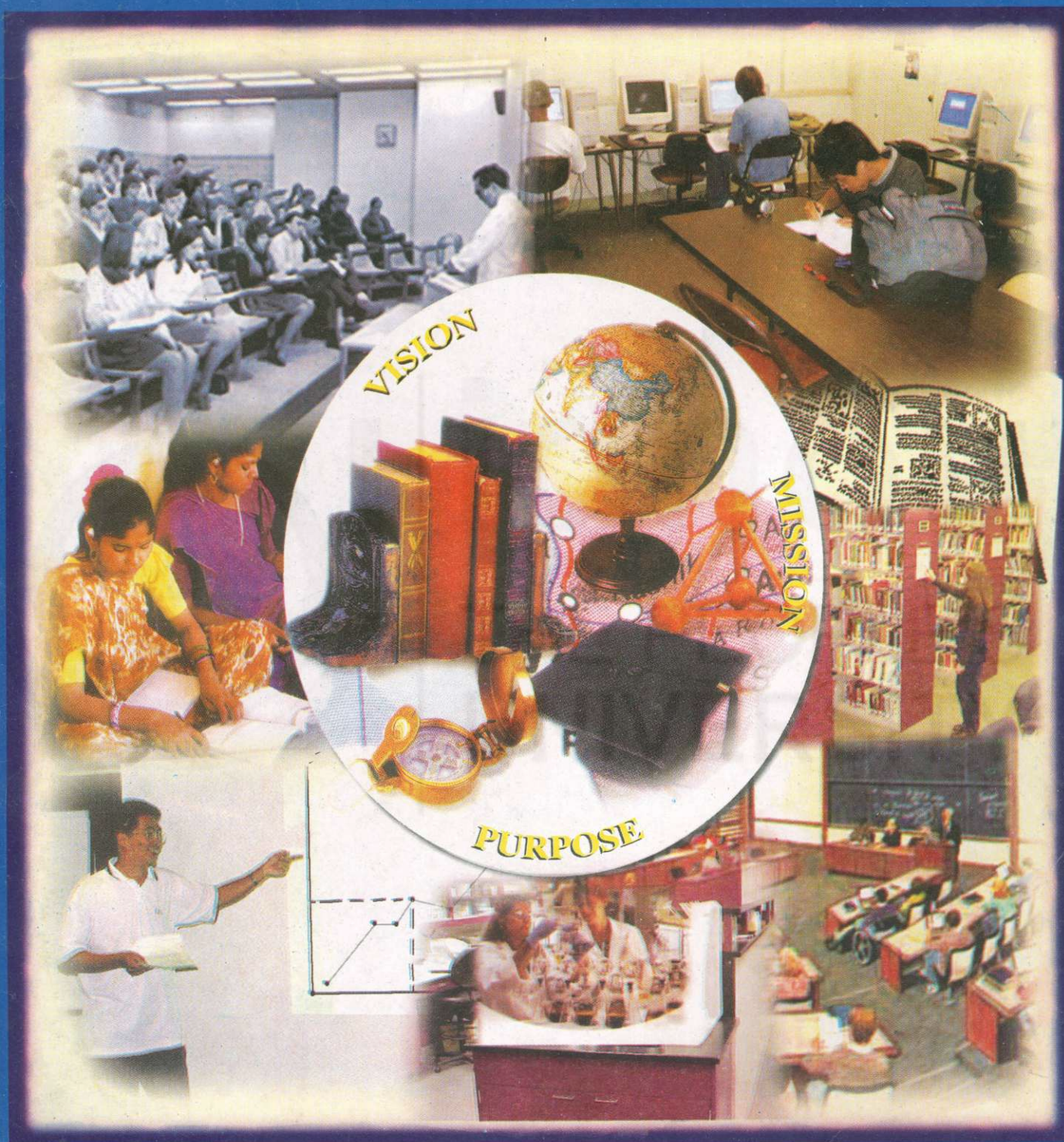




Indira Gandhi National Open University
School of Education

MES-104

Planning and Management of Higher Education



Teacher and Organization

3

“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

3

TEACHER AND ORGANIZATION

UNIT 9

Managerial Skills for Teachers : Communication, Motivation and Teamwork	5
--	----------

UNIT 10

Managerial Skills for Teachers-II	23
--	-----------

UNIT 11

Managing Classrooms: Climate, Tasks and Learning	37
---	-----------

UNIT 12

Management of Extension, Community-centred and Co-curricular Activities	55
--	-----------

COURSE TEAM

Course Contribution	Editing	Coordination
Prof. (Dr.) K. Sudha Rao Vice-chancellor Karnataka Open University	Prof. J. N. Dhar (Course Editor) Formerly UNESCO Specialist in HRD	Dr. S. S. Jena (Course Coordinator)
Prof. M. Mukhapadhyay Joint Director, NIEPA New Delhi	Prof. M. B. Menon (Associate Editor) Teacher Education Specialist, COL Vancouver, Canada Formerly Director, SOE IGNOU	Prof. S. B. Menon (Programme Coordinator) Dean, CIE, University of Delhi, Delhi
Dr. K. Rakhi Formerly with Delhi Univesity, Delhi		Prof. B. N. Kaul (Programme Coordinator) Formerly Director, SOE, IGNOU
Prof. T. K. S. Lakshmi Vanasthali Vidyapeeth Rajasthan	Dr. S.S. Jena (Content Transformation and Format Editing)	Prof. M. B. Menon (Programme Coordinator)
Dr. Jagannath Mohanty	Prof P.R. Ramanujam (Language Editing) Director, STRIDE, IGNOU	
Dr. S. S. Jena RD, R C Patna IGNOU		
Dr. Vibha Joshi Faculty, SOE, IGNOU	Ms. Jayshree Raveendran (Language Editing) Formerly with IGNOU	

COURSE TEAM (REVISED EDITION)

Course Contribution	Editing	Format Concept and Design
Ms. Madhavi Sibal Programme Officer Centre for Education Management and Development (CEMD) New Delhi	Mrs. Jayashree Oza Director, CEMD	Ms. Poonam Bhushan SOE, IGNOU
Ms. Leena Kapoor Programme Manager Centre for Education Management and Development (CEMD) New Delhi	Coordination Ms. Poonam Bhushan (Programme and Course Coordinator) SOE, IGNOU	Prof. S.V.S. Choudhary Director, SOE, IGNOU
		Dr. N.K. Dash SOE, IGNOU
		Secretarial Support Ms. B.V. Usha Rani

PRODUCTION

Prof. S.V.S. Choudhary Director School of Education IGNOU	Mr. K.G. Sasi Kumar Section Officer (Publication) School of Education IGNOU
--	--

December, 2003 (Revised Edition)

© Indira Gandhi National Open University, November, 1999

ISBN: 81-266-0969-9

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Indira Gandhi National Open University.

Further information on the Indira Gandhi National Open University courses may be obtained from the University's Office at Maidan Garhi, New Delhi-110068.

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

Laser typeset by Metronics Printographics, 1092/1, Mehrauli, New Delhi-110030. Phone: 26641130.

Printed at Young Printing Press, 2626, Gali No.7, Bihari Colony, Shahdara, Delhi-32

MES-104 Planning and Management of Higher Education

Block 1 Planning and Management of Higher Education: A Macro-Perspective

- Unit 1 Planning and Management of Higher Education
 - Unit 2 Structure and Organisation of Higher Education in India
 - Unit 3 Universities in India
 - Unit 4 University and its Structure
-

Block 2 Management of an Institution of Higher Learning

- Unit 5 Principles of Managing an Institution of Higher Learning
 - Unit 6 Aspects of Institutional Management-I
 - Unit 7 Aspects of Institutional Management-II
 - Unit 8 Aspects of Institutional Management-III
-

Block 3 Teacher and Organization

- Unit 9 Managerial Skills for Teacher: Communication, Motivation and Teamwork*
 - Unit 10 Managerial Skills for Teacher-II*
 - Unit 11 Managing Classrooms: Climate, Tasks and Learning*
 - Unit 12 Management of Extension, Community-centred and Co-curricular Activities*
-

Block 4 Planning and Management of Curriculum

- Unit 13 Curriculum Planning
 - Unit 14 Curriculum Development
 - Unit 15 Curriculum Transaction
 - Unit 16 Curriculum Evaluation
-

Block 3 Teacher and Organization

Introduction to the block

“A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame” — Rabindranath Tagore

As we go through this block, we will discover that the role of a teacher is not confined to teaching. They need to think about the ways in which colleges and universities are organized in order to provide better learning opportunities for learners and a more democratic working environment for teachers. The revitalization of institutions of higher learning cannot be left only to those traditionally regarded as managers; ordinary teachers have crucial role to play. The central thrust of this block is that all organization, including those of higher education, are learning organizations therefore in any college/university, teachers need to :

- constantly reflect on their work;
- discuss their work as a team rather than as isolated individuals learn from their mistakes. Change and improve their work.

