers use to solve the problem of order in classrooms. The authoritative approach, permissive approach, and collaborative approach are three approaches to classroom management.
- 2) Classroom management is an essential component for successful teaching. Classroom management frameworks are powerful because they increase learner accomplishment by making an organized learning condition that improves learners' academic aptitudes and skills, just as their social and enthusiastic advancement. It is important and essential for the teachers to conduct their classes smoothly and facilitate learner learning. Effective classroom management helps both learners and

teachers in many ways - Sets up and continues a systematic environment in the classroom; Increases academic learning; Rapport Building; Encourages social and passionate growth and Decreases negative practices.

Check Your Progress 2

- 1) The factors affecting classroom management are classroom environment, classroom climate, teacher-learner relation, the relationship among teacher colleagues, teacher's approach, teacher and learner discipline, varied competencies and disabilities of learners, etc.
- 2) Classroom management is of two types – Proactive and Reactive classroom management
 - a) Proactive classroom management depends on sorting out the classroom in a manner that makes a positive physical and learning condition. Proactive teachers build up schedules, exercises, and disciplinary methodologies that show learners restraint. It involves planning the class in a way to avoid any challenges as well as be prepared to face any challenges.
 - b) Reactive classroom management is defined as responding to unexpected events in the classroom (behavioural or otherwise) by drawing on predetermined principles and return the classroom to the positive learning environment

Check Your Progress 3

- 1) Interventionist Model of classroom management recommends that learners' improvement is a result of natural conditions expedited by intercession of learners' day-to-day environment. It is normally found in a positive and encouraging classroom one in which rules are built up and conveyed and learners are either remunerated or given results dependent on their adherence to these guidelines. Whereas in the case of non-interventionist model, the learner's potential for progress is predetermined. A non-interventionist educator will help a learner in meeting his potential by upgrading self-improvement, building a solid, positive relationship, and helping learners with creating critical thinking capacities that can be executed free of teachers' practices and direction. Interactivist model suggests that every teacher must make an effort to comprehend the behaviour of their learners also, to assist learners with understanding their activities and outcomes. By getting learners to comprehend the principles of the classroom condition, they are given the onus of overseeing themselves.
- 2) One of the major benefits of permissive approach is the consistent objective of the development of autonomy for learners. In this approach, the learners are allotted a lot of time for learning, as the teachers are involved in teaching the course content rather than supervising their individual behaviours

Check Your Progress 4

- 1) The essential documents that are needed to be developed and maintained to manage the resources effectively are class schedules, adapted schedules, tangible timelines, classroom design.
- 2) Positive discipline is designed to teach learners to become resourceful, responsible, and respectful people in our communities. There are numerous benefits of positive discipline. It can help the children find a connection with the teachers, building a sense of belonging. It is a practice of being kind and firm at the same time thus creating an environment of encouragement and motivation. Using the right set of techniques in the classrooms, teaches learners great social and community skills to build a positive community and work in cooperation with others. Helps the children discover their own capabilities and potential. Overall, it is for long-term child growth.

There are many positive discipline techniques that instructors can use to fortify great conduct with positive order. Some of them are as follows:

- set the classroom rules toward the beginning of the year;
- have reliable desires;
- set objectives toward the start of class;
- proper conduct ought to be fortified;
- stay unbiased during clashes;
- quest for the underlying driver of the bad conduct;
- learner's respect matters;
- use appreciation;
- model fitting practices;
- give learners various decisions; and
- evacuate objects in the condition that cause interruptions.

UNIT 10 TEACHING - LEARNING RESOURCES*

Structure

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Teaching and Learning Resources (TLRs)
 - 10.3.1 Meaning of TLRs
 - 10.3.2 Purpose of using TLRs
- 10.4 Types of TLRs
 - 10.4.1 Visual Resources
 - 10.4.2 Auditory Resources
 - 10.4.3 Audio-Visual TLRs.
- 10.5 Identification and Selection of TLRs
- 10.6 Management of TLRs
- 10.7 Let Us Sum Up
- 10.8 Unit-End Exercises
- 10.9 References and Suggested Readings
- 10.10 Answers to Check Your Progress

10.1 INTRODUCTION

We are surrounded by individuals who are tech friendly including yourself these days. Whenever we need to obtain any information, we search on the internet using any browser and get the required information in seconds. The similar thing is happening with you, that is, the students of this generation. You probably do not wish to have a teacher teaching them only with a chalk, duster, and a chalkboard. You wish to have innovations and freshness during the learning process. You want that education which is joyful, dynamic and different. Therefore, teachers are supposed to use different and varied resources during a teaching-learning process. What are these teaching-learning resources? How can we managed teaching-learning resources appropriately?

In the present unit, we are going to discuss and learn about the TLRs and their purposes. The usage of TLRs with proper sequence of steps will also be discussed. Apart from this basic concept of TLRs, we will also come across their different types so that we can identify and select the appropriate TLR with respect to a particular content. However, we are also going to study about how to manage these resources.

10.2 OBJECTIVES

After going through this unit, you should be able to:

- explain the basic concept of teaching -learning resources;

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- realize the purpose and usage of TLRs;
- classify the different types of TLRs;
- identify and select appropriate resources; and
- develop the ability to manage appropriate resources.

10.3 TEACHING AND LEARNING RESOURCES (TLRs)

Read the following case:

Case 1

Madhavi was very excited on the first day of her new school. She was in class VI. Her excitement gradually started coming down because in her new school the teachers after coming to the class, read from the textbook, translated it and made the students to read the questions and answers given at the end of the book. This was all dull and boring to her. She actually, had come from a school where teachers used to equip their teaching with different kinds of aids like images, songs, videos, stories, flash cards, and so on. She told her mother that she wanted to go her previous school.

Why was Madhavi so frustrated? What was the difference in teaching styles followed in her new school and old school? Well, the teachers at her new school had been using traditional method of teaching, while the teachers at her previous school were making teaching-learning process joyful and dynamic. Here you can see how the use of various teaching-learning resources excited children's learning process.

10.3.1 Meaning of TLRs

'Teaching and Learning Resources' in its simpler sense means those materials that help teachers to teach effectively for maximizing learning by students. However, when we examine the term, teaching-learning resources in the context of institutionalized classes, it could be defined as the instruments for the presentation and transmission of the designed and prescribed educational material. Therefore, these resources are means for teaching-learning processes to enable learners to acquire the 'learning outcomes'. Look at the picture given below:



Fig. 10.1: Teacher using TLR

In figure 10.1, you can clearly see that the teacher is showing a picture of two people in a newspaper, perhaps asking about their identity and students readily want to answer it. This is the magic of teaching-learning resources. It is also generally observed that the resources should involve more ‘seeing’ as compared to other senses like hearing etc. due to outstanding capability of eyes for receiving content/messages. Let us now understand the purpose of using TLRs.

10.3.2 Purpose of Using TLRs

As we have discussed earlier, the teaching-learning resources facilitate interaction among teachers and students during the teaching-learning process, as well as to help students to learn, to broaden students’ learning experiences and to meet different learning needs. We now understand that the purpose of utilizing TLRs in class is to support the teacher with the presentation and transmission of educational content and the achievement of educational objectives, along with aiding the students in constructing knowledge and profiling different abilities, learning strategies, generic skills and values. This could, therefore, lay a solid foundation for life-long learning. Let us try to understand some of the purposes of using TLRs.

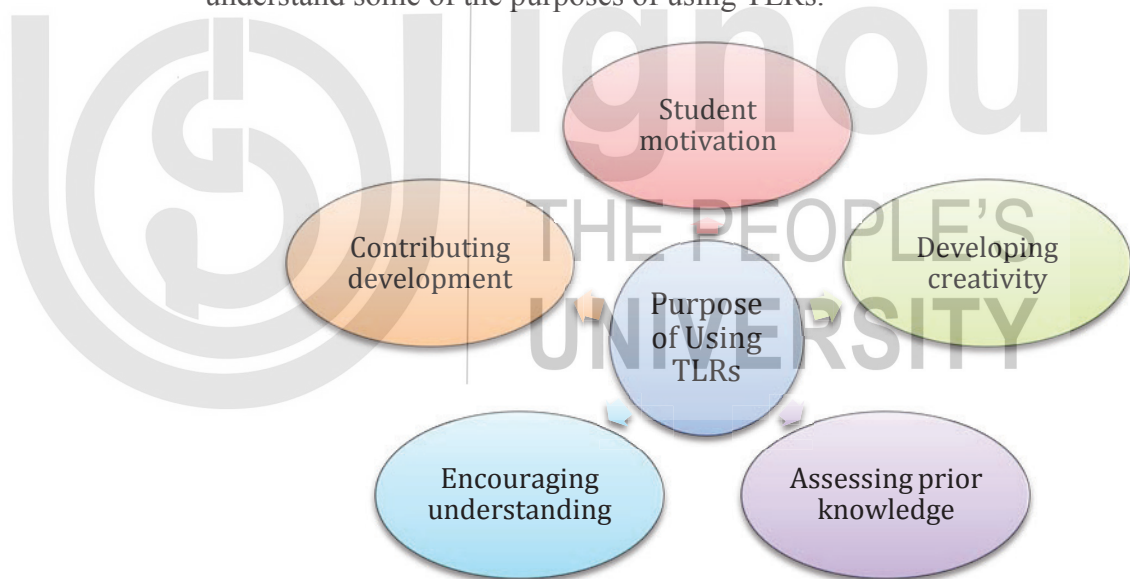


Fig 10.2: Purpose of using teaching-learning resources

The following points highlighted the purposes of using teaching-learning resources in classrooms:

- *Student motivation:* Students’ motivation towards learning can be enhanced through the use of TLRs so that they can learn better. For example, a teacher has her/his period in the last hours of the class timetable. The students are feeling tired at that time. What will the teacher do to motivate the students? In this case, the teacher can use TLRs for motivating the students because TLRs will stimulate their senses towards learning.

- *Developing creativity:* As you know that creativity is referred to the originality, fluency, flexibility and elaboration of an idea. The use of TLRs greatly helps in the development of creativity as it enhances students' ability of breaking and broadening boundaries in learning processes.
- *Assessing prior knowledge:* The previous knowledge on or about any concept to be learnt by students, is necessarily needed to be assessed. With the use of TLRs, this prior knowledge can be assessed. For example, if a teacher wishes to discourage cramming and dullness among students, TLRs can be a better option because these will make the students to visualize their previous knowledge on the concept.
- *Encouraging understanding:* The purpose of using TLRs is to make the classrooms live and active. This would help the students to have direct experiences during learning processes, thus encouraging their understanding.
- *Contributing development:* The TLRs contributes in the development of students by clarifying the subject matter more easily and increasing the students' vocabulary more effectively.

Check Your Progress 1

Notes: (a) Write your answers in the space provided after each item.

(b) Compare your answers with those given at the end of the unit.

1) What is the meaning of teaching - learning resources?

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2) Give examples for the use of TLR for the following purposes:

a) Encouraging understanding

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b) Contributing development

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You might have now understood why teaching-learning resources hold an important position in teaching-learning processes. However, to make this process effective and interesting, you must know which type of TLR is to be used at different stages of content presentation. Let us discuss in detail about the different types of teaching- learning resources.

10.4 TYPES OF TLRs

The teaching-learning resources are available in wide and different ranges. Some seems to be traditional or less technological while some reflect modern technologies. While classifying these TLRs, we came up to a broad classification. This broad classification includes visual resources, auditory resources and audio-visual resources. Let us explore these resources one by one.

10.4.1 Visual Resources

You might have experienced that among all the teaching- learning resources, the visual resources are more predominant type of resources because empirically, it has been proven that visual information is retained for much longer time than the information transmitted through audio-route.

