



Cost and Budgeting

**Management of
Academic
Resources**

**Concept,
Importance
and Need**

**Strategies for
Quality
Improvement**

**Management of Student
Support System**

Management of Curriculum

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“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी



“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

— Indira Gandhi



Block

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October, 2009

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ISBN: 978-81-266-4267-0

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Further information on Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.

Printed and published on behalf of the Indira Gandhi National Open University, New Delhi by Director, School of Continuing Education, IGNOU.

Lasertypeset at Graphic Printers, Mayur Vihar, Phase-I, Delhi-91.

Printed At :- Kalyan Enterprises ,215/5 Ambadker Gali Moujpur, Delhi -53

Course Introduction

A global emphasis on the quality, relevance and impact of education is focusing attention on policy reform, innovation, equity, access, relevance along with regional and global competitiveness. This course is designed to provide students with the knowledge and understanding to manage and lead the change in educational institutions both in national and international contexts. The education has been undergoing tremendous changes which can impact upon teachers and others who manage and lead educational institutions. In order to bring the best in professional knowledge and practice to support schools and teachers in meeting these challenges, need for professional skills to manage effectively any education endeavour is must. This course focuses on management of an institution. Here contents are presented in five blocks comprising twenty units. The course begun with the block management of curriculum and fifth or the last block is on total quality management in an institutional context. In brief, we discussed the five blocks given under below.

The first block discussed on **management of curriculum**. Here we elaborated on various dimensions of classroom management and factors influencing classroom management. These are also focused on curriculum transaction with an understanding of the dynamics of classroom management which essentially involves the practical techniques of management. On the other hand, we also discussed management of evaluation, academic resources and curricular and co-curricular programmes and activities.

The second block examined **management of financial resources**, here we discussed educational finance, and its meaning and importance. Moreover, resource mobilisation, accounting and budgeting has also been discussed.

The third block focussed on **management of student support system**. It is possible to explore how student support can be changed with the help of administrative and human resource management. Here also we have elaborated on administrative resources and human resources management in the educational management context.

The fourth block involved with **management of infrastructure**, where we discussed the need, importance and utilization of infrastructural resources. Along with that we also focused on physical resources management in the view of educational context.

The last block, i.e. fifth block discussed on **total quality management**, where the whole discussion focused on quality control, quality assurance, tools of management, strategies for quality improvement and role of different agencies and issues for research.

BLOCK 1 MANAGEMENT OF CURRICULUM

Block Introduction

Management is about obtaining results through people by utilizing interpersonal, administrative and technical skills to accomplish various tasks. Curriculum provides a general background for students who want to operate their own educational arena or want to enter the professional fields of management. This block on management of curriculum consists of 5 units. Let us discuss all the units in brief.

Unit 1 dealt with **classroom management**. The primary function of a school is increased student learning over time. This requires a school system to establish a clear, varied, and measurable set of pupil standards for learning. Standards are then used to formulate measurable objectives that are set into a workable framework for teachers. A requirement of school system committed to continuous improvement of the teaching and learning process is the development of a comprehensive class room management plan within the broad curriculum management plan.

Unit 2 presents details of **curriculum transaction** which essentially involves the practical techniques of managing the operations of curriculum. Actually, this unit starts with the formal and non-formal nature of curriculum with relevant illustration. It also discusses two major theoretical perspectives in curriculum area, i.e. behaviourist and constructivist approaches which are of vital importance in transacting curriculum. The unit ends with discussion on the need for evaluation of curriculum transaction processes.

Unit 3 of this block is **management of evaluation**. In this unit, a detailed description is provided on various aspects of evaluation. Although an in depth knowledge of evaluation is an essential component for every teacher, it is not imparted as a full fledged subject of study anywhere in the country. Yet evaluation is practised by all the teachers to determine the extent of learning of each learner leading to accreditation and certification. Broadly, evaluation provides an assessment of each learner as well as facilitates course improvement by indentifying the weakness of particular course/programme.

Unit 4 encompasses with **management of academic resources**. The importance of academic resources for any educational organisation is known to all associated with education. In this unit we have discussed the meaning of academic resources, need for management and basics of academic resources. Attempt has been made to discuss them with examples.

The last unit i.e. **unit 5** covers **management of curricular and co-curricular time and activities**. The unit started with the concept of curricular and co-curricular activities, their interrelationship and inter-linkages, types and need. An attempt has also been made to touch upon the co-curricular programmes and activities in an educational institution. Further we have discussed the various steps involved in management of curricular and co-curricular activities. A few checklist and other schedules have been included that could be of use to teachers and coordinators associated with the organisation and overall management of co-curricular activities in a school or an educational institution.

UNIT 1 CLASSROOM MANAGEMENT

(Instructional Management)

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Concept of Classroom
- 1.4 Need for Classroom Management
- 1.5 Concept of Classroom Management
- 1.6 Schools of Thought on Classroom Management
 - 1.6.1 Authoritarian School
 - 1.6.2 Permissive School
 - 1.6.3 Behavior Modification School
 - 1.6.4 Interpersonal Relationships School
 - 1.6.5 Scientific School
 - 1.6.6 Folklore School
 - 1.6.7 Limit Setting Approaches School
 - 1.6.8 Cognitive Behaviorism School
 - 1.6.9 Humanistic School
 - 1.6.10 Discipline Oriented School
- 1.7 Components of Classroom Management
 - 1.7.1 Proactive Phase
 - 1.7.2 Interactive Phase
- 1.8 Other Determinants of Classroom Management
 - 1.8.1 Punctuality in Starting the Lesson
 - 1.8.2 Seating Arrangement
 - 1.8.3 Outside Disturbances
 - 1.8.4 Student Talk
 - 1.8.5 Filling Time
 - 1.8.6 Closing Time
 - 1.8.7 Teacher Confidence
 - 1.8.8 Class Size
 - 1.8.9 Curriculum
 - 1.8.10 Age of the Learner
 - 1.8.11 Caste/ Community
 - 1.8.12 Ability
- 1.9 Indices of Effective Classroom Management
- 1.10 Discipline and the Management of Misbehavior in Classrooms
- 1.11 Let Us Sum up
- 1.12 Unit End Activities
- 1.13 References
- 1.14 Answers to Check Your Progress

1.1 INTRODUCTION

Schools and colleges are the functional units of educational systems in the modern world. These institutions have components which interact in specified ways to lead to the progressive development of learners enrolled. An important component of the system is the classroom because it is basically here that the main transactions which are aimed at promoting development of the learners take place. The success of school/college systems to a great extent depends on the quality of the learning environment within and even outside the classroom. The learning environment within the classrooms is largely determined by the manner in which the classroom is organized and the techniques through which the classroom processes are conducted. In other words, classroom management is a significant determinant of the success of an educational system. In this unit, you will study about various dimensions of classroom management, factors influencing classroom management and other related aspects which will enable you to discern ways and means of managing classrooms to maximize productivity of learning time.

1.2 OBJECTIVES

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

- explain the concept of classroom;
- justify the need for classroom management;
- list out various dimensions of a classroom which need to be managed;
- describe various schools of thought on classroom management;
- identify factors affecting classroom management and behavior;
- describe the role of the teacher in classroom management; and
- identify criteria of effective classroom management.

1.3 CONCEPT OF CLASSROOM

All of us are aware of the fact that learning can occur at home, in religious places, on the road, and almost anywhere. This kind of learning is informal in nature. Quite a considerable amount of learning which occurs in our life is through such kind of learning. It occurs incidentally. It can take place anywhere, anytime. There is no organized effort for this kind of learning. For instance, you happen to visit a country and learn about the mode of greeting, or the direction to a destination just by being there for a short while.

Since the past few centuries, the most popular method of education is through the formal system of education in schools and colleges. We all have had the experience of sitting in classrooms where learning took place. If you were asked to describe what is meant by a classroom, certainly you would be able to do so. You will say that a group of learners assemble in a room of an institution to learn. They are guided by a qualified person called a teacher who arranges a learning environment to lead the pupils to what they wish to learn. Technically, a structured learning environment in which a group of learners along with a teacher transact content matter, activities and other experiences in order to bring about cognitive, affective and psychomotor behaviors in learners is called a classroom. For example, a group of learners assemble in a classroom over a period of one week and learn various operations of fractions under the guidance of the mathematics teacher. This is a

structured learning environment where the teacher plans the lesson, identifies activities for learners to perform, provides feedback, drill, etc for the learners and enables learning to take place. However, this does not mean that every classroom has a fixed defined structure in which the teacher stands before a group of learners and teaches them by explaining concepts, facts, etc., to them. For instance, consider a classroom where learners are studying about nature depicted in poems. The teacher divides the learners into four teams. Each team is given a poem to be discussed by the team members to identify and describe about nature as contained in the poems. This is also a classroom which is structured in a different way. With modern technology and the changing concept of instruction, the concept of the classroom too has become comprehensive, to include face to face teaching and learning, group teaching with cooperative and competitive elements, online learning, etc. However, in our country, the most popular kind of learning is the simple classroom when learners assemble at a particular place at a specified time in a room where the teacher facilitates their learning. In this unit, it is this kind of a structure which will represent the concept of classroom.

1.4 NEED FOR CLASSROOM MANAGEMENT

From what you studied so far, it seems quite easy to visualize the common kind of a classroom where teachers and learners are present for a specific purpose, namely, the growth and development of the learners. But you should understand that the classroom is a complex situation in which a number of factors are operating and all these contribute or even sometimes hinder the achievement of specified goals. To name a few factors, the infrastructure available, the planning of the lesson, the entry behavior of the learners, their motivation, external and internal disruptions, the teacher's capacity to facilitate learning etc.

Study the following classroom situations:

1. Mary is a young teacher who has been teaching for a couple of years in the school. She is very enthusiastic to see that her students learn concepts effectively. To teach the concepts of profit and loss, she gets the class to simulate a shop situation with the students acting as shopkeeper, customers transacting selling and buying. Students find it interesting. The class begins, but as it progresses, it becomes disorganized and Mary finds she cannot control the students. She later finds out that specific guidelines limiting the interaction was not given at the outset of the class. As such, the students behaved as they wanted creating lot of noise.
2. Reshma is taking the first lesson after the students have passed on to Class 7 from Class 6. She writes down the names of several chemical substances on the board and asks the students to classify these into elements, compounds and mixtures. There is a lot of student talk in the class. Reshma does not mind it since she thinks that the students are engaged in discussing the exercise given to them. After some time, when she checks the responses of the students, she finds that none of the students have worked out the exercise and class time has been wasted. She gets angry and walks out of the class. Later, she comes to know that the students had not been taught these concepts in the previous class although as per syllabus, they should have been exposed to this knowledge.
3. Mrs. Singh is an English teacher. She enters Class 8 and begins to teach the poem 'Daffodils' by Wordsworth. Generally, every year she observes that all children enjoy learning this poem. They would ask her to read the poem once again and display many facial expressions of joy, appreciation, etc. On that day however, when she starts the lesson she observes that the students are

morose and dull. They appeared not to be motivated at all. Later she came to know that the class picnic proposed on Sunday was called off by the class teacher in the previous class.

In the above examples, you see how various factors influence the classroom processes. In any particular classroom situation, all factors need to be synchronized so that effective learning takes place. There is no readymade procedure of setting these factors. Classrooms are dynamic by nature and hence we may have to respond to emerging situations in a variety of ways. It is through prolonged experience that teachers learn to orchestrate different aspects of the classroom to create fruitful learning in students. Many fresh teachers report problems in managing their rooms effectively.

It is important to note that every teacher needs to equip himself/herself with skills to arrange classroom processes. A teacher who is extremely knowledgeable about the subject matter but does not have the skills of managing the classroom, in all probability will not be able to effect learning among students. It is due to this necessity, educationists have conducted research on a number of variables constituting classroom management.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

1) What is informal learning?

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2) Define classroom.

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3) Why do we say that classroom situations are complex?

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1.5 CONCEPT OF CLASSROOM MANAGEMENT

Systematic organisation and manipulation of various factors in a classroom context in such a manner that learners get the opportunity to learn and progress towards the attainment of learning objectives is referred to as classroom management. Sometimes, the term classroom management is interpreted to mean that the classroom is orderly

and misbehavior is of students is controlled. Although orderly behavior is an important index of classroom management it cannot be synonymous with classroom management. This is because classroom management implies the provision of procedures and facilities in the classroom which will generate an environment in which instruction and learning can take place. As stated by Doyle (1986) teaching practices that lead to passive non engagement would not threaten an orderly environment, but would reduce opportunities for learning. Student learning is a primary goal of effective classroom management.

Researchers have identified an important aspect associated with the concept of classroom management. 'Time on task' that is, the amount of time within a lesson that students spend engaging with classroom rather than on other activities such as socializing moving around the classroom and being disciplined (Brophy & Good 1986, Reynolds & Muijs, 1999 b) Now, let us just think of a few classrooms. Classroom A, has all students sitting tight at their desks with their books open. The teacher reads out matter say, the First World War from the text book and all learners are following the same in their textbooks. Here and there, the teacher explains certain points perceived by her to be difficult for the learners. The class presents an extremely orderly structure where learning is taking place. In classroom B, the teacher is slightly late to arrive in the class. Students are moving out of their places, socializing. The class is noisy. When the teacher enters, she shouts at the students to return to their seat and settle down. Thereafter, she spends quite a bit of classroom time on explaining the importance of discipline. She reprimands a few learners whom she observed to be shouting when she entered the classroom. A few minutes after the lesson begins, the bell rings and brings the lesson to a close. Classroom C, is in progress. The teacher clearly begins by explaining to the class what she intends them to learn in the class session. She initiates the teaching concept, namely, geometrical figures. The students are engaged in the activity of cutting squares, triangles, circles, etc. They do move around the class while they do the activities, they help each other, compare their products, etc. for most part of the lesson. Towards the end, the teacher draws their attention to the various figures cut out by them and asks them to describe the main features of each figure, the commonalities and differences in the figures, etc. and makes out a summary chart of the conclusions with the help of students' observations.

Let us compare the three classrooms. In classroom A, there is visibly a lot of order, the teacher is active and the learners are conforming to the desire of the teacher that they follow the content in the textbook. Learning may or may not be taking place. The time on task is usefully spent but perhaps lacks quality. Classroom B, as you can see, is in utter chaos. Modifying behavior of the learners by reprimanding them is in focus. Time on task is practically nil since, valuable time has been lost in bringing order into the class. Classroom C, you will agree, has given enough scope for learning to occur. Time on task is maximised. Although students move around the class, it is to contribute towards the task. The class is in fact orderly because the teaching strategy is effective. The smooth flow of the lesson takes care of behavior management automatically. As you can see, the activities in the classroom blend into one another without much effort from the teacher. Student behavior is due to the efficiency in classroom management and not due to disciplining techniques.

From the above discussion, it is clear that classroom management is to be viewed as a process of creating conditions under which student misbehavior is less likely to occur thereby leading to learner productivity.

1.6 SCHOOLS OF THOUGHT ON CLASSROOM MANAGEMENT

As you have understood so far, the twin features of effective classroom management are creating a learning environment and increasing the appropriate behavior in the classroom. Advocates of schools of thought on classroom management, while intrinsically accepting the above concept as a whole are inclined to emphasise or highlight either the learning environment or order to a great extent. Below are discussed some of the popular schools of thought on classroom management.

1.6.1 Authoritarian School

The advocates of this school believe that classroom management is largely a responsibility of the teacher. They should maintain order in the institution and classroom with the help of well constructed rules. Being more experienced than learners and knowledgeable persons they have a right to determine how the classroom and its activities will be organized and managed. However, it is likely to stifle the originality, creativity, etc. of the learners.

Consider a classroom where Mr. Pal is conducting a lesson on the parts of a plant. He draws the figure of a plant on the blackboard and labels the parts. He describes the different parts. He asks the students to draw the figure in their books. He corrects the figures. He tells the students to practice this at their homes since he would test them in the next class. Here, Pal has conducted authoritarian classroom management. He has decided how the learners will learn. In the process he has curbed the learners' spontaneity to learn. He could have asked each one of them to bring a plant sample to the class and through an interactive approach, he could have elicited from the students the various parts of the plant.

1.6.2 Permissive School

This school of thought stands in direct opposition to the preceding one. Here, individual freedom and choice are given importance. The classroom is managed in such a way as to give the learners autonomy to make their own decisions and be responsible for their behavior. If not managed well, there is every chance that students take advantage of the freedom and a laissez faire type of situation prevails in the classroom leading to practically no learning.

To develop the reading, organizational and narrative abilities of the learners, the teacher directs them to select any historical/ political personality and research into the life of the person and write a report which shall be presented before the class and discussed. Here, the learner has the freedom of choice to take decision and plan his/her work and be responsible for preparation of the report.

1.6.3 Behavior Modification School

Advocates of this school are behaviorists who believe in controlling behavior and managing classrooms through a system of rewards and punishments. If a learner displays desired behaviors he/she is given a positive feedback and if the learner displays undesirable behavior, he is given negative feedback. For example, a teacher praises a learner who has improved his/her spellings. At the same time, a learner who fails to complete his/her homework is made to sit during recess and complete it. In classroom management, the teacher focuses on encouraging desirable behavior and stamping out undesirable behavior using reinforcers, both positive and negative. However, this type of classroom management may convert the entire classroom transactions into a mechanistic exercise.

1.6.4 Interpersonal Relationships School

This school of thought gives importance to positive relationships between teacher and student and among students themselves. It is believed that healthy classroom climate will be generated with negotiation and suggestions as mechanisms of classroom management and learning will automatically take place. It is quite possible that in some situations, good personal relationships become an end in themselves and the real purpose of the classroom namely, the acquisition of knowledge and skills becomes secondary.

1.6.5 Scientific School

This school of thought is of the view that teaching is an activity which can be studied and analysed. Based on empirical studies, a body of data, theories, etc. have been generated on the basis of which practice of teaching can be conducted. Similarly, based on research it is possible to identify particular teaching skills for effective classroom management. A few examples of such skills can be, beginning a lesson, questioning, handling transitions, being vigilant and so on. Of course, those who believe that teaching is an art, perhaps, will not support the stand taken by this school of thought. They would maintain the view that teaching is an art and therefore, teaching, classroom management etc. are largely intuitive and depend upon the personality of the teacher.

1.6.6 Folklore School

According to this school, if the new teacher can assimilate the received wisdom of the profession, the 'tips' for teachers and 'tricks of the trade', then he/she will be suitably equipped to deal with most contingencies. However, quite a few would opine that tips lacking in theoretical basis, are random and unrelated to each other and may suit the person who professes them but not the recipient.

1.6.7 Limit Setting Approaches School

The advocates of this school of thought believe that a teacher can work out a set of rules indicating clearly defined limits of acceptable behavior. Classroom management is done in accordance with these limits. Positive recognition, incentives, etc. are given in appropriate situations and certain consequences for disruptive behavior are also given. Both are graded in degrees. For example, in case of a student who comes late to school, the following limits may be set.

Once—discussion with the teacher

Twice—stay back in class during recess

Thrice—visit to the principal's office

More than thrice—parents would have to discuss the matter with the teacher

Similarly, students who do well in school, keep the classroom neat and tidy, follow directions given by the teacher, cooperate and work together, the teacher may plan to take them out for a picnic.

1.6.8 Cognitive Behaviorism School

Classroom Management under this school of thought is a problem solving situation. Particular circumstances which arise in the classroom are treated as cognitive problems. For instance, the students in a class have the problem of shouting out answers out of turn, whenever the teacher raises a question. They try to check this

behavior by discussing how they could set right this situation. They decide that anyone who shouts the answer will have to write out the answer 50 times.

1.6.9 Humanistic School

Under this school of thought the teacher is viewed not as a director or authoritarian person of the class. On the other hand, he/she is a facilitator who maintains a democratic atmosphere in the class. Unacceptable behavior is discussed as a problem which needs to be set right through deployment of effective counseling and communication skills. Consider a learner who is aggressive and bullies others in the class. The teacher makes special efforts to meet this student after class hours, discuss the problem in understanding and affectionate way and gradually encourages the learner to be helpful rather than aggressive towards class fellows.

1.6.10 Discipline Oriented School

The advocates of this school generally adhere to the view that discipline is a key factor in classroom management. Glaser(1969), Kounin (1979), Dreikur (1968), Charles (2002) Ginott (1982) and such other researchers have listed out aspects of effective discipline and behavior which are conducive to classroom management. The need for working rules of behavior, momentum in lessons, student accountability, self discipline, cooperation, democratic classrooms, etc. are a few specific ideas highlighted by these writers. You will learn more details in Section 1.10.

The above exposition of schools of thought on classroom management has clearly indicated that it is a complex process. People have researched into this process and emerged with varying perspectives on how they view classroom management to be. As you will agree, each school of thought has emphasized particular aspects of the concept. Classroom management, being a comprehensive term, if we look at any one of the schools of thought, we will find that no school of thought can completely explain various intricacies of the process. There is nothing wrong with this state of affairs. Classroom management is complex and therefore, whenever we discuss the concept and particularly in the practical context, we need to take an eclectic view of the process. A synthesis of views of different schools of thought is to be made in practice. Thus, it is advisable to cull out the contributions of various schools of thought and formulate a discrete strategy of classroom management, looking into specific situations of individual classrooms.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

4) Define Classroom Management.

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5) Define 'time on task'.

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- 6) Match the following: (pair the number with the alphabet and write your answers in the space given at the bottom of this question)
- | | |
|---------------------------------|--|
| i) permissive management | A) rules of behavior are a must for classroom |
| ii) inter personal relationship | B) classroom management through a system of rewards and punishment |
| iii) authoritarian | C) positive relation between teachers and learners |
| iv) scientific | D) classroom management through democratic atmosphere |
| v) folklore | E) classroom management through problem solving |
| vi) behavior modification | F) use of accumulated wisdom in the profession |
| vii) discipline | G) individual choice and freedom important |
| viii) cognitive behaviorism | H) teacher works out limits of acceptable behavior |
| ix) humanistic | I) classroom management through empirical research |
| x) limit setting | J) teacher is responsible for classroom management |
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1.7 COMPONENTS OF CLASSROOM MANAGEMENT

Having studied the above sections, you will agree classroom is a complex situation in which a number of factors are at play. The practicing teacher generally performs two apparently separate tasks, one, that of instruction in which he/she selects and sequences appropriate content and activities for development of knowledge, skills and attitudes and provides feedback of the learner's progress. The other task is that of classroom management involving the organization of pupils and materials, establishment of classroom procedures to facilitate class work and dealing with any kind of disruption to classroom order. In reality, both these tasks are interwoven. In the process of carrying out instruction in the class, the teacher will have to control and manipulate all these factors to ensure that the learners are given an opportunity to learn and learning takes place. This however, is not an easy task particularly for fresh teachers or those who are training. They are anxious on the one hand, about organizing the work in the class and on the other hand, about controlling the class.

In case of experience teachers, managerial strategies are blended in their daily practice of teaching. For example, while emphasizing a point of a lesson, the teacher observes a boy just gazing out of the window. He may ask a question to the learner on the point. In this situation, besides emphasizing the importance of this concept to the whole class, the teacher has also managed to draw the attention of the learner to the

lesson. In the same way, a teacher who checks pupils' work in the mathematics class, not only is engaging in instruction of the learners but also managing the class.

It is very important for every teacher to learn classroom management because in fact, to a large extent, it determines the value or image of the teacher in the school system. Poor classroom management affects both pupils and teachers alike. When order in the classroom breaks down, the teaching becomes stressful and very little learning actually takes place. Further, if there is a lot of noise coming from a classroom and students are observed moving around the class, generally it is interpreted that the teacher is incompetent to manage the class. At the same time, the methods of ensuring effective management are not so clearly articulated in the folklore of teaching, basically because it is rather difficult to specify a set of ready procedures to generate effective classroom management. However, it is possible to enumerate a few guidelines which can be followed in the classroom to ensure that the learners are involved in certain teacher prescribed activities which are planned to lead to their growth and development in approved ways. These guidelines can be categorized into two; one, guidelines pertaining to pre-active phase, i.e. the designing of the lesson and two, guidelines related to the interactive phase of implementing and maintaining them.

1.7.1 Pre-active phase

This is the phase in which the teacher plans and designs learning activities before entering the curriculum. It is an important phase because if the planning has been done well, there will not be any disruptions in the class at all. The learners will be involved with the tasks on hand. Classroom disruptions mainly emerge from boredom and frustration as observed by Kounin (1970). For instance, a teacher in the 7th standard, in a chemistry class goes on verbally explaining chemical reactions to the learners. While a few understand, others do not. After sometime, these students get bored, restless and start disturbing others. Or imagine a mathematics teacher who begins the class with the explanation of a formula in algebra. Thereafter, she gives quite a few problems which are not graded in difficulty and expects these to be completed within a certain time. The learners are not able to complete the task. This generates frustration and they begin disrupting the class. Thus, planning a lesson is a serious task which involves decision making with respect to certain main considerations.

First, decision will have to be taken with respect to the content to be taught. In this regard, the suitability of the content to the particular class levels, the existing knowledge level of the learners, are significant determinants of selecting content to be presented to learners in any particular situation. A teacher should be capable of presenting content in alternative ways.

Second, decisions on which learning materials/ activities are to be used. Are these available in the local situation? Will the learners be able to engage in these activities (compatibility to the age level)? How will the activities be sequenced etc.? Care should be taken to sequence the activities in such a way that there is a smooth flow in the lesson. There are certain ways in which a lesson can be slowed down by the teacher himself. Research done by Kounin (1970) and others on the issue reveals such methods. Consider that a lesson has just begun on change of state of matter. The teacher explains the 3 states of matter. She proceeds to explain the conversion of matter from solid to liquid and from liquid to gaseous, through the application of heat. In this context, she branches off to the concept of kinetic energy. She goes deep into the concept of kinetic energy and leaves the main topic namely, change of state of matter, 'dangling in mid air'. Another variation of this is that a teacher for

instance, starts teaching students to add improper fractions 2 and 3, first by adding the whole numbers and then to add the fraction part. Suddenly, she stops and goes over to teaching the learners what are mixed numbers. Then she comes back to fractions cited above, converts these into mixed numbers and shows them how to add these mixed numbers. This is called flip-flop where a teacher starts an activity, goes to another activity before finishing it and then once again returns to the original activity. Dangles and flip-flops cause confusion to learners and therefore should be avoided. Proper planning and sequencing of experiences will prevent these. Also, teachers should avoid over dwelling which too slows down a lesson. If students have grasped the meaning of what is explained, the teacher should not dwell on it longer. She should move on.

Third, is the question of whether the content is within the framework of the syllabus, time table etc.

Fourth, how is the class to be organized for these activities? Will there be groups? If yes, how many/ or is it preferable to have individual activities? Should there be alternative activities for learners with varying abilities? Will these activities create unnecessary noise, disturbance in the class?