In **Unit 9**, we discuss the emerging role of teachers as facilitators that requires building of their capacities in communication, teamwork, motivation of colleagues and students. Effective communication both inside and outside classroom needs to take prime place in teaching learning strategy. In the domains of institutions for higher learning, teachers have to work together in teams and provide motivation to team members. As we go further, we will discuss the importance and techniques of time management for teachers. **Unit 10** discusses the significance of time as an important resource, problems in time management and techniques for effective time planning. An attempt has been made to discuss varied methods of classroom management and management of student conduct in **Unit 11**. This unit establishes the relationship between conducive climate and positive attitudes for learning and suggests methods to manage classroom tasks

Unit 12 analyses the importance of extension, community centred and co-curricular activities in the context of organizing learning experiences for institutions of higher learning and communities.

Managerial Skills for Teachers: Communication, Motivation and Teamwork

9

Introduction

The tasks of the college teacher in today's context are demanding and complex. The aims of higher education demand that teachers not only fulfill their teaching commitments, but also inculcate among students universal values through their interaction with them, engage in extension activities that will make higher education institutions relevant to society, and ensure that students are able to apply their learnings in real life. With these expectations, the massive expansion of the education system and an increase in access to educational facilities, the traditional roles of the institution and teacher have now all undergone a seachange.

Educational institutions operate within a framework of operations laid down by Central or State governments and the University Grants Commission. This may have ensured recognition, prestige and physical and infrastructural resources for institutions but it has also imposed political and financial constraints on the institutions. With increased availability of knowledge centers and a rapid rise in enrolment of students, the responsibilities of the teacher have also increased. Teachers are managing larger classrooms, dealing with varying learning abilities, cultural contexts, cognitive skills and motivation levels of students. Today, teachers are viewed not merely as providers but as facilitators of knowledge helping students create and apply knowledge to suit their unique contexts. There is the additional pressure of expectations of the stakeholders - job market, parents and students - from the education system, which the university teacher is expected to fulfill.

All these changes and challenges necessitate the need for effective managerial skills both inside and outside the classrooms. A teacher needs managerial skills not only to effectively plan, organize and execute tasks but also to enable him/her to relate to people. The task of overall development of future citizens is an enormous task for which teachers need to work together. The skill to work in teams, communicate goals and provide motivation to co-workers and students are skills that teachers must inculcate.

In order to develop managerial skills, the university teacher needs to acquire an understanding of concepts like Team, Communication and Motivation. Keeping this in mind, in the following sections learners will receive inputs on effective communication, listening and feedback. The following sections attempt to develop in the learner an understanding of the concept of team, worker types in teams, and characteristics of effective teams. This unit provides inputs on the concept of motivation for team members and students.

Learning outcomes

After going through this unit you will be able to:

- establish the need for managerial skills for teachers in today's context;

- develop an understanding of elements of communication – communication cycle, barriers and resistances, active and reflective listening, feedback;
- identify the characteristics of effective teams, worker types, stages of team development, and the steps involved in resolving conflicts; and
- explain the importance of motivation for teachers and students.

Understanding communication

Communication is a process where one sets out to convey a message to another person through the medium of words, gestures and/or pictures. The process of conveying a message is complete only when the person receiving it has understood the message in its entirety- verbal and non-verbal aspects.

Research has found that only 7% of any communication is through words, 33% is through the tone of voice and 60% is non-verbal- like eye contact, leaning forward, moving backwards, fidgeting with fingers, doodling on note pads, reaching out with your hands, smiling, frowning, tightened lips etc.

The following model depicts the essence of communication. Let us look at what comprises the communication cycle.

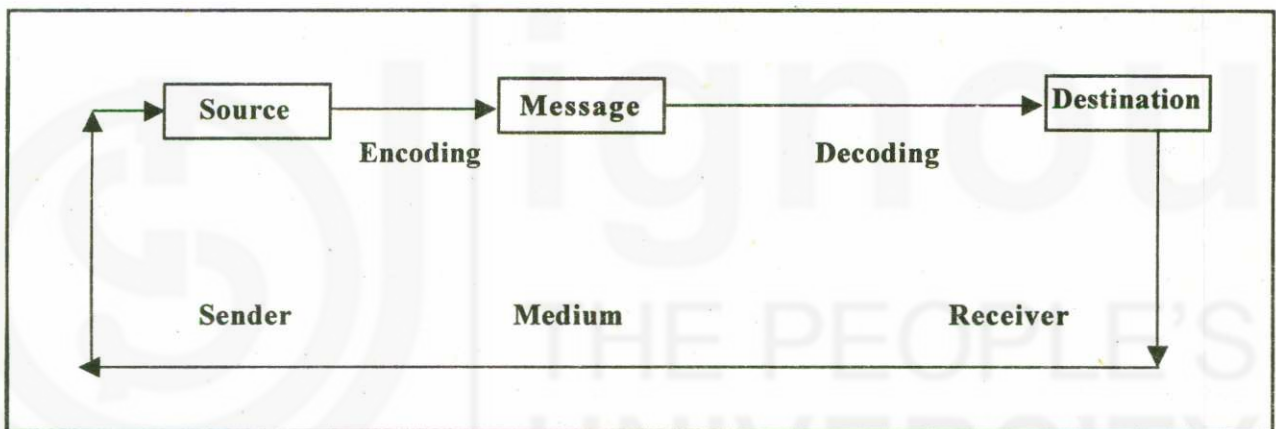


Figure 1 Communication cycle

The cycle gives the process of communication. The “sender” processes what s/he wants to say, “encodes” into words and speaks/writes the “message” out. It is then “decoded” by the “receiver” by hearing/ reading the message in order to understand what the sender wants to convey.

For the communication to be ‘pure’, it is necessary for each of the components to be in consonance with each other. In an effective communication cycle the receiver understands the language and the message in the same way that the sender meant it to be. The words, tonal quality, body language, all convey the same message to each, and nothing gets contaminated or lost in the process of sending it and the receiver is able to relay back exactly what was intended.

This is rarely true, because

- encoding takes place in the context of the sender’s assumptions, which encase the message. These assumptions are unspoken and so are only perceived through non-verbal communication;
- decoding also takes place in the context of assumptions in the person of the receiver. These assumptions hinder him/her from interpreting the message in the context that was meant by the sender;

In order to communicate effectively we need to understand the different variables that affect communication.

Barriers to effective communication

In the process of communication there are many instances when the sender faces a barrier in the receiver and cannot carry the dialogue forward because of a block. There are other blocks that occur at the decoding stage 'resisting' the change that the communicator is expecting will take place in the receiver. This block is called 'resistance'. Let us therefore understand the concept of 'resistance'.

Resistance

Resistance is an emotional response to any process of change, taking place within the listener. It is not only predictable and natural but also a necessary part of the learning process.

For example if you want your colleague to draw up a plan for the activities of the eco club, s/he may continue to ask you questions about say the periodicity of meetings, and how you are planning to keep to this schedule at the time of exams, or other events. This process of wanting to know more gives the listener the excuse of not knowing enough to implement the given task. Or the listener could bombard the sender with information of why the task cannot be done – the excuse taken maybe the amount of responsibilities s/he already has. Sometimes listeners (usually senior colleagues) either ask for future meeting times to even listen to your idea, or treat the idea as totally impractical in the given circumstances.

In case you want to share a novel practice with colleagues or seniors, one of the manifestations of resistance is to put on

- 'I have heard of it before and it will not work' look or
- 'I cannot understand' or 'I am confused' look.

Listeners, especially when you are communicating to a group, could also respond with silence. This lack of engagement they hope would show their unwillingness to implement the said task. This kind of a response could also be obtained from a senior who would rather than not commit time to implementing the request.

Listeners could also intellectualize the issue and get into a mode of discussing definitions involved in the issue and spend the meeting time in such a discussion rather than making commitment to action. Using the same example used above listeners could intellectualize definitions of eco system and how it is misunderstood and therefore the activities of the eco club seem such a farce, etc.

They could also label an issue as morally objectionable and take that excuse for not doing a certain thing. In the same example they might claim that interfering with nature and 'trying to play God' is morally objectionable and so may not commit to taking any action for the eco club.

Other ways of expressing resistance are: agreeing with the communicator totally, but not taking action; doubting the methods used for implementation; showing great interest in solutions but not committing to take any action towards ensuring the solutions; showing concern about all the things that are wrong in the organization – the reason why nothing can be done; blatantly attacking the communicator in order to defend the listener's own stand.

You can deal with resistance when:

- you are able to identify when resistance occurs;
- you are able to identify what kind of resistance is occurring. Identify the form of resistance by picking up cues from the behavior and put words to what you think is happening;

- view resistance as a natural process and a sign that 'you are not the target';
- support the colleague in expressing resistance directly. State in a neutral, non-punishing way, the form the resistance is taking. This is called 'naming the resistance'. The skill is to find the neutral language;
- do not take the outcome of resistance personally or as an attack on your competence;
- you are quiet and let the colleague respond to your statement about the resistance.