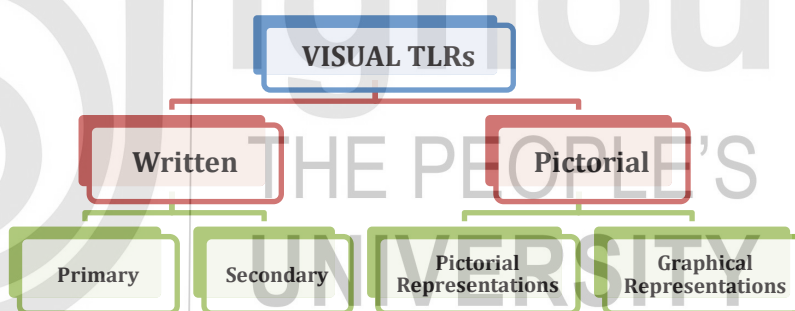


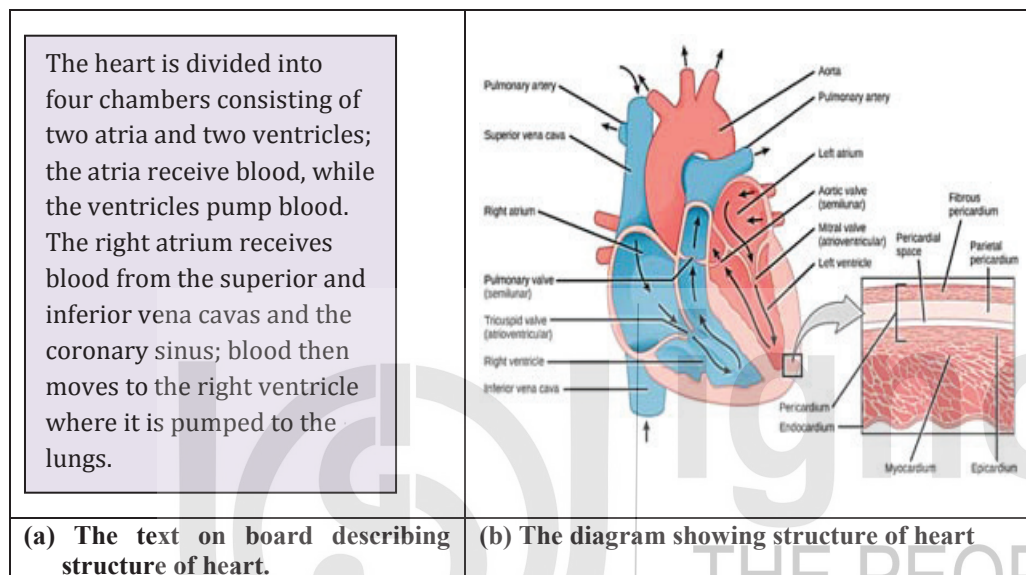
Fig. 10.3: Classification of visual Teaching-Learning Resources

As we can see in figure 10.3, the visual teaching- learning resources can be classified into two types of resources- i. written resources and ii. pictorial resources. As we can understand by the name itself, the written resources include textual materials. Textual materials act as the prominent teaching-learning resources. The examples for textual materials include books (textbooks, reference books, encyclopaedias, etc.), manuals, documents, curricula, legal regulations and acts, printed scientific works, fictions and so on.

The written resources may be further classified into primary and secondary resources. Now, what are these primary and secondary resources? Well, the primary written teaching-learning resources are those resources which represent the designing, structure and maintenance of the teaching-learning process, such as textbooks, manuals and curricula. On the other hand, the secondary written teaching-learning resources are those which are based on the primary resources. However, these criteria of primary and secondary

resources also depend on the subjects we are going to teach. For example, while teaching language and literature, the textbooks on poetry, fiction etc. are the primary resources while teaching social science, the textbooks become secondary resources and the historical documents, legal acts, etc. become the primary resources.

However, another part of visual TLRs is of pictorial resources which include pictorial and graphical representations. These may include drawings, paintings, maps, diagrams, tables, charts and so on. It is a well-known fact that the students learn better through pictures or graphics, wherever necessary.



Source: <http://www.lumenlearning.com>

Fig. 10.4: Structure of heart- (a) Textual and; (b) Pictorial

In the figure 10.4, we can see two parts- one is the textual description of structure of the heart and the other is the diagrammatic representation of it. According to you, which of the two would prove to be a better learning of the heart structure?

Well, considering a famous saying that a picture is worth a thousand words, this can be true that the students would learn effectively and motivate towards learning if their content is presented graphically. Even you can find images for every browsed content on search engines like Google. Now, let us move further from this classification of visual TLRs to another classification based on its appearance. Looking at the figure 10.5 carefully, we can find a varied range of verbal/text print, non-projected and projected TLRs for a wider understanding of available visual teaching-learning resources.

VISUAL TLRs		
Verbal/Text Print (eg. Textbooks, Reference books, etc.)	Non- Projected (Charts, Models, Posters, Maps, Diagrams, etc.)	Projected (OHP, Slide projector, Powerpoint presentations, etc.)

Fig. 10.5 Classification of Visual TLRs based on appearance

Check Your Progress 2

Notes: (a) Write your answers in the space provided after each item.

(b) Compare your answers with those given at the end of the unit.

- 1) Give examples of primary and secondary written resources for teaching science.

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- 2) Why are the pictorial visual TLRs considered better than written TLRs?

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Let us first try to understand the examples of printed teaching- learning resources.

Printed TLRs

It is an old saying that books are our good friends. Likewise, the books comprising of school syllabus also act as good friends to the learners. Even before the commencement of new session, the parents start arranging for the books for their children to have a hurdle free learning. As we have seen earlier in the section of written resources, these books comprise of wide range. We will try to understand some important examples of these printed materials that are used as teaching- learning resources quite often.

Textbook

Textbook in a very simple sense, is a book used for the study of a subject. It is designed on the basis of specific syllabus. Therefore, a teaching-learning resource presents the subject matter defined by the curriculum. You might have come across the textbooks of any of these boards- CBSE/ ICSE/ State Boards. CBSE board and some state boards use textbooks following NCERT curriculum, while others follow the ICSE and state board curriculum.



Fig. 10.6 Textbooks

Now, let us find out about the characteristics of a good textbook:

- A textbook should be as good for a teacher as it is for students. This means it should be designed in a way that it meets the psychological needs of the students and on the other side, it should serve the purpose of the teacher of providing knowledge among the students in an appropriate manner.
- A textbook should incorporate the aims and objectives of the subject matter so that it can serve the purpose of a prominent tool for teaching-learning process.
- A textbook should be written accurately with a storyline having a setting, characters, a plot, a climax and a resolution.
- A textbook should be designed age appropriately.
- A textbook should be connective at different stages of schooling so that learners can be taught the new subject matter using their previous knowledge.

There should be chapter-end exercises which can determine the objectives of the chapter to assess the students' level of understanding.

- The exterior and interior of a textbook should be interesting and attractive.
- The texts should accompany with good quality and appropriate pictures.
- The quality of the pages of textbook should be fine enough so that students curiously pick it up for reading.
- The size of the book should be handy.

By now, you might have understood how to review textbook on the basis of its characteristics mentioned above. You know that if textbooks are designed carefully with interactive texts and pictures, these can act as good self-

learning material for the learners and by doing this their knowledge can be constructed, rather reproduced.

Reference books

In a very general sense, a reference book (or its electronic equivalent) to which one can refer for information other than the content in a textbook. The information is intended to be found quickly whenever needed. Therefore, reference books are usually referred to for particular pieces of information, rather than read beginning to end. The writing style used in these books is informative which means the authors avoid use of the first person in sentences, and emphasize more on the facts. In fact, many reference books are compiled by a team of contributors and is coordinated by one or more editors rather than by an individual author.

Activity 1

Look at the list below and provide one example of different types of reference books:

- | | |
|---------------------|-------|
| 1. Encyclopaedias | |
| 2. Dictionaries | |
| 3. Directories | |
| 4. Bibliographies | |
| 5. Handbooks | |
| 6. Almanacs | |
| 7. Manuals | |
| 8. Maps and Atlases | |
| 9. Newspapers | |

The reference books can be classified into different types such as encyclopaedias, dictionaries, directories, bibliographies, handbooks, almanacs, manuals, maps, newspapers, and many such resources that contain the information that is needed by the users. Moreover, the arrangement of a reference book should be such that it serves a certain purpose appropriately. A good reference book should possess some important characteristics. Let us have a look on those characteristics:

- A reference book is intended preferably for infrequent consultation;
- It is consulted for specific content for information;
- The information possessed by a reference book is collected from a varied and wider number of sources;
- The information is organized in a way which can be conveniently and quickly found and consulted;

- It usually follows a specific arrangement of contents that may be alphabetical or chronological;
- The topics are dealt with precision and rarely put with detailed description; and
- It is placed in library for reading purpose only.

Check Your Progress 3

Notes: (a) Write your answers in the space provided after each item.

(b) Compare your answers with those given at the end of the unit.

- 1) Find out the differences between a textbook and a reference book.

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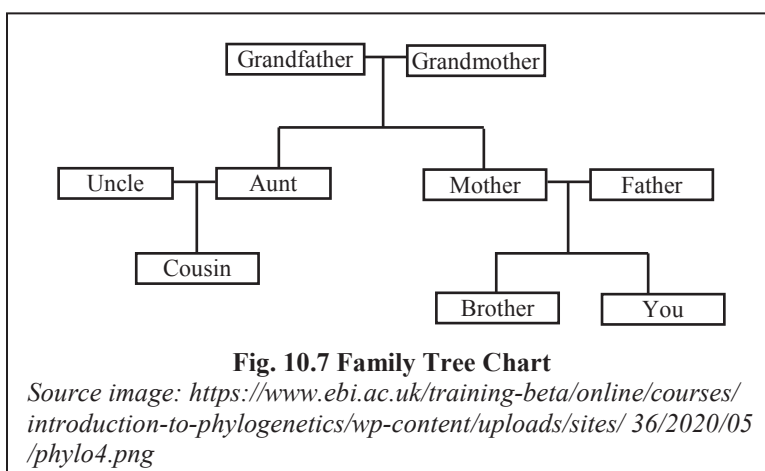
Non-projected Visual TLRs

As clear from the term, the non-projected teaching-learning resources are those which are used without any projection. These can also be known as graphics. The examples of such TLRs that are used most commonly include charts, maps and globes, diagrams, graphs, and posters. We will try to understand these examples one by one.

Charts

In the words of Wittich and Schuller (1953: 92-93), charts may be defined 'as *combination of graphic and pictorial media designed for the orderly and logical visualizing of relationship between key facts or ideas.*' Therefore, simply we can understand the chart as a visual two-dimensional symbol for summarizing or comparing or differentiating or fulfilling other helpful purposes in explaining the subject-matter. These may be of different types like tree chart, flow chart, time chart, tabular chart, organizational chart, and sequence chart (fig. 10.7-10.11).

Tree chart is a type of graphic organizer that represents a sequence of events related to one another.



Flow chart is referred to as a graphical representation of workflow or thinking processes which can make learning easier and quicker.

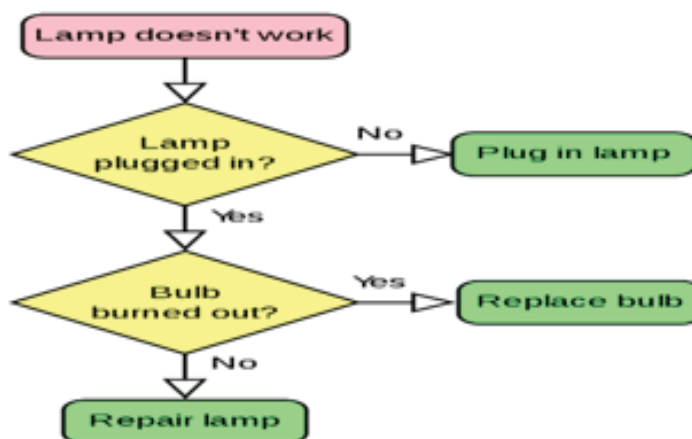


Fig. 10.8: Working of lamp

Source image: <https://images.app.goo.gl/XmmwHb2NPf1DXm9v7>

Time series chart is a kind of visualization tool which illustrates the data that have been taken at regular and successive intervals.

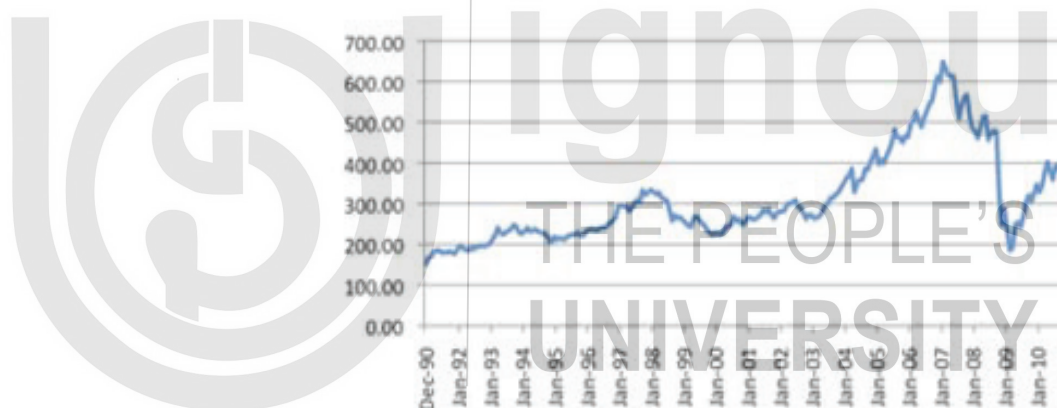


Fig. 10.9: Time Series Chart

Source: image: <https://cdn.ttgtmedia.com/ITKE/uploads/blogs.dir/67/files/2011/07/stock-fever-chart.gif>

Tabular chart organizes the information in rows and columns, *i.e.* the information is presented in table format.

Table 10.1 Number of Employment in Small Scale Inustries in India

Year	Target	Achievement	Growth rate
1995-96	144.4	152.61	4.13
1996-97	150.5	160	4.88
1997-98	165	167.2	4.5
1998-99	170.1	171.58	2.61
1999-00	175.4	177.3	3.33

Organizational chart displays a reporting or relationship hierarchy and structure of an organization.



Fig. 10.10: Organizational composition of NITI Aayog

Sequence chart is an excellent tool for teaching students the steps necessary to reach a final point showing them in an orderly manner.