Fifth, if the lesson is not proceeding as per the plan due to eventualities, what are the back-ups which will ultimately facilitate learning? After all, teacher- pupil time on transactions in the curriculum need to be productive.

The kind of planning elaborated above, at the outset, gives the teacher confidence in classroom management. Then follows the next stage called the interactive phase wherein the planned activities must be implemented and maintained. There are certain guidelines at this phase too.

1.7.2 Interactive Phase

In this phase, the teacher actually puts into action what he/she has planned at the pre-active phase. He/She comes into contact with students in the classroom to transact the planned activities. Some kind of a preparation is needed in the classroom for this purpose. To ensure success of the interactive phase, the teacher has to work out the classroom norms. The norms will greatly influence the interactive phase, in that, these will give directions to both teachers and learners on the process of implementing the learning. It is a kind of negotiation in which the teacher clearly makes the learners understand the norms and procedures he/she desires them to abide by in the classroom. This may be done by the teacher directly at the outset of the lesson, particularly, in primary schools. It may automatically be known by students from previous groups of learners in case the teacher is a senior experienced teacher in the same institution. Consider the following examples:

1. Teacher A is teaching science in Class 7. It is in Class 7 for the first time that the learners would be individually handling laboratory equipment. In a couple of classes at the beginning of the academic year, the teacher, in detail, explains to learners procedures for obtaining laboratory equipment to conduct the laboratory activities. She describes how the basic laboratory equipment which they would handle ought to be used. She also demonstrates how the equipment should be returned after use.
2. Teacher B is a primary school teacher. She spends a few classes at the beginning of the term to explain to young people how she would like them to set their tables, how to arrange their books on the table. She also demonstrates to them how they should sharpen their pencils near the waste paper basket, how they should carry their chairs, how they should line up at the door when asked to do so.

Formulation of classroom norms is generally done at primary and secondary levels since it is presumed that students at higher education are matured enough to conduct their behavior in the class in such a manner as to maximize learning. However, in certain specific situations it is quite possible that if the students want to rebel against certain rules/regulations, it may precipitate a situation of power struggle between the learners and the institutional authorities. This may lead to defiant non-cooperation of learners inside the classroom adversely affecting learning time.

Thus we may conclude by saying that the time spent on establishment of clear cut norms for classrooms is worthwhile. It leads to well managed classrooms particularly at primary and secondary stages. Learners are engaged in tasks which might even require them to move freely about the room obtaining materials, consulting the teacher or shifting from one activity to another. They may even stop and talk to others but this is done with a purpose and they do not disturb others or waste their time in useless chatter. As we mentioned earlier, in Section 1.7, classroom management is not merely control of the class so as to lead to orderliness but the conduct of the lesson in such a manner that the pupils are engaged in tasks leading to the attainment of learning objectives. Classroom norms greatly facilitate classroom management in the true sense of the term.

When the lessons are thoughtfully planned and norms and work procedures in classrooms are established, generally the instructional process gets completed in a well organized fashion. However, in spite of all this, there are possibilities that sometimes managerial problems arise. Hence a teacher needs to closely monitor the interactive phase in a continuous manner to follow up where ultimately all the activities are leading to. He needs to exhibit a keen awareness of what is going on in the class. If this quality/skill is developed, then the learners realize that the teacher is alert to what they are doing and hence they are less likely to break classroom rules since they would be afraid of being caught. Also, such a teacher can identify potential disruption and it can be dealt with before it becomes more intensified and causes distraction in the class and loss of working time. Let us consider a few such examples.

Case1 A language class is in progress. The students are being made to stand up and read particular portions of the text in turns individually. At some corner of the class, a group of four learners are passing around something and talking among themselves. The teacher snaps his fingers looking in their direction and gives them a reproachful glance, while the student who is reading continues to read.

Case2 A mathematics class is in progress. The teacher has taught the class expansion of $(a+b)$, $(a-b)$, etc. A few examples are put up on the blackboard and the students are asked to work these out in their books. The teacher takes rounds in the classroom, observes that a couple of students are looking into their neighbor's books, and simply copying out what they are working out. He walks towards the students and questions them to work out the examples on the blackboard.

Let us examine the cases cited above. It is clear that the teacher in Case1 is closely aware of what is going on in the class while the lesson is in progress. He checks the disruption by silencing the group without disturbing the continuity of the lesson. In the second case, the teacher observes that the students are copying from others in the class, perhaps, because they cannot adjust to the pace of work set and they are having difficulties. If ignored, this situation can generate disturbance in the class and hence he uses supportive measures to facilitate their learning.

Note : a) Space is given below for writing your answers.

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

- 7) Explain in two sentences the major tasks performed by a practicing teacher in the classroom.

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- 8) Why is classroom management important?

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- 9) List the five main considerations to be kept in mind by a teacher when planning a lesson.

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- 10) Why is it necessary to spell out classroom norms?

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1.8 OTHER DETERMINANTS OF CLASSROOM MANAGEMENT

In the previous section, we have discussed three basic areas on which teachers must work in order to ensure effective classroom management namely, making clear cut decisions on planning a lesson according to the abilities and interests of the students, establishing classroom norms and efficient working procedures and adopting techniques and measures to check difficulties and distractions occurring in the actual process of instruction. Although these are the primary requisites for classroom management, it does not imply that this would suffice and lead to effective classroom management.

1.8.1 Punctuality in starting the lesson

If the lesson falls after a break or after lunch, generally, there is found to be a chaotic

transition from break to the class. As you know, the pupils will be in a relaxed, casual state of mind during such breaks. They will have to quickly change to appropriate behavior inside the class. Teachers should understand this and evolve mechanisms to facilitate this transition smoothly. For example, a teacher can have some work for students to perform written on the blackboard. As soon as they enter, students will see this and begin their work.

1.8.2 Seating arrangement

Comfortable seating arrangements is a must for effective classroom management. There should be available space for student movement within the class. Also, space should be available between tables for the teacher to move freely. Effective classroom management would perforce require that the teacher be conscious of what each learner is doing while the instruction is in progress. Students with lower abilities may even require individual help during the class for which the teacher shall have to go to the tables of these learners. Further, it should be possible to transform seating arrangements of the classroom for group work, etc.

1.8.3 Outside Disturbances

It is quite common to find that classroom situations get disturbed due to happenings outside the classroom. For example, the school is preparing for the annual day and a few committees have been constituted for various aspects of the celebrations. Committee members may enter the classroom while the lesson is in progress to make certain announcements, etc. Or else, there may be noise from the school playground where other children are playing. In such situations, the teachers should ensure that there is minimum disruption by getting the learners back to their work.

1.8.4 Student Talk

The most common type of disruption to classes is unnecessary student talk. It is certainly harmful to effective learning because the students who are engaged in such talk are not paying attention to the task on hand. Further, they are distracting others too. If a teacher tries to correct this behavior by verbal instructions to the group, it slows down the smooth conduct of the lesson. It also spoils the warm atmosphere of the classroom. Therefore, there should be clear cut instructions on the issue of talking in class. How and when will talking be allowed, the level of the talk, mode of answering questions raised by the teacher in the class, etc. should be clarified so that learners know how to conduct themselves. This will greatly aid effective classroom management.

1.8.5 Filling Time

On some occasions, the class lesson finishes early. There is no point in starting a new lesson. This is a situation vulnerable to disruptions and the noise in the class may escalate. Hence it is necessary to have some exercises on the topic available which can be worked out by the students in the event of a lesson finishing before time. With a little bit of anticipated planning this kind of classroom management problems can be avoided.

1.8.6 Closing Time

Classroom management problems are generally faced towards the end of the lesson. Sometimes, the teacher is rushing the lesson to finish on time, he leaves out certain details in the process. At other times, the assignment/ homework exercises are given or announced and these are not heard or registered properly by the learners since learners are busy collecting their belongings to go for lunch or for break.

Teachers need to pace the lessons properly so that sufficient time is available for such activities and there is no confusion among learners. Closing time constitutes an important slot of classroom management.

1.8.7 Teacher Confidence

Teachers who are self confident and assertive are generally found to be effective classroom managers. Research done by Cohen and Manion (1981) shows that both primary and secondary school children expect their teachers to be authority figures, they should be strict, fair and sympathetic. Teachers who can fulfill these expectations of learners would certainly get their cooperation for effective classroom management.

1.8.8 Class Size

This is an important determinant of classroom management. In our country particularly in government schools, a class on an average, may have 50-60 learners. Added to this, the learners are cramped into inadequate space. Sitting close to each other, sharing books and other equipment, disturbance automatically sets in. Classroom management is seriously affected.

1.8.9 Curriculum

The curriculum also has an impact on day to day classroom management. A traditional curriculum which is highly academic and heavy may force teachers to adopt teaching methods which are authoritarian. Since they have to complete the syllabus they rush through the topics. Consequently, if the learners do not understand what is being taught, they are likely to disturb the class. Also, teaching methods which keep the learners passive, give room for boredom and this too can lead to disruptions of the class. Thus, although the teacher is directly not involved with curriculum construction, the fact is that he has to deal with the managerial problems which can be generated out of such a curriculum.

1.8.10 Age of the Learner

At the primary stage, learners are very young. The primary classroom can be managed by a teacher who is strict, fair and even affectionate towards the learners. As students grow older and reach secondary and higher secondary levels, their behavior changes. The relationships among their group too undergoes changes. They expect to be treated differently by their teachers, their expectations from teachers also changes. They generally become more critical of adult behavior and also of their teachers. Hence classroom management at the secondary stage or senior secondary stage will have to done keeping in mind all these changes which the learners at this stage are undergoing.

1.8.11 Caste/ Community

India being a multicultural society, most schools are pluralistic, having learners from different religions, caste, language and different economic levels. These differences make the group basically heterogeneous although they are grouped in a classroom as homogenous. Interactions within and outside the classroom may directly or indirectly influence the dynamics of the classroom, which in turn, would have impact in the transactions of the everyday classroom. Therefore, the teacher will have to be alert to the intricacies of such a classroom set up and manage the proceedings accordingly.

Learners who have average or higher ability vis a vis the class level, when exposed to educational activities suited to their ability, get involved in the task and progress towards learning. Those who are poor in ability are unable to participate in these activities, find learning difficult, and gradually lose attention and interest. Frustration may develop if this continues for a long time. Such learners may disrupt the class. A teacher has to evolve strategies of managing this category of learners.

1.9 INDICES OF EFFECTIVE CLASSROOM MANAGEMENT

We may say that the teachers who are most admired as classroom managers are those whose classes run smoothly without the teacher being continuously involved in giving directions to them. In such a class, the students are actively engaged in academic activities. Even if the teacher leaves the room or hands it over to a substitute, the learners continue to engage with their tasks. It means effective teachers/ classroom managers have certain qualities. If we enquire as to what these qualities are, you will be surprised to know that listing the qualities is an endless exercise and it is rather impossible to say which combination of qualities would actually make an effective teacher / manager. You can include sincerity, dedication, confidence, punctuality and so many such attributes. So, a more useful approach is to consider what a teacher actually does and to ensure that functions are carried out in an efficient, effective and economical manner. This kind of a functional approach is more practical than the qualities approach.

You may be interested to read about a significant research which adheres to the functional approach, carried out by Kounin (1970) in order to identify who are the effective managers. In his study, he compared the behaviors of effective and ineffective classroom managers. Some of the main attributes of the effective managers were as follows.

Withitness : This means that the teacher has to be aware of what is happening in all parts of the classroom, at all times. For this he should scan the classroom even when working with small groups or with individuals. If he has withitness, then he will promptly and accurately intervene when there is some kind of inappropriate behavior. He is cautious to notice and prevent the disruptive behavior from occurring. He is extremely careful to locate which students exactly are responsible for any kind of inappropriate behavior.

Overlapping: It means that the teacher does more than one thing at a time. While the lesson is going on for the whole class, he does not interrupt the class or stop the flow of the lesson when he observes the need for setting right something in the class which needs correction. For instance, the teacher moves towards a learner who is inattentive and draws attention to the lesson. At the same time, the lesson flows on smoothly.

Momentum: It means that the teacher plans the sequence of activities so that one activity follows the other thus keeping the learners in constant attention. The activities will preoccupy the learner in such a manner that he does not get distracted throughout the duration of the lesson.

Challenging assignments: During the class work, the teacher assigns the learner tasks which are pitched at the right level of difficulty and have variety. The task is new and difficult enough as to provide a challenge. At the same time, it is such that the learner can perform it and gain a feeling of success.

As you can see, effective classroom managers are successful not because they handle disruption and misbehavior in the class. Rather, they are effective because they create such a learning environment which is challenging, brisk and carefully monitored that disruption does not occur at all. The research done by Kounin has been replicated by other researchers and all these studies have supported the findings of Kounin, besides pointing out that is important to tell the learners what is expected of them in the classroom. From time to time, they need to be reminded of the need to comply with rules and demands. The approach is positive and prescriptive rather than threatening and punitive. Thus, effective classroom managers are involved with effective instruction and not in maintaining discipline through correction of misconduct.

Check your progress

Note : a) Space is given below for writing your answers.

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

11) In one sentence each, explain how you would manage the following problems in the class.

i) Students have just played during recess and enter your class noisily.

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ii) A mathematics class is in progress, unexpectedly, there is a mike blaring songs in the locality which is causing disruption.

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iii) The teacher has discussed about various festivals in the country. He finishes the lesson before time. The students start talking and slowly, the noise level begins to increase.

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iv) Students have just had a theory class in the classroom. Now, they have to move to the laboratory for further experimental work. They are coming out of the classroom in groups and talking. This is disturbing the adjacent class.

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v) The chemistry teacher presents 5 chemical equations on the blackboard to be balanced by the learners. She observes that there is a group of learners at the back bench who started the work initially, but after a few minutes they have started talking and playing with the pens/pencils. They appear to be starting disturbance.

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- 12) Briefly state Kounin's view of effective classroom management. Why do you think that this is a valuable description of the concept?
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1.10 DISCIPLINE AND THE MANAGEMENT OF MISBEHAVIOR IN CLASSROOMS

So far in this unit, we have given importance to viewing classroom management more from the perspective that classrooms are managed in such a way as to maximize the learning time or the time spent by learners on learning tasks. It is believed that if the learning tasks are absorbing, challenging and learner centred, pupils will be absorbed in their work and disruptions will not arise. However, quite a few writers on the subject have extensively discussed methods of handling students' misbehavior in the classroom. They have admitted that there can be reasons why pupils misbehave. Student misbehavior may occur due to causes outside the classroom situation and sometimes it may be caused by factors in the classroom situation. The views of some researchers on the issue are presented here for your perusal.

Saunders (1979) is of the opinion that disruptive behavior arises from social causes. For instance, one reason is antipathy to school. Some learners view the school as having no purpose in their lives. They feel that their needs, values and goals are different from those of the school represented by the teachers. Hence, they attend the school / classes but they show non-conformity with the requirements of work, discipline etc. desired by the schools. Secondly, physically and socially mature learners in a class would like to get attention of their classmates by challenging the authority of teachers and defying their instructions. This leads to misbehavior. Thirdly, there may be students who are unable to anticipate the consequences of their actions. They do not have capability to reflect. Such students impulsively act and let go misbehavior which results in disruptions of the class.

Gnagey (1981) points out that ignorance of the rules of classroom behavior is also another important reason. Although it is customary for schools and teachers to work out classroom norms at the beginning of a term, and perhaps, even the rules may be written on a paper and circulated among pupils, many of them do not actually know how the rules will become operational in concrete situations. They may break the rules thinking nothing much will really happen.

Another main cause for pupil misbehavior pointed out by Gnagey (1981) is the presence of conflicting rules. It is quite possible that the rules of home and school differ. For example, in a particular home, parents and other members may not mind if the family members spoke very loudly. But in the school, talking aloud may be viewed very seriously. Sometimes, the clash of rules may be with respect to classroom norms and the peer culture outside the school. For example, use of slangs may not be permitted in the classroom but in the peer group, it may be allowed.

Thirdly, Gnagey (1981) has stated that 'displacement' can be a cause for inappropriate behavior in the classroom. For example, in the family context, the boy may have developed hatred for his father who has separated from the family. This boy may develop hatred for the male teacher in the school on whom he actually displaces the

ill will nurtured by him against his father. The student may misbehave in the class due to these feelings.

Anxiety regarding various aspects of life like examinations, job, career may also manifest as misbehavior in classrooms. Lastly, even the leadership style of the teacher can incite disciplinary problems. Some teachers function with a custodial view. They believe that as long as the learners are in their custody, they should be absolutely obedient and orderly. The students view this as tyranny and display anger through misbehavior. On the other hand, a rather laissez faire leadership style of the teacher is absolutely ineffectual. He is permissive, does not care to intervene in moulding learners, he is essentially indifferent to their growth and development. Students thus become restless, are distracted and misbehavior is generated in the classroom.

Another interesting model of dealing with student misbehavior in the context of classroom management has been suggested by Arends (1998) called the LEAST model. The steps of this model are:

- *Leave it alone: If the behavior is not going to become troublesome, leave it alone.

- * End the action indirectly: This can be done by distracting the student from his misbehavior by giving him something else to do.

- * Attend more fully: Get to know the students, has he got problems at home, is he being bullied, is he facing learning difficulties? This will help the teacher decide what to do.

- * Spell out directions: What should be done? What should not be done and what would happen if directions are not followed.

- * Track the behavior by maintaining records. If the behavior does not recur, he can be rewarded, if it recurs, he may have to be punished.

Canter and Canter (1992) have suggested the Assertive Discipline model for dealing with classroom misbehavior. In this model, teachers design at the outset, a set of rules for school and classroom behavior. Clear cut procedures for dealing with infringements of the rules are also worked out. In some cases, even students are involved in formulating the classroom norms. The rules are strictly followed and consequences for violating rules are immediately implemented. In fact, teachers react assertively to misbehavior according to the agreed procedures and do not accept any excuses from the students. Of course, while implementing the consequences of violation of rules, teachers do it automatically without disturbing the lesson in progress in the class.

If we look at the research literature on classroom management, we will find that enormous work has been done on the area. Yet, it is practically impossible to enumerate a list of skills which are of a ready to use kind and which can be adopted by teachers in a given classroom. However, it is possible to judge and evaluate a well managed class. Study the case given here and follow the way in which the class is conducted.

Case

This is a group of students in Class 7. They are in a mathematics class. They were assigned some problems for homework the previous day. The teacher enters the class as soon as the bell rings. She announces that they will begin the class by correcting the homework. She instructs the students to exchange their note books and have a pencil ready. Then she begins, 'are you all ready? The answers to the

homework problems are No.1 = 240 cms., No.2 = 440 ft. etc. and so on. After this, the students return each other's assignments.

Next, the teacher begins the day's lesson. She asks the students to draw the shapes they had studied in the previous class. Within a few minutes, each student draws square, rectangle, circle, triangle, in the books. Then she calls a student and asks him to draw one of the shapes on the blackboard. She calls another and gets him to draw another shape. In this way, all the shapes are displayed on the blackboard. Students check their own drawings against those on the blackboard.

Further, the teacher asks the learners to write the formulas of area learned by them earlier, against the shape. After a short while, she calls the students one by one to write the correct formula against the figures on the blackboard. Students check out their responses against the correct ones on the blackboard.

The teacher announces, 'now we shall see how we can use the formula to measure areas of objects around us. Three rows of students sitting in the class will form three groups. Each group will take a shape given by me. You will identify 2 objects in the classroom which have the shape and measure the area. Rulers, tape measure, metre scale are placed on my table. You can use these for working on the task.'

After about ten minutes, the teacher announces, 'you have only a couple of minutes to finish. Two persons from each group will get ready to come before the class and explain how the area was calculated.'

In the above case, you can easily notice that the lesson began smoothly and work was activated as soon as the lesson started. The teacher had prepared for the class and was clear about what would be done by learners at every stage of the lesson. Students were completely involved with work all through. Correction of previous homework, reviewing the shapes and formulas learned, using the formula, etc. Students shifted from one activity to another smoothly. No time was wasted in group instructions which would divert and waste lesson time. In fact, discipline was not a problem at all. The learners were so to say, 'ritualised' to perform activities under directions from the teacher and the lesson time was fruitfully utilized. The classroom management was automatic and almost perfect. With effort, experience and alertness, a teacher can master the skills which will lead to effective classroom management.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

13) What is meant by antipathy to school?

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14) Gnagey talked of 'displacement' as a cause for misbehavior of students. Explain in a couple of sentences, this concept.

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15) Briefly write the key ideas of the LEAST model.

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16) What is the essential approach of the Assertive Discipline model of dealing with student misbehavior?

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1.11 LET US SUM UP

In this unit, you have learned about the key process of the educational system, namely, classroom management. A classroom constitutes the core component of the formal system of education. It is generally understood to be a structured learning environment in which teachers and learners transact activities, content matter and other experiences which result in cognitive, affective and psychomotor developments in learners.

A classroom has definite objectives formulated at the very outset towards which the teachers and learners progress. This being so, it is important that there is a systematic organization of the activities in the classroom. Arrangement of learning conditions in such a manner that the learners can progress towards their goals in a focused and effective way is termed classroom management. In a well managed classroom, learners are found to be engaged with their learning tasks. Student misbehavior is less likely to occur in such a classroom.

Researchers in the area of classroom management have emerged with different schools of thought on the theme. The various points of view are necessitated due the fact that classroom management is a complex process. No single school of thought can completely explain the process. In practice, therefore, it is an eclectic view which is followed.

Classroom management is to be learned by every teacher in the field situation. While there are no readymade rules for handling a particular class, teachers need to follow certain guidelines which are found to be effective at various stages of a lesson in progress. Guidelines for the pre-active phase and the interactive phase of a lesson are available to support any practicing teacher. Classroom norms need to be worked out at the outset of any term. Continuous monitoring of the class through the lesson will keep students active and alert. Other determinants of classroom management like seating arrangement, student talk, outside disturbances, etc. need to be checked out from time to time. Research in the area proves that effective classroom managers are successful because they create a learning environment which is so absorbing that there is no scope for disruption in the class at all.

It is quite possible that in spite of all kinds of efforts made by teachers to ensure a good learning environment, sometimes students can misbehave in the class and disturb the productive time of the learners. Quite a few writers have studied this aspect and have analysed reasons why misbehavior occurs in classrooms. Among the reasons cited, are social causes, psychological causes, etc. They have also suggested ways and means of handling student misbehavior.

1.12 UNIT END ACTIVITIES

- 1) Observe about 10 different classes in progress and prepare a report on various strategies being used by teachers in classroom management.
- 2) Illustrate with examples from two different subjects how a teacher can organize his class so that learning is maximized and there is no disruption.
- 3) Imagine you are working in a school and list out ten classroom norms which you would like to explain to students at the beginning of the term and which you would expect them to follow.

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1.14 ANSWERS TO CHECK YOUR PROGRESS

1. Learning which takes place anywhere, at anytime, incidentally, without any organized effort, is informal learning.
2. A structured learning environment in which learners, under the guidance of a teacher transact content and activities to bring about cognitive, affective and psychomotor developments in the learners is termed a classroom.
3. Classroom situations are complex because a number of variables are at play in any particular classroom situation. For example, age of learners, their entry behavior, their motivation, the nature of the subject matter, the infrastructure available, teacher's capacity, ability, personality, etc.

- 4) Systematic organization and manipulation of various factors in a classroom context in such a manner that learners get the opportunity to learn and progress towards the attainment of learning objectives is referred to as classroom management.
- 5) The amount of time within a lesson that students spend engaging with the curriculum rather than on their activities such as socializing, moving around the classroom and being disciplined is time on task.
- 6) (1,g) (2,c) (3,j) (4,i) (5,f) (6,b) (7,a), (8,e) (9,d) (10,h)
- 7) Practicing teachers perform the following tasks
 - i) instruction through selection and sequencing of learning activities
 - ii) organization of pupils, materials, procedures for work
 - iii) dealing with disruption in the classroom
- 8) Classroom management is important because it affects both pupils and teachers. In a poorly managed classroom, very little learning takes place, teaching becomes stressful and the image of the teacher is badly affected since he is considered incompetent.
- 9)
 - a) identification of content appropriate to the learner.
 - b) identification of resources to present the learning activities
 - c) tailoring the content within the syllabus framework
 - d) structuring the classroom for the learning activities
 - e) back-up alternatives to ensure learning in case of eventualities
- 10) Classroom norms need to be spelt out at the outset because these will give guidelines to teachers and learners on the process of implementing learning activities.

Monitoring is needed to follow up where all activities of the classroom are leading to learning.
- 11)
 - i) have some work ready for them, so that they swing into action as soon as they enter the class
 - ii) engage the class with drill work or practical work inside the class so that they can practice a formula or such other learning
 - iii) give the class an instruction to draw a picture of a festival celebration
 - iv) direct the students to fall in line and go out of the class one by one
 - v) go to the group and help them to progress with the work since they found it difficult to proceed.
- 12) According to Kounin, effective classroom managers are successful not because they handle disruption and misbehavior in the class. They are effective because they create a learning environment which is challenging, brisk, and carefully monitored that disruption does not occur. It is a valuable description because rather than stressing on an endless list of qualities, his view focuses on the functional activities of a teacher in the classroom and suggest ways of improving the efficiency and effectiveness of classroom activities.

- 13) Antipathy to school means that the school has no useful purpose to serve. Students who feel antipathy to school, hold that their values and goals are different from the school represented by teachers.
- 14) The concept of 'displacement' as a cause for misbehavior is best explained by considering the example of a boy who nurtures a hatred for his father who has deserted the family. Such a boy may view the male teacher as a father figure and in turn, the feeling of hatred gets displaced on to the teacher.
- 15) L—leave it alone
E—end the action indirectly
A—attend more fully on the student
S—spell out directions
T—track the behavior through records
- 16) The essential approach of the model is to ensure the rules evolved are strictly followed and consequences for violating rules are immediately implemented.