Resistance is like an iron vest worn by the receiver and there is no way the sender can pierce through it. This is because resistance is an emotional response and one cannot talk people out of their feelings.

Therefore to overcome resistance, the basic strategy is to help it to blow itself out, like a storm and not fight it head-on. Feelings pass and change when they get expressed directly. The sender should encourage the receiver to put his/her feelings into words and be authentic. This is the most effective manner to deal with resistance.

The outcome will be that the resistance is aired and acknowledged. This will result in building a bridge for the communication to progress from the stage of resistance towards finding a common platform.

Self-assessment

1. Identify the kind of resistance emerging from the following situations:

- A parent approaches the principal for admission of his ward. Principal asks for more information, which is irrelevant – regarding the student's sibling's performance in college. The parent doesn't have much choice but to give in to the demand.
- An experienced and supportive Professor goes for an inquiry of misconduct of a teacher in another college. He really wants to help but the teacher reacts in a belligerent manner by citing examples of similar cases in the past where no action was taken against the concerned teacher.
- A senior lecturer follows up with the university administration on his application for funds for new laboratories. The officials in the administration department ask him to fill out new forms.
- A principal sends two teachers for a workshop where they learn new methods of teaching. They now want to incorporate it in their teaching. They approach the principal for the permission. Principal feels that it is impractical to incorporate in the existing system.
- A teacher requests the principal for annual leave. The principal responds that he wants to help but is hard pressed for time he does not commit a future appointment.

Key concepts for effective communication

In order to communicate effectively and ensure that the message is as pure as possible, it is essential to understand various factors that influence our communication pattern. Some important skills for effective communication have been outlined here.

The first requirement of good communication is good listening skills. Effective listening ensures that messages are being received without being coloured by the listener's own assumptions and prejudices.

Listening is an awareness of not just the words but also all the non-verbal messages accompanying the words. It means therefore making eye-contact to keenly observe and manifest the body language of listening, i.e., leaning forward, dropping whatever else you are doing, acknowledging the other by consciously doing away with distractions.

It's a common complaint among decision-makers that they do not get a high enough return on their human resources, especially around issues of creativity, productivity, and problem solving. The key to this issue is that people do not make an attempt to actively listen. Active listening is the only way to achieve 'inclusion' and 'involvement' and hence productivity, etc. 'Inclusion' is the ability to actively cultivate a contribution of people's diverse gifts, talents, and experiences for the collective good. (O'Neill, 1999)

A good listener is a master of inclusion who recognizes that everyone's contribution is important to the collective well being. Good listening has four steps:

Disarm

The first step is to make and keep a commitment to understand others. 'Understand others' means to understand the context or circumstance from which others are coming, their needs, and the unique contributions they have to offer.

In order to achieve this we must '**disarm**'. Disarming requires our commitment to understand to be equal to or greater than our commitment to our own agenda. The commitment to disarm must override influences that divert attention, distract us from our role, or create defensive reasoning or behaviors. The fears that block our ability to disarm are rooted in the belief that we must protect ourselves from others by hiding lest we be discovered to be somehow not good enough. In order to disarm, we must work hard to rebuild trust. When we establish safety in relationships, we can successfully 'disarm'.

Suspend assumptions

The second step is '**to create an opening by suspending our assumptions**'. Assumptions are the stories, pictures, preconceptions, beliefs, and patterns that we hold as true without testing them out (stereotype/mental models).

By suspending our assumptions, we are able to extend 'respect' to the communicator. The meaning of the word respect is 'to look again'. This creates an opening for the communicator to be seen and understood on his or her terms and not on our own rigid terms. Suspending assumptions doesn't mean giving up our own beliefs. Setting aside our assumptions enables us to receive another contribution and view experience through the eyes of other people without the filter of automatic, pre conceived, personal and cultural conditioning. As such we can appreciate and welcome different points of view and extend true generosity of spirit to others. Ultimately, we may modify our viewpoints and grow. The aim however, is to extend true 'generosity of spirit'.

Put feeling first, facts second

The third step is to remember to 'receive' the messenger and the message with honour, acknowledging feelings first and facts second. This means recognising that the communicator is a human being with feelings and not just a 'task delivery system'. The content of the message is also to give respectful attention. This is an authentic act of listening.

It is not similar to the smiling nodding face of either an air-hostess or a receptionist, which is listening in form not in spirit.

In spirit it means creating safety and trust through empathy. This skill is particularly useful in diverse situations because 'creative tension' is usually present as people look for bridges across personal and cultural gaps. It allows us to take time necessary for acknowledging fears and sensitivities that accompany the unknown in a relationship. This slowing down is necessary for 'familiarity'.

It is familiarity, which results in safety and supports collegiality.

Next come the facts - meaning 'receiving' the message by bringing all our resources to bear on understanding it. This is the domain of accuracy, especially vital to conflict resolution. As we attempt to bridge gaps, it is critical to agree on what we mean. This requires precision, specificity and patience. Patience is an act of generosity of spirit and confirms our commitment to devote our undivided time and attention to ensure that we move forward together in common understanding.

Reflective listening

The fourth step is to check in to make sure that we understand the perspective of others. Being certain of how accurately we have heard is the most important of the four steps. It is also an easily forgotten step, as most of us assume that we are skilled at listening for accuracy. Unfortunately, evidence shows otherwise.

Meaning is embedded in cultural and personal assumptions, including language, customs, myths, and group and personal experiences. Checking in requires that we slow down the communication process to discover that what we think we heard and what the speaker meant be aligned. As our minds move from particulars to generalizations at lightening speed, our reliability as listeners and speakers must always be supported by reality checks.

In addition to communicating words and ideas, lots of messages come along with feelings. Many times by reflecting back someone's feelings before discussing our ideas, we show we have some understanding of the person (or at least we're trying). We can then proceed with the dialogue having acknowledged the person and their feelings; now the ideas can be discussed more effectively.

Self-assessment

Circle the response that best represents active/reflective listening.

2. Associate: "They always get the easy jobs and you save the hard ones for me".

- Response:
- A. What evidence do you have for that?
 - B. You're forgetting about yesterday when I gave you the easy job.
 - C. You sound like you feel that I'm picking on you and that I'm unfair about the way I assign work.
 - D. If you would carefully analyse the work schedule you would see that hard and easy jobs are equally assigned.

3. Associate: "This is the type of work I really enjoy. The work itself motivates me the most".

- Response:
- A. That's the kind of attitude we like to see around here.

B. *I can understand that because that's how I feel about my job.*

C. *Would you like to do more of this type of work?*

D. *It sounds like the work you're doing really excites you.*

4. Associate: *"When I first joined this company I really thought I was going to get somewhere. Well, it's five years now and I'm still in the same job".*

Response: A. *Getting ahead is important to you and you sound disappointed in your progress.*

B. *Be patient and soon it will be your turn to advance.*

C. *Let's talk about the things you can do to place yourself in a better position to be promoted.*

D. *May be it's because you haven't worked hard enough.*

5. Associate: *"Solve one problem and up pops another. What's the use?"*

Response: A. *Look, it's just part of the job. No use getting upset about it.*

B. *I'm surprised you feel that way.*

C. *Give me some specific examples so that I know exactly what you are talking about.*

D. *It seems that you are frustrated and discouraged to be encountering problem after problem.*

The correct answers are i.e., 1.C, 2.D., 3.A and 4.D. If you look carefully, you will see that only in these responses the listener has not attributed any judgment, historical past, or defensive mechanism, and has reflected back the message correctly.

Feedback

The next important skill for communication is feedback because communication is a cyclic process. A message is transmitted from the communicator to the receiver, and feedback is transmitted in the opposite direction. Feedback is a message that indicates the level of understanding or agreement between two or more persons in communication in response to an original message. It represents a listener's verbal or non-verbal commentary on the message being communicated and is an indicator of his/her understanding.

It is important to distinguish between '**response**' and '**feedback**'. A teacher may respond to a circular from the principal by complaining to her colleague. It becomes a feedback only when the message reaches the sender and thereby completes the communication loop.

There is a need to learn both to give feedback and solicit feedback without getting caught up in the peripheral issues. When someone communicates a message, particularly, when the expectation is that the receiver will act based on the communication, a feedback of the message received gives the sender a chance to understand how he or she is coming across and provides an opportunity to modify the message if necessary.

Similarly, when the sender communicates a message that is likely to have far reaching organizational implications, actively seeking feedback helps to gauge how the message is being received from content as well as emotional perspectives.

Feedback is a way of helping another person to consider changing his/her behavior. It is communication to a person (or a group), which gives that person information about how s/he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

Receiving and giving constructive feedback

The value of **receiving** feedback is to learn how behavior is seen by others and in turn how it might be modified to be more acceptable or effective. Some of the more common points to watch for are listed follows:

Receiving feedback

Do

- **Listen actively:** Try to assume you have to paraphrase it back to the sender. This helps to focus on what is being said.
- **Maintain eye contact:** This encourages concentrating on what is being said and lets the sender know he is being listened to.
- **Acknowledge comments:** Use verbal or non-verbal signs. (e.g. "I see", "Oh", "Um hum", head nods or a smile). This encourages the speaker to continue.
- **Seek clarification:** (e.g. "Tell me more about it". "When did you see it?" "Please go over that again."