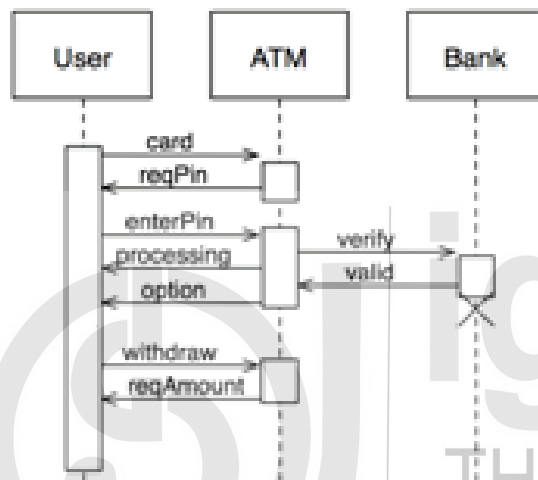


Fig. 10.11: Sequence diagram of ATM

While selecting, preparing and using a chart in teaching-learning process, we need to be careful about few things:

- Selection of the chart should be done carefully by keeping in mind the subject matter, available teaching-learning situations, and students' level of understanding and interest.
- Preparation of a chart should consider the definite purpose, simplicity of presentation of desirable matter, organization of subject-matter, and visibility of content.
- Use of chart during a teaching-learning process should consider the displaying of chart at the time needed for the representation and communication of the content. The classroom walls should not be overcrowded with displaying charts and there is no need to use many charts illustrating a single topic.

Activity 2

Prepare a chart with above- mentioned precautions on a topic of your choice and suggest what type of chart is it.

Maps and Globes

Maps are known for their symbolic representation of space relationships specifically associated with the surface of the Earth (fig. 10.12). You know that maps are mostly used by most of the social science teachers because they provide sufficient details of the surface of the earth and can be observed by the whole class altogether. You can easily find or might have come across the technical definition of maps in Geography books.

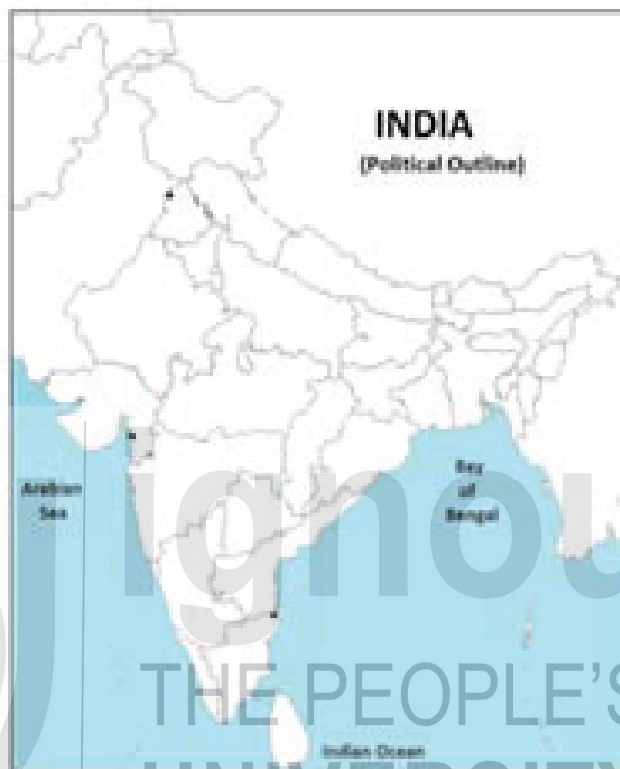


Fig. 10.12: A Political Map of India

Maps are more frequently used in teaching subjects like Geography, History and Economics. But these are supposed to be used effectively. Let us try to learn how these maps can be used effectively during teaching-learning process.

- Proper care should be taken while using a map keeping in mind the instructional needs, abilities and level of understanding of the class.
- The illustration and display of the map should be very appropriate.
- It should have clear visibility.
- A map with all essential details with regard to the desired purpose should be chosen for aiding teaching-learning process.
- A map with appropriate colours, outline, symbols, and scale would be more effective for a classroom instructional purpose.
- A pointer should be used for calling attention of students when things shown on maps.
- The students should be helped to acquire skills in map reading.
- A map can be assisted with all different kinds of relevant media and activities for enhancing their effectiveness as a teaching - learning resource.



Fig. 10.13: Globe

On the other hand, a globe is a model or three-dimensional representation of the surface of the Earth on a very small scale (fig. 10.13). It is a good mapping device and visual aid for the proper representation of Earth. Especially used in Geography, a globe tells students that the earth is not flattened, but spherical. A globe can make the students understand the abstract concepts such as place, space, and location.

Effective uses of globe in a classroom

- Relevant instructional practices can be carried out if the teacher has good understanding of different types of globes for a specific use.
- It can be used effectively if the students are made to understand that it is only a model of the earth.
- In order to get the desired information through globes, one must have a clear understanding of its language.
- The selection of the globe should be on the basis of its simplicity, accuracy, colour, and visibility for its effective use.

A globe can be assisted with all different kinds of relevant media and activities for enhancing their effectiveness as a teaching - learning resource.

<http://mapmaker.nationalgeographic.org/>

Here we have tried to understand the educational importance and effective use of maps and globes. Now try to answer a question.

Check Your Progress 4

Notes: (a) Write your answers in the space provided after each item.

(b) Compare your answers with those given at the end of the unit.

- 1) Which one is a better teaching- learning resource to use to teach about the surface of the Earth? Justify your answer with appropriate reasons.

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Diagram

What is a diagram? Why is it considered as an important visual teaching-learning resource? Well, we all can say in a very simple sense that a diagram is a symbolic representation of text explanation to any concept. As shown in fig. 10.4 (b), the structure of heart is explaining the concept more rather representing an original heart. This visualization technique used in drawing a diagram gives a better understanding and visualization to the learners of almost every age group.

Being a teacher, a diagram can be drawn free hand if they are good at drawing, else they may use tracing technique using tracing paper or a stencil or any other kind of printing technique they are acquainted with. You know, the artistic students love to draw diagrams with great finishing. Such students can be a gem in assisting their teacher in drawing diagrams and a teacher might facilitate their knowledge construction.

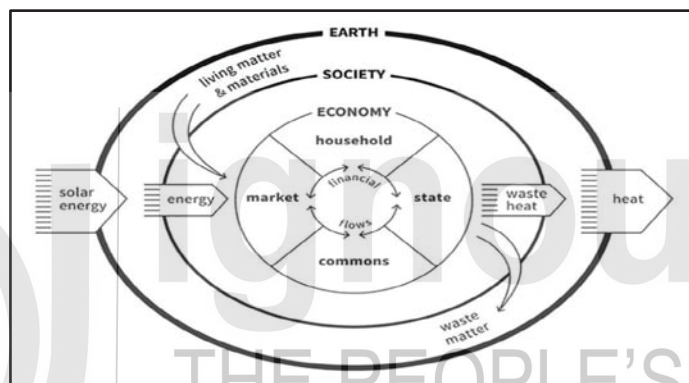


Fig. 10.14: Circular Flow Diagram

Source: <https://i.pinimg.com/>

While using a diagram for educational purpose a teacher is supposed to be very careful. A teacher should keep following things in mind while using them in the classroom:

- It should be used during a teaching content, summary or review, rather in the introductory segment.
- Usually, a diagram requires abstract comprehension, so the visualization technique for its symbolic representation should be carefully implied.
- The selection of the diagram should absolutely be on the basis of cognitive abilities, interest, and student's level of acceptance.
- Its illustration should be technically correct so that it can serve its sole purpose of explaining a concept through visualization.
- The students should be encouraged to participate actively in drawing a diagram and explaining the concept through it for an effective learning outcome because this way you can facilitate the construction of knowledge.

Now, you have understood about the use of diagram as an effective teaching-learning resource. Now, let us move on to our next visual TLR- the graphs.

Graphs

Usually when we talk about graphs, we connect them to mathematical structures. Really, the graphs are pictorial figures that represent pair wise relationships between objects. These are such non-linear data structure which consists of nodes and edges. As per the requirement of the data representation, the selection of a graph can be made. Though we have many kinds of graphs, but the most commonly used graphs are line graph, bar graph, histogram, and pie chart (fig.10.15).

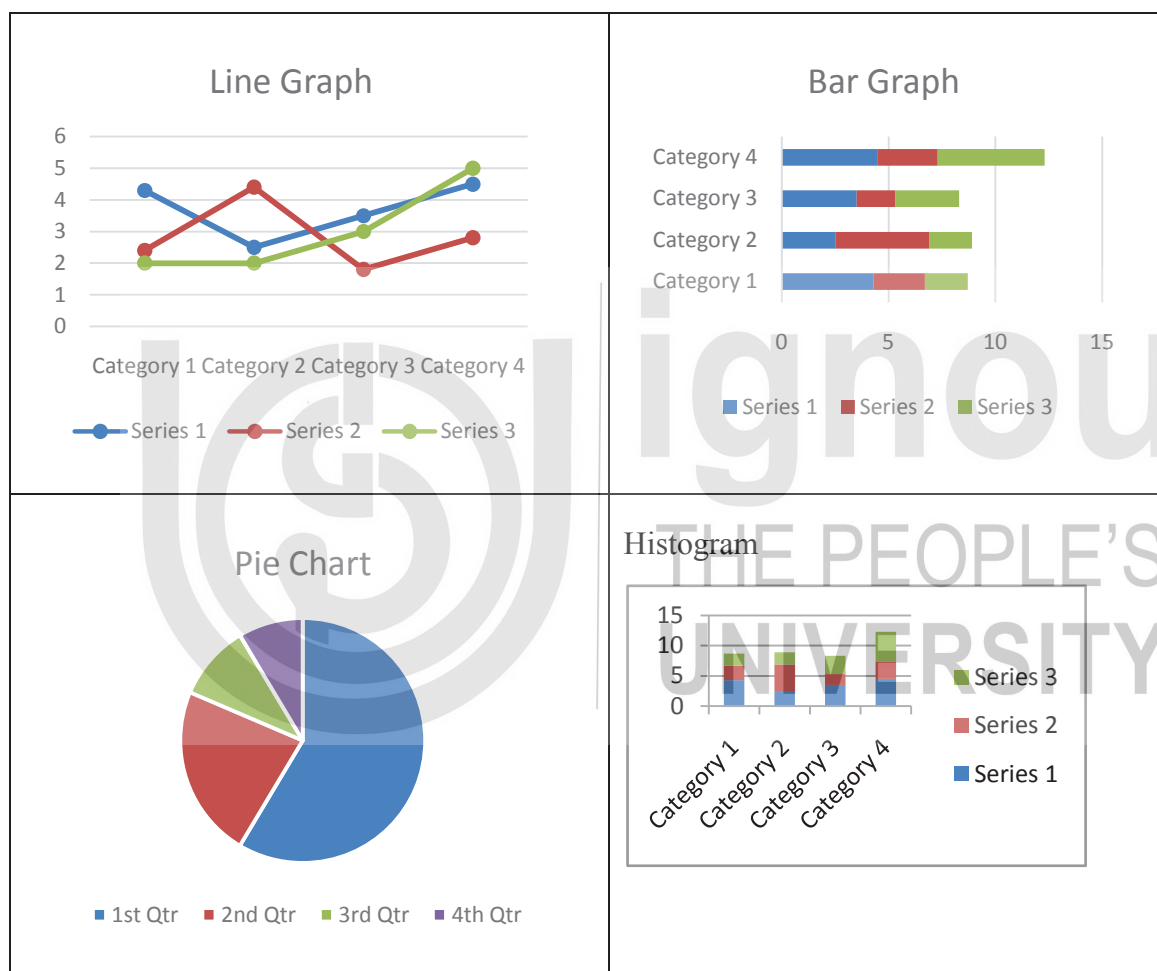


Fig. 10.15 Types of Graphs

You know that it is necessary to teach students not only how to read, interpret and analyze the graphical representation of data, but also how to draw various graphs and to understand their benefits. For effective use of graphs in a classroom, there is a tip. There should be graph-based classroom exercises to be conducted at regular intervals. This will make students more interested, attracted, and acquainted with mathematical and statistical data analysis. This will also help in monitoring progress of students and make them know that displaying information graphically is an important skill which requires a good level of thinking skill.

Posters

You are aware that poster (fig. 10.16) act as a tool that enables visualization in classroom. It helps to foster learning among students by accompanying with textbook, lecture, and homework. If a teacher wishes to use a poster in her/his classroom, s/he is supposed to develop an approach strategically. For example, brainstorm the class by throwing a question and asking students to respond through posters. Another example can be of asking the students to work in small groups and summarize the subject matter altogether. They may later present an overview of their work through a poster. The careful use of a poster as an effective teaching- learning resource includes the following important points:

- The objective of using it as an aid to the learning of subject matter as a visual element should be carefully fulfilled.
- A good poster should have some major features like simplicity, appropriateness, attractiveness, concision, design and colour.
- It should be prepared or selected keeping in mind the age-appropriateness of the learners.
- A poster should be inspiring and motivating to the learners.
- An educational poster should have a logical and systematic structure.
- Use of unnecessary images should be avoided and the focus should be on information needs to be communicated.