UNIT 2 CURRICULUM TRANSACTION

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Curriculum in informal, formal & non-formal education
- 2.4 Curriculum – two major perspectives
- 2.5 Curriculum transaction – the concept
 - 2.5.1 Planning for curriculum transaction
 - 2.5.2 Executing the curriculum transaction
- 2.6 Methods of curriculum transaction (Teacher Centred)
 - 2.6.1 Lecture
 - 2.6.2 Demonstration
 - 2.6.3 Team teaching
- 2.7 Methods of curriculum transaction (Learner Centred)
 - 2.7.1 Self Learning methods
 - 2.7.2 Personalised system of instruction I
 - 2.7.3 Computer assisted instruction
 - 2.7.4 Project Work
- 2.8 Methods of curriculum transaction (Group Centred)
 - 2.8.1 Discussion
 - 2.8.2 Buzz session
 - 2.8.3 Tutorial sessions
 - 2.8.4 Debates
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 - 2.8.7 Panel discussion
 - 2.8.8 Brainstorming
 - 2.8.9 Role Playing
- 2.9 Media support in curriculum transaction
 - 2.9.1 Visual media
 - 2.9.2 Audio media
 - 2.9.3 Audio Visual media
 - 2.9.4 e-learning, internet, online facilities
 - 2.9.5 Community resources
- 2.10 Formulating strategy for curriculum transaction
- 2.11 Evaluation of curriculum transaction process
- 2.12 Let Us Sum Up
- 2.13 Unit End Activities
- 2.14 Answers to Check Your Progress

2.1 INTRODUCTION

The basic concern of an educational institution is effective delivery of an educational package to its clients i.e the learners. This indeed is a complicated process involving several factors and considerations which are directly related to planning, development,

transaction and evaluation of curriculum process. In the context of institutional management, therefore, handling curriculum issues is of fundamental importance. In the previous unit, the basics of classroom management have been discussed to give you an idea of how teaching-learning process actually takes place in an institutional setup. With an understanding of the dynamics of classroom management you will now be led to the area of curriculum transaction, which essentially involves the practical techniques of management.

2.2 OBJECTIVES

After working on this unit, you will be able to:

- differentiate between formal, non-formal and informal nature of curriculum;
- distinguish between behaviorist and constructivist approaches to curriculum;
- conceptualize curriculum transaction as a process;
- describe various methods and media used in curriculum transaction;
- select appropriate media and methods while transacting curriculum;
- formulate curriculum transaction strategy; and
- evaluate curriculum transaction process.

2.3 CURRICULUM IN INFORMAL, FORMAL & NON-FORMAL EDUCATION

In various sections of this learning material we have expressed the fact that education in societies is a process of developing in learners, knowledge, skills and attitudes which the society identifies as desirable. It is a fact that societies may differ in what qualities they would like their citizen to develop. You may for instance consider a society which focuses on promoting capitalistic values in its people. Yet another society may concentrate on democratic values. In general, educational institutions are tailored to reflect the specific philosophical thrust of a society.

Education of individuals in a society may take place through formal, non-formal and informal approaches. In fact, initial education of an individual from the time of birth is informal. Living within the family, he/she picks up knowledge/skills without much conscious organized efforts. This kind of education takes place throughout the life of an individual. He/She interacts with a number of agencies in society like home, neighborhood, community and in religious institutions. Activities in all these agencies impact upon him/her and shape him/her in certain ways e.g he/she learns manners, customs, language, codes of conduct and a host of behaviours through such interaction. It takes place anywhere, anytime. Well, it was the main approach to education particularly in ancient times. Knowledge was limited and could be transmitted in informal ways. There was no structured body of knowledge to be transmitted.

Knowledge expanded particularly during the industrial revolution in England and became complex. For effective development of society it also became important that such education be made available to a larger section of people in society. Informal agencies could not handle this since these agencies did not have adequate number of knowledgeable persons who could impart such knowledge. It was considered more appropriate to contrive structured, organized mechanisms through which the increasing fund of knowledge could be transmitted. It is against this background we find the emergence of the organized sector of education viz. school/

colleges, which came to be called formal education. Formal education came to be coordinated by the State. Even now it is the most popular approach to education in almost all countries of the world.

As societies evolved, difficulties in maintaining formal education systems were experienced. Demand for formal education continuously began to soar. States began facing financial burden in providing formal education. Finding jobs/employment for the formal educated persons became a critical issue since this education did not directly equip persons to generate their own jobs. Non-formal education emerged as a response to this situation. Most countries of the world have used non formal education to meet the needs of specific target groups like, for instance, giving a training program comprised of a few weeks to help people gain certain competencies. Non-formal education is also organized education but it takes place outside the established formal system. Unlike formal education which is broad based aimed at a total development of the human being, non-formal education is specific and is aimed at a specific target group.

As mentioned above, both formal and non-formal education are organized. In order to attain the broad goals aimed at by the formal system as well as specific goals aimed at by the non formal system, course content is decided by the State concerned. The delivery of the course content in such a manner as to attain the goals is worked out. At this stage a variety of learning experiences which will suit the age level, ability of the learners and which can be drawn out from the resources of the community are delineated. At the same time indices which will help to evaluate the attainment of goals/objectives are evolved. The totality of experiences planned in relation to a course to which the learners are exposed is called the curriculum.

2.4 CURRICULUM - TWO MAJOR PERSPECTIVES

While all educationists would agree to the fact that curriculum is the totality of experience of an individual through the process of education they do maintain different views on how curriculum is evolved. One is the objectivist perspective. Here, knowledge comprises of truths which have accumulated over time. Such knowledge is relatively fixed. It is treated and organized in ways generally through the formulation of experiences which will enable learning to take place. Learners are exposed to a pre chalked out list of activities which lead to a definite set of outcomes. In fact, the view is that there is knowledge 'out there' that needs to be transmitted to the learner. The learning experiences are so planned that this knowledge is mastered by the learner. His/her extent of mastery is measured through standardized tests.

The second view is the constructivist perspective. It does not view knowledge as something fully known, fixed and transmittable. On the other hand, knowledge is personal. Its meaning is constructed by the learner through his/her experience. Under the constructivist curriculum, the approach to learning will be to provide relevant experiences and opportunities and through dialogue and interaction with his/her teacher, peers and perhaps, members of the community he/she constructs what he/she understands and thereby learns. Therefore, curriculum is not given as a ready made package of experiences to transmit fixed knowledge.

Let us take a simple example to understand these two perspectives. Imagine that a class is in progress where the teacher is interested to make the pupils learn that solids have a definite shape but liquids do not. A liquid takes the shape of the container in which it is placed. In an objectivist curriculum, the classroom would involve the teacher explaining the idea to the learners by taking examples of solids of various shapes. She may ask a few questions in the class and also through examples she

would lead the learners to the idea that liquids do not have a definite shape. The aim is to impart the knowledge of a fixed truth, mainly through a set of formatted experiences. In the constructivist classroom, the students study the shape of various objects around them. The teacher interacts with them and encourages them to list out the shapes both regular and irregular they have observed. Then she draws their attention to liquids. The learners discuss among themselves the issue of the shape of liquids. As the lesson progresses, the teacher guides them to the water contained in their water bottles which are of different shapes and designs. They also pour out the water into glasses of different shapes. They conclude that liquids do not have a definite shape. They have constructed the knowledge through their own experiences and through a negotiation of ideas between the teacher and their peers. As you can see, in an objectivist curriculum the classroom is teacher directed whereas in the constructivist curriculum the classroom is learner oriented.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

- 1) In one sentence each, describe informal, formal and non-formal education.

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- 2) Briefly explain the difference between Objectivist and Constructivist curriculum.

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2.5 CURRICULUM TRANSACTION – THE CONCEPT

At any point of time, a society may adopt an objectivist perspective or a constructivist perspective of curriculum and institutions may function with such a perspective. In practice, the institution will have to implement the curriculum. For convenience in implementing curriculum, it is formulated for different age groups which are found at different stages of schooling. Further, curriculum is divided into subjects categorized on the basis of the aspect dealt with. For instance mathematics largely deals with numerical data, physics deals with physical phenomena etc. For each stage of education, for convenience, a syllabus is framed for each subject which indicates what aspects of the subject will be dealt with and to what depth of understanding. In general, a textbook is written for each level of schooling which defines the boundaries of the subject for that stage. It is this syllabus, presented in the form of textbook which actually functions as the working tool which needs to be transacted by the teachers and learners. Based on competencies acquired, a teacher formulates activities and other experiences for learners which will ensure their mastery of the syllabus. When we talk of implementation we mean that the activities and learning experiences proposed will have to be put into action. That is, transaction is a process of putting into practice the set of activities listed, or of covering the topics in the curriculum.

Curriculum transaction is a serious task. A teacher who is to transact the curriculum will have to engage in thinking reflection, visualization and planning. After delineating what exactly the teacher and learners would transact, the teacher will have to plan how the transaction will take place. He will need to make a clear assessment of the kind of learners, the availability of resources, time constraints. Also, he will have to sequence the concepts against consideration of logic. You will study more details of this aspect in further sections of this unit.

There are no fixed procedures for curriculum transaction. As you would agree, there are many complex variables operating in an educational situation. Also, classroom processes are dynamic and hence curriculum transactions will have to be planned keeping these characteristics in view. In order to ensure the effectiveness and efficiency of curriculum transactions, teachers need to be fully equipped with certain competencies. What are these competencies? Well, when we talk of curriculum transaction we are basically focusing on the process of implementation of the curriculum. But in order that implementation is successful, it is important to plan what will be implemented. Equally important is to decide how it will be implemented. And since, the entire process is dynamic, it is important to evaluate the process of implementation from time to time so that the transaction can be made more effective. Essentially, curriculum transaction is a managerial activity and hence it needs to be guided by management procedures. Planning at the outset, executing the plan, and evaluating the implementation need to be built into the process of curriculum transaction. Therefore, teachers shall have to develop the competencies related to planning, execution and evaluation.

2.5.1 Planning for curriculum transaction

As mentioned earlier, Departments of Education of a State are involved in chalking out the curriculum for various levels of education. The curriculum is evolved in order to attain the goals of education identified by the State. This may be termed as long term planning. It is described so because the curriculum is not expected to produce knowledge skills, and other attributes in the individual immediately. On the other hand, it is expected that the learners exposed to the curriculum over a period of 10-12 years will emerge as citizens with the qualities and attributes envisaged at the stage of long term planning. A teacher involved with curriculum transaction is not directly involved at this stage but nevertheless, he is to be aware of what long term planning goals are. This will enable him to work out the curriculum transaction process against the background of the long term planning. While he works out specific experiences for the curriculum transaction, process he will be able to ensure that the long term curriculum planning goals are reflected in these. For example, in a country which aims to inculcate democratic values in people, the long term plan will be able to present content and experiences which will prepare young people to internalize democratic values. A teacher planning for curriculum transaction at the classroom level will bear this in mind and plan his/her classroom climate in a manner to facilitate the development of democratic values. Obviously an authoritarian approach to curriculum transaction will not be practiced. Therefore, the long term curriculum planning goals implicitly guide the teacher while planning curriculum transaction.

When the teacher plans for curriculum transaction in the classroom, he has to develop competency in engaging in three levels of planning. Such kind of planning will give direction to the transactions and ensures that the curriculum is implemented effectively. Let us examine the levels of planning.

- (a) **Course planning:** Both in objectivist curriculum and in constructivist curriculum, course planning is the first step for curriculum transaction. As already mentioned,

there is a definite course in each subject for each grade level of education which is generated after much deliberation by authorities on education. These courses generally compacted into textbooks are made available to individual institutions. The concerned subject teacher is given the course. Now, the teacher is expected to analyze the whole composition of the course content. She will have to decide how the course will be dealt with and how it will be spread out for transaction throughout the year. At this stage the course gets divided into parts of content and the teacher will also take a decision on how much time is to be allotted for each part. She will draw out targets for completion of particular sections of the course at particular points of the academic year. While working out these details, she would take into consideration the nature of the content and complexity.

- (b) **Unit planning:** From the given course content, the teacher will identify chunks of content that have logical consistency and can be tied together. These will be separated out as a unit. In this way the course is divided into units. A unit will contain instruction which can be carried over for several days. The teacher then goes for a detailed analysis of the unit to identify ideas and concepts which can be connected. Such ideas will be placed together to constitute a sub unit. A unit therefore, contains sub units. Thereafter, the structure of each subunit is worked out putting in place all the ideas which will be covered in that subunit. The process of developing the structure of the unit by identifying the relation between concepts/ideas and drawing them out as subunits called content analysis.

Let us take an example to understand the concept of unit plan.

Suppose we are teaching a set of learners in Class VIII about **Heat**. The unit may be divided into three separate subunits like heat as energy, flow of heat and change of state. Under each subunit, the concepts to be taught are arranged in a logical manner. This step may be illustrated as follows;

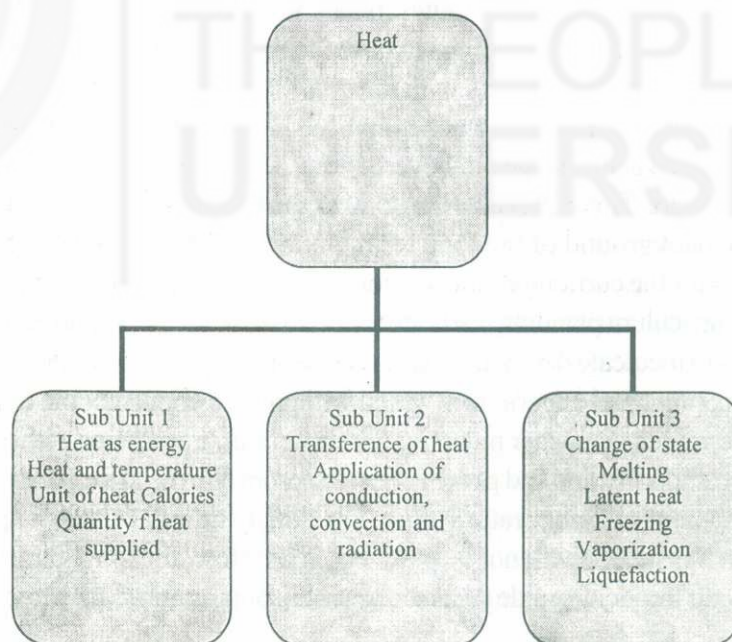


Figure 2.1: Concept of Unit Plan

As you can see above, each subunit deals with a particular theme and the ideas discussed in the sub unit are logically connected with each other and also under the main theme.

It is also important to note that the subunits or the ideas discussed in them are not absolutely exclusive of each other. The inter-relatedness of concepts wherever found relevant will be identified and highlighted to learners during the course of their instruction. However, unit planning does not end with the content analysis as indicated above.

Next, the teacher will have to engage in what is called task analysis. For each subunit, the teacher will have to work out the teaching points and specify what objective is specifically intended to be attained through that teaching point. For instance, in the example cited above, for the teaching point 'heat and temperature' we may specify an objective as follows:

- the learner differentiates between heat and temperature.
- Again, the concept of change of state in subunit 3 may have an objective,
- the learner cites examples of change of state from solid to liquid and from liquid to gas.

Further against each objective, the teacher will have to specify the method of curriculum transaction, the media to be used. Finally, the unit plan will also indicate the techniques which will be used to evaluate the achievement of objectives. Thus at the unit planning stage the teacher first of all, through content analysis, draws out the structure of the unit and the sequence of presentation and secondly, through task analysis delineates the specific objective to be attained through the unit of study, and also the methods through which these will be realized and then comes the evaluation. You will learn more details of these aspects later in this unit.

- (c) **Lesson Planning:** The unit planning just discussed above in fact, is rather brief indicating the structure of a unit, the concepts under the unit, the objectives, methods and media and has a mention of possible evaluation techniques to be used at the close of the instruction. However, in actual practice, the teacher needs to have what is called a Lesson Plan in order to give proper direction to his day to day responsibility of teaching. It indicates the kind of activities that would be undertaken in a class period of 35-40 mins. Thus, from the Unit plan, a teacher prepares the lesson plan which would generally deal with a couple of concepts drawn from the subunits arranged in a sequence. Here, a teacher may make a decision regarding the concepts to be discussed, the mode of organizing the learning experience. Details are worked out regarding which of the available media can be used and the methods of conducting the learning activities. The expected behaviours of the teacher and the learners are also indicated. Assignments to be given, black board work, recapitulation questions, evaluation questions, etc are also mentioned in the lesson plan. It is therefore, a detailed description of the proceedings of a 35-40 minutes class. However, it is not to be inferred that lesson plan is a cook book which gives various steps of preparing a recipe. It is not a rigid document dictating the procedural activities of a lesson. It is to be prepared incorporating the element of flexibility so that depending upon the practical developments in the instructional process, the plan can be adapted to meet the needs of the learners and enable them to attain the expected learning objectives. You will learn more details regarding choice of media/methods etc in the Section 2.9.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

3) Explain briefly what you mean by curriculum transaction.

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4) Differentiate between curriculum and syllabus.

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5) How does course planning help a teacher in the classroom?

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6) Briefly explain content analysis.

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7) Mention four specific tasks that are focused in task analysis.

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8) A new teacher enters the classroom with a set lesson plan. What advice would you give him before he begins the class?

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As mentioned in the previous section, the two main tasks involved in curriculum transaction are Content Analysis and Task Analysis. In the former activity, outcome is a sequenced set of concepts which will be progressively dealt with in the instructional set up. The latter activity details out how the concepts will be presented, in other words, how the transaction will be effected. This stage is very important because, the success of the transaction depends on how precisely and effectively we have been able to select and present the learning experiences. In the educational arena today, we have available to us a wide variety of methods and media from which we may select the ones which are most suitable to the instructional situation we have to deal with.

The methods of curriculum transaction are many and most of us are familiar with the popular ones. These are lectures, demonstrations, team teaching, group discussion, role playing, problem solving, discovery, etc. More recently technology mediated instructional methods are being used looking into certain advantages which these methods have. Researchers like Joyce and Weil (1986) have also tried to present a comprehensive picture of methods which are known as the models of teaching. For convenience, they have grouped the models into four categories viz. 1. Information processing 2. personal 3. social and 4. behavioral.

Media to be used for curriculum transaction need to be discretely selected. Selection of media will depend on the kind of activity that we are envisaging for the achievement of certain objectives. Moreover, it has to be ascertained if the media are available in that particular instructional context. If not, then alternative inputs need to be selected. Herein are discussed details in respect of some of the media inputs available to an instructional planner.

2.6 METHODS USED FOR CURRICULUM TRANSACTION (TEACHER CENTRED)

In order to facilitate learning, teachers and learners in the formal/ non formal education set up meet and engage in the transaction of knowledge which is defined through the curriculum. The transaction takes different forms depending upon the roles that teachers and learners play. In some transactions, we may observe that teachers dominate the teaching learning context; they are doing most of the talking, they are leading etc. Here the learners have to be followers. Perhaps they are listening quietly and accepting everything said by the teacher. These are teacher centered transactions. We will soon present some details of these transactions. Then, there may be other situations where, in the process of transaction, the learner is active, engages in a variety of activities which leads to his learning, the teacher is more of a guide. These can be described as learner centered transactions. Finally, there are also learning situations in which learners function as groups, they can carry out activities as members in the group and through such cooperation they learn under the guidance of the teacher. They are group centered transactions. For curriculum transaction to be effective there are certain aspects which need to be worked out right at the beginning, irrespective of what methods or media are being used. You may say that these are over arching guidelines relevant to any sort of curriculum transaction. Let us discuss these.

1. The curriculum which is to be transacted, generally available as learning content is to be organized. The main criterion for such organization is the logical presentation of the subject matter. This can be worked out by what is called

content mapping which will comprehensively indicate what are all the aspects which will be covered at a particular grade of learning in a particular topic. Along with content mapping we need to work out the linkage between content points within a content. For this, we prepare a flowchart. The flowchart is like a chartered plan indicating how the curriculum transaction will progress. The following example is presented to help you understand the concept of content mapping and flowcharting.

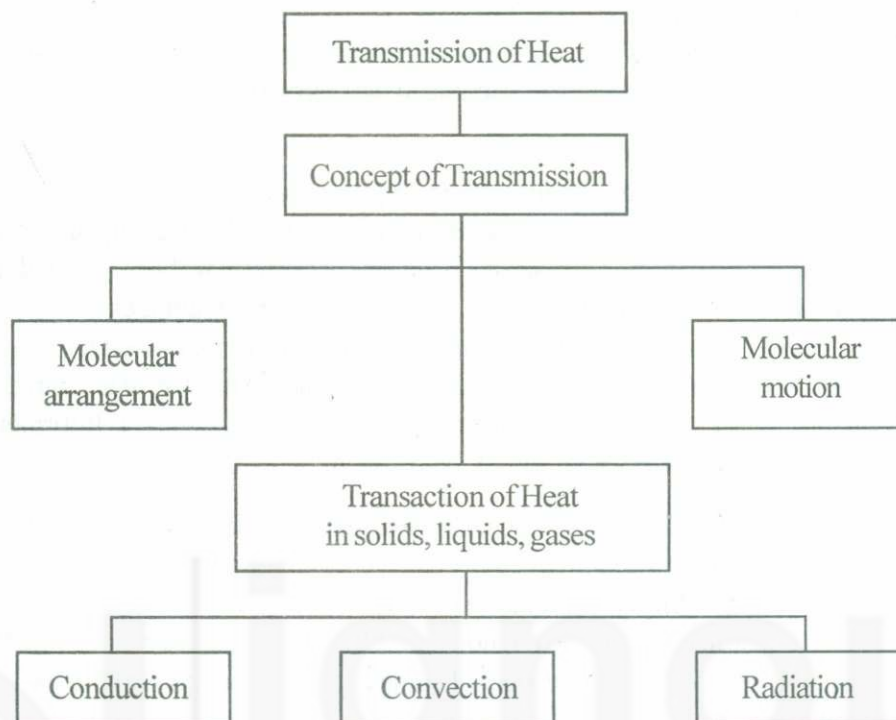


Figure 2.2: Flow Chart

As you can see ideas are linked together in sequence and the content should have a logical flow. This imparts meaningfulness to the content and it facilitates smooth learning and retention. No definite and fixed procedure can be prescribed in this regard. A teacher's command over the subject matter and his depth of understanding of the concepts will enable him to see the linkage between ideas.

3. After the logical sequencing of content is worked out the teacher has to arrange the presentation keeping the psychological requirements of learners. In this regard, content needs to be presented by moving from what the learner already knows to what he does not know. For instance, before going into measurement of areas/volumes, the teacher will start with the measurement of length, breadth of objects with which the learner is already familiar. Second aspect is that of moving from simple to complex. To teach about geographical map of the State, the teacher will begin the class with the map of the school. Third, the process of learning itself should be rewarding. While he learns, the learner should be motivated to go further ahead with his learning. For this, the learning experience has to be sequenced in such a way that every step of learning gives a feeling of success. In a class on adding fractions, the teacher may present very simple examples which the students are able to solve correctly which gives a success experience and then gradually increase the complexity.

Besides these major guidelines, each method of curriculum transaction will have certain steps which need to be adhered to for maximizing effectiveness. We shall now discuss a few methods commonly used in Indian classrooms.

This method of curriculum transaction is most popular in the class room context of the secondary and higher education levels. In fact, in our country, due to the large classrooms where a good number of learners have to be taught at a time, it is convenient to use the lecture method. There is a general assumption that lecture is easy and one can just talk to a group of learners on a theme anytime. This however, is not true. Delivering a lecture is a serious task. For an effective lecture the following aspects need to be taken care of :

Preparatory Stage:

Before the delivery of the lecture it is important to plan and prepare the lecture. At the planning stage, you will have to arrange the teaching points to be dealt with in the lecture. You will also have to clearly work out how each teaching point is going to be explained, which examples or illustrations will be used, if any diagrams, figures etc will be drawn on the blackboard, which charts, models etc will be used, any equations etc to be written on the blackboard. All such minute details are to be worked out in advance. As mentioned earlier, flowcharting will guide the teacher in effective presentation of the lecture. It is preferable to have the main transition points of the lecture written separately on cards which can be used in the classroom. Indications can be made on the cards to show what specific aids/ activities will be put in at particular junctures of the lecture.

Presentation Stage

The actual curriculum transaction takes place at this stage. The plan prepared at stage 1 is put into action. However, this does not mean that cookbook approach can be used for translating every step of the plan into concrete action in the classroom. The lecture will have to begin in a smooth manner firstly by ascertaining the entry behavior of the learners which is presumed at the preparatory stage. Do they actually have those specific behaviors which enable them to benefit from the present experiences? If not, certain additional inputs will have to be given to prepare them to receive the new experiences.

Second, the learners should be informed of what they will learn through the forthcoming lecture. This is done by presenting what Ausubel (1968) calls 'advance organizer'. It is a fact that learning is strengthened when the learner is able to link up what he is learning with what is already known to him (his existing cognitive structure). The new learning unfolds in the course of the lecture, it gets anchored to previous learning and a comprehensive understanding is obtained. Thereafter, the lecture can be presented. Depending upon the ingenuity of the teacher, examples, teaching aids, like charts, diagrams, models etc. and a variety of stimuli can be used in developing the lecture. All through the lecture the teacher may raise questions to which the students may respond. Besides ensuring whether learning is taking place it helps the learner to progress through the lesson.

Conclusion Stage

Towards the close of the experience, the teacher helps learners to summarize what has been learned. Such summarization is done through a review of the learning generally by raising relevant questions to which, answers are given by the students. A blackboard summary is developed which reinforces the learning. Assignment questions are given which further strengthens the learning.

2.6.2 Demonstration

At all levels of education, this method is employed by teachers handling curriculum transaction in various subject areas. As you can understand by the term itself, it

means how some particular task/activity is to be done, or not to be done. Learners are expected to observe the skills being displayed. A teacher may carry out the demonstration himself or he may use certain other aids like films, diagrams or charts to demonstrate the concepts. Let us consider the following areas where a group of learners are being taught

- To measure height and weight of objects.
- To take out a liquid using pipette in a chemistry class.
- To draw the outline map of a country.
- To recite poems.
- To play a particular musical note on an instrument.
- To learn a serve in tennis or ball in cricket.

Can all the above be taught through lecture? Obviously, you would agree that any amount of lecturing cannot lead to effective learning of the above skills. Almost every teaching learning situation contains skills to be learned and mastered by the learners which cannot be taught through verbal lectures. Demonstration by the teacher followed by practice by students will be the correct approach to curriculum transaction in these situations.

It is important that demonstrations are systematically conducted so that procedure and skills of executing the activity are clearly understood by the target group. Therefore it is necessary to prepare for the demonstration.

Preparatory Stage:

Planning is the first step before a demonstration is executed. The task to be demonstrated is to be broken down into a series of steps. The materials required at each step are to be listed out and assembled after procuring these. Procedural steps in the order of being executed should be listed out in the blackboard. The seating arrangement of learners should be worked out so that everyone can see and hear what is being explained. A hand out indicating the steps of the demonstration and also other relevant content should be prepared for distribution to learners at the end of the demonstration. If supplementary aids like video are being used along with the demonstration, we have to work out exactly at what stages/ points of the demonstration, these will be introduced.