Avoid

Planning a rebuttal: "Yes buts" (the motorboat syndrome of but..., but..., but...) are a signal that this is occurring. This interferes with what the sender has to offer.

Looking away when there is a pause in conversation: This limits receptivity to what is being conveyed. Non-verbal messages are likely to be missed.

Interrupting the speaker: The total message is likely to be missed unless it has first been received in full before comments are given.

Negating the feedback: e.g. "I'm not used to a video camera focusing on me so I didn't do very well". Rationalizing what is uncomfortable to a sense of self is a common reaction, but it gets in the way of learning more about yourself.

Giving feedback

Do

- **Describe reaction to the behaviour:** e.g. "I felt shut out of the discussion when you did not respond to my comments". This gives the receiver the option to use or not use the information.
- **Be specific:** Tell when the behaviour occurred, what the person did, and how it affected you. (e.g. "During the group discussion when you were chairman, you made all the

Avoid

Evaluative comments: (e.g. "You dominated every conversation"). This can turn the listener off and interfere with the opportunity to learn about the behaviour.

General comments: (e.g. "When one does not listen to others, one tends to be a bore". This fails to inform the individual of what s/he personally needs to change.

decisions, and I felt unnecessary"). Focusing on what one does points out behaviour to be improved, or, if it is effective, to be used more fully.

- **Describe in terms of "more" or "less":** e.g. "You were more persuasive during the third group discussion than those prior". This points out the variability of behaviour and encourages looking at differences as if on a continuum of effective vs. less effective depending on the circumstances surrounding the behaviour.

- **Suggest alternative ways of behaving:** e.g. "A useful way to participate more is to ask of others". This allows the individual to choose what s/he want to do to change the behaviour.

- **Account for the needs of the individual receiving the feedback:** Focus on how the information will help him/her.

- **Focus on behaviour the individual has:** control over. (e.g. "You talk rapidly. I find it difficult to understand what you are saying"). This allows the individual to take responsibility for changing behaviour.

Absolutes or labels: e.g. "You are shy", "You are super". These are value judgements which connote a permanency to a trait. Their meaningfulness is very limited and can differ between sender and receiver. Stay away from "always" and "never".

Giving directive advice-telling how: to behave. e.g. "You should talk more forcefully". "You shoulds" or "The real problem is..." are often as if coming from a parent figure and tend to bring a response of ignoring or refuting.

Seeking satisfaction of your needs: (for power, acceptance, etc.) In a helping relationship it is easy to slip into assuming a superior role and this detracts from the sharing atmosphere.

Commenting on behaviour over: which the individual has no control. (e.g. "You are slow witted.") This merely leads to frustration.

Figure 2 Receiving and giving constructive feedback

Whenever possible, feedback should be given at the earliest opportunity.

When specific feedback is given, check for how others saw it. This can serve to clarify the behavior and its effect.

Some other criteria for giving useful feedback:

- It is *solicited*, rather than imposed. Feedback is most useful when the receiver himself/herself has formulated the kind of question, which those observing him/her can answer.
- It is *well timed*. In general, feedback is most useful at the earliest opportunity after the given behaviour (depending, of course, on the person's readiness to hear it, support available from others, etc.).
- It is *checked* to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback s/he has received to see if it corresponds to what the sender has in mind.

- When feedback is given in a group, *both giver and receiver have opportunity to check with others* in the group the accuracy of the feedback. Is this one person's impression or an impression shared by others?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well the behaviour matches the intentions; and it is a means for establishing one's identity - for answering, "Who am I?"

Understanding teams

We experience groups of different types in our daily functioning - family, social and professional group, civic, political or recreational. Groups may be formal or informal depending upon their composition and purpose for which they are formed. A group becomes a team primarily because there is an interdependent task or function that requires the members to interact with and influence each other in order to accomplish that task. Working in university departments provides various opportunities for working in teams such as organizing seminars, conferences and presentations. Within classrooms, teachers have the opportunity to work in teams by collaborating with one another in an inter-disciplinary course, e.g., Language and History, Literature and Philosophy, Economics and Political Science.

Teams have four essential features:

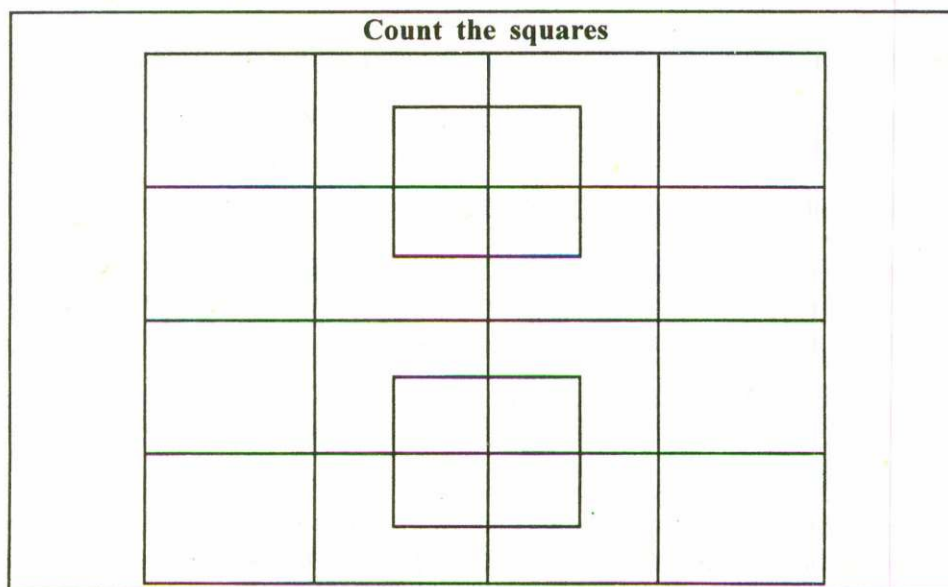
- The group must have a reason for working together.
- Members of the group must be interdependent-they need each other's experience, ability and commitment in order to arrive at mutual goals.
- Group members must be committed to the idea that working together as a group leads to more effective decisions than working in isolation.
- The group must be accountable as a functioning unit within a larger organizational context.

Advantages of working in teams

Working in teams generates synergy. What energy is to an individual, synergy is to a group. The synergy of a group is always greater than the combined energies of the members of the group.

Activity 1

In the following figure count the number of squares and record the result. Do the same activity with a colleague and record the result. Progressively increase the number of people in your group and solve the problem collectively. Each time record the result. What do you observe? What did you learn about synergy through this activity?



- **Creative problem solving:** Most organizational problems may be far too complex for an individual to understand and solve. Working in a team ensures a richer understanding and seeking solutions creatively in the best interest of the organisation.
- **Mutual support:** An authentic team has the potential to provide social and emotional support to all its members. This leads to a quality improvement in commitment levels and enthusiasm even in times of setback and in difficult situations.
- **Interdependence:** The complex demands of a situation may often appear insurmountable to an individual with limited time, resources, knowledge and skills. Combining skills and information of all members of the team makes work situations more manageable. Interdependence mainly exists in three forms:
 - **Sequential:** Where team members must depend on one another for necessary inputs or information for their specific task performance. We may observe sequential interdependence when all teachers teaching the same class need to collaborate with each other for preparation of report cards
 - **Pooled:** Where team members must influence each other on the use and allocation of shared or scarce resources. We may observe pooled interdependence within a sports team, annual day celebrations committee and budget committee.
 - **Mutual/Reciprocal:** Where team members must influence each other to make key decisions or work together to accomplish primary tasks. We may observe mutual/ reciprocal interdependence within a faculty team, supervisory team or whole school staff.



Figure 3 A consequence of excluding teachers from team-work in decision-making structures is the growth of an apathetic, 'don't-care' attitude among many teachers

Source: Gultig, J. and Butler, D. (1999) (eds.), *Creating People Centred Schools*, SAIDE, Capetown, Oxford.

Self-assessment

6. *What are the advantages of a team? Illustrate them with examples from your own experiences with team working.*

.....

.....

.....

.....

Worker types in teams

Individuals come into teams with different workstyles that are predominant in their behaviour. The team can make best use of complementing workstyles once the strength of each work style is recognised. The framework of work styles presented here was developed by Meredith Belbin at Henley Management College, UK.