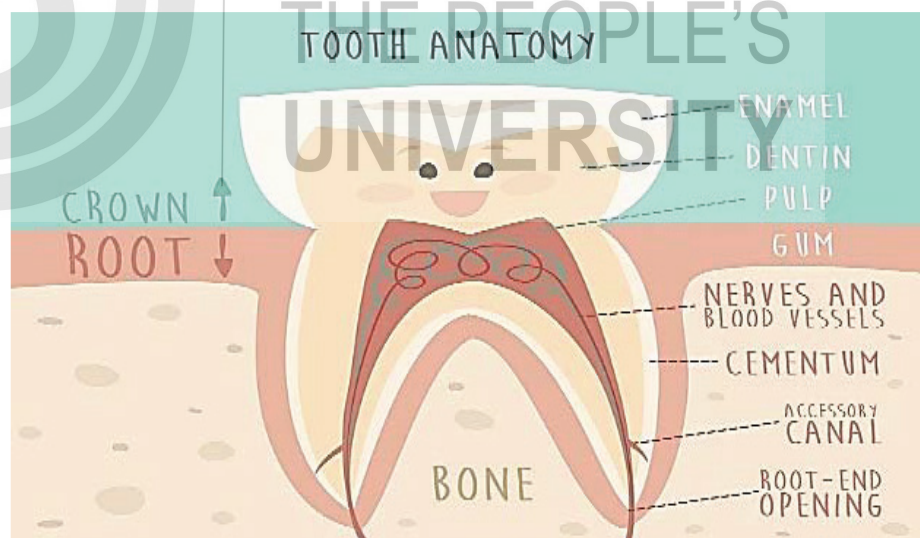


Fig. 10.16: Poster showing tooth anatomy

Image Source: <https://images.app.goo.gl/7W8AkhDHN3kTKaN39>

Now let us move on to our next segment of visual TLRs, which are projected visual aids.

Check Your Progress 5

Notes: (a) Write your answers in the space provided after each item.

(b) Compare your answers with those given at the end of the unit.

1) How can a teacher use a graph effectively in her/his classroom?

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Projected Visual Aids

As we have seen that the non-projected visual teaching and learning resources are those resources which are used without any projection. There must be some resources which can be projected. What are these projected visual aids? Projected visual aids are defined as those aids in which text and still/motion pictures are enlarged and displayed on an illuminated screen.

The commonly used projected visual aids are transparencies (tool- Over Head Projector or OHP), PowerPoint (tool- LCD Projector), and slides (tool- Slide Projector). Now we make use of LCD projectors, interactive White Boards (smart boards), DTH Channels, YouTube videos, streamed lessons on smart phones, laptops and tablets. On the other hand, a PowerPoint slideshow (PPT) is a presentation created with the help of a Microsoft software that allows us to add visual, audio, and audio-visual features to a presentation and is projected with the help of LCD projector (fig. 10.17).

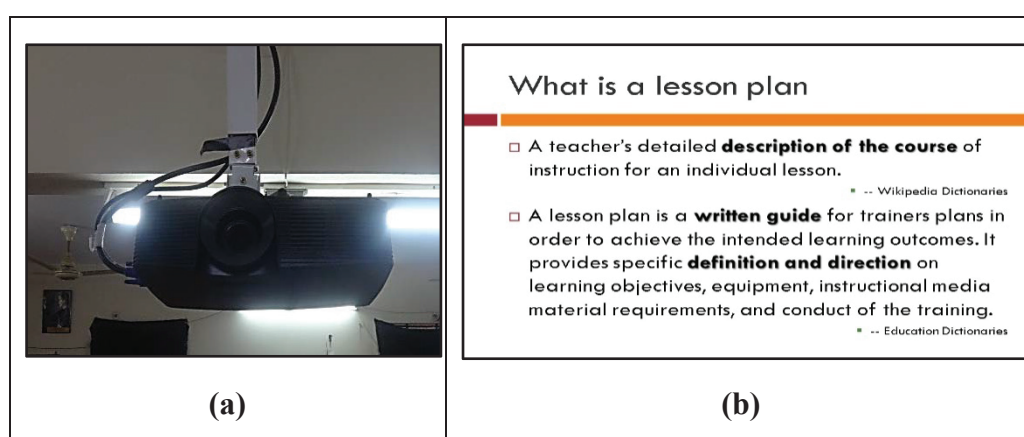


Fig. 10.17 (a) LCD Projector

(b) Presentation Slide

Now after understanding what a PowerPoint slide is, we would like to move on to the important points we need to take care while creating a PowerPoint slide which include the following:

- The font should be clear and legible.

- Only one type of font should be used.
- There should be enough space between the lines.
- The colours and symbols should be carefully used and in a needed/limited amount.
- The PPT should not have much text that look messy.
- The pictures, maps, graphs, etc. used should be large enough and visible.
- There should not be too many PPT slides for a particular subject matter.

Now here next, we are going to discuss when the overhead transparencies are good and when the slides are good.

Overhead transparencies can be chosen if you:

- need to show fewer than five transparencies in classroom.
- wish to explain something while showing the transparencies.
- need to write on a transparency during the presentation.
- wish to show one picture on each transparency.
- want to cover and uncover something on the picture.

However, the slides can be chosen if you:

- wish to present a lot of information.
- wish to present pieces of information one after another on same slide.
- wish to show something like a video clip, an image or something else from internet or saved on local drives of computer during your presentation.
- wish to use video at some other point of time for presentation to communicate certain information.

Check Your Progress 6

Notes: (a) Write your answers in the space provided after each item.

(b) Compare your answers with those given at the end of the unit.

- i) Which will be your preference as projected visual TLR- Transparency or PowerPoint slide? Why?

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Now let us try to understand another kind of slides which are projected through slide projector.

Slides

Slides are the small pieces of transparent material on which the single pictorial image or scene has been photographed or reproduced otherwise. These slides are projected with the help of a slide projector which is an optical and mechanical device. These slides contain photographic images of the content which we wish our students to look at. These slides help in supporting our explanation to the subject matter. However, the use of slide projector has drastically reduced with the introduction of latest technologies in the form of low cost paper prints, digital cameras, DVD players, digital projectors, and so on. We have come across with visual TLRs and how to use these effectively in classrooms.

Online streaming through video calls

Now technology has advanced to such an extent that we can project the presentations to individual students' smart phones which has internet.

Zeetings.com

If you and your students have internet access on digital device, then there is no need for projecting or presenting using projector. Each learner can just open a web browser on any device by using the URL you provide to reach the slides and other content from their device. No need to download, install, or sign up. It is free for up to 25 participants for five presentations. For more uses, monthly payments are required.

In the virtual mode, we can share the presentation synchronously during Google Hang outs, Zoom meets and Skype meetings. During lockdown due to COVID-19, most of the schools used Google Meet, MicroSoft Team, Zoom meet, Edex, Skype, WhatsApp group video calls for sharing presentations. If the teacher makes slides using any presentation software like google slides, Micro soft power point and upload it to Google drive or One drive or any such cloud platform, the learner can access if the link is provided. It will save the requirement for high end internet for the user.

Now there are many Massive Open Online Educational Resources (MOOCs) available for the teachers to use for teaching and learning. SWAYAM portal, SWAYAM Prabha with about 32 Television channels, YouTube, Khan Academy videos which are revolutionizing the way our students are learning.

10.4.2 Auditory Resources

Do you like music? Well, most of the people choose music to relax themselves. They feel music smoothening to their ears. Therefore, our second category of TLRs is auditory resources. These resources are not as many as we have visual TLRs, but also play an important role in teaching-learning

process especially for those learners who have auditory learning style. Auditory TLRs, therefore, may be defined as stimulating and motivating teaching-learning resources. These auditory resources can be used effectively in teaching-learning process. These may include audio recordings, testimonies, musical compositions, radio shows, and so on. Let us study some of the important and most commonly used auditory teaching and learning resources.

Audio CDs

These are the audio compact discs in which speeches, lectures, debates, music compositions, rhymes, etc. can be recorded. These audio recordings can then be used during teaching-learning process as per the relevance of subject matter. These audio recordings has always been an important resource for educational institutions related to distance education and open schooling. Institutions like NCERT, NIOS, IGNOU, and other open educational institutions are successfully using such audio recordings from many years. Earlier these were in the form of audio cassettes which now have taken the form of audio CDs or DVDs. However, these audio recordings have also been made available for learners' access in mp3 or mp4 format on institutional or organizational websites.

Radio

Radio is the technology of signalling and communicating using radio waves. This is available with us in the form of an equipment that is used for receiving and/or sending radio messages or programmes. Now-a-days radio is available in mobile phones as an app known as FM Radio. Tuning to the specific electromagnetic wavelengths, we can listen to different kinds of audio programmes including news, speeches, lectures, stories, musical and drama programmes, and varied kinds of information related to health, education, etc.

You might be aware that in recent years FM channel has been dedicated completely for educational broadcasts like Gyanvani. It is used to broadcast educational programmes from Educational Media Production Centre (EMPC) of Indira Gandhi National Open University (IGNOU), New Delhi. Audio programmes are also developed by Central Institute of Educational Technology (CIET) of NCERT for school children. IGNOU also produces and broadcasts audio programmes for students enrolled in different programmes.

Podcasts

According to New Oxford American Dictionary, a podcast is a “digital recording of a radio broadcast or similar program, made available on the internet for downloading to a personal audio player.” It is a digital audio file that is typically available as a series on internet available for downloading and new instalments of which can be automatically received only by its

subscribers. Many distance-learning institutions provide audio links and materials on their websites for students' learning. These are helpful teaching and learning resources for the teachers and the learners. For example, a teacher wishes the learners to understand a historical event or a scientific theory or a mathematical theorem, s/he can simply record the teaching points in the form of a story or event or example. S/he can then share that recording with her/his students through podcasts so that they can hear it anytime anywhere for better understanding. Some of the podcasts related to Education are Google Podcasts, Podcast Player, LearnEnglish Podcasts, IELTS Podcast, and EduCast Educational Podcasts.



Fig.10.18(a) Audio CD (b) Radio icon in Smartphone (c) Podcast icon in Smartphone

Source: www.indiamart.com

Check Your Progress 7

Notes: (a) Write your answers in the space provided after each item.

(b) Compare your answers with those given at the end of the unit.

- 1) Suppose you have to present a topic in your classroom. Which among the TLRs would you prefer? Why?

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Now let us move on to our next category of teaching and learning resources which is the combination of both visual and auditory TLRs.

10.4.3 Audio-Visual TLRs

Audio-Visual TLRs are those kind of resources which use both the vision and auditory senses of the learners to make the teaching-learning process more effective. As an inseparable part of teaching-learning process, you might also prefer these AVs more frequently because these have the ability to

communicate in a better and effective way. Let us look at some of the A-V resources.

Television

Television can be an effective A-V TLR because most of the students like watching television programmes. You may use television for the purpose of educational and motivational movies, educational programmes telecasted by many educational agencies like NCERT, CIET, IGNOU, etc. Now-a-days LCD and LED TVs have captured our world and made it easier to communicate the specific contents. You can bring the relevant subject matter in a pen-drive and use it to display the content with the help of smart television.

Computers

The computers may act as visual or auditory or both audio-visual medium of teaching and learning. These can act as an individual medium of learning for individual students. Even now-a-days many schools are converting their traditional classrooms into smart classrooms. This has made teaching-learning process more interesting. However, this type of facility cannot be considered economic in terms of money, but allows students to learn at their own pace. Another way of making it more economic, is to install a smart and interactive board which is a combination of computer and projection.

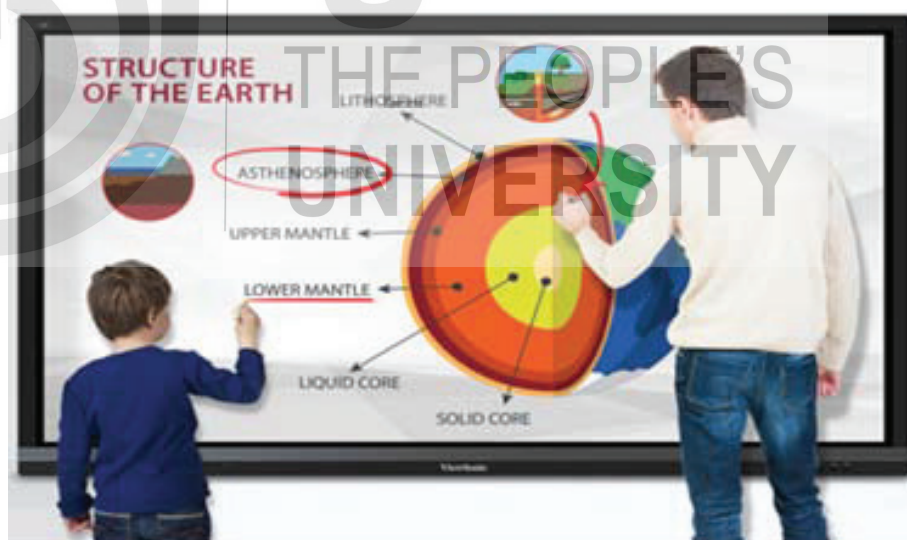


Fig. 10.19: Interactive Whiteboard

Source: <https://www.viewsonic.com/us/library/education/jumpstart-engagement-interactive-whiteboard>

The smart and interactive boards (fig. 10.19) when seen in non-working condition, they look like an ordinary white board. As soon as a white board receive the electronic signal, this acts as smart and interactive board. You can use them not only as television or computer, but also as interactive resource. Smart board can be pre-installed with many lessons based on course-wise syllabus. These lessons are prepared using animations, sounds, video

graphics, texts, revision and practice exercises. These also provide a space to teachers to pause at any point of time and explain the content more specifically and deeply. Even teachers can prepare and upload their own lessons whenever required. Now, let us try to understand about the appropriate identification and selection of teaching- learning resources.