Conducting the demonstration:

When everything is ready for the demonstration the teacher may introduce the theme in such a manner as to motivate the learners and arouse their interest in the demonstration. The verbal explanation during the demonstration and the practical steps being demonstrated are to be clearly communicated and synthesized. Questions may be raised by learners while the demonstration is going on. These should be encouraged and clarifications should be provided immediately. Sometimes a certain step of the demonstration may have to be repeated to clarify the query and provision for such interruptions should be made at the planning stage itself. The demonstration should be well placed and not hurried through or dragging. Although largely the role of the learners will be to observe and record, their active participation wherever possible should be encouraged. After a few logical steps of the demonstration the procedures conducted until then need to be summarized. Hand outs are to be given at the close of the demonstration so that a record of the procedures is available to the learners.

As you can see use of demonstration in curriculum transaction gives scope for teacher pupil interaction and also enables learners to learn how some skill or activity is

executed. It is learning by modeling and also by doing. While watching the demonstration, they develop the skill of observation too.

2.6.3 Team Teaching

Instead of a single teacher either giving a lecture/demonstrate, a group of teachers may impart instruction through a process called team teaching. A definition by Warwick(1971) gives a clear explanation of this approach. He states that it is a form of organization in which individual teachers decide to pool resources, interests and expertise in order to devise and implement a scheme of work suitable to the needs of the students and facilities of the institution. The concept of team teaching was actually put into classroom practice in 1950s in American education. It is based on the conclusion that 2/3 persons who are specialists on their field can plan, execute and evaluate learning of groups of students effectively. Therefore, it gives an opportunity for each teacher to contribute his best towards learning in that particular course.

Preparatory stage: Like every other teaching approach team teacher requires planning. The members constituting the team need to meet and work out how the instructional activities are to be executed. Since team teaching can be organized in quite a few ways, it needs to be decided which approach to team teaching will suit the topic on hand and the learners. The topic for example, 'Women's participation in politics' can be taught by a team of persons using different approaches. The topic may be taught through a series of presentations by say a woman politician, an undergraduate student, a male politician, a representative from Women's organization each giving his/her own viewpoint on the issue. It may also be taught through a group of teachers who decide to use a narrative style presenting different dimensions of the issue. One teacher speaks on Effectiveness of Women politicians, another, on Women politicians and Family life, another on Women politician and Political hierarchy. Thirdly, it can be taught by debating on the issue through a live argumentation on the issue. Depending on the topic, resource persons available, facilities and the learners, the approach to team teaching can be selected.

Executing Team Teaching: After planning systematically, the team of teachers shall go about the task of executing teaching. Each approach is fruitful from the learners' point of view. When teachers are present in the same class period and explain different aspects of the theme, learners develop a comprehensive understanding and a holistic picture of the theme under consideration. When a variety of methods are used by the theme lecture, demonstration, panel discussion etc explain the issue, then also the understanding of the concept is enhanced. If an argumentative approach is used, then too the students exercise higher cognitive abilities in understanding the argument and thereby begin to get analytical perspective of the topic. There is no chance for any prejudiced knowledge being imposed upon learners. During the team teaching it is very important that learners could be encouraged to take notes and summarize the presentation of the team members. They should be encouraged to put in their view points at appropriate stages of their team teaching. After team teaching is completed the learning accrued needs to be evaluated, Evaluation is done by the team members by formulating a testing situation which measures knowledge / skills learned through the team teaching.

With increasing importance given to learners role in the team teaching process, a set of methods which focus on learner active instruction have been identified. Let us consider a few important such approaches

Note : a) Space is given below for writing your answers.

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

9) What is content mapping? How is it related to flowcharting?

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10) Mention three major stages in organizing a lecture.

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11) Write two main advantages to learners when team teaching is used.

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2.7 METHODS OF CURRICULUM TRANSACTION (LEARNER CENTRED)

2.7.1 Self Learning methods

In self learning methods the onus of learning is on the individual learner. He will take responsibility for his learning and the teacher's role is that of a facilitator of learning. Besides keeping the learner active the main advantage is that the learning is paced out according to the needs of the learner and his readiness to learn. At various stages of the learning, in fact, at every step the learner is given feedback about his progress in learning. Based on the feed back the next step in learning is defined. Thus, through continuous monitoring the learner achieves the instructional objective outlined at the planning stage of curriculum transaction. Self learning methods may be presented through the various approaches. There may be self study materials, personalized system of instruction, computer assisted instruction etc. In self study materials subject matter organized and presented as self learning material where the learner takes responsibility to study and work in the materials. Such material may be presented as programmed learning material or as systematized content with provision of feedback as you are reading now. A learner studies the materials and is guided to work in different ways as he progresses through the materials. SLM is prepared taking into consideration the psychological aspects of the learning process. There is a built in mechanism which enables a learner to check if he is learning. Unlike a classroom learning experience in the face to face mode which is a one time experience, in SLM the learner can return to the SLM and read it several times to learn the content. He can also learn whenever he wishes to enrich any learning. This built in flexibility enables the learner to pace his own learning.

PSI is another self learning method. As the term itself indicates the curriculum transaction under the method is highly personalized. The needs and ability of the learner are the prime considerations. At the outset, well planned assignments are given to individual learners which comprises study materials relevant to the theme to be transacted. Written content, laboratory work, projects in the field situation etc are also included in the assignment. Students take their own time to work on these activities. When they have completed, they report to the teacher (generally under PSI, the teacher is called as proctor). The proctor is more of a facilitator. He evaluates the learner to check if he has mastered the learning. If he is not satisfied with the attained level, he directs the learner to re-learn. Remedial packages may also be given to learner, if available. If satisfied, he directs the learner to proceed with further learning. As you can see, even if a class has a large number of learners, the transaction of the curriculum are done in a personalized way where every learner gets individual attention.

2.7.3 Computer Assisted Instruction (CAI)

Self Learning method has been modernized using technology of **computers**. This input is used to record, and react to student responses. It can be used to store and manipulate content, manage the learning of a huge number of learners. Curriculum is transacted by the learner while using the computer. He can go through the contents of a topic, react to the queries built into the computer on the topic, get feedback to his responses just as if a teacher were interacting with him. Instruction can be programmed depending upon the entry level of the learners. It is quite possible that different learners give varied responses to queries. However, curriculum transaction using computers is designed in such a manner that each response given is dealt with separately and the learner is directed through a particular path to achieve his learning. Drill and practice, tutorials, games, etc. are scrutinized and presented to learners for transacting the curriculum.

2.7.4 Project Work

Another Self Learning method which is used for curriculum transaction is **project work**. Here the student works on a specific aspect/theme/problem in focused and systematic manner. Projects may require that the learners work in the real context of a society or it may require laboratory work or library work. To study the quantum of fat content in the food taken by people requires laboratory work. To develop a write up on various musical instruments prevailing during a certain period of history, one may have to engage in library work. For instance, he may study the customs and rituals of followed by a community during a festival. For this, he has to observe the members of the community during that festival followed by participation. One may study the sanitation facilities of a locality. This requires movement in the locality. Such studies are planned meticulously under the guidance of a teacher and executed by the learner in the real life situation. Most of the project work is done independently by the learner. He develops knowledge, skills and quite a few personality attributes through this realistic experiment. The project revolves round a theme, gaining knowledge of the aspect being studied. Skills of various kinds are also developed. Besides planning how he will go about the project, he picks up skills of arranging and manipulating resources available to him, skills of experimenting, observation, etc. Also, he develops attributes like cooperation, patience, social sensitivity, cooperation. A project may not even go according to the strategy planned by the learner at the outset. In the process of working on the project he develops critical thinking and the ability to evolve alternative ways of coping with situations. On the

completion of field work/library work, and the collection of data a report of the project will have to be prepared by the learner. It is quite possible, and it often happens that a lot of data gets collected while the project is in progress. Judicious pruning of data is needed to sort out only that data which is relevant to the theme of the project. Discrimination of such data shall have to be done and thereafter, the data needs to be analyzed and conclusions are to be discussed.

2.8 METHODS OF CURRICULUM TRANSACTION (GROUP CENTRED)

Curriculum transaction can also be executed in group situations. Such situations besides developing higher cognitive abilities in the learners also contribute to the development of certain affect attributes. Working in groups, they learn from each other, exchange of views and discussion which takes place in the group clarifies concepts and enables learners reach a clear cut understanding of the topics through analyses of the ideas and its synthesis. It keeps the learner active. It facilitates learning through cooperation. Group situations may be varied. For instance, all the learners of the group may be assembled at one place and engage in discussion of the topic. Or else, a single group may be divided into three or four small groups which work as teams and later present their small group work to the entire group. You may be interested to know how group learning situations can be varied.

2.8.1 Discussion : The simplest mode of transaction through group centred situation is discussion. Consider a theme has been identified as follows 'Coeducation in secondary schools'. This is a topic upon which each and every learner at the secondary level/ higher secondary level can give opinion. The teacher may initiate discussion giving introductory remarks. Thereafter, learners contribute their views by building up on each others opinions. It is very important that while the discussion is in progress, the teacher should guide the direction of the discussion so that it does not spill over to an altogether different area. Care should be taken to see that no remarks which will stifle the thinking of the learners or make them afraid or diffident to express their thinking. Generally, inputs in a discussion begin slowly as ideas come in, then, the tempo builds up wherein views which are supportive of each other as well as contradictory pour in and towards the end the discussion tapers off. At this stage, a teacher may be able to collate views and emerge with conclusive remarks. Discussions have the potential to develop higher cognitive abilities besides enhancing knowledge in any specific area.

2.8.2 Buzz session: At suitable stages in the course of curriculum transaction buzz sessions can be organized. These sessions essentially means focused discussions in small groups for working out specific problems. For instance, students have to be taught about elements, compounds and mixtures. After this the teacher may place before the learners samples of substances and divide the class into small groups which will be given the samples of mixtures. The students will be asked to discuss among themselves for a short while and come out with suggestions as to how to separate the mixtures. These small groups discussing specific focused themes for a short while are described as buzz sessions. Innovative solutions to problems are sometimes reached through buzz sessions. In buzz sessions participation by almost all learners is assured. It gives opportunity for divergent views to be expressed thereby promoting the creativity of the learners. After the buzz the leader makes a presentation of the points discussed in the group. The teacher summarises the points of each group and gives his judgement. While the buzz is in progress, the teacher takes rounds to just monitor what discussions are going on. At no point, he interferes with the discussions going on within the buzz groups.

2.8.3 Tutorial sessions : A form of curriculum transaction which particularly facilitates guidance of learners is the tutorial. Generally it is an informal interaction between teacher and the learner in which the learners share the specific problems with the teacher and the teacher examines these deeply and solutions are provided on individual basis. Depending on the extent of rapport, the range of problems shared and discussed may vary. It is flexible and can be adjusted to suit the needs of the learner.

2.8.4 Debates : An important aim of curriculum transaction is to encourage learners to sharpen their analytical thinking skills. In course curriculum we do find specific issues which are controversial and which lend themselves to being viewed from different angles. For instance, consider an issue 'should women engage in politics'. Some may think 'Yes' and some may say 'No'. The class may be divided into two groups in which learners will speak for the theme and others against the theme. The most important basic requirement for using debates in curriculum transaction is that the learners should have capacity to gather relevant information and process this information to support and justify their stand in the controversial issue. Besides gaining information, learners learn the skill of argumentation as they react to their opponents. The teacher guides the learners in gathering information. Chairing the proceedings he helps the group reach conclusions through a post debate discussion.

2.8.5 Seminar: Another method of curriculum transaction where learners need to engage in extensive reading and concentrated study is seminar. A theme may be selected as for instance, 'Contribution of Christian missionaries to the development of the Indian Nation'. This theme could be distributed to students to present contributions made by the missionaries to education, health, social development etc. The students pursue a detailed study of these aspects through library work. They develop a paper reflecting their study and analysis of the aspects studied. Preparation of the seminar paper is a serious task requiring rigorous information processing. Information gathered is studied, analyzed, and a standpoint with justification is presented before the group. The group members listen to the presentation and benefit by gaining information. Also they may raise questions seeking clarification or questions related to aspects not adequately covered in the presentation. The teacher moderates the discussions of the seminar and finally puts the motion for vote in the house.

2.8.6 Symposium: When a topic of study is varied, has multiple dimensions, or is controversial, the teacher may arrange for a symposium. In a symposium, speakers make detailed presentations of various dimensions of the topic, for instance, a symposium may be conducted on 'Threat to National Security'. In this case, speakers would examine a series of issues which pose a threat to National Integration – neighbouring countries, internal political instability, communalism, casteism, economic slow down, competition, global political scenario, etc. Such individual presentations will enable the participants to get a wholistic perspective of how a number of factors can threaten national security. It presumes that the speakers have substantial knowledge of the theme.

2.8.7 Panel discussion: A panel discussion is a form of transaction in which a topic which is complex or controversial is examined. Questions related to the theme may be collected in advance and handed over to the members of a panel. The panelists come prepared with answers. For instance, consider a controversial theme- 'Should private universities be set up in India ?' A number of questions may be raised as follows : Where in India should such universities be set up ? Which kind of private organizations should set up these universities ? Should there be any age limit for teachers in these universities? etc. The questions are arranged in a predetermined

order by the moderator and these are raised sequentially. The panelists give their reactions. Later, they may react to the views presented by the co-speakers. They may also answer any new queries which are posed to them. Higher cognitive skills particularly critical thinking is developed through this kind of transaction.

2.8.8 Brain storming: A mode of curriculum transaction which keeps learners very active is brain storming. For instance, an issue like 'how exams can be made less stressful' may be taken up for brain storming. Students express themselves freely on the topic. They are encouraged to express their views. These are accepted without any kind of criticism or doubt. All the views expressed by the learners are noted down. In a brain storming there is ample opportunity for the learners to express their creativity. After all the views are collected, the teacher along with group evaluates the ideas and takes in those which are feasible to address the problem being confronted. In many practical problematic situations in higher education, brain storming can be used to encourage a participatory approach in the solution of the problems and in making students responsible for the decisions taken.

2.8.9 Role playing: Curriculum transaction is effective if real life situations can be simulated in the class room. For instance, a rural situation may be simulated in the class in order to understand the role of community health worker in a rural area. The teacher may set the background of the situation and students may enact the roles without any inhibition.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

12) List four main features of self learning methods.

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13) Fill in the blanks:

- a. In programmed learning material, the subject matter is presented as (frames/units)
- b. Well planned assignments are given to learners under (PSI/project)
- c. Inmethod, the learner works on a specific theme /problem in an in depth manner

14) Write a sentence on what is the role of a teacher in a discussion session.

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15) How is buzz session similar or different from a brain storming session?

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16) Which kinds of topics lend themselves to debates?

17) Mention any two advantages for learners participating in a seminar.

2.9 MEDIA SUPPORT IN CURRICULUM TRANSACTION

In the above section, we have elaborated on various methods which may be employed in curriculum transaction, viz. teacher centred, learner centred and group centred methods. Whatever the method, teachers and learners can draw upon a number of devices which will enhance the effectiveness of learning. Today, with modern technology, a whole range of such devices are available which are commonly referred to as instructional aids or communication aids. Since these aids are presented through certain medium, these are also termed communication media. These aids supplement the methods used in curriculum transactions. In this section, we shall examine some of the communication aids which are used by teachers in ordinary classrooms while they transact the curriculum.

2.9.1 Visual media

A wide variety of visual media are available. These are indicated hereunder:-

Three-dimensional material: There are a number of curriculum transaction situations in which you will have to explain to learners about specific objects. For instance, what is a prism? You will definitely bring a prism into the class, explain about it and have students to examine the prism. Here, by using the objects we have made learners understand about it. Sometimes we use specimens to facilitate understanding, e.g. in explaining what is a compound leaf. In case of both objects and specimens we are dealing with real things and these provide direct first hand experience. Sometimes it may not be possible to make available the real object. The real object may be too small or too big to handle. It may be dangerous to handle or manipulate the object. In such situations we use models. It is a rough representation of the object e.g. we may show students the model of the human heart, or the atomic reactor. By handling the model, the learner gets an understanding of the concept.

Printed materials: A great deal of human learning takes place largely through printed materials particularly in those contexts where technology has not made much

headway. The basic printed material used is generally prescribed as a text book for each grade of education in each subject of study. Much of the curriculum transaction is given by the text book since it delimits the scope of content to be handled with the grade level. It provides direction to the content organization for curriculum transaction. It is extremely useful to learners since they can have a permanent reference point for their learning. Care should be taken to make the contents of the text book come alive through proper presentation rather than a rigid adherence to the text book. Sometimes textbooks are presented in a programmed style called PLM. In this content matter is given as a sequence of frames linked logically. The learner responds to each frame and is reinforced at each step. Work books are materials in print which enable learners to write and practice the skills learned. The exercises are usually graded and help reinforce learning. Reference books are another source of printed material which offer supplementary learning and facilitate enrichment of knowledge.

Boards: Earlier called as black board, today chalk board is readily available medium in any classroom. With certain skills in place, a teacher can effectively use the **chalkboard** as an aid. Firm and bold strokes should be used on the board. Board work should be organized and give a summary of contents discussed in the class. Underlining, encircling, framing and use of coloured chalks help to focus attention and make the material interesting. In order to save learning time black board work consisting of diagrams/maps can be done prior to the class. Also templates can be used, e.g., if we need to draw outline maps of India while discussing physical features, political divisions etc. the outline map may be cut out on wood and placed in the board to get the outlines traced. A **flannel board** is prepared by taking plywood of reasonable size and pinning on a flannel all across the board to its back. Pictures, numbers etc. to be displayed should be prepared before hand with glue at the back of each piece. The board can be placed at a suitable location in the class room so that it is visible to all students. It should be kept in a slightly inclined position away from strong winds. The pictures to be displayed may be kept nearby and put up on the board as and when the lesson is in progress.. This medium is found to be very useful for teaching younger children almost any subject – geography, mathematics, science etc. **Bulletin boards** sometimes called notice boards can also be used as a medium of instruction. For instance, a teacher may have conducted a lesson on occurrence of eclipses. Soon after this, the newspaper cuttings showing such occurrences may be put up on the bulletin board for enriching learning. It can also be used to display work done by students. It should be refreshed from time to time to display new materials of interest to the learners. Students may also be encouraged to use these boards.

Still pictures: Pictures which do not move and are stationary are called still pictures. These may be of two kinds – those which are not projected and those which are projected. Non-projected pictures are those found in drawings, magazines, books, calendars, etc. Such pictures are very useful since they help clarify meanings, e.g., a photograph of a minute creature can be taken and enlarged which helps in better understanding. As the saying goes, a 'picture is worth a thousand words'. Non-projected pictures can be used anywhere and at any time. Projected pictures require electricity and also room specifically allotted for the purpose. Filmstrips present a series of pictures located as frames. Slides present a picture on a transparent film by using a slide projector. Opaque projectors can project materials directly from books, photographs etc. Overhead projector can project materials which are prepared on a transparent sheet. In the course of curriculum transaction, still pictures act as aids and can supplement learning activities of students.

Graphic materials: Ideas can be communicated using drawings, words, pictures etc. With some background knowledge of the subject being presented, these graphics can be understood. A variety of graphs can be used to represent data involving numbers e.g., we may depict the rainfall across years, rates of commodities across months, percentage of ethnic groups in a population, etc. using graphs. Diagrams can be used to give ideas too. For instance, we may draw a diagram to show the parts of a plant or to depict almost any object. Posters may be prepared to focus attention on important facts. Posters usually are prepared in bold letters using a splash of colours. They can be used to promote campaigns against pollution, for vaccination, in school fairs, debates etc. Maps are examples of graphics used to teach geography, history, etc. They give a visual representation of geographical locations and geographical features.

2.9.2 Audio media

Much of human learning takes place through listening particularly to teachers in the classroom. Audio media can provide support to this kind of learning. Audio media are advantageous since these can be operated through dry cell batteries. They can be used anywhere, anytime even in villages which do not have electricity. Radio broadcasts which are relevant to the curriculum can be used as supplements to the regular curriculum transactions. Use of radio in the class room provides for stimulus variation and attracts the attention of the students. The important fact in using radio broadcast is in making adjustments of the class schedule to keep in tune with the broadcast. Also valuable lectures, interactions and even radio broadcasts can be recorded on tapes and CDs. Learners can be assembled together at a place to listen to these or even copies of tapes and CDs can be given to them for listening at home. Audio media are also used to help anyone to improve himself.

2.9.3 Audio visual media

Providing audio and visual stimulus in a learning situation are audio visual aids. Films can be developed portraying motion, re-creating the past as well as bringing distant places to the class room. Films can be projected in the class. At the outset students should be apprised of the purpose of viewing the film, Specific questions to be answered after viewing the film may be written in the board. This will help learners to focus on aspects which are beneficial to them. After the film is over, a discussion session may be held where the questions earlier specified may be answered. Another popular audio visual medium is television. Television may be closed circuit or open circuit. The open circuit TV is aimed at public viewing and is of commercial interest. CCTV is used to telecast specifically designed programs particularly for instructional purposes and is used in the class room.

2.9.4 e-learning, internet, online facilities

With the advancement of science and technology the use of media in classroom transaction has increased. These inputs have greatly contributed to enhancing learning in a number of ways. It is now possible to reach updated knowledge. It is possible to make available to the learning population the expertise of the best scholars cutting across the barriers of time and space. It is possible to 'talk' to learners and teach them wherever they are even though the teacher may be located at a different place. Face to face interaction across distances is done through audio-video teleconferencing. Even mobile phones are being used to communicate with learners spread over wide areas. Thus facilities like internet, e-mail, etc. are new media which are soon to be employed in curriculum transaction all over the world. In this regard, it is quite obvious that while e-learning is popular in advanced countries, the use of this approach is gradually gaining ground in Indian conditions too.

2.9.5 Community resources

Over and above the media discussed above, for curriculum transaction it is useful to use community resources – both material and human. In the former category we may think of museums, industries, sanctuaries etc. available in and around locations. Trips to such places will be highly educative. It is also possible to invite resource persons from the community around like doctors, social activists, NGOs, lawyers, craftsman etc to interact with learners on aspects of the curriculum.

2.10 FORMULATING STRATEGY FOR CURRICULUM TRANSACTION

In the preceding sections we have extensively discussed the methods and media which can be used in curriculum transaction. In the actual process of executing the transaction, the teacher needs to make a judicious combination of methods and media looking into the objectives to be attained through the transaction. This process of identifying the combination of methods and media and arranging them in a synchronized manner is termed as formulation of the transactional strategy. Needless to say, a number of crucial factors are to be given due consideration in formulating the transactional strategy. For instance, the entry behavior of learners, their maturity level, their exposure to media, language, age, intelligence and the whole lot of other learner related factors are to be taken into consideration. Also, availability of media, training and skill of the teacher as well as objectives to be attained are other important determinants of strategy formulation. In this way, keeping several considerations in mind the teacher may formulate the most appropriate strategy to be used for curriculum transaction for a particular learner group on a specific topic. The strategy is then put in operation. We may say that the strategy is being implemented. This is the stage where we find that the planned curriculum is being implemented or in other words the curriculum is under transaction.

2.11 EVALUATION OF CURRICULUM TRANSACTION PROCESS

As mentioned at the outset in section 2.5, curriculum transaction being a managerial activity, the execution of the process needs to be evaluated. The purpose in fact, is to review different aspects of the curriculum transaction and emerge with new propositions of how the process can be improved. Evaluation can be done at various stages of the curriculum transaction process. If you recall, in section 2.5.1 we studied about Unit planning and Lesson planning. You have seen that the daily lesson is the smallest unit of the curriculum transaction process. While the teacher implements the daily lesson plan, towards the end of the lesson, he raises few questions on the subject discussed to which learners are expected to respond. This gives an immediate feedback and helps check the extent of learning achieved. If students are unable to give correct answers or if they are confused at the end of the lesson, it means that there was some deficiency in the quality of curriculum transaction. The teachers need to make a note of it and introspect to locate this deficiency. Again, at the end of the unit (which may occur after 6 – 8 lessons) another evaluation is done. This is usually in the form of a written test where students respond to relevant questions identified as important in respect of the unit. Correction of the answer scripts and analysis of the performance will indicate the lacuna in transacting the unit of the curriculum. Besides the learner achievement as an index of curriculum transaction, it is possible to review the outcome of using the methods and media. Evidence which will tell us that a certain method/media had a shortcoming, it was not suitable to

learners, it was not implemented properly, etc. will emerge at the end of the session if the entire curriculum transaction process is reviewed. Thus evaluation of curriculum transaction is a macro level process. The data obtained through this process need to be effectively utilized in redefining the strategy in future. There are institutions where the teaching staff along with the head of the institution engages in such kind of review to support individual teachers in improving curriculum transaction in their respective subjects. In review meetings of this kind even external experts from media, curriculum specialists, psychologists, administrators' etc. may be invited to gain valuable insights from their expertise.

2.12 LET US SUM UP

The Unit you have just completed gives you a fairly broad idea about curriculum transaction process with all its related concepts and issues. To begin with, the unit discussed informal, formal and non-formal nature of curriculum with relevant illustrations. It then took up two major perspectives in curriculum area which are of vital importance in transacting curriculum. These are – behaviorist and constructivist approaches. Without taking a very rigid stand on either of the two, the unit then attempted conceptualization of curriculum transaction as a process. This was followed by a detailed discussion on various methods which are usually adopted for transacting curriculum. The methods elaborated upon were lecture, demonstration, team teaching, different self learning methods etc. highlighting their advantages and utility aspects. The next sub section discussed the issue of media support in curriculum transaction focusing on visual, audio and audio-visual media. It also pointed out importance of modern electronic communication like e-mail, internet and on line facilities in curriculum transaction as well as the role of community resources in curriculum transaction. Having emphasized the role of methods and media, discussion on formulation of transaction strategy for implementation of curriculum was presented. At the end, the need for evaluation of curriculum transaction process along with its stages was highlighted.

2.13 UNIT-END ACTIVITIES

1. Select any topic from a subject of your specialization. Plan a curriculum transaction strategy indicating the methods/media you will use and how you will sequence the presentation. Justify the selection of the methods/media.

2.14 ANSWERS TO CHECK YOUR PROGRESS

1. Informal education is that which takes place anywhere at anytime. There is no organized structure for this. Formal and non formal education are organized with a specific purpose to attain definite goals. Non formal education is usually targeted for a specific group to enable them to develop certain competencies. Both these are structured.
2. The objectivist approach to curriculum believes that there is a constant reality about the world which needs to be conveyed to the learner. The constructivist approach believes that every learner constructs knowledge and engages in a thought process which should be allowed to express itself.
3. Curriculum transaction is the process of putting into action all the activities and experiences planned for learners in a classroom. Some of the activities may take place even out of the classroom context.