Work type	Typical features	Positive qualities	Allowable weaknesses
Ideas person	Individualistic, serious-minded, unorthodox	Genius, imagination, intellect, knowledge	Up in the clouds, inclined to disregard practical details or protocol
Resource investigator	Extroverted, enthusiastic, curious, communicative	A capacity for contacting people and exploring anything new; an ability to respond to challenge	Liable to lose interest once the fascination has passed
Monitor-evaluator	Sober, unemotional, prudent	Judgement, discretion, hard-headedness	Lacks inspiration or the ability to motivate others
Worker	Conservative, dutiful, predictable	Organising ability, practical common sense hardworking self-discipline	Lack of flexibility, unresponsiveness to unproven ideas
Completer-finisher	Painstaking, orderly, conscientious, anxious	A capacity for follow-through, perfectionism	A tendency to worry about small things. A reluctance to 'let go'
Team builder	Socially oriented, rather mild, sensitive	An ability to respond to people and to situations and to promote team spirit	Indecisiveness at moments of crisis
Shaper	Highly strung, outgoing, dynamic	Drive and a readiness to challenge inertia, ineffectiveness, complacency or self-deception	Prone to provocation, irritation and impatience
Chairman	Calm, self-confident, controlled	A capacity for treating and welcoming all potential contributors on their merits and without prejudice; a strong sense of objectives	No more than ordinary in terms of intellect or creative ability

Figure 4 Worker types and their characteristics

McGregor has put together this list of characteristics of effective teams researched over a period of time. Often when work teams are asked to generate a list of features they consider critical to enhance team effectiveness, they come up with quite a similar list as is provided here.

McGregor's characteristics of effective work teams

- The "atmosphere" tends to be informal, comfortable, and relaxed. There are no obvious tensions. It is a working atmosphere in which people are involved and interested. There are no signs of boredom.
- There is a lot of discussion in which virtually everyone participates, but it remains pertinent to the task of the group. If the discussion gets off the subject, someone will bring it back in short order.
- The task or the objective of the group is well understood and accepted by the members. There will have been free discussion of the objective at some point, until it is formulated in such a way that the members of the group could commit themselves to it.
- The members listen to each other! The discussion does not have the quality of jumping from one idea to another unrelated one. Every idea is given a hearing. People do not appear to be afraid of being foolish by putting forth a creative thought even if it seems fairly extreme.
- There is disagreement. The group is comfortable with this and shows no signs of having to avoid conflict or to keep everything on a plane of sweetness and light. Disagreements are not suppressed or overridden by premature group action. The reasons are carefully examined, and the group seeks to resolve them rather than to dominate the dissenter.

Self-assessment

7. List out two experiences you have had with teams which illustrate at least two of the above characteristics.

.....
.....

Stages of team development

When a group of people come together to accomplish a common task, the group goes through a dynamic behavioural process before it can perform its function effectively. A team member needs to be aware of the stages of group development in order to anticipate the process and plan for clear strategies to take the group through the developmental stages.

Forming is the first stage when either a new group comes together or new members join existing team. It needs orientation and looks for direction. There is bound to be some amount of confusion and uncertainty, in the new members about functioning and in the existing members about new ones.

Norming and forming are closely tied with each other. The members get busy to understand the existing norms, informal and formal methods of functioning, team begins to establish interaction patterns for tasks. It is usually leader centred and while complying with existing norms begins to push the limits.

Storming is that critical stage in team development that if teams learn to work through it then it moves to the next level of renorming. If teams do not learn to deal

with it healthily then the teams tend to get stuck there and can not get beyond that stage. This is the stage when existing norms are challenged by members. A lot of “getting things off the chest” or hard truths are shared about behaviour, processes and products. When unhealthy ways of communication are adopted, they result in either ‘fight’ or ‘flight’ behaviours. They result in direct confrontational and threatening behaviours or members do not confront directly but go away from the situation and resort to unhealthy formations of cliques and power groups.

Storming is an effective way of communicating through the crisis or problems. Communication is focused on the issue and not on people, in a climate of mutual trust people listen to differing view points, show willingness to adopt and change leading to renorming.

Transforming or renorming stage is critical to increasing team involvement as it deals with tasks and team concerns. Team members’ concerns regarding process style for accomplishment of tasks are acknowledged, new ways of dealing with these issues are sought in an open atmosphere where members demonstrate trust and respect for each other.

Performing: Going through this process cuts down power equations and brings the ‘we’ feeling. Commitment to accomplishment of tasks increases as a result of sharing that is involved in the renorming process.

Conflict resolution

In human interaction, more so while working towards a common goal within the same arena, there are bound to be differences which arise out of diversity of thought and perspective leading to creative solutions for any challenges faced by the group. Conflicts between individuals in universities may take place between students and professors, among student body or among university professors or departments on academic or interpersonal issues. For example, students and teachers may face a conflict on grading patterns and schemes.

Every group should focus on resolving conflicts in a positive manner. When conflicts are resolved collaboratively, the whole group is strengthened, and feels a sense of togetherness. Conflicts often arise because of a lack of communication and of positive working relationships. In order to cultivate such relationships, it is imperative to get to know each other’s beliefs, values and interests. This will lend insight into the working methodologies of your group and prevent misunderstanding and conflicts.

The following steps provide some ways of resolving conflicts:

- Accept the fact that there are conflicts.

As a group do not be blind to the fact that conflicts exist. First of all, determine the source of the conflict.

- Provide time for discussions.

The best way to solve problems is to facilitate introspection and discussion on the problem, by asking each member to give inputs so that there is clarity on the nature of the problem and how one can deal with it. Reflection is important, as various ways of solving problems will come to light.

The problem should be introduced and each member should be asked to give inputs on:

1. What is the problem before us?
2. What is the worst that could happen if we don’t address the problems?
3. What is the best that could happen if we address the problem?

Each person should be given an attentive hearing. Allowing for airing of views sets the tone for problem-solving and a variety of solutions opens up.

Seek the best solution: Each member expresses his opinion on how to arrive at a solution.

An example: Say for instance that you have a new colleague in the department. She has been part of your departmental team for a couple of months now. So let us assume that she has passed the forming and norming stages with your team. One day in a departmental meeting she raises the issue of knowing a better way of handling the teaching of a certain topic. Since you teach the same course to another class you feel threatened by her suggestion. As you do not want to resort to either 'fleeing' or 'fighting' you want to resolve the conflict. You might begin by asking yourself the above questions and entering a dialogue with your new colleague. This dialogue will lead to an understanding of the worst outcomes of not dealing with the conflict such as you are both working at cross purposes with each other leading to mistrust in the department, among students and thus not meeting departmental goals of achieving good results in your subject area. Understanding the best outcomes could lead to discussing various methods of teaching and arriving at a winning amalgamation of them which suits both of you as well as helps students achieve in the subject.

Activity 2

Identify a particular conflict situation you are familiar with. List the possible stages in the development of this conflict from beginning to end.

.....

.....

.....

Understanding motivation

What is motivation?

A teacher, Mrs. Jolly was hardworking, dedicated and creative. Another teacher Mrs. Singh was equally good at her work, completed all her tasks assigned to her in time, and never gave the Principal an opportunity to raise a finger at her. At a certain period of time both were monetarily at par but Mrs. Jolly lost interest in her job and wanted a change of environment, whereas Mrs. Singh continued to work in the organization.

Why do you think Mrs. Jolly left?

What would have prompted Mrs. Jolly to leave and yet the same apparent set of circumstances were good enough for Mrs. Singh to stay on? People's behaviour arise out of inner needs, the reasons for which are not always apparent.

Motivation consists of the motivators which energise, activate, move, direct and channel an individual's behaviour towards certain goals. Motivation depends on the strength of the motivator. Motivation can thus be understood by studying the meaning of three interacting and interdependent elements - need, drive and goal.

Need: A need is a state of deficiency. It results from a state of physiological or psychological imbalance, e.g. need of hunger arises when one is deprived of food.

Drive: Drive differs from need in that it is with direction. It is action-oriented and provides the thrust for need fulfilment. The need for food becomes the hunger drive.

Goal: Goal is the end of the motivation cycle. It sets right the physiological or psychological imbalance by satisfying the need. Eating food will restore the balance (homeostasis) and reduce the drive. Hence, it is the goal.

Simply stated, motivation arises from unsatisfied needs. Motivation is thus a chain reaction. An example of motivation is an infant crying when it is hungry, crying till it is given food and finally reaching an equilibrium. At the adult level, the needs, drives and related action are far more complex. What was the deficiency that Mrs. Jolly felt that led her to leave? How is it that Mrs. Singh did not feel the same deficiency?

The understanding of motivation is crucial for teachers both inside and outside classrooms. Inside classrooms, unless teachers understand what motivates students, they will not be in a position to support them to channel their behaviour towards achieving learning goals. Outside, the understanding of the needs and goals of self and other team members will help in aligning those with the organizational goals.