10.5 IDENTIFICATION AND SELECTION OF TLRs

The process of using teaching and learning resources necessarily includes working with them appropriately because their usage would determine the effectiveness of teaching-learning process. Next, we are going to study about working with TLRs in three different phases.

Selection of TLRs

A teacher has been assigned with subject Economics to be taught in classes IX and XII. How are you going to select the teaching and learning resources for the two classes? Were these selections be the same or differ for the two classes? Why do you think that TLRs should be similar or different for the two classes?

Phase I: It is very important that the teaching and learning resources to be used should be appropriate and relevant to the content to be taught. Therefore, the first phase of working with TLRs could be entitled as **selection**.

The following are the important points which are needed to remember while selecting TLRs:

- *Teaching objectives and tasks:* This is the foremost condition while selecting TLRs because they are the foundation of teaching-learning process.
- *Individual differences:* Every student is unique in his or her physical and psychological qualities, intellectual capabilities, social skills, interests, attitudes, and preferred styles of learning such as visual, auditory or kinesthetic. Therefore, we must consider these individual differences before the selection of TLRs.
- *Level of teacher's education and abilities:* You all must agree on the fact that a teacher is someone who leads, directs, and monitors the teaching process. Therefore, the role of a teacher will become insignificant in her/his class if s/he has no required knowledge and skills in order to realise the potential of teaching and learning resources.
- *Level of school's material and technical equipment:* The school should be equipped with adequate and latest teaching aids so that the teaching-learning resources can be used effectively and efficiently, otherwise the presentation of TLRs will get limited.

- *Characteristics of teaching and learning resources:* In a teaching-learning process the resources should be thought-provoking and educational. Moreover, these should also easily accessible and should contribute to clarity and quality of teaching and learning.

After understanding this phase I, we need to move on to phase II for working with TLRs.

Phase II: The second phase of working with teaching and learning resources is related to their *presentation*.

Presentation of TLRs

The Economics teacher started teaching in both the classes using video resources. In both the classes, the teacher first taught with video resources and then let the students to raise questions so that their level of understanding could be tested.

This phase tries to manage the communication processes and interaction between teacher-student and student-student. This includes three basic steps:

- This phase acts as a base on determining the reasons for the use of the selected teaching-learning resource during teaching-learning process. Herein, the name, type, source of the selected resource also needs to be determined.
- The step two of this phase requires to collect and classify the teaching-learning resource as per its purpose and task in terms of its presentation.
- At its final step, the collected information is synthesized and conclusion is drawn.

By now, you might have understood how to select and present the teaching and learning resources. Now we will move on to third phase of working with TLRs.

Phase III: The phase III of working with TLR can be referred to as *final evaluation*. The purpose of this phase is to evaluate the effectiveness of the results of phase I (selection) and phase II (presentation). This final evaluation will therefore, help in gaining insight whether the selected teaching-learning resources can achieve the set goals. This will further help in eliminating the deficiencies in selection and/or presentation of the said TLR, if any.

Now, let us try to understand how to manage them because management of TLRs is very important for their proper functioning.

Check Your Progress 8

Notes: (a) Write your answers in the space provided after each item.

(b) Compare your answers with those given at the end of the unit.

- 1) How can you identify and select an appropriate TLR for a specific topic?

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10.6 MANAGEMENT OF TLRs

Everything we use needs maintenance. The teaching and learning resources require adequate management so that whenever we wish to use them, there should be no obstacle in using them. So, let us learn about some important precautions you as teachers need to take for the management of TLRs.

- Adequate storage space is needed to keep TLRs safe and secure.
- These should be kept covered or packed to protect them from dust and water.
- Electronic equipment should be kept repaired and serviced at proper time intervals.
- TLRs should be kept well organized.
- A stock register should be maintained for easy finding of TLRs.
- An issue register should also be maintained to avoid them to be misplaced. This register contains a record of those people who has taken TLRs for their usage.
- A time to time physical verification of the stocks of TLRs should be performed.
- The TLR lab should be kept updated with modern trends and innovation in education.
- The expensive TLRs should be handled very carefully and clear instructions should be given to the handler.
- The students should also be involved in this process of managing TLRs so that they can also understand the importance of TLRs. In addition this type of exercise will also develop a sense of responsibility among students towards management of different resources or things, in or outside the school premises.

The above-mentioned points are general precautions to be taken for the management of TLRs. Moreover, you may also add to the list whenever you come across some other issues while practically working with different teaching and learning resources.

Teaching and learning resources are not needed to be purchased always. The user herself/himself can prepare many of them. Moreover, teachers can also involve and encourage their students to prepare and create different kinds of TLRs. These may include preparing charts by organizing a competition of 'Best out of the Waste', developing and designing static and working models by organizing Science exhibitions, preparation of PowerPoint presentations using computer applications, group assignments, and many more. Such TLRs can proved to be cost- effective and easier to handle.

10.7 LET US SUM UP

Teaching and learning process needs to be very effective for the production and construction of knowledge among learners. This process, therefore, can be made effective and interesting with the help of teaching and learning resources (TLRs). TLRs are actually those tools which help teachers teach with efficiency and students learn with ease. Therefore, the purpose of utilizing TLRs in class is to support the teacher with the presentation and transmission of educational content and the achievement of educational objectives, along with aiding motivation among students, developing creativity in them, assessing their previous knowledge, encouraging their understanding, and contributing in their overall development.

There are different types of TLRs- Visual, Auditory, and Audio-Visual resources. Visual TLRs are considered to be more effective and commonly used resources, which mainly include written and pictorial mediums. The examples of visual TLRs include literary sources, historical documents, legal and legislative documents, pictures, graphs, drawings, paintings, maps, diagrams and so on. As per their usage, they are also classified as visual texts, non-projected and projected resources. Besides, are the audio resources which mainly stimulate the sense of hearing for aiding teaching-learning process and mainly includes audio CDs, radio and podcasts. Furthermore, the combination of visual and auditory resources, are the audio-visual resources which mainly include television, computers and laptops, and interactive smart boards. Summing up, we have discussed about the identification and selection of appropriate TLRs under three phases- phase I included the selection, phase II talked about the presentation, and phase III reflected upon the final evaluation of TLRs. Apart from these sections, we have also covered the precautions to be taken for the management of teaching and learning resources.

10.8 UNIT- END EXERCISES

- 1) Explain the meaning and goals of teaching- learning resources with appropriate examples.
- 2) Analyse the importance of projected visual TLRs in teaching-learning process.
- 3) How are interactive whiteboards acting as trendsetter in the field of school education?
- 4) Evaluate the application of TLRs in teaching-learning process.
- 5) Describe the precautionary steps needed to be taken for the management of TLRs in the resource lab of your school.

10.9 REFERENCES AND SUGGESTED READINGS

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10.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- 1) TLRs are actually those tools which help teachers teach with efficiency and students learn with ease.
- 2) a) Like creating posters on saving environment
b) Like interactive boards, smart classrooms

Check Your Progress 2

- 1) Primary resources in science may include fundamental researches, notes of the scientists, etc. Secondary resources may include experimental researches, secondary research articles, etc.
- 2) Students would learn effectively and also motivate towards learning if their content is presented graphically.

Check Your Progress 3

- 1) A textbook should be as good for a teacher as it is for students while a reference book is intended preferably for infrequent consultation. A textbook is a prominent tool for teaching-learning, while reference book is consulted for specific content for information. A textbook should incorporate the aims and objectives of the subject matter, while a reference book is consulted for specific content for information. A textbook should be designed age appropriately, while in reference book the information is organized in a way which can be conveniently and quickly found and consulted.

Check Your Progress 4

- 1) A three dimensional visual aid for the proper representation of earth, a globe tells students that the earth is not flattened, but spherical. Mounted on a proper stand, a globe can make the students understand the abstract concepts and facts about the subject.

Check Your Progress 5

- 1) Graph based classroom exercises

Check Your Progress 6

- 1) Write justification to your preference

Check Your Progress 7

- 1) Write your own answer.

Check Your Progress 8

- 1) Three phases are needed to remember for the identification and selection of an appropriate TLR- Selection, Presentation, and Final evaluation (refer section 10.5).

UNIT 11 MANAGING DIVERSITY IN CLASSROOM*

Structure

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Meaning and Nature of Diversity in Classroom
 - 11.3.1 Diversity in Classrooms
 - 11.3.2 Nature of Diversity
 - 11.3.3 Types of Diversity
- 11.4 Understanding Power Structures Among Students
- 11.5 Understanding Equity and Equality
- 11.6 Understanding the Self in Relation to Others
- 11.7 Strategies for Addressing Diversity in Classroom
- 11.8 Let Us Sum Up
- 11.9 Unit –End Exercises
- 11.10 References and Suggested Readings
- 11.11 Answers to Check Your Progress

11.1 INTRODUCTION

“To keep the golden rule, we have to put ourselves in other people’s place if we had the imagination to do that.... fewer bitter judgments would pass our lips. Fewer racial, national, and class prejudices would stain our lives.”
-Harry Emerson Fosdick

Today Indian education has come a long way with a much higher number of children getting access to education. Correspondingly, there has been increasing number of learners from diverse backgrounds entering the classrooms. It is a phenomenon that is rapidly manifesting in the present day. Everyone who comes to the classroom is unique having special attributes, and personality traits. The individual differences that we notice in each child may be attributed to his/her cultural, social, economic, and political background. We need to understand these differences in order to embrace diversity.

Diversity needs to be expected, respected, and celebrated. The classroom is an ideal platform to engage young students in discussions regarding diversity and instill values such as tolerance, acceptance empathy and compassion. Such efforts will make them future ready with the right knowledge, skills, competencies, and attitudes to participate fully in the processes of social, economic, and political development in the present day. However, it can be

* Dr. Letha Ram Mohan

incredibly challenging. It is difficult in drawing a clear demarcation between equality and equity in classrooms. Should students be provided the same education or an education catering to their individual needs? Should the focus be on equality or equity? These and many other questions arise when dealing with diverse set of students. The teacher has tremendous responsibility to recognize and accommodate all of these in the classroom. Students on their part are uncertain whether they would be accepted or if they will 'fit in' the class.

This unit addresses several questions related to diversity in classrooms such as: What do you mean by diversity? What are the types of diversity? How to distinguish between equity and equality? What is self and its relationship with others? What is the power relationship in a classroom? What are the strategies to address diversity issues?

11.2 OBJECTIVES

After going through this Unit, you should be able to:

- explain the concept of diversity;
- describe the nature of diversity in classrooms;
- explain power structures among students;
- distinguish between equity and equality;
- discuss the role of teachers, & institutions in ensuring equality & equity;
- compare self in relation to others;
- reflect on and share experiences /memories of diversity in classroom;
- identify some strategies for managing diversity in classrooms; and
- appreciate diversity in classrooms.

11.3 MEANING AND NATURE OF DIVERSITY

Let us peep into a typical a classroom and discuss the case of two students.

Case 1

Ankit and Bhargav have been enrolled in B.A Programme. Ankit belongs to an affluent educated family. His mother is a teacher in a private school and father works in MNC. Ankit had access to computer/laptop and other technological devices before coming to class. His classmate Bhargav, on the other hand, is a son of a farmer, who hails from Bastar District of Chhattisgarh and belongs to a poor economic background. He has not had any access to technology before coming to class. Ankit could receive a head start in his course as he had his schooling in a reputed private school in Delhi, whereas Bhargav has been lagging behind in academic progress. In the social circle, too, Ankit has made friendship with many students of his class, whereas Bhargav is mostly withdrawn and keeps to himself.

This is an example of diversity arising out of socioeconomic background.

11.3.1 Diversity in Classrooms

The word diversity is derived from the French word '*diversite*' which means 'making dissimilar'. According to Webster's Dictionary, 'Diversity is the condition of having or being composed of different elements especially the inclusion of different types of people or organization. So, when the word diversity is used in social context, it indicates a group of people or individuals who are different from each other in some way or the other. It also implies collective differences among people, those differences which distinguishes one group from another. These differences may be related to culture, language, gender, religion, physical appearance social and economic status, family structure, abilities, values, and beliefs. If viewed from the perspective of uniformity, diversity is the antonym of uniformity. Whereas uniformity is derived from 'Uni' and 'form' that is one form, or similar, diversity means variety. At the educational level, diversity is an umbrella term that refers to students who are different from one another. It means the understanding that each student is unique and recognizing that individual differences exist among students. Diversity is valuing such differences among students and the ways in which these differences can contribute to making learning environment in classrooms more vibrant, rich and productive. It also implies that we acknowledge that differences cannot be categorized into watertight compartments, nor are they fixed. It is celebrating individual differences and celebrating the varied dimensions of diversity in each learner. It is a way to explore and incorporate these differences which would lead to enriched learning. From such explanations it becomes clear that diversity as a concept encompasses acceptance and respect for all students. It promotes equity, equality and inclusiveness in the education institutions.