4. Curriculum refers to the totality of experiences which a learner undergoes for the purpose of learning. Syllabus refers to the specific course content in a subject of study which has been identified for a particular grade of education.
5. Course planning gives direction to a teacher to carry out the process of instruction in a systematic way keeping in view the time target.
6. The analysis of the content in a subject matter indicating the logical connection between ideas and concepts and placing these in a sequential manner as subunits, is termed content analysis.
7. The four important aspects of task analysis are identification of the teaching points, specification of the course objectives, selection of the media and methods to be used and to develop the evaluation indices.
8. He should be advised that the lesson plan is not a rigid procedure to implement the lesson. He should be able to deviate from the plan looking into the manner in which the lesson actually develops in the classroom.
9. The identification of the content which will be given at a particular grade is called content mapping. Working out and indicating the logical link between the concepts contained in the mapped content is called flowcharting
10. Three major stages of a lecture are preparation, presentation and conclusion.
11. The learners get information from specialists and they also learn the skills of argumentation.
12. The learner is active, learning is self paced, feedback is provided, and he can re learn whenever necessary.
13. a) frames b) PSI c) project
14. The teacher initiates the discussion and moderates the interactions. At the end he/she summarises the proceedings.
15. In both methods the participants are given a free atmosphere to express their thoughts and opinions providing opportunity for their creativity. Buzz groups are small but in brainstorming the group may be large.
16. Controversial topics lend themselves to debate.
17. Seminar provides training in information processing and analytical thinking.

UNIT 3 MANAGEMENT OF EVALUATION

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Concept of Evaluation
- 3.4 Need of Evaluation
- 3.5 Approaches of Evaluation
 - 3.5.1 Formative Evaluation
 - 3.5.2 Summative Evaluation
- 3.6 Structure of Examination Body
 - 3.6.1 Superintendent
 - 3.6.2 Role of Invigilator
- 3.7 Evaluation Strategies of Institution
 - 3.7.1 Evaluation strategy adopted by Schools
 - 3.7.2 Evaluation strategy adopted by Colleges
 - 3.7.3 Evaluation strategy adopted by Autonomous organizations
- 3.8 Management of Evaluation
 - 3.8.1 Meaning of Management of Evaluation
 - 3.8.2 Process of Management of Evaluation
 - 3.8.3 Steps of Management of Evaluation
- 3.9 Need of Management of Evaluation
- 3.10 Let Us Sum Up
- 3.11 Unit End Activities
- 3.12 References
- 3.13 Answers to Check Your Progress

3.1 INTRODUCTION

In this run for educational marathon a child first goes to school, then moves later to a college & finally lands in a university or Institute for higher learning at every stage, he/she is expected to gain some understanding of various concepts and develop some skills and competencies. At each stage institutions apply different strategies to judge the level of achievement by the learners. Evaluation is a process that helps these institutions identify the level of attainment of instructional objectives in each learner besides aiming at improving the instructional process. The evaluation process may be formative or summative i.e. it can continue along with the instruction throughout the academic calendar or conducted at the end of the semester or academic year. It also provides direction to instructional activity by identifying the weaknesses in the process.

Considering the importance of evaluation, it is very essential that the process is managed effectively. . Management of evaluation is a process that ensures that evaluation is efficient and effective. It is very crucial for teachers to understand the

importance of effective management of evaluation as they directly participate in conducting the process of evaluation. In this unit, we have made an attempt to discuss various aspects of evaluation and management of evaluation.

3.2 OBJECTIVES

After going through this unit, you will be able to do the following :

- Describe and discuss the concept, need and importance of management of evaluation in educational management;
- Explain the different processes involved in management of evaluation;
- Identify, select, plan and organise the different types of evaluation I.e., theory, practical, entrance, etc.;
- Describe the various evaluation strategies adopted by schools, colleges and autonomous organizations; and
- Describe the organizational structure of the examining bodies in formal and open learning systems.

3.3 CONCEPT OF EVALUATION

Evaluation is a systematic process of identifying to what extent the predetermined objectives of any activity are achieved. It aims at modifying the strategy or approach to meet the goals.

Evaluation is an important part of planning cycle in school management. Hargreaves et al. (1989) in their work on school administration identify four stages in planning cycle:

- AUDIT: Identifying strengths and weaknesses
- PLAN CONSTRUCTION: Determining the course of action on the basis of predetermined objectives.
- IMPLEMENTATION: Planned course of action is implemented
- EVALUATION: checking the effectiveness of implementation

Evaluation is an important step in planning and show right direction to achieve objectives. The main aim of evaluation is:

- to understand the level to which each learner has achieved the learning (instructional) objectives
- to diagnose the weaknesses in a teaching-learning process and thus take remedial actions on time.
- provide guidelines to teachers and education planners regarding the setting up of instructional objectives and designing instructional strategies.
- identify special needs of different children and thus developing specialized instructional strategy for them.

It is thus evident that Evaluation is of great advantage when it is integrated into the teaching- learning process and not just added on in the end.

In the next section, we are going to discuss in details about the need of evaluation?

‘Evaluation of pupil progress is a major aspect of the teacher’s job. A good picture of where the pupil is and how he is progressing is fundamental to effective teaching by the teacher and to effective learning by the pupil.’

This statement by **Thorndike and Hagen (1977)** highlights the importance of evaluation in the teaching-learning process. As we have discussed above, it is believed to be an integral part of instructional planning that helps in finding out the effectiveness of instruction and level of achievement of instructional objectives.

Evaluation can help in motivating all the students to learn and continue learning. In simple words, it led to increased achievement. The need of evaluation can be discussed under following heads:

- *Screening the entry behavior:* It is very essential to coordinate the new learning task/material with the existing schema for effective understanding by the students. Evaluation will help teacher in finding about the initial level of the students so that new task/material can be presented accordingly. For instance, before teaching multiplication at primary level, teacher must check their entry knowledge of addition.
- *Identifying children with special educational needs:* Evaluation will help the teacher in identifying children with special educational needs in right time. A different kind of instructional strategy is required to meet special educational needs. Timely identification of any problem will result in timely remedial action and modification in teaching strategy to suit the needs of children. For instance Dyslexic children need special attention and special methodology. Evaluation can help identifying such students in the class.
- *Determining strengths and weaknesses:* Continuous and comprehensive evaluation of students will help in identifying the relative strengths and weaknesses of each individual student or groups of students. Instructional strategy or pedagogic design/processes can be modified accordingly. Or, the teacher would come to know in which subject certain students are weak and re-organise the teaching accordingly. For example, a student might be very good in languages but weak in mathematics. With the help of evaluation, teacher can identify her weakness and pay extra attention in mathematics.
- *Diagnosing the problem:* Evaluation will help in finding out problems and issues which come in the way of learners achieving the instructional objectives.
- *Monitoring progress:* It is very essential to find out to what extent goals of teaching are satisfied. Evaluation will help to find out whether we are going in right direction or not i.e. how far the instructional objectives are achieved. Teacher can make use of the evaluation information in modifying her teaching strategy.
- *Developing good study habits among students:* Continuous evaluation will motivate students and develop regular study habits. When students know that they are being continuously evaluated, they develop regular study habits.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

- 1) According to Hargreaves et. al, what are the four stages in planning cycle?

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- 2) Why does one need to evaluate the teaching-learning process?

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3.5 APPROACHES TO EVALUATION

Evaluation can be classified into two basic approaches::

1. Formative
2. Summative

3.5.1 Formative Evaluation

T.Crooks has defined formative assessment as a self-reflective process that intends to promote student attainment.

N.E Gronlund has remarked that “Formative evaluation is used to monitor learning process during instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. Feedback to pupil reinforces successful learning and identifies the learning errors that need correction. Feedback to the teachers provides information in modifying information and prescribing group and individual remedial work.”

Formative evaluation is basically process evaluation which would mean that, formative evaluation is conducted during the development, implementation or improvement of a program.

Formative evaluation is done during the teaching –learning process. Its main aim is to evaluate the performance of the students during instruction to get the continuous feedback. It involves modifying the program before it is completed to suit children needs. Formative evaluation is done more than once in a session usually by the teachers or an internal evaluator and the reports are meant for improvement in the system and also feedback to learners..

Characteristics

1. The main aim of formative evaluation is to ensure that the goals of the instructional process are being achieved and timely remedial action is taken if necessary.
2. It focuses on providing continuous feedback to the teacher as well as to the students and their parents.
3. It helps teacher in modifying the instructional method according to the feedback.

4. It helps students to monitor their performance and develop good study habits in them.
5. It involves assessment of class work, homework, class tests etc.
6. The results of this evaluation are not added to the course grade or given very low weighting
7. Formative evaluation is explanatory and flexible.

3.5.2 Summative Evaluation

N.E Gronlund remarks that “summative evaluation typically comes at the end of a course (or unit) of instruction. It is designed to determine the extent to which the instructional objectives have been achieved and is used primarily for assigning course grades or certifying pupil mastery of the intended learning outcomes.”

Summative evaluation basically evaluates the outcome or impact of a particular learning intervention. It seeks to find out the demonstrable effects of teaching on the learners. It is done at the end of the particular instructional program.

This type of evaluation is done with the help of external examination, teacher made tests etc. It seeks to find out the result in the end. Final examinations conducted by schools or semester examinations in colleges are examples of this kind of evaluation.

Robert Stakes has remarked that “When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.”

3.5.2.1 Characteristics

1. It is done at the end or completion of a program with the aim to find out the final learning outcomes.
2. It seeks to present the result in relation to the predetermined objectives.
3. Provides feedback to the teacher so that she can modify the instructional method in next academic year.
4. Final course grades are assigned on the basis of summative evaluation.
5. Evaluation is done by external examiners or teachers or both.
6. Summative evaluation is typically quantitative, using numeric scores or letter grades to assess learner achievement.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

3) What are the basic types of evaluation?

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- 4) Mention any three characteristics of Formative Evaluation.

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- 5) Mention three characteristics of Summative Evaluation.

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3.6 STRUCTURE OF THE EXAMINATION BODY

Examination is an important tool of evaluation. It is a type of summative evaluation where examinees are given grades or marks based on which he/she is promoted to next level or class.

All the universities and school examination boards that conduct examinations have adopted some methods, techniques or modalities for undertaking examinations. To make evaluation reliable and effective, it is very essential to manage examination effectively. For conducting examinations, a body is set up which is responsible for its effective management.

The head of the institution or the other senior staff is designated as **Centre Superintendent**.

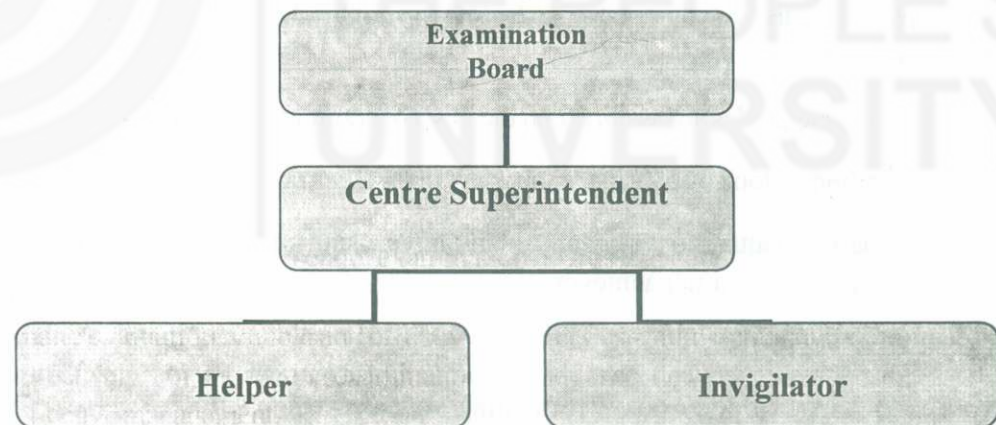


Figure 3.1: Structure of an examination body

3.6.1 Role of Center Superintendent

Board of examination lays down the rules on qualification, designation, experience required for the post and remuneration to be given.

1. Appoint invigilators and helpers to facilitate smooth conduct of examination.
2. Lay down the administrative procedures that are necessary for effective management of examination.
3. Provide adequate infrastructure facilities for the examinees.

4. Arrange orientation session for the invigilators.
5. Interprets board guidelines and rules for invigilators.
6. Receives all the information necessary to conduct the examination in a prescribed format from the board
7. Receives the question paper packets to be kept in bank for the safe custody.
8. Holds the responsibility to withdraw these papers from banks on every day basis based on the examination schedule.
9. Has the authority of taking decision in case of any malpractice like cheating.
10. Is alert to identify any malpractices and takes action.
11. Arrange for police in case of any problem.
12. Prepares report for the examination board about any malpractices along with action.

3.6.2 Role of Invigilators

They are appointed by the superintendents for to support him/her in smooth management of examination by mainly supervising the students writing the examination. Thus they hold the responsibility for the actual smooth and fair conduct of examinations.

Required qualifications and remuneration of invigilators are provided in the rules by the board to centre superintendent.

Orientation sessions are conducted for them so that they are aware of:

1. Duration of examination
2. Time at which bell is to be rung
3. Time after which students shall not be allowed to enter the examination hall.
4. Action to be taken in case of malpractices.
5. Handling absentee issue case
6. Seating plan of the students
7. Statistical information to be collected

3.7 EVALUATION STRATEGIES OF INSTITUTIONS

Schools, colleges and various autonomous institutions adopt different strategies to evaluate students and teaching-learning process.

3.7.1 Evaluation strategy adopted by Schools

Schools usually follow combination of formative and summative evaluation techniques.

The following are some of the evaluation methods adopted by schools:

- Term End Examinations
- Quizzes
- Informal evaluations like home works, absent percentage etc.

Term end examinations are conducted in fixed interval of time, followed by the year end exam in the end. Also mid-term quizzes and various informal evaluation strategies are adopted. Usually informal evaluation is done by teacher only and the year end evaluation is done either by the external evaluator, class teacher or both.

Let us try to understand the system with the help of an abstract case.

Case of XYZ Public School:

New academic year of XYZ public School begins in April. As soon as the course is started, one quiz is taken on every Monday. This quiz is prepared by the subject teacher and aims to develop good study habits among children. This test is taken in various forms like: oral quiz, written objective test, written subjective test, questionnaire, discussion etc. Teacher has complete freedom to choose the strategy. Now after one and half months, just before summer holidays, term-end exam is conducted in the form of written examination.

The question paper is prepared by the panel of subject teachers.

The same process is followed in whole academic year and final examination is conducted in March. The question paper is prepared by the group of experts from the school or outside the school.

3.7.2 Evaluation Strategy adopted by Colleges

All institutions develop and use their own evaluation procedures in course of their instruction. Historically, at undergraduate level, internal and external examinations are conducted to evaluate the student's learning.

Internal examination: In this type of examination, the competition is created amongst the students in same college or department. Teacher and tester know each other and setting is internal. Examination sheets are evaluated internally.

External examination: Organization and supervision of examination is controlled externally. The main purpose of external examination is final appraisal of the students. There is no relationship between tester and student. Inter-college comparison can be made on the basis of results.

However, external examinations have been criticized over some time because of its lack of coverage of curriculum and summative character. This has lead to increasing the weightage of internal evaluation in final grades.

3.7.3 Evaluation Strategy adopted by Autonomous Organizations

In autonomous organizations, students are evaluated in a continuous and comprehensive way. Formative and summative approaches to evaluation are used to evaluate the students. Students are evaluated continuously on the basis of their class participation, assignments, presentations, quizzes, etc. At the end of the year/semester summative exam is conducted by the institution. Internal and external assessment are assigned fixed weightage. This weightage is decided by the examination board. Let us take up a CASE.

At IIM Calcutta, both Formative and Summative approaches are followed for evaluation. The Professor has to choose three or more than three evaluation components for each subject. The Professors normally choose the following strategies of evaluation:

1. Individual presentations
2. Group presentations
3. Class quizzes
4. Mid-term exams
5. Term-end exams
6. Class participation
7. Individual research projects
8. Group research projects
9. Viva voce

Every component has a predefined percentage contribution assigned to the total maximum grade possible for each subject. This is normally decided by the Professor in consultation with the students. The student performance is graded on each of the components. Every grade has a particular credit point multiplied by its weightage. A weighted sum of all the credits is totaled up to get a final grade.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

- 5) What is the evaluation strategy followed by:

Schools

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Colleges

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Autonomous institution:

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- 6) Write any four roles of center Superintendent?

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3.8 MANAGEMENT OF EVALUATION

We have already discussed the importance of evaluation in the teaching-learning process. Evaluation is necessary for ensuring effective instruction. Evaluation helps the teacher in diagnosing the problem in teaching-learning process and take timely remedial action.

In the light of its importance, it is very essential to manage the process of evaluation effectively. In case of mismanagement of this activity, the outcomes will not be accurate and may mislead instead of giving direction.

3.8.1 Meaning of Management and Evaluation

To understand the meaning of management of evaluation, we must understand the meaning of two words: **Management** and **Evaluation**.

Traditionally, Management is defined as 'art of getting things done'. There are two basic. Basically, Management is the art of getting things done in an effective and efficient way.

Evaluation as we have already discussed is a systematic process of finding out the worth of something. It aims at improving the process by identifying its weaknesses and strengths.

Evaluation in education aims to provide timely feedback about teaching-learning process so that it can be improved over a period of time.

Now the question arises what is management of evaluation, how do we manage evaluation? Why do we need to manage evaluation?

Management of Evaluation means how Evaluation can be conducted in an efficient and effective manner using optimum resources. It is a process that ensures effective implementation of evaluation strategies for effective achievement of purpose of evaluation.

3.8.2 Process of Management of Evaluation

HS Srivastava in his book "Examination Manual" has identified following steps in management of evaluation:

- The curriculum and sample question papers
- Registration of candidates for examination
- Setting up of examination centres
- Getting question papers set
- Ensuring secrecy
- Conduct of examination at center
- Evaluation of examination scripts
- Processing of examination scores
- Preparation of result/issue of degree
- Post examination scrutiny of scripts/result

3.8.3 Steps of Management of Evaluation

- *Deciding The Curriculum and Sample Question Papers:*

First step in managing evaluation is deciding upon the curriculum. Firstly, the course content has to be finalized. Then, this course content has to be divided into sub-topics. Each sub-topic has to be assigned some time budget and weightage in evaluation.

Another important activity is providing some sample question papers which can be used as guidelines by the evaluator. These sample papers will help the evaluator in setting question papers.

– ***Registration of Candidates For Examination:***

This is a preliminary step and involves screening for eligibility to appear for an examination. For instance marks of previous class act as eligibility criteria in some cases. Sometimes minimum age required act as a deciding factor for appearing in examination. In this step, candidates are registered to appear in an exam.

– ***Setting Up of Examination Centers:***

After deciding upon the curriculum and registering students for examination, the examination board decides upon the examination centres. Availability of infrastructure is an important point that is kept in mind while setting up examination centers. Head of the institution or senior faculty is appointed as Center Superintendent. We have already discussed about the roles and responsibilities of Center Superintendent. He is given the responsibility of appointing invigilators and helpers. He receives all the information on prescribed format. Basically, he is the person who is responsible for efficient conduct of examination.

– ***Getting Question Papers Set:***

This is a very important activity in management of evaluation. Setting question paper is a demanding job requiring theoretical and practical expertise in the subject. The paper setter has to be aware of course content, learning objectives and the tool of evaluation to be used (multiple choice questions, essay type, matching etc.) Thus, Examining board must provide an orientation session for the paper setters. The paper setter must have good understanding of the techniques of evaluation and expertise in setting good question paper according to specifications. The task of paper setting should not be given to a single person. It should be a team effort. Team of one subject expert, a pedagogue and a practicing teacher should be formed by the board. In the process of setting up a paper the moderator is as necessary as a paper setter. Orientation to paper setting team is provided in the following aspects ::

- o Instructional objectives and specifications
- o Rules for framing objective questions of different forms

– ***Ensuring Secrecy:***

Secrecy is to be ensured in all pre-examination activities.. Following aspects are to be taken care of before conducting the examination:

1. Keeping identity of students confidentiality: examinees are given fictitious roll numbers to keep their identity secret.
2. Keeping identity of paper setting team a secret: This is very important to ensure process of evaluation clean and corruption free.
3. Secrecy in printing: This is the trickiest part and the most susceptible step in the whole process. The maximum chances of leakage are here because of the involvement of a third party. Hence, the guidelines for the examination committee in selecting the press are very stringent. Secrecy is maintained in all the following steps

Selection of paper setters, moderators, etc.

- Identity of printing press selected
- Proper physical security arrangements
- Only one question paper is printed at a time.
- Correct collation of question paper pages – both in order and number is ensured.
- Proper seal and pilferage proof pack

Conduct of Examination at the Centre:

Examining body lay down the rules and regulations for conducting the examinations. Roles of various functionaries are defined by the board. Center Superintendent has to abide by the rules and arrange for effective conduct of examination. Policies are modified in the light of changes in local environment.

Evaluation of Examination Scripts:

Examining board appoints the evaluators to check examination scripts. All examiners evaluate around 15-20 scripts.

- Now, instead of the traditional system of sending scripts to examiners, spot evaluation or conference marking is followed by boards of school education and some universities. This reduces the chances of loss of some answer sheets in the transition process.
- In this system answer sheets are evaluated by a panel of evaluators in a conference. This result in fast evaluation of answer sheets as there is fast interaction between supervisor and head examiner.

There is one extra examiner for every 10 examiners who is given the responsibility to check the corrected paper for any error. This reduces the number of complaints and request for rechecking.

It is ensured that there is no examiner variability in checking papers. For this purpose mean and standard deviation of marks given by each examiner should be calculated for each day. Based on the individual mean and standard deviation, combined mean and standard deviation should be calculated which should be compared with common overall mean and standard deviation of all the students taking examination in that particular paper.

Processing of Examination Scores:

Processing of examination scores can be done by the examining body itself or by external agencies. There are advantages and disadvantages of both methods. Interaction and supervision is more efficient in case of in house processing than external agencies.

Preparation of Result/ Issue of Degree:

Result is a sensitive issue and it is of utmost importance to keep this sensitive information under wraps to prevent misuse and undermining of the examination authority.

The result declaration approval process is initiated after the result preparation is complete and the evaluation committee is satisfied that all guidelines and procedures have been adhered to.

The examination committee takes decision on the following:

- Need for grace marks
- Basis of grading
- Acceptable deviation in marks amongst students from different regions/centers

Post Examination Scrutiny of Scripts/Results:

It is quite natural that after declaration of results, there will be lot of students for whom marks obtained are not according to their expectations. It becomes the responsibility of the Examination committee to resolve student queries satisfactorily and take remedial steps to ensure justice.

For this the Board allows students to opt for re-evaluation, if a discrepancy is found the board can alter its previously declared result.

The revaluation process provides a chance to student for:

- checking if a question's evaluation has been accidentally left out.

The examination committee ensures the following in the process of re-evaluation:

- Students handwriting matches student copy
- Check if roll numbers, supplementary sheets, transfer of marks, totaling is correct.
- Dramatic fall in marks of one subject may indicate towards a mistake. The re-evaluation process ensures this too.

3.9 NEED OF MANAGEMENT OF EVALUATION

Management of evaluation is as essential as the process of evaluation. If this activity is not managed effectively, the purpose of conducting evaluation will be defeated. For instance if examinations are not managed effectively, students will pass the exam using wrong methods like cheating etc.

Also the purpose of evaluation will be satisfied when it would be able to identify students based on their ability, hard work, intelligence, presence of mind etc. The examination should be able to segregate students into above average, average and below average effort. It should be able to stretch them to the maximum of their abilities and help them be better and better.

The role of evaluation has changed over the years. Whereas previously evaluation was perceived as a tool for segregating good and bad students, the development in education research has recognized the need to identify students based on their effort level. Management of evaluation takes care of this.

Evaluation alone, although very important, is not enough. When designing evaluation tools it is always important to focus on the desired audience response rather than on simply numbers need of management of evaluation is to identify if the evaluation process is able to influence behavior to achieve objectives through the effective management of evaluation mechanisms

Management of evaluation helps to take care of the following aspects of evaluation:

1. Is the method just and fair?
2. What is it measuring?
3. Is it providing the right feedback about the teaching-learning process?

4. Is it learner centered or not?
5. Does it provide scope for remedial action?

Check Your Progress

Note : a) Space is given below for writing your answers.

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

- 7) What is the need of managing evaluation?

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- 8) What are the various steps involved in management of evaluation?

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3.10 LET US SUM UP

In this unit, we have discussed about evaluation and how to manage the process of evaluation. Evaluation is a systematic process of identifying to what extent the predetermined objectives of any activity are achieved. Evaluation gives the course of action by identifying the weaknesses of particular programme. Evaluation is needed to screen the entry behavior of students, so that teaching strategy can be modified accordingly. It also helps identifying children with special needs, determining strengths and weaknesses of students, monitoring progress of students and developing good study habits among students. Management of evaluation is as essential as the process of evaluation. Management of Evaluation is concerned with Why? What? and How? of evaluation. It is concerned with ensuring efficiency and effectiveness of evaluation procedure. Various steps involved in management of evaluation involves deciding the curriculum and sample question papers, registration of candidates for examination, setting up of examination centers, Getting question papers set, ensuring secrecy, conduct of examination at center, evaluation of examination scripts, processing of examination scores, preparation of result/issue of degree and post examination scrutiny of scripts/result.

Various functionaries involved in the management of evaluation are Center Superintendent, invigilators and helpers who ensure the effective management of evaluation.

3.11 UNIT END ACTIVITIES

Take a case of a B.Ed college and identify the evaluation strategies adopted by them. Also find out how they manage evaluation process. Who are the functionaries involved in the process and what their roles are.

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3.13 ANSWERS TO CHECK YOUR PROGRESS

1. Audit : Identifying strength and weakness

Plan Construction : Determining the course of Action on the basis of pre-determined activities.

Implementation : Planned course of action is implemented

Evaluation : Checking the effectiveness of implementation

2. The need of the evaluation in teaching-learning process can be discussed under following heads:

- a. Screening the entry behaviour
- b. Identifying children with special needs
- c. Determine strengths and weakness

3. Evaluation can be classified into various types depending upon the purpose and method of evaluation, there are basic approaches to evaluation

- a. Formative approach
- b. Summative approach

4. a. It involves assessment of class work, homework, class test, etc.
b. The results of this evaluation are not added to the course grade.
c. Formative evaluation is explanatory and flexible.

5. *School:*

- a) Term End Examination
- b) Quizzes
- c) Informal evaluations like homeworks, absent percentage

College:

- a) External examination
- b) Internal examination

6. Reference Subsection 3.6.1
7. Evaluation helps the teacher in diagnosing the problem in teaching–learning process and take timely remedial action.
8.
 - The curriculum and sample question papers
 - Registration of candidates for examination
 - Setting up of examination centers
 - Getting question papers set
 - Ensuring secrecy
 - Conduct of examination at center
 - Evaluation of examination scripts
 - Processing of examination scores
 - Preparation of result/issue of degree
 - Post examination scrutiny of scripts/result.