Common behaviours to deal with unfulfilled needs

When one's needs are not satisfied, a person will try whatever is within one's power and various means of fulfilling them. If it frequently does not work for reasons beyond one's control, people begin to feel frustrated. Individuals react instinctively to deal with frustration in many ways. Common among these are:

- **Aggression:** A person reacts with anger and violence either physically or verbally. Sometimes when aggression is not outwardly displayed, it may result in covert hostility and surface in an unrelated situation. A typical example is when a man is frustrated at work but realises the risk of displaying anger at work, comes home and takes his anger out on the family.
- **Rationalisation:** The individual blames others and circumstances for the frustration and absolves oneself of any responsibility of the outcome. This has the danger of people displaying a sense of hopelessness, which robs them of creative energy.
- **Fixation:** Sometimes frustration can freeze an old habit and prevent a person from looking at other ways of behaving to solve the problem. For example, a teacher who is constantly pulled up for coming late, may end up consciously or unconsciously getting into a habit that prevents her from reaching on time.
- **Regression:** Sometimes frustration can push a person into more childish behaviour than wanting to solve the problem. For example, a staff member who feels that she has been unjustly denied a promotion, may resort to 'work to rule' strategy.
- **Resignation:** This happens when a person withdraws from active involvement either physically or psychologically. He or she becomes apathetic and lethargic that gradually diminishes the ability for positive contribution.

These types of reactions are defence mechanisms and come to the fore as reflex actions. They prove to be dysfunctional for the person, team and the organisation. Most individuals have not learnt through growth into adulthood that a more functional way of dealing with frustration is the problem solving approach. The leader will need to help them into adopting such functional behaviour.

Motivation for individuals within organisations

David McLelland studied the motivating factors particularly in the context of the organisation. He proposed that within the organisation there were three major factors that motivated people. These are the need for **power**, need for **affiliation** and the need for **achievement**.

Need for power is the need to dominate, influence and control people. People with high need for power seek out leadership positions. They like to set goals, make decisions and direct action. There are both negative and positive sides to power needs. Some seek power at the expense of others for personal aggrandisement. Others may seek legitimate social power to further the cause of an organisation or society.

Need for affiliation is the need for support, companionship and meaningful relationship with others. People with high need for affiliation prefer jobs that require frequent interaction and are less likely to succeed in jobs that need working in isolation. They need others to continually confirm their feelings.

Need for achievement is the need for challenge and personal accomplishment. People with high need for achievement are usually willing to take responsibility. They are also willing to take risks and welcome feedback on their performance. Though money may be one of the reasons for higher achievement, usually money is not the only one.

Every individual has all three needs in varying degrees. According to McLelland, there is usually one dominant need. That is why you will find that in organisations there are some people who spend a great deal of time in idle gossip with colleagues, some seem to be trying hard to get more attention of their superior or show their colleagues in bad light, while others focus their energy in getting the job done well.

McLelland also concluded through training and research that people can be trained to become aware of their achievement needs.

Activity 3

- Refelected on your own college situation list the human needs of your colleagues.

.....

.....

- How are these needs being met?

.....

.....

- How will they be better met in the future?

.....

.....

Motivation for students in teaching learning process

Teachers must keep in mind the following five critical factors required to sustain motivation of students in the teaching-learning process;

The first of this is the **feeling tone** in the classroom. Is there a level of comfort for students to want to do something and not be criticised or laughed at? Is there a genuine atmosphere of encouragement?

The second factor is the **level of concern**. Level of concern is reflected in expectations of task completion and standards to be met by students. If the level is too high, it creates an anxiety that may prevent the student from focusing on the task. On the other hand, if the level is too low that it appears that the teacher does not seem to care whether the job is done or how well it is done, then again motivation to learn will slacken.

Are students **interested** in learning? There is likely to be high motivation for learning if students find it interesting. The teacher needs to match the student learning abilities and contextual reality of the student to the subject to retain interest.

The goal set needs to be challenging and yet within reach. It is important to create conditions for **success**. This is particularly true to maintain motivation level when a new subject area is being tried out.

The final factor is **knowledge of results**. Feedback on performance aimed at communicating successes as well as helping to learn from failures is critical to maintaining motivation.

Summary

Goals that are clearly communicated and understood are most likely the ones that will translate into achievements. The aim of education is to provide knowledge, build skills and instill the right set of attitudes necessary for the development of a responsible citizen. Teachers need to be effective communicators with skills to listen to and provide feedback to the students under their care. Institutions of higher education need effective and motivated teams to carry forward the mantle of learning.

Suggested readings

Block, Peter, *Flawless Consulting*.

Dennison, Bill and Ken Shentorn (1987) *Challenges in Educational Management: Principles into Practice*, London: Croom Helm.

Hills, P. J., *Teaching, Learning and Communication*.

Jones, Vernon F. and Louise S. Jones (1986) *Comprehensive Classroom Management*, London: Croom Helm.

Steiner, Claude with Perry, Paul, *Achieving Emotional Literacy*.

Managerial Skills for Teachers-II

10

Introduction

Many of us spend our days in a frenzy of activity, but achieve very little. This may be because we are not concentrating on doing the right things at the right time. In other words, we are not managing our time effectively. The following sections take into account time as an important resource and discuss the concept of time management.

The traditional view of time management was to do all things that one is responsible for in a 24-hour schedule. Currently the essence of time management is an important shift in focus: to concentrate on achievement of results of goals for the day, not on doing one activity after another. Time management skills are essential for successful people—these are practical techniques, which have helped people in business, sport, public service, and education among others reach the pinnacles of their careers. Management of time is important for teachers who have to plan instructional time and stipulate time portions for other responsibilities. It has been observed often that improper time planning leads to increase in workload and pressure on both learners and teachers towards the end of the academic year. This pressure can be avoided if we view time as a resource over which we have control and for which essential skills can be developed.

Learning outcomes

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

- understand the significance of time as an important resource;
- identify problems in time management;
- assess how you use time and apply certain measures to use it efficiently; and
- plan effectively for activities inside and outside the classroom.

Activities of a teacher

As teachers we do a whole lot of activities other than teaching. Job analysis of teachers and research has revealed some of the major components of a college teacher's job, which are given below:

- i) **Planning** of curriculum, topics, lessons, and laboratory/workshop session, examinations and term-end activities.
- ii) **Guiding and counseling** students in their academic or personal problems.
- iii) **Teaching:** The core activity of all teachers consists of two components such as actual teaching in various settings (classroom, tutorials, laboratory etc.) and preparation for teaching (lectures, presentations, interactive methods etc.)
- iv) **Examination** consisting of a host of evaluation activities such as scanning through the curriculum, developing a blue print, setting of papers, assessing the answer scripts, preparing the result sheets, analyzing results, etc.

- v) **Managing** classrooms, course activities, examination, laboratories, co-curricular activities, student unions, etc.
- vi) **Maintaining human relations** with the head of the institution, other colleagues, students, parents and leaders in the community.
- vii) **Continuing professional development** by studying recent developments in the subjects, and keeping abreast of the developments in the socio-political and scientific world. The teacher has to be familiar with the recent developments in pedagogy and the methods to facilitate student's learning. Research and extension are two major components, which are necessary for career growth and development.

It is obvious that the activities of a teacher in a college are numerous and carry equal importance. In most cases college teachers view those activities, which have a direct bearing on classroom teaching as the most important. Other activities like guidance and counseling, managing co-curricular activities, and maintaining human relations almost seem like an imposition to them because their role has been perceived as propagators and builders of knowledge. The core function of a college teacher – teaching – however takes place in a social milieu with the main objective that students are learning and achieving the curriculum goals. The social milieu has to be conducive in order for objectives to be achieved effectively.

Problems of time management

A teacher experiences a number of problems in the area of time management. These problems are mostly related to the following:

- Personality
- Lack of requisite skills

Personality

Some personality traits like procrastination, bohemianism and independence are the causes for ineffective time management.

Procrastination: Some examples of procrastination “I can finish it in no time. I will take it up tomorrow”. “I need more information before I can begin work on this...”. One source of such behaviour is a lack of self-awareness. We tend to presume that a certain piece of work should not take more than x number of hours. So we tend to procrastinate until we have only that many number of hours. This results in giving a certain task ‘quality time’ in the beginning, and as the deadline approaches the effort becomes rushed. Consequently quality suffers. This is especially true in the area of completion of courses. Also culturally we have trained ourselves to think that speedy completion of a task is the sign of high intellectual capability. Thus we tend not to discriminate between tasks that require variable amounts of time and energy. As a result some tasks actually get less than our best.

Bohemianism: is a personality characteristic, which manifests itself as unconventionality. Some people tend to be ‘ideas’ people and are innovative and creative. They find it difficult to stick with one idea and see it through to implementation. This gives rise to the problem of incomplete tasks. Bohemians are important people to have on the team. However this trait needs to be complemented by a team member who can be inspired by the idea and ensure that it is carried out.

Independent workers: Another personality characteristic is that of people who function very efficiently on their own and don't believe that others could do it with such a level of perfection. They usually tend to do everything by themselves – both important and unimportant and so are not able to give more attention to important

Lack of requisite skills

Bad time management is also because of lack of skill in the area of prioritizing and realistic time allocation.