11.3.2 Nature of Diversity

There is an astounding variety in virtually every aspect of Indian society. Diversity with respect to cultural, linguistic, regional, economic, religious, class gender, and caste groups, have permeated even to the classrooms. Teachers encounter a diverse set of students. Some differences may be obvious like physical appearances, accent, and gender. However, some may not be so visible outwardly like religion, socio-economic background. Moreover, students also come from different racial, ethnic, and linguistic backgrounds. They may have different learning styles, different levels of motivation and different opinions about the world around them. Their ideas, perspectives, and values may also differ. All such characteristics make one individual or group different from another. As mentioned earlier, apart the race, ethnicity, and gender innumerable factors, like age, national origin, religion, disability, sexual orientation, socio-economic status, education, marital status, language, physical appearance, level of motivation, learning styles, etc. also contribute to classroom diversity.

11.3.3 Types of Diversity

Let us try to understand different types of the diversities that may exist in classroom.

a) **Cultural Diversity**

One of the major contributors to diversity is culture. Culture by itself is a comprehensive concept which includes values, ethnicity, behavioural styles, language and dialects, communication patterns verbal as well as non-verbal, perspectives, and world views. "Cultures have shared beliefs, values, practices, definitions, and other elements that are expressed through family socialization, formal schooling, shared language, social roles, and norms for feeling, thinking, and acting" (Cohen, 2009). Since it is a dynamic term and ever changing, there is no single definition of culture. So, when a learner differs from the mainstream culture in terms of ethnicity, social class, and or language we attribute it to cultural diversity. In our country, every region has its own identity owing to the rich cultural heritage and which is quite different from other regions or other states of the country. The customs, rituals, attire, food, festivals etc. vary from region to region and contribute to their unique identity. It is not unusual to see a Sardar wearing turban, Rajastani wearing a Pagdi and a Kashmiri wearing Pheran. It is this uniqueness of each state and region that contribute to our cultural diversity.

b) **Race**

Are we not familiar with the turning point in the life of Mahatma Gandhi when he was thrown out of a first class carriage in South Africa? Gandhi was not allowed to travel in the same carriage along with a white man, as the carriage was meant exclusively for the whites. When Gandhi refused to move (he had a valid first class ticket), he was thrown into the platform. That one incident changed the course of his life and he made a strong determination to fight against racial oppression and violence. It is a classic example of apartheid or racial discrimination.

In generic terms, race refers to people of common origin. For example, we talk of Aryan race, Dravidian race etc. The reference to race is usually based on physical or biological criteria, such as skin color, hair color or texture or facial features. However, research shows that genetic variation exists within racial groups rather than between groups. Therefore, racial differences in areas such as academics or intelligence are not based on biological differences but are instead related to economic, historical, and social factors (Betancourt & Lopez, 1993). The definitions and implications of race have undergone changes over time, influenced by the prevailing laws and policies. Racial prejudice still remains a major threat across the world. The ever-increasing protests and agitation in the global scenario are indicative of the prevalence of discrimination against the people of colour.

c) Ethnicity

Ethnicity refers to one's social identity based on the culture of origin, ancestry, or affiliation with a cultural group (Pinderhughes, 1989). It is erroneous to assume that ethnicity is the same as **nationality**. Whereas **nationality** refers to a person's status of belonging to a specific nation by birth or citizenship (e.g., an individual may be living in the US but will have Indian nationality because he/ she was born India, ethnicity is defined by aspects of subjective culture such as customs, language, and social ties. Similarly, it is different from race which presumes shared biological or genetic traits, where as ethnicity has connotations of shared cultural traits.

d) Gender

Gender is a social construct of what it means to be male or female in our society and how those genders are interpreted by society. There is a tendency to confuse gender with sex. But it is to be remembered that sex is a biological descriptor determined by chromosomes and internal/ external reproductive organs whereas gender is derived from society. Gender has more to do the societal outlook of how people around view vis-a-vis their sex.

The gender disparities exist at all levels of education. For example, in rural areas the discrimination between male and female children is more prominent, where boys are sent to schools and girls are asked to do household work. The following case would illustrate this:

Case 2

Radha is aged 14 and she is studying in a government school in Farrukhabad, district of Uttar Pradesh. She is a bright student and is ambitious of joining Defence Services.

It so happened that everyday some boys from the neighbourhood would follow her, as she would walk to school. Radha was getting more and more anxious about the eve teasing. She complained about this recurring harassment to her mother. She also asked for permission to join the Martial Arts coaching so that she will be empowered enough to face the challenges.

Alas, her request was turned down and what added to her misery was that her parents refused to send her to school again. Radha's dream of pursuing higher education and getting a job lay shattered.

The problem becomes more serious when gender discrimination is compounded by class, caste, religious and other disadvantages. For instance, in the case of female children in rural village belonging to minority class, their dropout is the highest. Apart from the fact that they happen to be girls and belonging to minority class makes the discrimination more amplified.

Gender differences have some similarities with cultural differences also, at the same time there are dissimilarities too. Traditionally, a female has been considered as the weaker sex. There is ample research evidence to show that the physiological differences between the sexes do not necessarily cause differences in the ability to succeed at school or work. It is misconstrued by culture. Typically, a “male” is portrayed as aggressive, assertive, and competitive in nature whereas, a “female” is described as passive and shy. In schools, boys are encouraged to develop skills in fields like engineering and computer science; for girls, the suggested fields are arts, teaching, nursing etc., subjects that are related to personal aesthetics. Though, society is experiencing a shift but still if we speak about co-curricular activities like sports, boys are encouraged to join boxing, cricket, football etc. and girls generally play kho-kho, badminton etc. In the formal curriculum, discrimination between boys and girls may not be obvious, but the hidden curriculum reinforces stereotyped notion of gender identity through the process of gender socialization. Even now in many societies, the perceived differences between females and males are being executed.

e) **Social Class**

In our society, it is not uncommon to see how upper economic class individuals are likely to attend prestigious schools and institutes than those attended by their lower economic class counterparts. Since they belong to educated families and have higher incomes, they can enjoy greater educational advantages, such as private schooling, coaching etc. This is due to social class diversification. Social class is a social construct and includes a person’s income or material wealth, educational status, and/or occupational status. It may be **defined by the amount of status**, which the members of that class have as compared to members of other social classes. It groups individuals in a stratified hierarchy based on wealth, income, education, occupation, and social network. It can also influence how people belonging to a particular class, feel, act, and fit in. The ever-widening gap between levels of social class has been increasingly contributing to diversity in our society. Let us recall the previous example of Ankit and Bhargav. Ankit belongs to upper economic class, whereas Bhargav is a son of a farmer, belongs to lower economic class. There is a lack of self-worth in Bhargav which makes him reluctant to mingle freely with his peers. Also, there is this gnawing self-doubt if he will be accepted by his peers. Ankit, on the other hand has a large circle of friends and he exudes confidence.

f) **Economic Diversity**

Economic differences in our society may be traced back to the caste system where there was a huge divide between the upper castes that had the monopoly over the lower caste. The money power related to caste and class has given rise to economic differences like the rich and the

poor, the haves and the have nots, adding yet another dimension to our diversity. It is related to the great variations in the economic status of people in a country. The rich and wealthy lead a very luxurious life style, which is very different from that of the middle class, the poor or those living below poverty line.

g) Disability

Disability refers to visible or hidden and temporary or permanent conditions that cause barriers or challenges, and impact individuals of every age and social group. Disability can be broadly categorized as Physical, Intellectual, Mental illness and Sensory Disabilities. It is an umbrella term, which includes impairment, activity limitations, and participation restrictions (The International Classification of Functioning, Disability and Health (ICF)). **Impairment** is a problem in body function or structure; there can be sensory impairment like hearing impairment, and visual impairment. For example, a child with hearing impairment will not have the capacity to hear sounds; when a child finds it difficult in executing a task or action, there is **activity limitation**. A child afflicted with polio may not be able to walk nor run like other children; while a **participation restriction** is a problem experienced by an individual in involvement in life situations such as restrictions in working or engaging in social and recreational activities.

Again, let us take a classroom example of a learning-disabled child who has dyslexia. This student is disadvantaged since he/she cannot cope with the amount of reading and writing that is required in a regular classroom. However, in another situation, like Art or graphic design, the same student would not be disadvantaged because he/ she will feel comfortable drawing, painting etc. which does not involve reading/writing. However, in most cases the talents of such students go unnoticed. They are among the most vulnerable groups who are at the risk of social exclusion. Since they are different from perceived norms of a population, they are subjected to varying degrees or forms of social exclusion. Realizing the seriousness of such situations, many policy reforms by the Indian Government have tried to focus on the education of disabled children and their welfare. RTE provisions, Integrated Education of the Disabled Children (IEDC), Integration of Children with Disabilities (CwD) in regular school, Sarva Siksha Abhiyan (SSA), and Rashtriya Madhyamic Shiksha Abhiyan (RMSA), and Inclusive Education for Disabled at Secondary Stage (IEDSS) have been some of the significant policy advocacies in the field of inclusive education of CwD/CWSN.

The National Education Policy, 2020 recognizes the importance of creating enabling mechanisms for providing children with special needs (CWSN) or Divyang the same opportunities for obtaining quality education like any other child. Though such attempts have gained

momentum, yet there are miles to go where all such diverse learners participate in the learning process, and are taught using strategies tailored to suit individual learning needs.

h) Religion

By religion, we generally mean belief in supernatural being or entities. Definitions of **religion** mostly include shared systems of beliefs and values, symbols, feelings, actions, experiences, and a source of community unity (Cohen, 2009). Religious beliefs and practices are discussed in relationships with the divine, and faith, all of which differentiate it from culture.

Religion has been playing an important role in Indian society from the very ancient times with people belonging to multi religions. A classroom is a miniature society with students from different faiths like Hindu, Muslim, Christian and Sikh each differing from one another due to the varied rituals and practices that they follow. Yet, they abide by our Constitution which treats all religious groups on equal terms. It professes freedom to all religious groups to hold and practice their beliefs and rituals. Secularism has been embedded in all the national policies on education. The underlying message is that all these religions teach similar values- love and care for one another. It is unfortunate that in the name of religions wars are fought, violence unleashed.

i) Linguistic Diversity

Linguistic diversity has been defined in a broad sense as the 'range of variations exhibited by human languages' (www.terralingua.org). India is a multi lingual country with a flourishing culture of many languages and dialects. According to latest analysis of a census more than 19,500 languages or dialects are spoken in India as mother tongues. But all these languages are not equally widespread or spoken. There are approximately 22 official languages and each language has many dialects. This way language canvas in India is woven intricately with multiple patterns of speech yet they form an organic whole. This linguistic diversity contributes to the richness and variety of languages in our country and yet forms a striking example of unity in diversity.

In the classroom, linguistic diversity refers to learners whose home language is a language other than the medium of instruction. Schools and colleges in India are a classic example of this linguistic diversity that many students experience. Let us take a quick survey of your classroom. You may ask your classmates about their home languages. You may be amazed to note that in a single classroom, there may be more than 20 home languages spoken by your classmates. This Linguistic diversity is an offshoot of cultural diversity. As an example let us talk about Parvati. Parvati's parents have migrated from Tamil Nadu to Delhi and have settled there. Parvati's mother tongue is Tamil, but she goes to a Government school where the medium of instruction is

Hindi. She like many others who are second language learners, having limited proficiency, use bilingual, language, and are mainstream dialect speakers.

Research provides ample evidence that multilingualism has positive effects on cognitive development. It also contributes to enhanced memory and social skills. Yet, at the same time, it may be observed that children like Parvati may talk excitedly within their group who speak in their native language but become shy or inhibited while interacting in official language or in the medium of instruction which is different from their home language. Teachers need to explore ways to use home language/mother tongue as link language in oral domain to teach language and other subjects (NEP,2020). Language influences the way people of a given culture speak with others, the tone, perception of experience, and familiarity/‘*apnapan*’ inherent in conversations among speakers of a common language are a reflection and record of a culture (NEP, 2020). Hence NEP lays much emphasis on learning in Mother tongue /home language , promoting multilingualism and also harnessing the power of language .

By now, you must have understood the various attributes to diversity. However, it is important to acknowledge that diversity goes beyond these measurable factors like ethnicity, socio-economic status, or gender to the much more complex aspects like their learning styles, level of motivation, their support system etc. In addition, more than ever it is recognized that education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education in which every citizen can dream, thrive, and contribute to the nation. NEP 2020 clearly mentions that the education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. The NEP 2020 policy reaffirms that one of the major goals of all education will be bridging the social gaps in access, participation by all students and improving learning outcomes in school education.

Classroom diversity will benefit students in several ways. They would become more aware of the world outside the four walls of the classroom and empathize more with people who are different from them. It would expand their horizon and promote reflection. They will also be able to look at situations from different perspectives and deal with them more open-mindedly. Yet another advantage is that classroom diversity would help understand the uniqueness in each individual while they remain part of a larger group. Exposure to diversity would prepare students for workplace where they may encounter diversity of all sorts yet will be able to cope with it. They would be able to enter their workplace more confidently, since they have already imbibed the qualities of being tolerant, understanding, and open-minded about differences in people. One of the most important pillars of learning is learn for life. We can prepare our students for this, by encouraging them to talk about diversity and embrace it right from a young age.