UNIT 4 MANAGEMENT OF ACADEMIC RESOURCES

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Meaning of Academic Resources
 - 4.3.1 Types of Academic Resources
 - 4.3.2 Features of most commonly used Academic Resources
- 4.4 Need for management of Academic Resources
- 4.5 Basics of Academic Resources Management
 - 4.5.1 Planning
 - 4.5.2 Procuring
 - 4.5.3 Maintaining
 - 4.5.4 Reviewing
- 4.6 Let Us Sum Up
- 4.7 References
- 4.8 Answers to Check Your Progress

4.1 INTRODUCTION

Educational institutions are meant for imparting education to those who enroll in these. In a traditional sense, all formal academic institutions like schools, colleges, universities, and institutions running professional courses are engaged in this activity. Society looks up to these institutions for carrying out teaching-learning process in a systematic way and make young learners gain knowledge in various fields so that in future they can perform the role as useful members of society. Now, educational institutions cannot perform these tasks in vacuum without required resources. The institutions need to be equipped with different types of resources to deliver the goods. Teachers are definitely one of the main resources the institutions bank upon. But teachers without appropriate academic resources are unable to bring out their best. Hence, academic resources are an essential part of educational institutions. An educational institution worth the name must have a good faculty as well as adequate academic resources. A combination of both will determine the quality of service and institution provides. In earlier times, academic resources of an institution were quite simplistic and limited in nature - may be a reasonably good library, a moderately equipped laboratory, and few teaching aids like globe, chart, maps, models etc. But with recent developments in electronic communication and educational technology, the possibility of procuring these resources of diverse nature and from variety of sources has increased enormously. In this unit, you will get a brief idea about the range of academic resources that an educational institution need to possess and issues that are related to management of these resources.

4.2 OBJECTIVES

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

- Describe what constitutes academic resources in an institution;

- Classify different types of academic resources;
- Recognize instructional potential of various types of academic resources;
- Identify factors that influence management of academic resources; and
- State basic processes involved in management of academic resources.

4.3 MEANING OF ACADEMIC RESOURCES

Briefly speaking, academic resources in an institution comprises all those which are used in carrying out academic activities of an institution. One may say that these are the raw materials with which institutions built up their academic programs. Viewed narrowly, academic activities of educational institution are mainly confined to regular academic courses offered by the institution which are syllabus based. As curriculum is transacted by the teacher, he/she is very much a part of academic resource of the institution. In addition, whatever materials – textual as well as supplementary – used by teacher in the classroom while teaching are considered as academic resources. In this sense, academic resources may be interpreted to mean a collection of equipments, teaching aids and instructional materials possessed by an institution. But this is perhaps too narrow a concept of academic resource. In a broad sense, academic resources of an educational institution imply much more than that. Educational institutions are organically related to larger society in which it functions and hence could be considered as a learning centre for the community. All its resources are for the benefit of society. An institution reaches to community through various kinds of extension activities such as seminars, conferences, workshops, publications etc. which are outside regular academic courses. Therefore, academic resources of an institution should be viewed in wider perspective to include every possible material relevant to education and connected with the basic goals of the institution. Such a vision is necessary even for regular students of the institution who need to enrich and strengthen their knowledge base through a variety of inputs in addition to what they acquire in the classroom. Academic resources of an institution thus incorporate all kinds of materials having educational value. These include library, laboratory, rare collection of relevant materials, antiques, museums, art gallery, audio-video tapes, CD-ROMs, radio, television, computers, picture, photographs, models, charts, maps, and host of other items which are functionally interrelated and help the institution achieve its basic educational goals.

An educational institution is an evolving entity. As the institution grows, its academic resources also continue to enhance. No limit can be set for procuring academic resources of an institution. Also academic resources are institution specific. Depending on fund position, availability of leadership, dynamism of the organization etc. academic resources of an institution go on developing. Further, in today's world academic resources of an institution are not limited to its own possessions only. There are numerous other sources from which educational materials can be tapped. In this sense, even accessibility to other institutions and agencies and networking can also be considered as academic resources. In a nutshell, therefore, academic resources when suitably integrated constitute the learning environment provided by an institution in its totality.

Check Your Progress

- Note :** a) Space is given below for writing your answer.
- b) Check your answer with those given at the end of this unit.

4.3.1 Types of academic resources

It is almost impossible to classify academic resources into well defined types as these constitute an unlimited variety. In a very broad sense, the whole world around us is learning resource. Anything used to meet an educational need may be treated as a resource. However, from management point of view, certain broad classification in institutional context is made here. These are as follows:

- (a) Teacher centric vs student centric
- (b) Textual vs Supplementary
- (c) Electronic vs Manual
- (d) Printed vs Digital
- (e) Virtual vs Real
- (f) Visual Vs audio
- (h) Institutional vs Community based

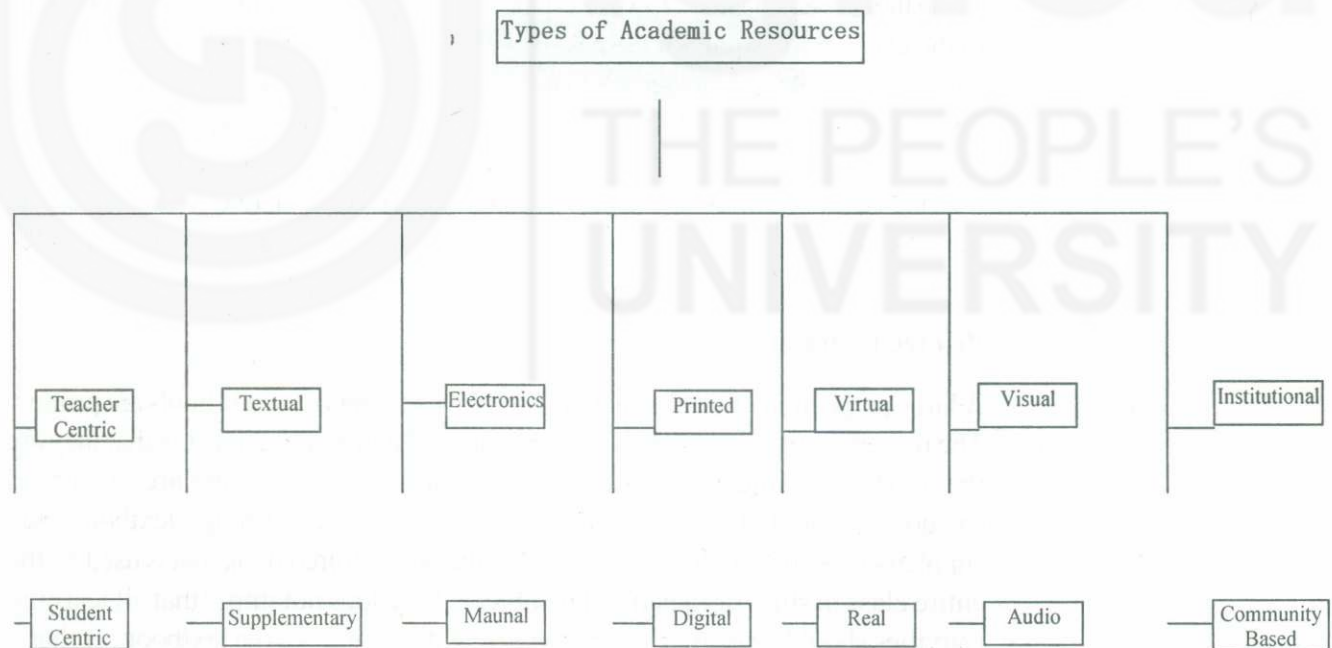


Figure 4.1: Types of Academic Resources

4.3.2 Features of most commonly used academic resources

In earlier times, the only academic resource that was available to pupils was through verbal communication from teacher. Because of the development of modern technology, teachers no longer have to rely solely on words to communicate their ideas. There is a great variety of materials around that can be used to make our concepts more vivid and interesting. These are often referred to as instructional

materials or devices which are used to supplement or complement the teacher's tasks. These materials vary from very simple and inexpensive ones such as the chalk board, pictures, diagrams, illustrations and maps, to more complicated ones like the television, filmstrips, tape recorder, video, CD-ROM, and the whole lot of **digital resources**. Here it is necessary to point out that there is a distinction materials ['software'] and equipment ['hardware'] which may be needed to project or transmit them. Since the later is as much important as the former in the instructional process, academic resources in the true sense include both. In the section below, main features of some of the most commonly used academic resources are highlighted.

VISUAL MATERIALS

Three Dimentional materials

Three dimensional materials and include – **objects, specimens and models**.

Objects are real things such as a table, pencil, jars, cooking utensils etc. *Specimens* are objects which are representative of a group or a class of similar objects. Examples of specimens are flowers, leaves, frogs, insects etc. An objects could also be part of Specimens such as the wing of butterfly, the head of grasshopper, the bark of a tree etc. Since objects and specimens are real things, they provide direct first-hand experiences which are necessary for concept formation. Students can see, touch, smell or even taste them. hence giving them a richer and more meaningful understanding of the things being learnt. However, if the real thing is not available, too large to take to the class, or too small for the naked eye to see, or too dangerous for the students to manipulate, it is advantageous to use models of these. A *model* is a recognizable representation of a real thing. It may be reduced or enlarged reproduction but is made into a size convenient for detailed study. Some models are made to show the interior views of things which are normally covered or invisible. The more useful models are those which can be taken apart and put together again; for example, the skeletal system of man, the parts of the human eye, parts of machines etc.

Printed materials

A large proportion of the instructional materials found in most schools are printed. The reason is not that they are considered to be the most effective, but that they are the most accessible and easy to use. Generally speaking, there are two broad categories of printed materials that are used in classroom teaching – textbooks and supplementary materials. The textbook is the one required book that is used by the entire class in studying a particular subject. This does not imply that all learning activities should be geared towards teaching the content of the textbook, or that it should form the sole basis for organizing day to day teaching. Instead it should be regarded only as one of the several useful materials that will assist in children learning. Besides textbooks, the institutional libraries contain huge resources in the form of reference books, journals, magazines, newspapers, periodicals, encyclopedias, yearbooks, atlas, maps, charts etc which provide a strong base of academic resources of the institution.

Chalkboards

The commonest and most readily available form of writing board is the chalkboard. The term chalkboard is now used instead of the conventional term blackboard since

chalkboards now come in different colors. The chalkboard is a versatile device; its use can be adapted to any kind of subject and to various types of situations. Now even electronic chalkboards are available.

Flannel boards

The flannel board works on the idea that rough surfaces when pressed against each other will stick together. To construct a flannel board, a plywood or hardboard of appropriate size has to be covered by a flannel on one side. Materials can be stuck to the flannel board with or without pins. Flannel board should be of such size that it can be carried from one place to another.

Bulletin boards

A bulletin board is a display or exhibit medium more commonly known to most people, including teachers, as the notice board. There is a growing interest in the use of bulletin board as an instructional aid that can help enrich and facilitate instruction and student learning.

Still pictures

Still pictures, as the name implies, refers to pictures that are motionless as opposed to the moving pictures and movies or cinema. These are often regarded as a form of 'universal language' in that they are understood by every one. One need not be able to read or speak a certain language in order to interpret the message a picture conveys. Still pictures may be grouped into two general types – **the non-projected** and **the projected**.

The non-projected pictures are the most widely used and most readily available. These are easy to prepare and less expensive. Projected still pictures have the same advantage as the non-projected ones. However, these have the added advantage of compelling attention because of the light caused by the projected pictures in a darkened room. Furthermore, they make it possible for large groups to study individual pictures for as long as necessary. Although in some ways projected still pictures are more advantageous than non-projected ones, these are more expensive and more difficult to use. They also require electricity which is not always available in all institutions. Even in places where electricity is available, the power supply is often unpredictable or irregular. Also very few schools have the facilities for darkening classrooms for projections.

Filmstrips

A film strip is a strip of 35 mm film which carries a series of transparent positive still pictures called frames. Typically it contains from twenty to fifty frames of either black and white or colored pictures.

Slides

A slide is a single picture on transparent film mounted for use in a slide projector. The most common commercially prepared slides for use in the classrooms are 5 cm x 5 cm in size, in black and white or color.

Opaque projector

An opaque projector does not need pictures in transparencies for projection. It can project non-transparent materials such as illustrations from books, photographs, and other printed materials to a screen without the processing necessary for the transparencies of the filmstrip or slide projectors.

Overhead projector

The overhead projector works in a similar manner to the opaque projector. However, instead of using materials directly from books and magazines, it requires the material to be transferred to transparent sheet of cellophane or acetate. In addition, the overhead projector throws the image over the shoulder or over the head of the person manipulating it so that the picture is projected on the screen behind. The advantage of overhead projection over the opaque projection is that it can be used in a lighted room.

Graphic materials

Graphics have been defined as materials which communicate facts and ideas clearly and succinctly through the combination of drawings, words and pictures. These are generally used to present facts and information in a condensed form. The most commonly used graphic materials in schools and colleges are graphs, charts, diagrams and posters.

Maps and Globes

It is universally accepted that maps and globes are significant materials in the teaching of Social studies, History, Geography, Mathematics, Science and even languages. Their value lies in their ability to give an almost accurate visual representation of earth's surface which makes the description more concrete and meaningful.

Audio materials

A large part of learning experience involves listening; listening to lecturers, discussions, explanations and comments. It is for this purpose that audio materials such as **radio, tape recorder, record player** are considered as academic resources.

Audio-visual materials

Impressions received through both sight and sounds are much more intense as compared to either coming singly. Hence audio-visual materials are of greater value in instruction. **Films and televisions** are increasingly regarded as resources having immense academic value.

Digital resources

Recent developments in Information and Communication technology have completely revolutionized the concept of academic resources. In these days of computer supported teaching-learning process, using digital resources has become inevitable. For example audio-visual projections can easily be done today using computers and LCD projectors. Virtual learning environment not only supplements conventional institutional resources but opens unlimited scope for academic enrichment. **Internet, World Wide Web, e-learning, on-line Information Services and Data base** etc. offer almost infinite opportunities for accessing information and gaining knowledge.

Community resources

Community by itself is a rich reservoir of academic resources. The locality around the institution possesses resources of great educational potential – both in terms of human resource and learning materials. There are at least two ways in which community resources can be utilized by institutions. First, by inviting **Guest Speakers** from amongst community members who are experts in specified fields. Second, by organizing **Field trips** to places and spots of academic value.

In the above, a brief description of most commonly used academic resources is presented. This by no means is exhaustive, but only illustrative. As it has been pointed out earlier that academic resources are institution- specific and there are innumerable variety of such resources which are impossible to capture in a single shot.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

2) Name some of the visual, audio and audio-visual resources used by institutions.

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3) Mention the types of academic resources in the form of management point of view.

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4.4 NEED FOR MANAGEMENT OF ACADEMIC RESOURCES

As it has already been pointed out, academic resources are of diverse nature and includes a wide range of materials. Also these resources are of growing nature. Hence, it is essential these resources are managed properly so that **optimal use** of these is ensured. Unless these are properly managed, it may lead to a chaotic state of affairs and defeat the purpose for which these are procured.

Example : In institute 'X', one orientation program for key functionaries of public sector undertakings as well as one seminar in which college and university faculty were invited- were being organized on the same date and same time in two different halls. The institute possessed two LCD projectors. The Coordinators of both the programs were pretty sure that the LCD will be available to them when required. But to the utter disappointment of both it was reported by the office just after the inaugural function that one of the LCDs was out of order ! This piece of information created havoc in the minds of coordinators as participants of both the programs have arrived and sessions are about to begin. The Resource Persons have come prepared for power- point presentations for which they have given advance intimation. Repairing LCD at this juncture was out of question. Also program budget does not have any provision for hiring LCD.

The case cited above is typical one of **mismanagement** of academic resource of an institution and could have been avoided with effective planning and management. The need for management of academic resources in is quite obvious. The following are some of the advantages which accrue from effective management of academic resources.

- To make available right material at right time for right use
- To avoid wastage
- To inform prospective and potential users
- To facilitate planning of academic resource procurement

4.5 BASICS OF ACADEMIC RESOURCES MANAGEMENT

Academic resources are an integral part of institution-building. As the institution grows, academic resources also continue to grow. The process is some what similar to the growth of a living organism. A living organism grows along with passage of time with all kinds of nourishment that it receives from the environment. Academic resources are the sources of nourishment for an institution. These are progressive and developmental in nature. However, one must recognize that academic resource development is not a natural and spontaneous process. There is a subtle managerial component involved in it. As we use more resources, we need good management techniques in handling, storing and retrieving them. Effective management of academic resources is of fundamental importance in realizing institutional goals. Let us now discuss the basic steps of management of academic resources in an institution.

4.5.1 Planning

Planning is the first step in academic resource management. Academic resources are not mere collection of books and materials. These are meant to be used for academic purposes. Hence these need to be planned. Planning is foreseeing the needs and making a blue-print for the ways in which needs can be fulfilled. It presupposes some form of visioning. It is an exercise to be jointly undertaken by the head of the institution, faculty and management. It is development of a common perspective by a team about future needs and the manner in which these will be met. Planning is different from dreaming. It should not be over ambitious. On the other hand, it should be realistic and achievable. An institution can derive maximum utility out of its academic resources when these are planned properly.

Planning can be either **short-term** or **long-term** depending upon the perspective of the institution and other related factors. A short term plan is usually done for meeting immediate exigencies. For instance, when an institution decides to launch a new course, it immediately plans out procurement of academic resources that are required for the new course as per norms of the regulatory body. In such cases, the purpose as well as time frame is very clear and specifically targeted. Whereas in case of long term planning, these are viewed in much broader way. The goals to be achieved by long term planning are also of visionary nature and implementation actions are seen as a continuous process. Long term plans can also be fragmented into phases. In fact, phase wise implementation of long term plans is much easier.

Planning of academic resources should take the following factors into consideration:

First consideration is the **users** for whom these are meant. Normally in an institutional set up academic resources are used by faculty, students and community. At planning stage, needs of each category should be spelt out priority wise.

Second factor to be considered is availability of **infrastructure**. The physical space, furniture, manpower etc. need to be considered in planning academic resources.

Third important consideration is the **cost factor**. Academic resource planning should be preceded by assessment of fund position.

Lastly, planning of academic resources should take the over all **institutional goals** into consideration. In fact, it is the institutional goals that set the fundamental guidelines for academic resource planning.

4.5.2 Procuring

Once planning is done, actual process of procurement is to be initiated. The first task in this regard is to locate the source from which procurement has to be done. It is not always necessary that academic resources are to be procured from market only. There are different sources such as donors, philanthropic bodies, voluntary organizations etc. as well as market agencies. Procurement from market involves funds for which adequate planning is required. It is the second category of procurement process which is discussed here. In brief, procurement process of this kind comprises the following steps :

- i) **Purchase Committee** – It is always better to have a committee for purchasing academic resources from market. In case of government institutions, there are set procedures and rules according to which purchases are to be made. In case of private and autonomous institutions, purchase committee should be formed with adequate representation from faculty and accounts personnel as well as expert.
- ii) **Market survey** – The appointed committee should make market survey to compare the price and quality of materials. This can be done in different ways. In case of local purchase, on the spot survey is preferred. Other than this catalogues and published literature of companies may be consulted. Quotation may be invited from at least three parties indicating clearly the required quality and specifications of the materials for comparing prices.
- iii) **Purchase order** – After making comparative study of prices, quality and required specifications purchase order is to be issued. Purchase order should indicate the quantity required and time frame etc. Also mention may be made about institutional discount, where ever applicable.
- iv) **Receiving delivery** – The materials delivered by the supplier are to be received after checking against the delivery challan. It is important at this stage to ensure that materials supplied are of specified quality and other specifications.
- v) **Stock entry** – After receiving delivery, necessary entries may be made in stock register item wise and page wise, showing quantity, specification etc.

4.5.3 Maintaining

Maintenance is the most important aspect of academic resource management in institutions. No purpose will be served, unless these resources are maintained properly. Academic resources may be of diverse categories catering to the needs of different kinds of clients. Institution has to take extra initiative to ensure that resources are available to users in best possible form or operating condition on demand. It is only through efficient maintenance that this service could be extended by an institution. The following are some of the important steps for efficient maintenance of academic resources:-

- a) **Accountability** – The responsibility of maintaining academic resources should be fixed on individuals/ groups. In big institutions accountability could be fixed on various committees for various kinds of resources.
- b) **Storage** – The items procured by the institution need to be stored properly so that these remain in proper condition and are available when required.
- c) **Periodical inspection** – Academic resource management is not an one shot affair. These need to be inspected periodically to ensure that these are available in proper condition. Such inspection gives an opportunity for mending, repairing etc. which is essential to ensure their usage.
- d) **Stock verification** – It is necessary to ascertain stock position at least once in a year for ensuring smooth supply and fresh purchase of materials.
- e) **Inventory preparation** – Item wise Inventory needs to be prepared for maintaining supply chain of selected categories of items.
- f) **Disposal of damaged items** - Damaged items, if any, need to be disposed so that room is made for fresh entry of items in the store.

4.5.4 Reviewing

Academic resource management is not a static affair. These resources continue to grow along with institutional growth. Therefore, periodical review of status of academic resources is necessary to ascertain to what extent these are being used and what needs to be done for better utilization of these. Review Committee may be appointed after every five years to evaluate different aspects of academic resources and make appropriate recommendations for improvement. Needless to say, presence of one or two external experts in the committee will enhance objectivity of assessment.

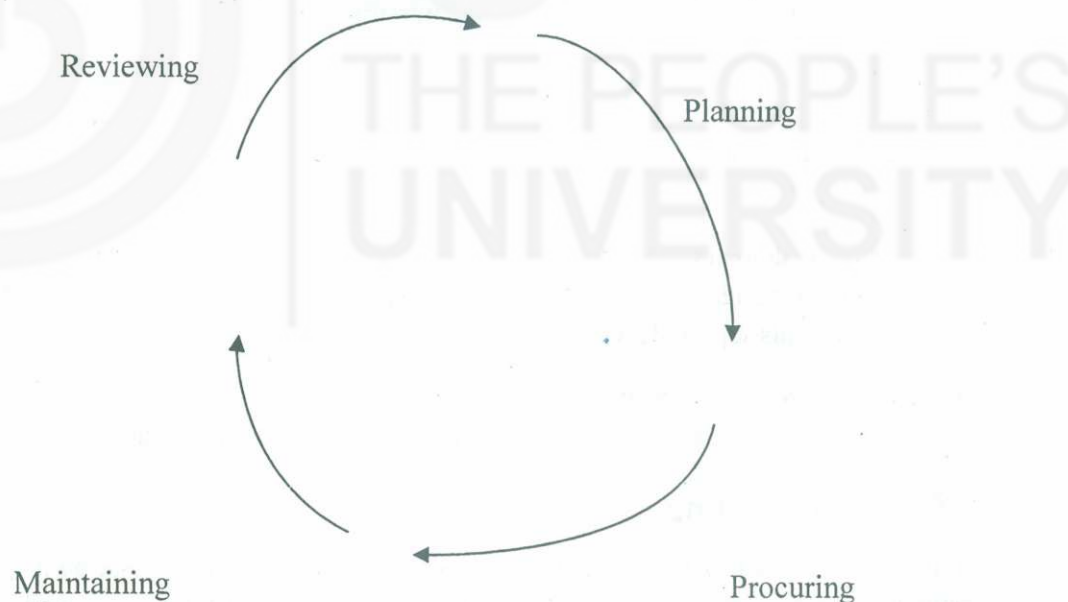


Figure 4.1: Cyclic steps of management of academic resources

The basic steps of academic resource management as discussed above are not exclusive of each other, but these are cyclic in nature., This cycle has to be continuously followed for effective management.

Note : a) Space is given below for writing your answers.

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

- 4) What are the factors that should be taken into consideration for Planning of academic resources ?

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- 5) What are the steps in Procuring Academic resources (marketable)?

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- 6) What are the steps in Maintaining Academic Resources ?

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- 7) What are the basic steps of management of academic resources in an institution?

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4.6 LET US SUM UP

In this unit, you have got a fairly good idea of what constitutes academic resources in educational institution. In the modern sense, these include a wide variety of resources from different sources which are functionally related and used in teaching learning process. You have also noticed how with development of information and communication technology, meaning and connotation of academic resource have changed. A broad classification of different types of academic resources and their uses have been discussed. Also the basics of academic resource management – various steps involved and the cyclic nature have been highlighted.

4.7 REFERENCES

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4.8 ANSWERS TO CHECK YOUR PROGRESS

1. Academic resources in an institution comprise all those which are used in carrying out academic activities of an institution. Whatever materials –textual as well as supplementary used by the teacher in the classroom while teaching are considered as academic resources. So, in a broader sense, academic resources may be a mean collection of equipments, teaching aids and instructional materials implies by an academic resources of an educational institution. On the other hand, educational institution is a learning centre for the community and also organically related to larger society.
2. Visual resources are : Printed materials like magazine, newspaper, journal, chalkboard, flannel boards, bulletin boards, etc.
 Audio resources are : Radio, Tape recorder, etc .
 Audio-visual are : Filmstrip, video, T.V etc.
3. In a broad sense, the whole world around us is learning resources. Anything use to meet an educational need may be treated as a resource. However, from management point of view, certain broad classification in institutional context is given below :
 - a. Teacher centric vs student centric
 - b. Textual vs Supplementary
 - c. Electronic vs Manual
 - d. Printed vs Digital
 - e. Virtual vs Real
 - f. Visual vs audio
 - h. Institutional vs Community based.
4.
 - a. To make available right material at right time for right use
 - b. To avoid wastage
 - c. To inform prospective and potential users
 - d. To facilitate planning of academic resource procurement.