Inability to prioritize: Research has found that 80 per cent of results flow from just 20 per cent of the causes. This is the one true principle that highly effective people and organizations put into practice. The 80/20 Principle shows how you can achieve much more with much less effort, time and resources, simply by concentrating on the all-important 20 per cent. However the majority of us tend to carryout the whole range of our responsibilities in no particular order. Our interests and the ability to do some tasks well also make us seek out and /or be assigned more work and consequentially getting snowed down with work, which impedes efficiency despite feeling that we are doing a lot of work. Ultimately we end up lamenting about lack of time to do all that we are supposed to do. Problems such as inability to foresee and plan for crises or contingency also arise as a consequence. A lot of time is consumed by unforeseen developments like visitors, students' strike, accidents, social events, etc. Often such things upset the scheme of planned activities and one is at a loss to get the whole scheme started again. Also we fail to forecast the changes that could occur in the world around us and how that could affect our work. Most of the time we are caught by surprise by the changes we are expected to make in our routines.

Unplanned time allocation very often we do not take conscious decisions in terms of time to be devoted to activities like preparation, teaching, research, extension etc. This leads to large amounts of time getting spent on execution, considerably less on planning and so on. The result is that some of the important topics and responsibilities get dealt with very scantily.

Having understood the activities of a teacher and the problems of time management let's look at how a teacher can utilize his/her time effectively and efficiently.

Principles of time management

Planning to fulfill all these responsibilities requires time management. The essence of time management is the POP principle. (Covey, 1999)

Prioritize – to determine what needs immediate attention

Organize our activities to actually

Perform

Prioritize

In the area of time management, one demonstration that Covey likes to make is that of pouring sand into a jar. Once sand fills up a jar there is no more room in the jar for a few larger rocks. However if you first put the bigger rocks in the jar, then there is place for smaller rocks, only then do you add sand that will fill in the space. Big rocks are analogous to important things and sand is analogous to small activities that usually fill up time.

Prioritizing requires that we categorize our various activities on the axes of '**urgent**' and '**important**'. This exercise will throw light on all activities that can be weeded out of our routine and give us time to do all of those important things that we have to spend time on. According to Covey, the following matrix generally describes the categories of activities of any individual.

IM P O R T A N T	URGENT	NOT URGENT
	I Activities Crisis, Pressing problems, Deadline-driven projects.	II Activities Prevention activities, Relationship building, Recognizing new, opportunities, Planning recreation.
U N I M P O R T A N T	III Activities Interruptions, some calls, Some mail, some reports, Some meetings, Proximate, pressing matters, Popular activities.	IV Activities Trivia, busy work, Some mail, Some phone calls, Time wasters, Pleasant activities.

Figure 1 Time managements matrix

In the above matrix bigger rocks are the activities that belong to quadrant 2 (Q2), smaller rocks are crisis situations that are in Q1 and sand are those that belong to Q3 and Q4.

Using the matrix

Make a list of all the unimportant things that you do, acknowledge them as unimportant and give them up. Your goal is to eliminate quadrant III and IV altogether from your schedules. Your goal is also to minimize the important and urgent quadrangle no.1. As much as you expand the quadrangle of important and not urgent by planning, prioritizing and focussing on these, quadrant 1 will automatically reduce, as crisis and academic pressures will decrease. Having done that, your time development or management matrix will look like this



Self-assessment

1. Using the time management matrix map your typical daily activities in it.
2. Refer to the previous section on the activities of a teacher and list below those activities of a teacher which belong to Q2 and Q3.

.....

.....

.....

.....

.....

The planning and organizing mentioned above can be charted out as given under for easy execution. To get rid of activities in Q3 one needs to know how to perform by delegating.

As a teacher you are not only responsible for your performance but also the performance of your students in both academic and non-academic areas. Organizing tutorials, co-curricular activities, parent meetings, departmental meetings and extension activities requires the teacher to function in teams (the concept of teams and how to use them has been detailed in the previous unit). Singly, a teacher cannot achieve these goals and therefore delegation is an important skill for their achievement especially in those teams where the teacher has to take leadership. For this, effective delegation is the key to your success. In order to know what to delegate a teacher needs to list out all those activities that the students or other members of the departmental team can do.

Delegation requires mutual trust between the leader and the colleague/student based on respect for the character and capacity of each other. It also requires mutual understanding and commitment regarding expectations in five areas:

- i) **Desired results:** What is to be accomplished and by what time frame?
- ii) **Guidelines:** Parameters including formidable restrictions. What not to do based on past experiences?
- iii) **Resources:** Identify the human, financial, technical and organisational resources that the person can mobilise towards the desired results.
- iv) **Accountability:** Standard for performance and specific time. When reporting and evaluation will take place?
- v) **Consequences:** What will be the consequences of the results achieved?

Self-assessment

3. *In your role as a teacher list out all the tasks that you are responsible for.*
4. *Which of these tasks can you delegate to your students or your departmental team members?*

Need for planning

Effective performance also means knowing the methods and techniques to plan and execute activities that belong to Q2. Every activity has to be carried out in a certain time-span, whether it is classroom teaching learning, course completion, research, etc. Each of them is as effective and efficient as the plan for it. Planning is of two kinds, that which spans

- years/quarters/weeks called **macro** level planning
- day/hours called **micro** level planning

Macro level planning

Macro level planning is required when the whole year's academic or non-academic work has to be organized. The extent to which this is being currently done is the framing of a timetable – assigning of number of periods per course/paper for the whole year's programme with consideration to the specializations/workload of teachers. This is as far as planning in colleges goes. At the beginning of the third

term teachers are in a rush to finish the course. How does one solve this problem? The educational goals of an institution, department, and course are achieved through planning of the curriculum, syllabus, and timetable in that order.

Curriculum is all the learning experiences – direct, indirect, formal and informal – that is provided so that students are able to achieve the learning goals. The components of the curriculum are the content (course content, co-curricular content), methodology (teaching-learning strategies) and evaluation. Syllabus is the course content of a particular course. Timetable is the format in which the completion of a course is organized through the year by allotting a certain number of periods depending on the weightage it carries.

Stages of curriculum planning

Curriculum Planning is done at the college/departmental level. Preferably this is a team activity. The stages of curriculum planning are:

- determining the aims of teaching a particular course(s);
- determining the content vis-à-vis the aims;
- determining the co-curricular activities for the year;
- evaluation and examination scheduling.

Syllabus planning

Syllabus planning is the scheduling of content per year/semester with the details of time planned to be spent on each unit, and the methodology/learning experiences to be used. Some criteria to use for syllabus planning are:

- Number of days available per term/semester for teaching learning. This is determined in two steps:
 - i) adding the number of days for assessment, number of days for co-curricular activities, and number of holidays;
 - ii) the above sum is subtracted from the number of working days – the difference gives you the number of days for teaching and learning.

Plotting the content on the following format along with the number of hours per topic and the methodology to be used for that topic. (The methodology can be determined based on the nature and difficulty of the topic: does it need explanations, library research, active participation of students, etc).

Semester I		Dates: 1st Aug. '03 – 30th Nov. '03		Total periods: 54
Course: Educational Psychology – I				
Month	Week No.	Unit/Topic	Methodology	Material/visits
August	1	Learning theories: behaviourism	Library research for theories, co- operative learning technique for learning, highlighting and synthesizing implications for the classroom.	Reference books, websites, frameworks for comparison of theories.

This activity is best done before the beginning of the term/semester. Syllabus planning also provides the teacher the opportunity to review the progress on the plan and make midcourse corrections in terms of the time spent or the kind of methodology

Activity 1

Using the above format, plan out one term for one of the courses that you handle in college.

Timetable planning

Time table is best planned after consultation at the local level between teachers and their principals/heads of department in determining the allocation of teachers to curricular and non-curricular duties. The workload of teachers will therefore be distributed in a fair and equitable manner, and the process will involve, but not be limited to consideration of number of students, number of courses to be prepared, nature of courses taught, characteristics of students taught, administrative duties required.

Tips for timetable planning

Academic and learner-centred

- Assign earlier periods in the day more for analytical subjects and later periods more for creative, speculative and activity oriented subjects like Literature, Practicals, Sports and Games, Music, Dance, Theatre, etc;
- more analytical subjects to be interspersed with less analytical, more speculative or creative subjects;
- two or more successive periods in a section only when dictated by the demands of the subjects content – Theory, Practical, Theory + Practical, Theory + Lib, Theory + Activity etc;
- not more than two sets of periods in the same section on the same day;
- Library, activity, co-curricular periods not to be clubbed together.

Human resource and administrative

- Teachers' personal choice/preference, if any;
- teachers' previous performances;
- official position of teachers i.e. heads of department/ professors/ readers/ lecturers/research or teaching associates etc. should be kept in mind in-allocating the class/subject;
- total load of teaching to be equitably distributed among various teachers;
- a teacher's load to be evenly distributed over the day / week –enough time for preparation/physical rest;
- all teachers to be given some activity periods, co-curricular periods irrespective of their subjects, classes etc;
- utilisation of Library, Laboratory, Playground and Sports Room, etc., to be evenly distributed throughout the day, excepting first period;
- teachers dealing with timetable, examination, admission, coordination work etc. need to be given appropriate time at the appropriate hour of the day and should be seen as part of the workload;
- some commonly free periods for teachers having same subject/ class group for interaction/ meeting etc. must be kept in the timetable i.e. core team meeting time.