Check Your Progress I

Notes: a) Write your answer in the space provided

b) Compare your answer with the one given at the end of the unit

1) Do you agree that classroom diversity should be celebrated. Why?

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2) What is Linguistic diversity? Why is this most prevalent in our country?

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3) List some characteristics of your cultural background that may be different from that of your classmate.

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11.4 UNDERSTANDING POWER STRUCTURES AMONG STUDENTS

While we are talking of diversity among students, it is also important to understand the power structure in a classroom since no discussion is complete without touching upon the power dynamics that exist in the system. "Power" is a term commonly employed in a wide variety of situations. The definition of the term also varies from one situation to another. We shall examine only that is particularly pertinent to classrooms. The word power is often associated with one's ability to influence another less dominant individual's opinion, behaviour and values (Vlčková, Mareš, & Ježek, 2015). It represents the struggle between unequally positioned individuals, where renders one individual as more powerful than the other. In the classroom, there are many relationships of power i.e. between students and teachers, among students, and between students and the material being studied.

Power distribution in the classroom is mostly created because of access to knowledge, information, material, wealth etc. The most striking among them is the power of the instructor /teacher versus that of the student/learner. Traditionally, organizations like schools and colleges are viewed as having authoritarian structure, with teachers being powerful at the top as transmitters of knowledge, having control of curriculum and powerless students at the bottom as passive recipients. Most often, students are told what to learn, how to learn, when to learn, how to behave and then they are assessed without considering the diverse intelligences that exist in each student. The test /assessment in most cases are 'one size for all'. Based on assessments and test scores/ marks etc., students are categorized as successful or unsuccessful and awarded or punished accordingly. This is a narrow view creating a hierarchy in the classroom where the teacher has more control/ power while students have no say whatsoever. "The traditional view of education, a view that still prevails, holds that learners must submit themselves to teachers" (Menges, 1977, p.5).

However, education has been undergoing rapid change in the recent past. With the paradigm shift in teaching-learning process, the pedagogy has moved away from the teacher-centric to learner-centric with lot of autonomy for them to manage their learning. Teachers still have some control in the classroom to shape their learner's behaviour or deal with their inappropriate behaviour but in a democratic way.

In addition, it has become highly necessary to have a healthy working relationship with students. It means listening to their views/ opinions before making decisions that will affect them, even in assessment practices. Teachers may use specific strategies to provide students with responsible ways to meet their need for power like giving students opportunities to express them, helping them gain recognition, and adopting other classroom positive strategies to help students gain personal empowerment in schools. The point is how to use that power without being autocratic or making students feel inadequate and powerless. Again, power dominance may be seen among students who are physically strong. Often, children who are differentially abled are denied the same right to an equal education and equality of opportunities which are enjoyed by other children in the society. Attitudinal barriers and discriminatory practices adversely affect the full participation of students with disabilities.

Moreover, it is not uncommon to hear about cases of bullying and ragging in institutional premises. Bullying stems from physical advantage or a social advantage enjoyed by some students over the others. Initially it may start in a light mode but sometimes turn ugly when it takes the form of threats, intimidation or repeated cruelty; such practices need to be condemned. All efforts should be made to ensure that students are protected and they have every right to learn and enjoy education without being threatened, terrorized, or picked on. A typical classroom comprises of students from diverse

backgrounds constantly interacting in formal and informal ways. Such interactions have a huge impact on their intellectual, behavioral, and emotional well being. Hence, it is vital to understand the power structure in the classroom.

11.5 UNDERSTANDING EQUITY AND EQUALITY

In common parlance the two terms equity and equality are used interchangeably. However, it is crucial to understand the difference between the two especially when we talk of educational barriers in schools and finding appropriate interventions to overcome them. Equality as the word suggests is the state of being equal –be it providing same opportunities, resources or granting same rights. According to Webster Dictionary, equality is the “quality or state of being equal,” where equal is defined as having the same measurement in quality, nature or status.

Equity, on the other hand, is providing resources, opportunities according to specific circumstances. The Merriam Webster Dictionary defines equity as, “something that is equitable,” where equitable is defined as, “dealing fairly and equally with all concerned.” With respect to education, it assumes that students have different needs, therefore, provision should be made based on said needs. In this way, equity ensures that every student has the support they need to be successful. It calls for an understanding of the unique challenges and barriers faced by individual students or by group of students and providing additional support to help them overcome those barriers. The goal is to help achieve fairness in treatment. Equity implies “leveling the playing field” so that fairness happens along the path and everybody gets a chance to be successful. While this in itself may not ensure equal outcomes, we all should strive that every child has equal *opportunity* for success. The differences between the two concepts are explained by depicting two scenes illustrated in figure 11.1.

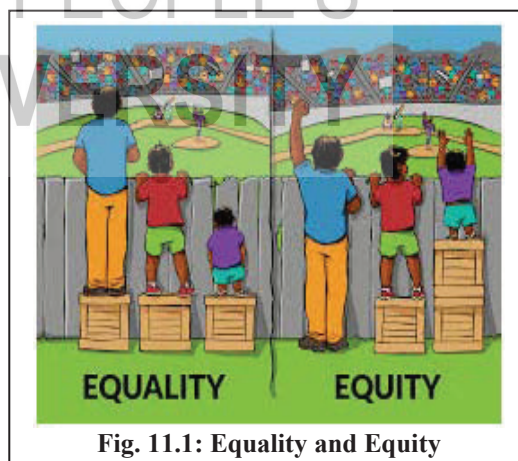


Fig. 11.1: Equality and Equity

There are three spectators with different heights watching a match. The first picture shows that all the three spectators watching the match are standing on the same type platform depicting equality, i.e. every person is getting the opportunity to watch the match. However, the tall adult does not need that platform and the short child is not able to see even while standing on the platform. The second picture depicts equity. The tall person is not standing on a platform but he is still able to watch. The shorter child is given two

platforms with which he is able to watch. This way equity could be established.

Let us try to understand the distinction between the two with a classroom example. In a class there may be students who may be slow in writing, some may need additional aides while writing, while some others will have difficulty in comprehending the topic. Suppose a teacher gives assignment for writing an essay. She may expect only 3 paragraphs instead of 5 from students who have difficulty writing. For those whose pace of writing is slow she may give additional time to complete the assignment or allow completing after school hours; providing cues and tips regarding the topic for those who are not able to understand the topic. Or give additional aides for those who have physical disability like problem of sitting on a chair. In this way, the teacher tries to address the problem of inequity by providing additional resources to those who need.

In the field of education, it can be illustrated by, citing examples of measures taken by certain schools and colleges to augment their online teaching mode. A school may provide tablets for all students to facilitate online classes. But some students may not have internet facilities at home, or they may not be comfortable using tablets. There might be problem of coping with new methods of learning. Schools may treat them as equal by providing same gadgets, but progress and achievement of using the resources would vary to a great extent. The measures are based on the principle of equality but not equity as individual needs are not considered. By ensuring equity in classroom, we can reap many benefits for students and for society as well. Some of the major advantages are:

- Enhancing the quality of classroom environment;
- Understanding student's individual challenges and offering tailored support;
- Opportunity for every child to try and succeed;
- Improving academic achievement;
- Increasing cooperation and collaboration among students;
- Improving mental health conditions, direct correlation with socio emotional quotient;
- Improving physical health and life span; and
- Contributing to economic growth.

However, even with all scientific evidence to support the need for equity, still it remains a complex issue. Teachers and educators have the tremendous responsibility to understand students' individual challenges and provide support by catering to their individual needs. Students, on their part, must make sure that their voices are heard, work in collaboration with fellow students and develop values of compassion and empathy.

Activity -1

Review the examples below. Does the situation described seem fair? How is it unjust? If it does not seem fair, what are some things that could be done to make it more just (equitable?). There might be different solutions to reach an equitable solution.

Situation	Fair? If not, what could be done to make it more just (equitable)?
A city has three times more private schools in its north where the elites are staying than in its south part.	
A girl who has keen interest in boxing is not allowed by her parents to join coaching.	
A private school decides to hold its annual day. But participation is limited to only those children whose parents agree to give donation	
In a panchayat election in the village, women are not allowed to contest.	

Activity-2

Imagine what it would be like to live in a world where everyone is treated the same no matter what it is. Is this a world you would want to live in? Why or why not?

11.6 COMPARING THE SELF IN RELATION TO OTHERS

So far, we have been trying to study diverse set of students in a classroom. Let us pause for a while and look at ourselves.

Suppose you are asked to write “Who am I?” There could be very many different responses. Student A may write his/ her name, student B may write about his/ her lineage like “I belong to the family of so and so”. C may say which place he/ she belongs to. Another student may write about her ambition. Yet another will talk about her/his personality and so on. There will be multiple answers but no answer will be similar.

Let us try another exercise. How would you describe yourself in one sentence? Each one of you should attempt to complete the following:

I am.....

I am sure there will be varied answers like

A; I am a pretty girl

B I am a caring friend

C. I am a good artist

D:I am a shy student.

Answers may vary from one person to another. These are the various beliefs about oneself. The sense of self refers to the sense of who we are and what makes us different from everyone else. So, the self is not what we are born with but created as we grow up. Then you may wonder who shapes the development of yourself? There are many people including parents, family members, teachers, peers, friends, contribute to shaping your beliefs. The self is the first and foremost of beliefs that we hold for ourselves. Understanding the self implies awareness and ability to understand one's own thought and actions. It also helps to get an insight into our attitudes, our strength and weaknesses, our motive, our interests etc.

Understanding the self is very crucial. Psychologists, Sociologists and great thinkers alike emphasize the importance of knowing oneself. From time immemorial, Indian scriptures have dealt in detail about realization of self, central being of the individual in which the 'Atman' is the innermost self.

Now, let us try to understand the term 'self concept'. The collection of all the beliefs about us is our self-concept. Each one of you must be having a mental picture of who you are. As mentioned earlier, you may think of yourself as a good friend, an intelligent student, a kind neighbor, a pretty girl, a caring friend, etc. These are your attributes and characteristics which forms your self-concept. Therefore, self-concept becomes the cognitive image that each individual hold of himself/herself. Self-concept refers 'to the composite ideas, feelings, and attitudes people have about themselves' (Hilgard, Atkinson, and Atkinson, 1979: p.605). According to Purkey (1988), self-concept is "the sum of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence." It can be explained that self concept is an all-encompassing term including one's beliefs, traits, characteristics, goals, objectives, ambitions, values, etc. It is the sum of all the knowledge about the self or awareness about oneself. Identities are the building blocks of self-concept and these identities are developed because of interpersonal communication. Self- concept consists of three types of identities: personal, interpersonal, and social-role identities but all interrelated.

Personal Identities: They are intrapersonal identities that are conceptualized as *within* the individual and only indirectly acquired as a result of interaction with other people.

Interpersonal Identities: As the term interpersonal indicates that it involves interaction between people. It refers to those self-perceptions that reflect our own interpersonal style of communicating- that is, how we see ourselves relating to others in our interpersonal lives.

Social Role Identities: The identities of this type refer to those self-perceptions that are derived from culturally defined roles and the behaviours that have been specified by that culture or subculture.

Self- concept reflects the Individual's efforts to understand and find meaning in himself/ herself. At the same time, it is important to remember that self- concept is not static, it is in a state of flux ever changing with the change in life experiences. If, the experiences are positive that person would have positive self-concept. If, on the other hand, the life experiences have been negative his/her self concept would be weak and the mind would be riddled with self doubts. Also, it is important to remember that one's self concept is impacted to a great extent by people around. It is constantly shaped by the current interplay of individual and society.

If you are asked a question, 'Are you intelligent or stupid?' you will take a pause to look around you. Your answer to a great extent is shaped by what others opinion of you. It can be your friends, peers. teachers, colleagues, parents. family members, relatives etc.. Now you can understand that the concept of self is not formed in isolation but by the constant and continuous interactions with others.

In a classroom if a student is repeatedly told by the teacher that she is /he is dull, the student would internalize it and align his/ herself concept with it and start believing that she/he is indeed dull. This aspect is reiterated in the concept of the **looking-glass self**. It states that, *part of how we see ourselves comes from our perception of how others see us* (Cooley, 1902). Self-concept would include physical, psychological, and social attributes, which are influenced by the individual's attitudes, habits, beliefs, and ideas. It also involves self-evaluation or self perception. According to Carl Rogers, one of the founders of humanistic psychology self-concept includes three components.

i) Self-Image

Self image is the way we see ourselves. Self-image is formed by what we know about ourselves physically (e.g. black hair, tall, dark), our social roles (e.g. daughter, sister. wife), and our personality traits (e.g. generous serious, kind). You must remember that such self image do not necessarily match reality.

ii) Self-Esteem

Self-esteem is an important attribute of one's personality. This is done by comparing ourselves with others as well as others' responses to us. Sometimes it is referred as self-worth which indicate the extent to which we like, accept, or approve of ourselves, or how much we value ourselves or the sense of worth you attach to yourself. Some of you may have high esteem and hold a positive view of yourselves. (For example, I am a smart student, I am so beautiful). Such people tend to be optimistic, confident and are likely to do what they think is right. Again, taking pride in ones'work, accomplishment, or achievement is a sign of positive self-esteem. People with low self-esteem, on the other hand, are

generally pessimistic and lack confidence. (I am not intelligent; I am so stupid).

iii) Ideal Self

The ideal self is what we would like to be. If your self-image matches with your ideal self it will lead to high self-esteem and would help to realize your potential to the maximum. On the other hand, if your self-image does not match with your ideal self it can have a negative impact on your self-esteem and come in the way of self actualization. Understanding about self becomes very crucial, especially while making decisions about one's career, education plans, life choice and goals. Once you have analyzed your strengths you will be able to work on them and enhance them. Similarly, once you recognize your weaknesses you may try to overcome them so as to succeed in life. Hence, the need to understand yourself your innate potentials and think of ways to nurture them and also taken care of physical, emotional, mental, spiritual needs.