5.
 - i) Purchase Committee
 - ii) Market Survey
 - iii) Purchase Order
 - iv) Receiving Delivery
 - v) Stock Entry
6. The following are some of the important steps for efficient maintenance of academic resources.
 - i. Accountability
 - ii. Storage
 - iii. Periodical inspection
 - iv. Stock verification
 - v. Inventory preparation
 - vi. Disposal of damage items.
7.
 - (a) planning
 - (b) Procuring
 - (c) Maintaining
 - (d) Reviewing

UNIT 5 MANAGEMENT OF CURRICULAR & CO-CURRICULAR PROGRAMMES & ACTIVITIES

Structure

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Curricular & Co-curricular Activities
- 5.4 Curricular Activities in an Educational Institution
 - 5.4.1 Teacher Controlled
 - 5.4.2 Student Controlled
 - 5.4.3 Group Controlled
- 5.5 Steps involved in Management of Curricular Activities
 - 5.5.1 Planning
 - 5.5.2 Organization
 - 5.5.3 Evaluation
- 5.6 Co curricular Activities in an Educational Institution
 - 5.6.1 Types
 - 5.6.2 Advantages
- 5.7 Steps involved in Management of Co-curricular Activities
 - 5.7.1 Planning
 - 5.7.2 Organising
 - 5.7.3 Executing
 - 5.7.4 Monitoring
 - 5.7.5 Evaluating
- 5.8 Let Us Sum Up
- 5.9 Unit-end Activities
- 5.10 References
- 5.11 Answers to Check Your Progress

5.1 INTRODUCTION

All of us have been a student at school and college/universities at some point of time. Let's revisit your school days again? Can you recall the names of the activities conducted by your teachers inside the classrooms? Were there some activities conducted outside the classrooms also? Which activities you enjoyed the most and why? Please write the names of the activities you liked and the reasons for your liking in the space given below:

Activities

Reasons for Liking

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At any level of education various activities have been organized through out the academic session. Some of them have direct link with the classroom teaching while others have edutainment and social values. There are many activities in any educational institution, such as morning assembly, debates, seminars, dramas, bal sabha /students' parliament, viewing films, conducting experiments, undertaking fieldtrips and/or educational tours, taking notes, working on assignments, participating in discussions, etc. In addition organization of sports activities, celebration of national festivals, school annual day, aesthetic and cultural activities etc. are also organized with a lot of enthusiasm and rigour.

Some of these activities are common to all schools or colleges/universities. Some of you have been organizing these activities on a regular basis and must be aware of the educational value of each. Thus, for conducting all these activities, one needs to be aware of different educational goals, realistically possible activities, their relevance, students' needs, and their maturity levels and interest, expertise of teachers and so on.

Schools usually have an elaborate system of activities and learning experiences. Curriculum comprises a multitude of curricular and co-curricular activities. These activities give students the exposure which in turn provides them with the experiences from which they gain the required knowledge, information, skills and attitudes. Schools, therefore, have to plan and organize various activities in such a manner that proper development of the students takes place.

In this unit, an attempt has been made to highlight the management of these activities under curricular and co-curricular types in an educational context.

5.2 OBJECTIVES

After studying this unit, you should be able to:

- Describe and differentiate between curricular and co curricular activities.
- Explain different types of curricular activities.
- Select appropriate curricular activities keeping in mind the purpose, students, resources available, relevance and other criteria.
- Discuss the various steps involved in organization of curricular and co-curricular activities in an educational institution.
- Develop criteria/guidelines for assessment of different curricular activities.
- Use available tools for assessment of different activities as per their requirements.
- Explain the benefits of co curricular activities.
- Enumerate the role of the teacher in the organization of co-curricular activities.
- State the instructions that need to be undertaken while organizing these activities.

5.3 CURRICULAR & CO-CURRICULAR ACTIVITIES

We all are aware that the term curriculum means the *totality of learning experiences* that the school or any educational institution provides for the students through all the different activities in the school or outside, that are carried on under its supervision. From this point of view, the distinction between curricular and co-curricular work ceases to exist. Let us see how curricular activities are different from co-curricular activities.

Previously with the traditional concept of curriculum, it was easy to distinguish between curricular and co-curricular activities. Any activity for which a grade was issued not considered as a curricular activity. All the co-curricular activities were organized and promoted by the students themselves, with relatively little assistance from teachers and administrators. Equipments were meager, little official recognition was given and no credit was allowed for participation. These activities were really *extra curricular*. Today, we try to link co-curricular activities with the curriculum and credit for participation are also given.

Curricular activities are instructional activities that are integral to the classroom as part of the stated curriculum. Keeping in mind the instructional objectives of each course in the curriculum, selection of various curricular activities is done. These curricular activities include classroom teaching, subject based practical, demonstrations, field work, self study, library work, tutorials, seminars, group discussions and so on. The selection of curricular activities depends on the achievement of different objectives. For example some objectives can be achieved through field work only. Some other objectives may mean that the teacher uses a combination of other curricular activities depending on the demands of time and resources available.

Co-curricular activities are activities that are in addition to classroom instruction. In other words, co-curricular activities are activities and services provided by an educational institution for students' active participation that are outside of their main core studies. It is in these vital programs –sports, music, speech, drama, debate – where young people learn lifelong lessons as important as those taught in the classroom. They can also add to the personal, social, and moral development of students.

5.4 CURRICULAR ACTIVITIES IN AN EDUCATIONAL INSTITUTION

There are many different types of curricular activities which can be placed under:

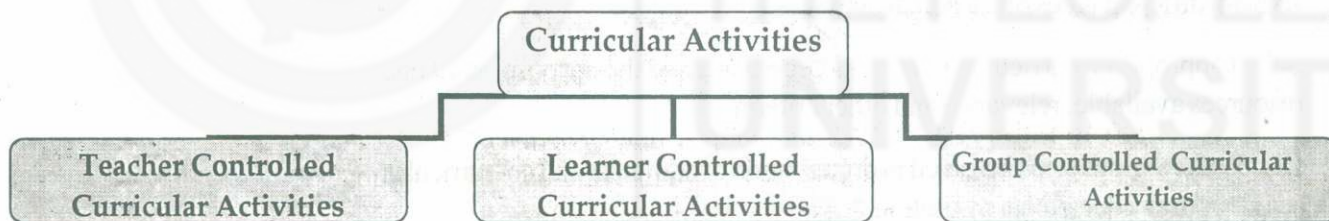


Figure: 5.1: Different Types of Curricular Activities

5.4.1 Teacher Controlled curricular activities refer to teacher directed instructional activities and procedures to impart knowledge, skills and attitudes. Teacher plays a pivotal role in this type of instructional activities. Teacher determines the activities that students have to be engaged in during the process of instruction. There are many teacher controlled activities like lecture, demonstration, and Team Teaching.

Activities like case study, simulations, games and role play are not only in teacher controlled activities. These could also be included in Learner-controlled or even Group controlled ones. It depend on how the activity is conducted.

Direct Instruction

Teacher's role is to pass facts, rules, or action sequences on to students in the most direct way possible. This usually takes a presentation with explanations format

(modified lecture), examples, and opportunities for practice and feedback. The direct teaching format calls for teacher-student interactions involving questions and answers, review and practice, and the correction of student errors. The direct teaching works best with teaching skill subjects such as reading, writing, mathematics, grammar, computer literacy, and factual parts of science and history.

Teacher Exposition

It is the best way to communicate large amounts of information in a short period of time. In exposition technique, an authority—teacher, textbook, film or microcomputer—presents information without overt interaction between the authority and the students.

Demonstration

A demonstration is a process of teaching by means of using materials and displays to make information accessible to students. Even though the only person usually directly involved with the materials is the teacher or individual conducting the demonstration, students like demonstrations because they are actively involved in a learning activity rather than merely talking about it. The demonstrations can be effective in many subject fields. For example, a teacher could demonstrate the steps in doing a science activity, the steps in writing a business letter, the steps in solving a mathematics problem, or how to adjust a microscope. Essentially, the technique deals mostly, but not totally, with showing how something works or with skill development.

Team Teaching

Team teaching is a type of instructional organization involving teaching personnel (includes other academic also, such as laboratory in-charge, librarian, sports teacher, media person, etc) and the students in which two or more teachers share the responsibility or providing instruction to students. Thus team teaching combines three elements : (a) a distinct student group, (b) a small faculty group responsible for teaching the student group, and (c) certain person who assist the teachers and the students. A team is not just a collection of individuals, but , a unit in itself making effort to improve instruction through the reorganisation of personnel in teaching. In other words, two or more teachers are given responsibilities, to work together for the instruction of a particular group of students studying a particular course.

5.4.2 Student Controlled activities, student/learner takes the responsibility for his/her learning. It, however, does not mean that a teacher does not play any role in learner-controlled instruction. It is a matter of shifting more of the responsibility of learning to the students. The emphasis here is on learning rather than teaching. Teacher's role becomes more of a manager, a facilitator or a guide. Learner controlled activities include a number of techniques which range from the simple assignment to the most sophisticated computer-assisted instruction e.g. self-learning, CAI, Project Work.

Computer-assisted Instruction (CAI)

Introduction of computers in the teaching-learning process is the most important contribution of modern technology in the field of individualized instruction. The computer can be valuable to a classroom teacher in several ways. For example, the computer can help a teacher to manage the instruction by obtaining information, storing and preparing test materials, maintaining attendance and grade records, and preparing programmes to aid in the academic development of individual students.

Computer-assisted instruction (CAI) is, in a sense, an extension of programmed learning material and the personalized system of instruction. In CAI, there is flow of information and interaction between the computer and the student. The computer provides instruction directly to the student and allows him/her to interact with it through the lessons programmed in the system. The student puts questions to the computer and feeds answers into it with the help of the keyboard. The computer provides feedback to the student on the basis of his/her performance. On the whole it may be said that the computer acts as a teacher to the student. The computer utilises various instructional modes like:

- Drill and practice
- Tutorial mode
- Simulation mode
- Discovery mode
- Gaming mode
- Interaction mode

Self-learning

Self-learning or individualized instruction developed when teaching methods meant for all members of a group failed to meet the varying needs of individual students. All underlying assumption is that human-beings learn many things through their own efforts. Another assumption is that every individual is unique; he/she learns according to his/her abilities. The most common description of self-learning methods is that teaching is directed towards individual students rather than the group of students. The main characteristics of self-learning are:

- emphasis on learning rather than teaching
- recognition of individual differences
- active student participation
- working at one's own pace/self pacing, and
- provision of feedback and evaluation.

Self-learning can be of different forms. There are two main categories of self-instruction method: more structured and less structured. Under more structured methods, programmed learning, personalized system of instruction (PSI), and computer-assisted instruction (CAI) can be included. Project work is presented under less structured methods.

An example of self-learning is Self Instructional Material (SIM). SIM is a learning package (written, on audio- or videotape, or on computer) specifically designed for an individual student. It uses small sequential steps, with frequent practice and immediate learning feedback to the student. It is designed to teach a relatively small amount of material, at the mastery level, requiring a relatively small amount of learning time. It can be designed to teach any topic, at any grade level, in any subject, for any domain or any combination of domains of learning.

There are several devices available to individualized instruction, but the SIM has the flexibility to be adaptable for use at all grade levels, from literacy, pre-school levels to tertiary education. The effectiveness of any SIM depends on the personalized

style of presentation of the content and the articulation of the interactivity with the learners as per their maturity, abilities and expectation. Therefore, SIM with varying difficulty and sequencing have been found popular among all types of learners. The following reasons are found to be contributing in the effectiveness of any SIM:

- Allows the teacher to *create an experience that ensures learning*. The experience can be created by a creative teacher according to level of the learners and the inbuilt feedback mechanism ensures learning by every learner.
- Ensures individualized nature, because it is a package written for an individual student, with that student in mind.
- Although it takes time to prepare an SIM and also requires initial financial expenditure and in the long run it is cost-effective and decreased unit cost.
- Helpful in remediation as well as content up-gradation in teaching-learning.

Project Work

Project work as a learning method is less structured as compared to other methods. The dictionary meaning of the project is a scheme or design. Through project work students get experiential learning. This provides the students an opportunity to learn at their own pace and time, while they do certain activities more or less independent of the teacher. A project is an enquiry, conducted personally by a student who is expected to use a variety of methods (e.g. analysis, interpretation, planning etc.) to undertake a task or study a subject (in terms of knowledge, skill or attitude) and to write a report, or design and make a product, or organize an activity, or solve a problem, etc., in line with the objectives of the project. Thus, project work helps students plan, observe, analyze and synthesize.

Assignments and Homework

An assignment is a task/activity/question/statement of *what* the student is to accomplish or do and is linked to specific instructional objective(s). Assignments may be completed at home or at school, can facilitate student learning in many ways, but when poorly planned they can be discouraging. Purposes for giving homework assignments can be any of the following:

- extend the time that students are engaged in learning;
- help students develop individual or self learning;
- help students develop their research skills;
- help students develop their study skills;
- help students organize their learning;
- involve parents and guardians in their children's learning;
- provide a mechanism by which students receive constructive feedback;
- provide students with an opportunity to review and practice what has been learned;
- reinforce classroom experiences; and
- teach new content.

There are certain guidelines given below which can help teachers to prepare assignments that challenge and teach students without intimidating or frustrating them.

- *Assign several short assignments.* They perform diagnostic role in identification of writing skills. They also provide feedback to all students for future assignments.
- *Occasionally complete few assignments by one-self to have model assignment answer/response for students.* In this way you can develop criteria for guidance as well as for assessment of assignment responses.
- *Keep copies of good assignments in a department or library file.* Students may like to see the good assignment responses but precautions must be taken so that students should be abstains from copying the responses/answers.
- *Keep notes on the success and pitfalls of each assignment.* This would help you to modify future versions of an assignment.

The Assignment. Planning and preparation of assignment require following steps:

- o *State the topic.*
- o *Define the task.* Simply stating a topic does not give students a clear sense of how to proceed.

5.4.3 Group Controlled curricular activities: In group controlled activities learning takes place in many forms and by numerous ways. For example a student learns something on his/her own by imitation, observation, simulation or due to interaction with your colleagues or being member of a team/group and learning by doing work in the group with the support of each other. Thus, learning in this mode is controlled by the interactive climate generated by the group working as a team with mutual support. In these activities, the group takes up the responsibility of organizing learning tasks.

Making Students Learn in Pairs

Sometimes it is advantageous to pair students (dyads) for studying and learning. Four types of pair are described as follows:

Cross-Age Mentoring. In it one student is guided by another student either from a higher standard (grade) in a school. This could be similar to peer tutoring except that the mentor is usually higher in age, studying in a senior class and scholastically at a higher level than the student being guided.

Peer Tutoring. In peer tutoring one learner tutors his/her classmate. It is useful, for example, when one student helps another who has a limited proficiency in English or when a student skilled in math helps another who is less skilled.

Team Learning. With team learning students study and learn in teams of two or more. Students identified as academically sharp help other members also to learn. This method works especially well when paired. Team Learning is expected to facilitate intensive discussion and collaborative reflection. Specific uses for paired team learning include drill partners, reading buddies, book report pairs, summary pairs, project assignment pairs, and elaborating and relating pairs.

Think-Pair-Share. With think-pair-share students, in pairs, examine a new concept or topic about to be studied. After the students of each dyad discuss what they already know or think they know about the concept, they present their perceptions to the whole group. This is an excellent technique for discovering student's misconceptions (also called naïve theories) about a topic. Introducing a writing step, the modification called *think-write-pair-share* involves having the pair think and write their ideas or points before sharing with the larger group.

Small group work

Small group work consists of academic tasks and activities undertaken by a group of students, which involve some degree of discussion, reflection and collaboration. The optimum size for small group work for most of the tasks is probably about four, although such work can be undertaken by groups consisting of three to eight students. The importance of the collaboration involved in such work has received particular attention, and this is often referred to as 'collaborative learning'.

Whitaker (1995) has described the value of small group work thus:

- It creates a climate in which learners can work with a sense of security and self-confidence.
- It facilitates the growth of understanding by offering the optimum opportunity for learners to communicate reflectively with each other.
- It promotes a spirit of co-operation and mutual respect.

A few examples have been suggested here. You can develop activities as per your context.

1. 'Prepare a leaflet about the working conditions a teacher could expect to find on a gurukul or madarsa in the nineteenth century'
2. Explore an issue through information gathering and discussion like 'How to curb illiteracy in our society?'
3. 'Buzz session on emerging career options in computers' (where students are asked to brainstorm ideas connected with some problem).

Large-Group or Whole-Class Learning

Large groups involve more than eight students, usually the entire class. Most often, they are teacher directed. Student presentations and whole-class discussions are two techniques that involve the use of large groups.

1. *Student Presentations.* Here students should be encouraged to be presenters for discussion of the ideas, opinions, and knowledge obtained from their own independent and small-group study. Several techniques encourage the development of certain skills, such as studying and organizing material, discovery, discussion, rebuttal, listening, analysis, suspending judgment, and critical thinking. Possible forms of discussion involving student presentations are described in the following paragraphs.

- *Debate.* The debate is an arrangement in which formal speeches are made by members of two opposing teams, on topics pre-assigned and researched.
- *Jury Trial.* The jury trial is a discussion approach in which the class simulates a courtroom, with class members playing various roles of judge, attorneys, jury members, bailiff, and court recorder.
- *Panel.* The panel is a setting in which four to six students, with one designated as the chairperson or moderator; discuss a topic they have studied, followed by a question-and-answer period involving the entire class. The panel usually begins with each panel member giving a brief opening statement.

- *Research Report.* One or two students or a small group of students gives a report on a topic that they investigated, followed by questions and discussions by the entire class.
- *Roundtable.* The roundtable is a small group of three to five students, who sit around a table and discuss among themselves (and perhaps with the rest of the class listening and perhaps later asking questions) a problem or issue that they have studied. One member of the panel may swerve as the moderator.
- *Symposium.* Similar to a roundtable discussion but more formal, the symposium is an arrangement in which each student presents an explanation of her position on a pre-assigned topic she researched. Again, one student should serve as moderator.

Check Your Progress

Note : a) Space is given below for writing your answers.

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

i) What are curricular activities?

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ii) Write three types of curricular activities.

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iii) What is peer tutoring ?

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5.5 STEPS INVOLVED IN MANAGEMENT OF CURRICULAR ACTIVITIES

Can you imagine a games teacher teaching students the skills and knowledge needed to play football without ever letting them experience playing the game? Can you imagine a science teacher instructing students on how to read a thermometer without ever letting them actually read an authentic thermometer? Can you imagine a geography teacher teaching students how to read a map without ever letting them put their eyes and hands on a real map? Can you imagine trying to teach a child to play the piano without ever letting the child put her hands on a keyboard?

Unfortunately, too many teachers do almost those things—they try to teach students to do something without letting the students practice doing it.

In planning and selecting learning activities, an important rule to remember is to select activities that are as direct as possible. When students are involved in direct experiences, they are using more of their sensory organs and their learning modalities (i.e. auditory, visual, tactile, kinesthetic). And when all the senses are involved, learning is most effective, meaningful and long lasting. This “learning by doing” is real learning or, as it is sometimes referred to, hands-on/ minds-on learning.

The different steps involved in the Management of Curricular Activities are:

1. Planning of Curricular Activities
2. Organization of Curricular Activities
3. Evaluation/Assessment of Curricular Activities

5.5.1 Planning

This stage is very important as it is at the Planning stage that we consider all criteria for deciding what curricular activities are to be identified and how they are to be sequenced and implemented for effective transaction of the curriculum. The following criteria are very critical to planning of curricular activities:

Aims, Goals and Objectives

The primary criteria for judging the merit of proposed curricular activities is how well they contribute to the attainment of curricular aims, goals, and objectives. For example, if learners are intended to develop skill in problem solving, their learning activities should probably provide them with the opportunity to solve problems. Likewise, if learners are expected to develop behaviour patterns that are effectively democratic, their learning activities ought reasonably to place them in genuinely democratic situations, which provide numerous opportunities for democratic decision making. Finally, the development of appreciation for literature (an affective disposition) probably ought to involve activities requiring responses on the feeling level. The point—namely, that if we want students to learn something, we ought to engage them in activities likely to lead to it—is so obvious that it seems hardly worth making.

Foundational Commitments

Because they are so fundamentally a part of our lives, foundational commitments very easily fall into the background of our thoughts and become invisible. Philosophical assumptions about society, man, learning and knowledge demand a continual reexamination to prevent this from happening and to ensure that decisions about learning activities are congruent with the best thinking on these big questions. Potential learning activities should be assessed in terms of questions such as the following:

- Will the activity move the student closer to an undistorted view of his/her society and culture?
- Will the activity move the student toward a rational-critical posture toward society without alienating him/her from it?
- Will the activity help the student to clarify the conditions of his/her own existence?
- Will the activity have a tendency to broaden or constrict students' perceptions?

- Will the activity help the students to develop openness to experience?
- Will the activity enable students to tolerate ambiguities?
- Will the activity help students to deal with change?

Many other questions could be added here; it seems clear, however, that an examination of learning activities in terms of these questions can help to illuminate basic assumptions and maintain congruency between foundations.

In planning and selecting curricular activities, another important thumb rule to remember is to select activities that are as direct as possible.

5.5.2 Organization

The amount of time spent in organizing a particular activity depends on the subject, grade level, students, time and material available, as well as the philosophy of the teacher and the school.

The Learning Experiences Ladder

Figure 5.2 depicts a range of experiences known as the Learning Experiences Ladder. Learning by doing is at the bottom of the ladder. At the top are abstract experiences, where the student is exposed to only symbolization (words and numbers) and uses only one or two senses (auditory or visual). The teacher lectures while the students are passive audience.

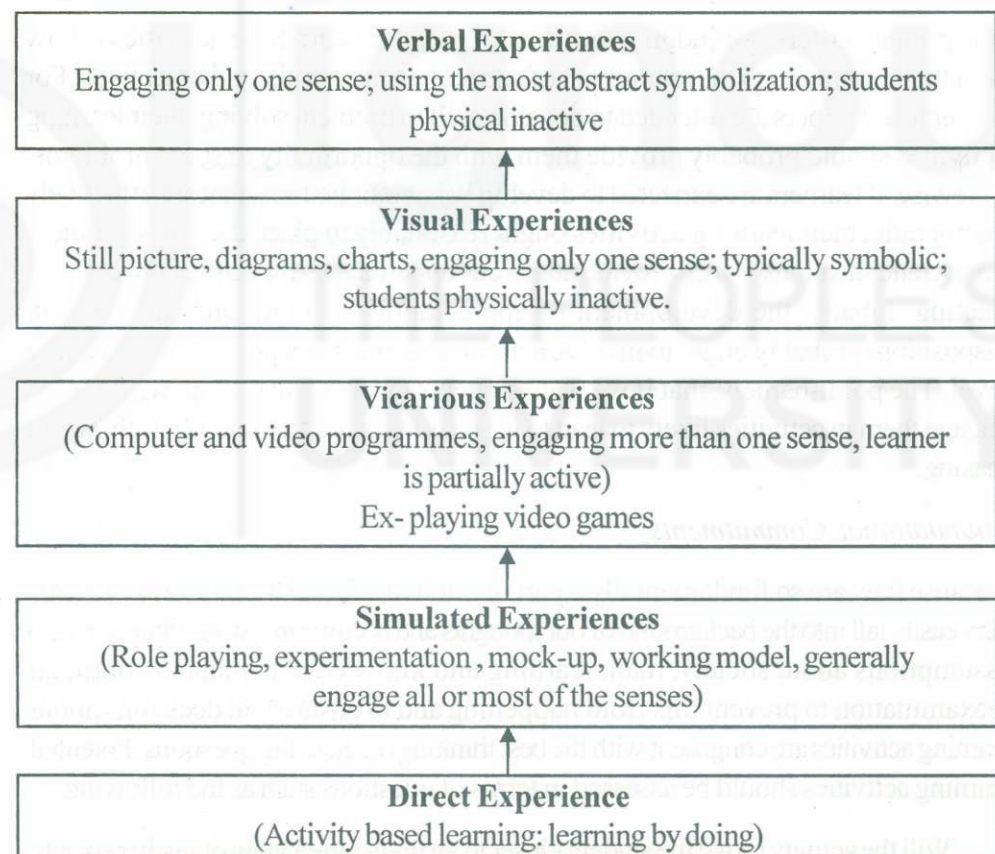


Figure: 5.2: The Learning Experiences Ladder

(Source: Earlier versions of this concept are found in Charles F. Hoban, Sr., et al., *Visualizing the Curriculum* [New York: Dryden, 1937], p. 39; Jerome S. Bruner, *Toward a theory of Instruction* [Cambridge: Harvard University Press, 1966], p. 49; Edgar Dale, *Audio-Visual Methods in Teaching* [New York; Holt, Rinehart & inston, 1969], p. 108; and Eugene C. Kim and Richard D. Kellough, *A Resource Guide for Secondary School Teaching*, 2nd ed. [Upper Saddle River, NJ: Prentice Hall, 1978], p. 136)

Visual and verbal symbolic experiences, although impossible to avoid when teaching, are less effective in ensuring that planned and meaningful learning occurs. This is especially so with learners with special needs and abilities, learners with ethnic and cultural differences and students who have only limited language proficiency. Thus, when planning curricular learning experiences and selecting instructional materials, teachers must select activities that engage the students in the most direct experiences possible and that are developmentally and intellectually appropriate for the target students.

With all the possible strategies, decision to go for the best is crucial as well as challenging task for every teacher? Experience helps however, other factors often must be considered in selection of curricular activities:

- students' needs and aspirations
- their age-group
- students' intellectual abilities
- students' profile
- students' attention spans
- Overall objective of the lesson
- content is to be taught

5.5.3 Evaluation

This section describes the assessment of curricular activities. There are eight principles that guide the assessment of any curricular activity in a school situation. They are as listed below :

- Teachers need to be aware of their student's progress level.
- Students need to know about their learning progress.
- Assessment is a two-way process that includes assessment of teacher performance as well as student achievement.
- The process of assessment should facilitate teaching effectiveness and betterment of the intellectual and psychological growth of students.
- Provide evidence and input data for teacher performance and students attainment.
- Assessment is a continuous process. The selection and implementation of plans and activities require continuous monitoring and assessment to check on progress and to change or adopt strategies to promote desired behaviour.
- Reflection and assessment are important components of any successful assessment process. Reflection and self-assessment are important if students are to develop the skills necessary for them to assume increasingly greater ownership of their own learning.
- A teacher's responsibility is to facilitate student learning and to assess student progress in that learning, and for that, the teacher is, or should be, held accountable.

The three avenues for assessing a student's learning in curricular activities are:

- I. *assess what the student says*—for example, the quantity and quality of a student's contributions to class discussions;
- II. *assess what the student does*—for example, a student's performance (e.g. the amount and quality of a student's participation in the learning curricular activities); and,
- III. *assess what the student writes*—for example, as shown by items in the student's portfolio (e.g. homework assignments, checklists, project work, and written tests).

Assessing What a Student Says and Does

When evaluating what a student says, a teacher must listen to the student's oral reports, questions, responses, and interactions with others and observe the student's attentiveness, involvement in class activities, creativeness and responses to challenges. When listening to a student, observing non-verbal behaviour is important. Use of checklists, rating scales, behaviour-growth record forms, observations with scoring rubrics of the student's performance in learning activities.

The figure 5.3 Illustrates a sample generic form for recording and evaluating teacher observations of a student's verbal and nonverbal behaviour.