Understanding about oneself will also help to understand others. When you know yourself well, you know others well. Understanding others is central to the development of positive and satisfying relationship. Goleman (1995) suggested, that 'understanding others is more than just sensing other people's feelings and emotions. It also means taking a genuine **interest** in them and their concern when you know yourself well, you know others well'.

Understanding others becomes central to the development of positive and satisfying relationship. This is lucidly explained in the popular transactional analysis theory, developed by Eric Berne. *Transactional Analysis* (TA) is a popular psychological theory that elucidates about how each individual think, act and feel in diverse ways. You know that when two people meet, they interact with each other and engage in social transactions, where in one respond to another. This social interaction is described as Transactional Analysis. TA enables us better understand ourselves by analyzing our transactions with the people whom we interact closely. Transaction therefore can be said as conversation/interaction between two people.

TA is based on 3 principles:

- i) We all have **three 'ego states'** (Parent, Adult, and Child)
- ii) We all have **transactions** (with other people, or internally with ourselves)
- iii) We all (unconsciously) **activate our ego states** in our transactions, which can lead to conflict, negative emotions, pain, etc.

The basis of transactional analysis is to identify which ego states are present in your transactions. Once you identify, you will become more conscious of your thoughts and behaviors, which in turn will help you to have better, more constructive transactions with the people closest to you. It can be used to address one's interactions and communications with the purpose of establishing and reinforcing the idea that everyone is valuable and has the capacity for positive change and personal growth. If we consciously

consider our feelings, we can make a conscious choice: to act on them or not. For this, we must recognize our emotional state and then, using rational thought, make a conscious decision to change. Based upon the work of Dr. Eric Berne (1961) on TA, Harris published *I'm OK – You're OK: A Practical Guide to Transaction Analysis* in 1969. In that, Harris described life positions as basic beliefs about oneself and others. These positions are used to justify decisions and behaviour. The ok matrix given below is also known as life positions. In the ok matrix there are four positions.

<i>I am Not OK You are Ok</i>	<i>I am OK You are Ok</i>
<i>One down Position</i>	<i>Healthy Position</i>
<i>I am Not OK You are Not Ok</i>	<i>I am OK You are Not Ok</i>
<i>Hopeless position</i>	<i>One Up position</i>

Fig.11.2: OK matrix

- ***I am not OK – You are OK***

When a person thinks I'm not OK but you are OK, then the person is putting himself/herself in an inferior position with respect to others. This position may be due to having low self worth formed at an early age by dominance of parents, teachers, or peers. Individuals in this position have a particularly low self-esteem and will put others before them. They may always try to please others, because one feels powerless and inferior when compared to others and not confident that they can do what others can do.

- ***I am OK – You are not OK***

In this position, the person will feel superior in some ways compared to others and consider others as not OK. Such persons may be contemptuous of others and will be quick to anger. Many managers, parents and others in authority fall in this position assuming that they are better, and others are not OK.

- ***I am OK – You're OK***

This position is potentially a healthy position. When the person considers himself/herself OK and also considers others as OK, then there is neither feeling of inferiority or superiority. Here, the person is comfortable with other people as well as himself/herself. Individuals in this position are confident, cheerful, positive, and work amicably with others to solve problems.

- ***I'm not OK – You're not OK.***

This is a relatively helpless position, as nothing seems worthwhile. The person neither likes to take help from others, nor can s/he help

himself/herself. Individuals in such a position may withdraw themselves. They may sink into depression or experience emotional disturbances.

Understanding oneself and others, therefore is a critical aspect in interpersonal relationship and has deep connotations. The Transactional analysis helps to understand the behaviour of other person so that communication becomes effective. It also helps to motivate, guide and direct other persons. In classrooms, we should try to understand each other through various strategies, accept students, their feelings, their background, and their behavior. It is important for teachers to guide them how to set realistic expectations of themselves and work towards their goal.

Spending time on meditation and retrospection are proved to be highly beneficial for proper development. As students, you all must spend a few minutes to be alone withdrawn from outward cues, look within, and concentrate on the inner self. Yoga and meditation are excellent ways to connect with the self. In addition, you may set aside some time, hopefully every day, to honestly look at yourself and reflect on your goals, analyze what is working and what is not working or acting as a hindrance to achieve your goal. Committing to mindful habits like these can bring you closer to success. By learning to like yourself and developing positive thoughts about yourself and others, improve the quality of interpersonal relationships.

Check Your Progress 2

Notes: a) Write your answer in the space provided after each item.

b) Compare your answer with the one given at the end of the unit

1) How is self- concept formed?

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.....

.....

2) Give examples of unequal power distribution in classroom.

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.....

3) What are the life positions in Transactional Analysis?

.....

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.....

11.7 STRATEGIES FOR ADDRESSING DIVERSITY IN CLASSROOM

By now you must have realized that diversity is created by individuals and groups from a broad spectrum of demographic and philosophical differences. You would also appreciate the need to support and protect diversity to create cooperative and caring community where students feel safe and secure.

However, managing such diverse and heterogeneous classrooms is a major challenge for teachers because of its complex nature. More than simply acknowledging and/or tolerating differences, it is essential to create positive learning environments and instructional strategies that support each child to realize its fullest potential.

Some strategies to address classroom diversity are:

- **Recognizing the increasing Diversity of classrooms:** There is a need to recognize the changing social composition of learners in the classroom resulting from the increased nature of diversity. It also poses a need redesign curriculum, teaching-learning practices and processes, learning materials, assessment methods etc. so that they meet the different learning needs of children from diverse backgrounds.
- **Differentiated Instruction:** Differentiated instruction refers to such practices wherein different students are provided with different avenues to learning whether it is for knowledge acquisition, skill acquisition, or for processing, information, or making sense of ideas. It involves identification of students' perceptual strengths and teaching accordingly. If students are taught based on their strengths and interests, they will feel engaged and interested in what they are learning, differentiated instruction have direct impact on cognitive skills as well as other valuable skills such as social skills and positive working habits. In this technique, teachers proactively modify the curriculum, teaching methods, resources, learning activities, and student products to address the needs of individual students and small groups of students to maximize the learning opportunity for each student in the classroom (Hillier, 2011). The underlying philosophy is that all students within a classroom can learn effectively, irrespective of individual differences.
- **Interactive pedagogy:** Pedagogy should move from a transmission mode to a more affirming participatory mode. This would provide a window for interaction between the teacher and the students. Also teachers can help students see learning tasks as meaningful. Instead of treating students as 'others', teachers may establish a bond.
- **Scaffolding:** By providing "scaffolding" teachers can link the academically challenging curriculum to the cultural resources that students bring to classrooms. By scaffolding, the teacher breaks up the learning /content into chunks or small units and provides a tool, or

structure, with each chunk. For example, if the objective is to make students read a text, the teacher might preview the text and discuss key vocabulary or divide the text into smaller units and then read and discuss the lesson.

- **Cooperative collaborative learning:** Cooperative collaborative learning is a very popular and cost-effective strategy. The basic idea is to promote cooperation and interdependence among students while underlining the importance of personal responsibility. Such practices seem to have positive effects on student learning. The project method very popularly used in schools and colleges is based on the principle of cooperative learning. Cooperative learning strategies provides learners with essential opportunities to interact in meaningful, purposeful, and interesting ways. By working as a team, students can build their self-esteem. It also helps them develop scholastic as well as non-scholastic skills.
- **Accepting different perspectives:** Challenging students to consider different perspectives can teach students how to interact with their peers on a social level and equip them with skills they will use for the rest of their life. It will also teach them how to make logical conclusions.
- **Tap into students' backgrounds:** Understanding students' home cultures will enable a better understanding of children's behavior in and out of the classroom. Teachers must try to involve parents more and more.
- **Holistic approach:** Instead of rote drill and practice, integrated holistic approaches may be considered to make learning worthwhile and interesting paying attention to cognitive, affective, and psychomotor domains.
- **Teacher Capacity Building:** Educators and trainers are powerful agents of change for establishing equity in classrooms. For this, they must be equipped with the necessary knowledge, skills, attitudes, and values. They must also have the requisite motivation and commitment.
- **Equitable participation:** Teachers must oversee that classroom conversations are structured in such a way that each student gets opportunity to participate. Ground rules or specific guidelines for participation can be made in consultation with students and taking their suggestions.
- **Capitalize on multiple intelligences:** If teachers acknowledge multiple intelligence among students, it encourages a wider range of students to successfully participate in classroom learning (Brualdi, 1998).

Education Institutions have a major responsibility to deal with diversity through:

- **Appropriate Curriculum:** Schools and colleges must provide an academically challenging curriculum that includes attention to the development of higher-level cognitive skills and 21st century skills.

Also, contributions of various ethnic groups. may be integrated into the curriculum. For example, Children's Literature that has stories/poems drawn from a variety of religious and spiritual traditions, folklores etc. would make interesting reading. Care should be taken to ensure that curriculum content is free of bias, prejudice, discrimination, casteism, and sexism. At the same time, it should have scope for social interaction among teachers, administrators and students based on mutual trust and understanding.

- **Zero tolerance to discrimination:** Schools/institutions/ must take a strong stand showing zero tolerance over bullying, teasing, and other disparaging behaviour, at any time in the school/ college/campus.
- **Integrating inclusive Education:** Integrating inclusive Education into pre-service and in-service teacher education and into training of schoolteachers at all levels would undoubtedly improve the ability of the faculty to deal with diversity issues in classes.
- **Technology Integration:** Schools should facilitate Technology integration. The use of multimedia and other technology would enable active engagement of students. By integrating visual and auditory inputs, teachers would be able to create sustained interest in students digitized books are found to be incredibly useful in increasing access, saving space, and achieving cost effective efficiency.
- **Parental involvement:** Parental involvement is a valuable aspect. Understanding students' home cultures through regular interaction with parents would help to better comprehend student behavior. It is essential to tap into students' backgrounds to deal with individual problems.
- **Strengthening of SMC/SMDC:** Community members and parents or guardians may be encouraged to become actively involved in students' education and in making important decisions related to programmes.
- **Dispel myths and stereotypes:** All stakeholders must be encouraged to take collective responsibility to dispel stereotypes that are major hindrances in accepting diversity. The new NEP 2020 has taken cognizance of this need by laying stress on demystifying such stereotype.

Above all, the national policies may reiterate that equality and equity with respect to access and outcomes are highly essential for quality of the education system and reaching the Sustainable Developmental Goals. Quality is not confined to improving the quality of school infrastructure or improved access to education. Diversity is much more than just teaching or preaching, it is also about practicing in classrooms. Quality is reflected in the various ways by which the diverse learners are nurtured to maximize their potential.

Let us accept individual differences, let us celebrate diversity.

11.8 LET US SUM UP

In this unit, we have discussed the concept of classroom diversity, the different types of diversity and the major differences between equity and equality. We have also discussed the relationship between the self with others while focusing on concept of self and its identities. We also saw the power structure that constitutes the classroom. You have also been introduced to the various strategies to address classroom diversity. Use of technological interventions has also been explained. It is worthwhile to remember that all our attempts should be focused on accepting diversity and celebrating it.

11.9 UNIT- END EXERCISES

- 1) Do you think diversity in classrooms should be accepted and celebrated? Why/Why not?
- 2) Draw out the major differences between equity and equality.
- 3) How does equity ensure enhanced achievement?
- 4) 'Part of how we see ourselves comes from our perception of how others see us.' Do you agree with this statement? Justify your answer.
- 5) Mention some of the strategies which can be used to address diversity.
- 6) Do you agree that classroom diversity should be celebrated? Why/ why Not?
- 7) What is Linguistic diversity? Why is this most prevalent in our country?

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11.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- 1) Diversity should be celebrated. It will benefit students in many ways. It is a potential tool for achieving social justice and equality, inclusive and equitable education. It will prepare students for life.
- 2) Linguistic diversity in classroom is when learners whose home language is a language as the medium of instruction. In India, this diversity is very prominent as there are approximately 22 official languages and furthermore dialects. There is rich variety in our folk lores, poems and literature.
- 3) You may mention about different customs like greeting a guest, rituals observed in marriage ceremony, attire usually worn, food which are consumed normally, festival celebration, etc.

Check Your Progress 2

- 1) Self - concept is formed by individual perceptions of his/her own behavior, abilities, and unique characteristics. It generally embodies one's beliefs, traits, characteristics, goals, objectives, ambitions, values, etc. It is the sum total of one's knowledge about the self or we can say awareness about oneself.
- 2) Some examples are male dominance, bullying, classroom hierarchy, authoritarian teachers.
- 3) I am not Ok You are Ok, I am Ok You are Ok, I am Ok You are not Ok, I am Ok You are not Ok.



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