Student-----Course-----School-----								
Observer-----Date-----Period-----								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Objective</th> <th style="width: 33%;">Desired Behaviour</th> <th style="width: 33%;">What Student Did, Said, or Wrote</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table>			Objective	Desired Behaviour	What Student Did, Said, or Wrote			
Objective	Desired Behaviour	What Student Did, Said, or Wrote						
Teacher's (observer's) comments:								

Figure: 5.3 Sample form for evaluating and recording student verbal and nonverbal behaviour

Checklist items can be used easily by a student to compare with previous self-assessment after a student has demonstrated each of the skills satisfactorily a check is made next to the student's name, either by the teacher alone or in consultation with the student.

	DID THE STUDENT	YES	NO	COMMENTS
1.	Speak so that everyone could hear?	_____	_____	_____
2.	Finish sentences?	_____	_____	_____
3.	Seem comfortable in front of the group?	_____	_____	_____

- I. *assess what the student says*—for example, the quantity and quality of a student's contributions to class discussions;
- II. *assess what the student does*— for example, a student's performance (e.g. the amount and quality of a student's participation in the learning curricular activities); and,
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Objective	Desired Behaviour	What Student Did, Said, or Wrote						
Teacher's (observer's) comments:								

Figure: 5.3 Sample form for evaluating and recording student verbal and nonverbal behaviour

Checklist items can be used easily by a student to compare with previous self-assessment after a student has demonstrated each of the skills satisfactorily a check is made next to the student's name, either by the teacher alone or in consultation with the student.

	DID THE STUDENT	YES	NO	COMMENTS
1.	Speak so that everyone could hear?	_____	_____	_____
2.	Finish sentences?	_____	_____	_____
3.	Seem comfortable in front of the group?	_____	_____	_____

4.	Give a good introduction?	_____	_____	_____
5.	Seem well informed about the topic?	_____	_____	_____
6.	Explain ideas clearly?	_____	_____	_____
7.	Stay on the topic?	_____	_____	_____
8.	Give a good conclusion?	_____	_____	_____
9.	Use effective visuals to make the presentation interesting?	_____	_____	_____
10.	Give good answers to questions from the audience?	_____	_____	_____

Figure 5.4: Sample checklist: assessing a student's oral assessment report

Presentation Scoring Rubric (Figure 5.5) which helps in rating group or individual presentations made by students facilitated by specific rating considerations at each level and Figure 5.6 presents a Scoring Rubric for assessing individual student in cooperative-learning project work.

Presentation Scoring Rubric- Rating Scale

5. Presentation was excellent. Project details clearly understood and delivery organized.
 - Made eye contact throughout presentation.
 - Spoke loud enough for all to hear.
 - Spoke clearly.
 - Spoke for time allotted.
 - Stood straight and confidently.
 - Covered at least five pieces of important information.
 - Introduced project.
 - All members spoke.
4. Presentation was well thought out and planned.
 - Made eye contact throughout most of the presentation.
 - Spoke loud enough and clearly all the time.
 - Spoke nearly for time allotted.
 - Covered at least four pieces of important information.
 - Introduced project.
 - All members spoke.
3. Adequate presentation. Mostly organized.
 - Made eye contact at times.
 - Some of audience could hear the presentation.
 - Audience could understand most of what was said.
 - Spoke for about half of time allotted.
 - At least half of time spoke.
 - Covered at least three pieces of important information.
 - Project was vaguely introduced.
- 2-1 Under prepared presentation. Disorganized and incomplete information.
 - No eye contact during presentation.
 - Most of audience was unable to hear presentation.

- Information presented was unclear.
- Spoke for only brief time.
- Covered less than three pieces of information.
- Project was not introduced or only vaguely introduced.

Some teachers give bonus to all members of a group to add to their individual scores when everyone in the group has reached preset criteria. It is important that each member of a group feel rewarded and successful. Some teachers also give subjective grades to individual students on their role performances within the group (Figure 5.6).

Goals	9-10 Consistently and actively helps identify group goals; works effectively to meet goals.	8 Consistently communicates commitment to group goals; carries out assigned roles.	7 Sporadically communicates commitment to group goals; carries out assigned roles	1-6 Rarely, if ever, works toward group goals or may work against them.
Interpersonal Skills	9-10 Cooperates with group members by encouraging, compromising, and/or taking a leadership role without dominating; shows sensitivity to feelings and knowledge of others.	8 Cooperates with group members by encouraging, compromising, and/or taking a leadership role.	7 Participates with group but has own agenda; may not be willing to compromise or to make significant contributions.	1-6 May discourage others, harass group members, or encourage off-task behaviour. Makes significant changes to others' work without their knowledge or permission.
Quality Producer	9-10 Contributes significant information, ideas, time, any/or talent to produce a quality product.	8 Contributes information, ideas, time, any/or talent to produce a quality product.	7 Contributes some ideas not significant; may be more supportive than contributive; shows willingness to complete assignment but has no desire to go beyond average expectations.	1-6 Does little or no work toward the completion of group product; shows little or no interest in contributing to the task; produces work that fails to meet minimum standards for quality.
Participation	9-10 Attends daily; consistently and actively utilizes class time by working on the task.	8 Attends consistently; sends in work to group if absent; utilizes class time by working on the task.	7 Attends sporadically; absences or tardies may hinder group involvement; may send in work when absent; utilizes some time; may be off task by talking to others, interrupting other groups, or watching others do majority of the work.	1-6 Frequent absences or tardies hinder group involvement; fails to send in work when absent; wastes class time by talking, doing other work, or avoiding tasks; group has asked that member be reprovved by teacher or removed from the group.
Commitment	9-10 Consistently contributes time out of class to produce a quality product; attends all group meetings as evidenced by the group meeting log.	8 Contributes time out of class to produce a quality product; attends a majority of group meetings as evidenced by the group meeting log.	7 Willing to work toward completion of task during class time; attends some of the group meetings; may arrive late or leave early; may keep inconsistent meeting log.	1-6 Rarely, if ever, attends group meetings outside of class or may attend and hinder progress of the group; fails to keep meeting log.

Figure : 5.6: Sample scoring rubric for assessing individual student in cooperative-learning project work.

(source: Elk Grove School District, Elk Grove California.)
(Possible score = 50; Scorer marks a relevant square in each of the five categories—the horizontal rows—and student's score for that category is the small-print number within that square.)

When assessing what a student writes, we can use worksheets, written homework and papers, student journal writing, student writing projects, student portfolios, tests. Certain guidelines for assessing student writing have been given hereunder:

- Student writing assignments and test items should correlate with and be compatible with specific instructional objectives.
- Read nearly everything a student writes (except, of course, for personal writing in a student's journal—see subsequent items).
- Provide written or verbal comments about the student's work, and be positive in those comments.
- Think before writing a comment on a student's paper.

Professional Presentation	14-15 Well organized; Smooth transitions between sections; all enthusiastically participate and share responsibility.	12-13 Well organized with transitions; students confer/present ideas; group shows ability to interact; attentive discussion of research.	11 Shows basic organization; lacks transitions; some interaction; discussion focuses mainly on research.	1-10 Unorganized, lacks planning; no transitions; reliance on one spokesperson' little interaction; disinterest, too brief.
Engagement of Audience	14-15 Successfully and actively engages audience in more than one pertinent activity; maintains interest throughout.	12-13 Engages audience in at least one related activity; maintains attention through most of presentation.	11 Attempts to engage audience in at least one activity; no attempt to involve entire audience. May not relate in significant way.	1-10 Fails to involve audience; does not maintain audience's attention; no connection with audience. No relationship between activity and topic.
Use of Literature	18-20 Strong connection between literature and topic, significant, perceptive explanation of literature; pertinent to topic. At least two pieces used.	16-17 Clear connection between literature and topic; clear explanation; appropriate to topic. Two pieces used.	14-15 Weak connection to topic; unclear explanation; one genre; one piece used.	1-13 No connection to topic; no explanation; inappropriate literature; no literature.

Knowledge of Subject	18-20 Strong understanding of topic; knowledge factually relevant, accurate, and consistent; solution shows analysis of evidence.	16-17 Good understanding of topic; uses main points of information researched; builds solution on examination of major evidence.	14-15 Shows general understanding; focuses on one aspect, discusses at least one other idea; uses research, attempts to add to it; solution refers to evidence.	1-13 Little understanding or comprehension of topic; uses little basic information researched; forms minimal solution; relies solely on own opinions without support.
Use of Media	18-20 Effectively combines and integrates three distinct forms with one original piece; enhances understanding; offers insight into topic.	16-17 Combines two forms with one original piece; relates to topic; connection between media and topic is explained.	14-15 Includes two or three forms but no original piece; media relates to topic. Explanation may be vague or missing.	1-13 One form; no original piece; connection between media and topic is unclear.
Speaking Skills	9-10 Clear enunciation; strong projection; vocal variety; eye contact with entire audience; presentation posture; solid focus with no interruptions.	8 Good enunciation; adequate projection; partial audience eye contact; appropriate posture.	7 Inconsistent enunciation; low projection with little vocal variety; inconsistent posture	1-6 Difficult to understand; inaudible; monotonous; no eye contact; inappropriate posture; interruptions and distractions.

Figure: 5.7 Sample of a scoring rubric for student project submission. (Source: Elk Grove School District, Elk Grove, CA.)

(Sample score = 100. Scorer marks a relevant square in each of the six categories—the horizontal rows—and student's score for that category is the small number within that square.)

5.6 CO CURRICULAR ACTIVITIES IN AN EDUCATIONAL INSTITUTION

Nowadays co-curricular activities have been accepted as an integral part of a school's programme because they provide scope for democratic living, develop social skills, a sense of cooperation, team spirit and self discipline, which are important for a citizen to function in a democracy. All this is possible only through students' participation in co-curricular activities.

Co-curricular activities are equally important as curricular activities, as they supplement curricular activities. In other words the true aims of education can be fully realized by introducing co-curricular activities at every stage of education. Let us discuss different types of co-curricular activities.

5.6.1 Types

Broadly these activities are classified under six headings:

1. **Physiological** – to enhance psychomotor skills and increase vitality, endurance, stamina, alertness, for example, sports, athletic activities etc.
2. **Psychological and interpersonal** – to build self esteem through promotion of fellow feeling, team spirit, cooperation, interdependence, participation, mutual understanding, confidence, better communication. (School Teaching, 2nd ed. [Upper Saddle River, NJ: Prentice Hall, 1978], p. 136
3. **Decision making**, problem solving skills, for example, debating, dramatics, camps.
4. **Civic and Social** – to develop an understanding of rights and responsibilities as a citizen and respect for democratic principles, example, student councils.
5. **Cultural, aesthetic and recreational** – to generate tolerance for diversity in culture, beliefs, skills, abilities, etc., example, folk and classical dance, music, poetry, art and crafts.
6. **Disciplinary** – to promote an understanding and respect for rules and regulations and emphasize formation of habits for self-development and learning, example, scouts and guides, NCC, Yoga.

Table 5.1 presents specific examples of co-curricular activities under different broad categories or clusters of activities and their curricular relevance.

Table: 5.1 Categories and Examples of Co curricular Activities & Their Relationship to the Formal Curriculum

S.No.	Activity Category	Examples	Curriculum Association
1.	Governance	Student Council, Student Senate	Social Studies
2.	Cheerleading/pep club	Cheerleading squad, pep club	Physical education, Music
3	Subject Clubs	Science club, Math club, Language clubs, etc.	Vocational Programmes and virtually all academic subjects.
4.	Hobby/leisure	Photography, Chess, Skiing, Hiking, Riding, Skating clubs	Physical education, Art
5.	Athletic/Sport	Interscholastic and intramural sports, basketball, baseball, Tennis, Golf, Swimming,	Physical education
6.	Music	Band, Orchestra, Chorus, Marching, Singing groups, etc.	Music
7.	Speech/drama	School plays, Class plays, Debate teams	Language, Arts (Speech, theatre)
8.	Publications	Newspaper, Yearbook, Literary Magazine	Language, Arts

9.	Community Service	Audiovisual, Library, Monitors, Ushers, Red Cross, NCC, etc.	Variable
10.	Social	Dances, folk songs, folk dances	Variable
11.	Honors	National Honour Society, foreign language honour societies	Variable (Language, Social Studies)
12.	Special Events Days	Assemblies, Awards Programmes, Festivals, Trips and Tours.	Variable

Source: Adapted from Gholson and Buser, 1981, 44-45; Gholson and Buser, 1983, 7-9; quoted in Buss 1998

5.6.2 Advantages

The advantages of these activities are as follows:

1. Integral to the education of young people and have legitimate links to the course work.
2. Support the goals of teaching students to become responsible and fulfilled adults and contain opportunities for the development of character, critical thinking, social skills, and talents.
3. Allow students to find peers and adults who have interests and talents similar to their own.
4. Provide opportunity to perform as individuals, to be part of a group, and to learn about the importance of teamwork, responsibility, commitment, and hard work through their experiences (Educational Research Service, 1999).
5. Help adolescents avoid risky behaviour such as dropping out, delinquency, smoking, and drug abuse through three mechanisms :
 - *Time Displacement*: You can not be in two places at once. If you are engaged in constructive student activities, you do not have time to get into trouble.
 - *Commitment Building*: By developing ties to the school and a stake in its success, you become committed to traditional career pathways and existing institutions.
 - *Group Pressure*: Participation on teams and clubs adds a sense of belonging and positive peer pressure (Zill, Nord and Loomis, 1995).
6. Augment a good educational programme and support the academic mission of the institution.
7. Allow students to apply their academic learning to social interactions and vice versa (Allison, 1979).
8. Helps students in realization of their abilities and strengths.
9. Helps students to enrich cognitive skills learned in the classroom through competitions and real experiences.
10. Develops leadership skills and the ability to plan, manage, organize, implement, and evaluate. They also stress the importance of accountability, reliability, and trustworthiness—all of which are elements of the fourth “R”—responsibility.

Note : a) Space is given below for writing your answers.

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

4) Mention types of co-curricular activities.

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5) Mention any three advantages of co-curricular activities.

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5.7 STEPS INVOLVED IN MANAGEMENT OF CO CURRICULAR ACTIVITIES

Similar to Curricular activities, Co-curricular activities are also to be managed in a systematic manner to gain maximum learning effectively. Figure 5.8 presents the Management Cycle.

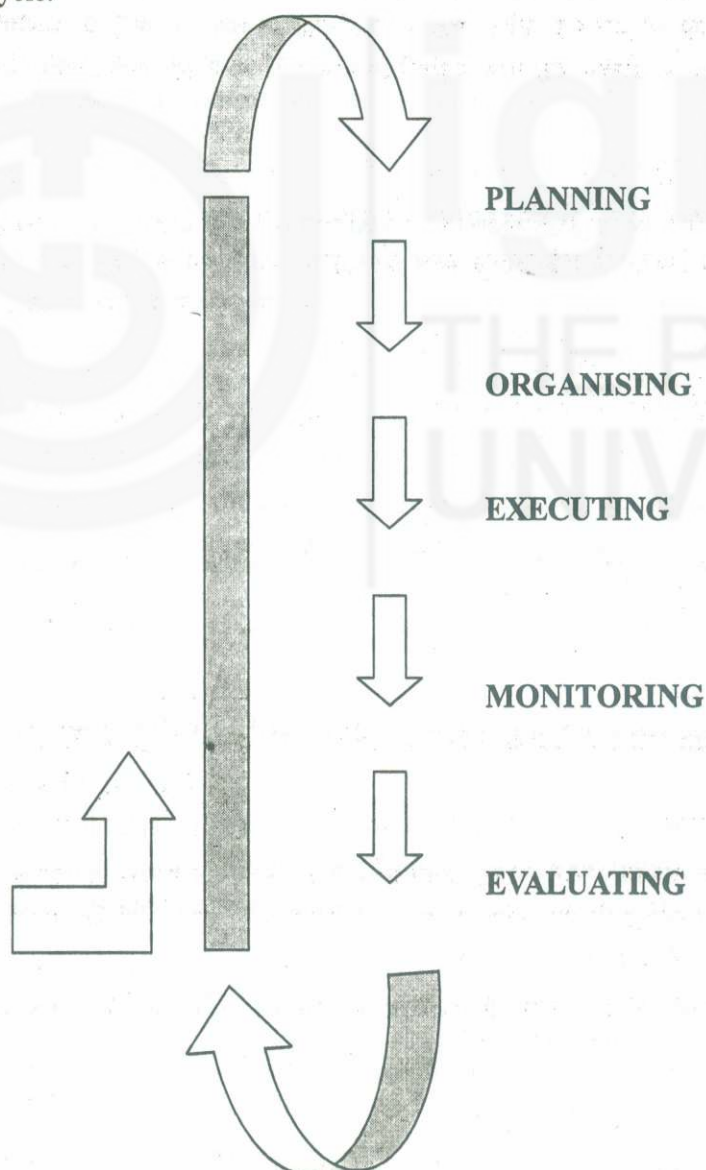


Figure: 5.8 : Management Cycle

5.7.1 Planning – The first step is to identify strategic goals to be fulfilled and develop indicators of success for the activities to be undertaken.

Clear goal

Each CCA must have clearly established goals as to how it intends to add value to students' training. Sports CCA may establish performance goals like winning a competition and developing further student athletes' sports skills. A technical-related CCA may aim for the provision of projects to allow students to put into practice their learned technical skills and knowledge. Whatever the CCA, if goals are clearly stated, it provides a guiding vision to both teachers and students when participating in the CCA. It will also help to focus energy and resources in the appropriate channels.

5.7.2 Organising – The next stage is to take decision regarding use of resources and accountability patterns. A detailed task analysis needs to be undertaken at this stage for the activity to be undertaken.

Appropriate activities

Well-defined goals establish the basis for the type of activities that should be organised and conducted in a CCA. If the goal is to win the sports championship, then the physical and technical preparation of the team will be focused on getting ready a match-fit team. On the other hand, a CCA established to perform community service will concentrate on targeting appropriate external or internal groups that can benefit by the students' assistance to their homes, environment, or persons.

Adequate resources

CCAs cannot be organised and operated without sufficient resources being allocated to them. Essential resources include sufficient funding through various sources, provision of hardware like computers and rooms, technical resources (coaches and related expertise), and venues for the conduct of its activities. When resources are withheld or lacking, the activities cannot be optimally organised in terms of frequency and scope, which will then affect participation and motivation of students. Hence, it is important that education managers/administrators understand this factor and provide the best support if the best is to be derived from the students.

Principles Underlying Organisation of Co-curricular Activities

The main principles which need to be kept in mind while organizing these activities are:

- select activities that are closely related to curriculum. They should be educationally relevant.
- selected activities should be constructive and should aim at development of higher level objectives, which are not attainable through regular classroom teaching e.g. novelty and originality, writing, skill of recitation of poems, discussion etc.
- activities should have place within timings so that all can participate.
- As far as possible all students should participate in one or the other activity going on in the school.
- The atmosphere has to be democratic. Suggestions and ideas can be incorporated in democratic atmosphere so nothing is imposed on students.

- Leadership should be proper and careful. Every time the same person should not get a chance to lead. Leadership should be rotational and maximum number of students should get opportunity to conduct an activity.
- The responsibility for organizing and arranging the activities should be placed on students. While teachers can guide, supervise and facilitate.
- Activities should be organised regularly i.e. they should have a place in school time-table.
- The teacher should have an advisory role and should not impose his/her will on students.
- Activities should grow from small to large gradually. Initially there may be a few items and few students but gradually they should widen with maximum number of students being involved.
- Necessary equipments should be provided well in time to students for practice and organisation.
- A record of each activity should be maintained. Teachers should enter the details in a special co-curricular register.

5.7.3 Executing – At this stage delegation of tasks takes place. Results are achieved through establishing mechanisms for communication and motivation.

Teacher-CCA Relationship

The teacher plays an important role in the success of any CCA. The interest and leadership of the teacher is crucial to developing a vibrant and active CCA that caters to the needs of the students. When the teacher is committed to an area of interest, s/he will be more likely to provide the effective leadership required to drive the CCA. Therefore, a positive co-relation between teacher and CCA will have a higher probability of success. While it will be difficult to ensure it, management should try to assign teachers to CCAs where they have an innate interest. Where this is not possible, then relevant support should be provided.

Relevant teacher training and support

When a teacher is made in charge of a CCA where s/he may not have the required expertise, support will be required in terms of providing relevant training or support personnel. The areas of training that the teacher can undergo to improve his/her competence in managing the CCA are in areas of knowledge and skills. The skills to be acquired can be technical in nature (gardening skills for green and landscaping club), or administrative (team/group management). When staff undergoes relevant training, their confidence in managing the CCA can improve, thus impacting positively on the students.

Effective leadership by teachers

Effective leadership is important to the success of any organisation of activity. The teacher must display the appropriate leadership behaviour to motivate the students to participate in the activities of the CCA. However, effective leadership here does not mean that the teacher directs all activities all the time, but acts accordingly to the circumstances of students' abilities and task complexity.

5.7.4 Monitoring – Monitoring and reviewing involves measuring the performance of co curricular activities. Mid way corrections and adjustments can be made at this stage.

5.7.5 Evaluating – The process of evaluation is necessary for gauging overall impact of the co curricular activity and for future planning.

1. An evaluation of each co-curricular activity will be conducted by the supervisor of Co-curricular Activities and the advisor at the end of the school year or the conclusion of the activity.
2. The evaluation will measure the activity against its stated objectives to determine if the objectives were met. Criteria may include:
 - membership and attendance records,
 - regularity of meetings.
 - planning and execution of special events,
 - evidence of student leadership and assumption of responsibility, and such other indicators of students' growth and development as the evaluators may choose.
3. The evaluation will include recommendations for the improvement of the activity or, if so indicated, for the cancellation of the activity.
4. The written evaluation must be signed by the Principal as well as advisor.
5. The In charge of co curricular activities must conduct an annual evaluation of the overall program of co-curricular activities. That evaluation should consider whether the program has resulted in:
 - improvement in school attendance,
 - improvement in academic performance,
 - increased participation in school activities, and
 - improvement in school morale and students behaviours.

Records

1. A student's participation in co-curricular activities shall be recorded in his/her record, will be preserved for the duration of the student's enrollment in the school.
2. Records of the conduct of co-curricular activities will be maintained by the In-charge of co curricular activities and will include, as appropriate to the activity;
 - The period in which the activity occurred,
 - The numbers of participating students in each school year and/or present at each co-curricular event,
 - The name of the activity in-charge,
 - The printed product of the activity, such as copies of the school newspaper or literary collection,
 - Copies of reports of the activity in newspapers and/or other public relations releases, and
 - The financial records of the activity.

Note : a) Space is given below for writing your answers.

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

- 6) What are the steps involved in management of co-curricular activities?

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- 7) Mention any three principles which need to be kept in mind while organizing the co-curricular activities.

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5.8 LET US SUMUP

Schools/educational institutions usually have an elaborate system of activities and learning experiences which in its totality is called *curriculum*. Curriculum comprises a multitude of curricular and co-curricular activities. While classroom teaching, practical, library work, demonstrations, self study etc. are part of curricular activities, celebrating national holidays like the Independence Day, Republic Day and other important days like Teachers' Day, Children's Day etc. and conducting special activities on such occasions like staging of plays and presentation of cultural activities are instances of co-curricular activities.

Schools/educational institutions, therefore, have to plan and organize various activities to facilitate all round development of the students. School curriculum includes activities/programmes for cognitive development of students, adequate provision for other activities like socially useful productive work (SUPW), music, painting, various types of sports and games etc. Physical education, for example, should get its due share among school activities. Working in teams or groups offers abundant opportunities to students to develop endurance, co-operation, self-discipline, leadership, fair-play and even sportsmanship. Games which require physical strength enable them to master their temper, control their emotions and develop good manners.

5.9 UNIT END ACTIVITIES

- 1) Visit any school in your area. Collect information about the number and nature of the different curricular as well as co-curricular activities conducted in an academic session. Interview some in-charges of these activities on the strengths and weaknesses in management of curricular and co-curricular activities of the school. Write a report.
- 2) Interview a college principal/head about the organizational challenges of CCAs for college students.

- 3) If a teacher is not interested in conducting suitable curricular activities, can something be done?
- 4) Without financial help is it possible to conduct co-curricular activities on the school? How?
- 5) If some students start devoting too much time on co-curricular activities, then how will you control them?

5.10 REFERENCES

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5.11 ANSWERS TO CHECK YOUR PROGRESS

- 1) Curricular activities are instructional activities that are integral to the classroom as part of the stated curriculum. The curricular activities includes classroom teaching, subject based practicals, demonstrations, field work, self study, library work, tutorials, seminars, group discussion and so on.
- 2) There are many different types of curricular activities which can be placed under:
 - a) Teacher controlled curricular activities
 - b) Learner controlled curricular activities
 - c) Group controlled curricular activities
- 3) Peer tutoring is classmate tutors another. For example, when one student helps another who has a limited proficiency in English or when a student skilled in math helps another who is less skilled.
- 4) The activities classified under six categories:
 - a) Physiological
 - b) Psychological and interpersonal
 - c) Decision making
 - d) Civic and social
 - e) Cultural, aesthetic and recreational
 - f) Disciplinary

5.
 - i) Integral to the education of young people and have legitimate link to the course work.
 - ii) Allow students to find peers and adults who have interests and talent similar to their own.
 - iii) Helps students in realizing of their abilities and strength.
6.
 - i) Planning
 - ii) Organising
 - iii) Executing
 - iv) Monitoring
 - v) Evaluating
7.
 - a) Select activities that are closely related to curriculum. They should be educationally relevant.
 - b) Activities should have place within timings so that all can participate.
 - c) As far as possible all students should participate in one or the other activity going on in the school.



MES-044 Institutional Management

Block-1 Management of Curriculum

- Unit-1 Classroom Management (Instructional Management)
- Unit-2 Curriculum Transaction
- Unit-3 Management of Evaluation
- Unit-4 Management of Academic Resources
- Unit-5 Management of Curricular & Co-curricular Programmes & Activities

Block-2 Management of Financial Resources

- Unit-6 Educational Finance: Meaning, Importance and Scope**
- Unit-7 Cost and Budgeting**
- Unit-8 Accounting and Auditing**
- Unit-9 Resource Mobilization**

Block-3 Management of Human and Administrative Resources

- Unit-10 Management of Student Support System
 - Unit-11 Management of Administrative Resources
 - Unit-12 Management of Human Resources
-

Block-4 Management of Infrastructure

- Unit-13 Concept, Importance, Need
 - Unit-14 Management of Physical Resources
 - Unit-15 Utilization of Infra-structural Resources
-

Block-5 Total Quality Management

- Unit-16 Quality Control, Quality Assurance and Indicators
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 - Unit-18 Strategies for Quality Improvement
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DE/IGNOU/P.O. 2T/Nov. 2009



ISBN-978-81-266-4267-0