Micro level planning

Once the larger areas of planning have been taken care of at the departmental or team level, college teachers have to plan their teaching, non-teaching and research work. A teacher has got his/her work more or less cut out through the timetable. The timetable however, does not give guidelines as to how to go about teaching a topic in the classroom to ensure student learning. The teacher is also left to his/her own resources vis-à-vis completing the co-curricular and research activities.

Planning teaching work

Lesson planning is a requirement at the level of school teaching so that teachers can maximize student learning in a fixed time period in terms of the number of students learning and quality of learning. The same rationale holds true for college teachers as well. Dr. Madeline Hunter in her work 'Mastery Teaching' outlined a lesson design format based on her observations of lessons of successful teachers. The framework of essential elements of teaching presented here are applicable to all disciplines, all levels, all learners, all methodologies, all teaching styles and personalities. The framework holds true when the objective of the lesson is to provide new information.

Essential elements of lesson design

1. Instructional objectives
2. Purpose/aim
3. Provide information
4. Modeling the information or process
5. Monitoring and adjusting
(Check that the learners have understood)
6. Practice through guidance
(While teaching)
7. Closure
8. Independent assignment

Instructional objectives

This is the stage when the teacher has to determine the objective that s/he is hoping to achieve through the lesson. An instructional objective has two essential components:

- the specification of a cognitive outcome;
- evidence of the above outcome in observable behavior.

for example, *Students will be able to analyze and compare two learning theories based on the criteria of historical antecedents, basic assumptions, definitions of learning and implications for practice in learning situations by using word descriptors.*

In the above example 'analysis' and 'comparison' are the expected cognitive outcomes and 'word description' is the observable behavior manifesting this learning

Self-assessment

5. *Identify the following;*

- *A topic/lesson that you want to teach;*
- *The cognitive objectives that you want to achieve at the end of the lesson;*
- *What do you expect the students to be able to do at the end of the lesson?*

6. *Using the above components write an instructional objective for your lesson.*

Purpose: This is the element, which helps students to clarify the relevance of the content and focus on gathering information. There are interesting ways to specify the purpose of the lesson other than just stating it – like story telling, posing questions, presenting puzzles, enacting situations, etc. The purpose should capture the interest of the students and keep them engaged with the content for the rest of the period.

Self-assessment

7. *Specify below the 'purpose' for a topic that you have to teach*

.....

.....

8. *Describe the mode by which you will state this purpose in the class.*

Provide information: There are two stages to this element:

1. *Determine basic information and organize it*

First, we must determine which information is basic or essential to students' understanding of the content or process. Then separate that information from that which may be desirable but is supplementary and can be acquired later. All information, whether it is mathematical, scientific, technical or grammatical, should be examined for basic structure and presented to students in some organized way so that they have the foundation of concepts and generalizations upon which to build more complex understandings. The structure provides the students the scaffolding necessary to internalize new information. The structure also plays the role of an 'advance organizer' or a framework on which to peg higher levels of learning.

2. *Present basic information in simplest and clearest form*

Once we have determined the information basic to students' understanding and then organized it so students see the relationship of the parts to each other and to the whole, we need to present that information in the simplest, clearest and most understandable form. We should use words, which we are sure the students understand and accompany concepts and generalizations with examples that are unambiguous and which highlight the essence of the information being presented.

Model the information or process

"Give me an example" is common request we make when we are not sure we understand what is meant. A model is one kind of an example, one that a student can perceive directly in the classroom rather than having to rely on memory of some previous learning or experience. A model may be concrete, such as a specimen of the human heart or a model of a miniature city. A model may be a

replication such as a picture or symbol like a diagram or map. A model may be verbal, written or spoken, such as a paragraph or a sonnet. A model may also be enacted, presented as a slide or a chart, organized as group work.

Seeing, hearing or feeling a model of “what is meant” can become a tremendous assistance to understanding. An experience of the kind where the student is able to say: “I see (or hear, or feel, or taste, or smell) what you mean” can result if the models used by the teacher have four important characteristics.

Characteristics of effective models

- highlight the critical attributes;
- avoid controversial issues;
- accurate and unambiguous first models;
- eventual introduction of non-exemplars .

Monitoring and adjusting

Teachers have to check if students are learning so that they don't move on with unlearned material that can accumulate like a snowball and eventually engulf the student in confusion and despair. Likewise, they can avoid investing additional precious class time once students have acquired the necessary understanding or skill.

In attempting to check for understanding while teaching, teachers may commit three common errors. The most common is a teacher's ubiquitous, ‘O.K.?’ on the assumption that student silence means it is O.K. and they understand. A second common (and not very effective) way to check students' understanding is a statement, “You all understand, don't you? You don't have any questions, do you?” Few students are willing to admit publicly they don't understand. A third frequently used, but not very useful method for checking students' understanding is the query, “Now, does anyone have a question?” Too often, such a query carries the implication that “If you do have questions, you obviously weren't listening or you're not very bright”. Such a query can also be an invitation for students to divert teachers attention by asking for unneeded information. All three of these dysfunctional methods for checking students' understanding can result in a teacher proceeding with the lesson, blissfully unaware that students are lost. This problem can be perceived (and hours of correction of papers saved) by employing any one or a combination of the following techniques. The questions that the teacher poses at this stage have to be close ended i.e. they have only one correct answer.

Signalled answers

A simple way to check understanding is to pose a question or statement and have every student signal the answer. Using this technique makes it easy to detect the student who needs a visual assist from his peers. Some signals that effective teachers use are:

- thumbs-up for agreement with the statement made by teacher, thumbs-down for disagreement, and thumbs to the side if they are unsure;
- make a plus with fingers for agreement a minus for disagreement, and a zero if you have no strong feelings;
- raising of hand each time an example of.....is mentioned or shown.

Occasionally, some teachers feel that this is “baby stuff” and students will feel silly or resent this type of classroom probing of their understanding. It has been the experience of teachers and university professors who have employed these techniques, after explaining that they are providing students the opportunity to check their own understanding so that misconceptions can be cleared immediately rather

than being revealed in a test, students respond enthusiastically. When signalled answers are accompanied by an explanation of the reason why a certain response is correct, students can, without penalty, correct misunderstandings and learn to apply the generalization to new questions or situations.

Choral responses

A second way of checking student's understanding is to ask the group a question and get a choral response. The strength as well as the correctness of the response can give valuable clues as to whether most students know the answer.

Choral responses, however, have two problems. One is that some students don't answer. As a result, the teacher doesn't know if these students know the answer but are covert learners (respond within themselves, but are not loud) or whether they don't know the answer. The second problem with choral responses is that some of the students who do respond may be "coat tailing". Teaching dividends from choral responses are greater than testing dividends.

In spite of these two problems, choral responses have value. They alert the teacher to the strength of students' correct responses. Choral responses are also an excellent way for students who do not know the answer, to learn the correct response without visibility or humiliation.

Sample individual response

A third technique for checking understanding is to beam a question to the whole class ("Be ready to give me an example of a generalization"). Then call on individual students and make an inference on the basis of the answers given. If a bright student is confused, a justifiable inference is that most of students don't understand. If an average student doesn't know, the inference is that a substantial portion of the class needs to spend more time on the subject. If a slower student responds correctly, the class probably is ready to move on.

The question arises as to what to do when only a few students remain confused. If this occurs early in the teaching of a new content, it is justifiable to spend some more time on the content. The result may be "overlearning" by the rest of students, but as long as examples are new (rather than the teacher contributing to boredom by repeating the same thing) retention of the material will increase for all students.

If considerable time has been spent on the content and there still remains a small group who haven't achieved the learning, it is better to plan a tutorial session for those students.

Another way of sampling individual responses is to pose a question that requires students to write brief answers. While they are writing, the teacher can circulate among the students to see if the majority have achieved the learning or there is still much confusion. The teacher also can select students' vivid or clarifying written responses to be presented to the total class. This will add variety and increase everyone's understanding of the concept, discrimination or generalization being presented.

Tests, papers, or observations of performance

Eventually, students must demonstrate their achievement of learning by producing a product that validates that achievement. Usually this is a test paper or performance. Teachers need to be alert, however, to the fact that some students have a facility for "running off at the pen" and sounding brilliant even though they may not be understood. Unless a ponderous research paper is the objective, it is wise to limit the amount of writing permitted. One sentence, one paragraph or a one-page answer requires very clear understanding rather than fuzzy rambling. It also gives the

teacher less to correct. In addition, it sets a premium on quality rather than quantity, a highly desirable intellectual goal.

Short papers enable you to return them promptly so that students have an immediate feedback as to what they have achieved and what they still need to learn. Teacher comments written on those papers are essential if students are to have specific knowledge of what they know and what they need to learn. Marks simply tell a student the paper was acceptable or unacceptable but not why or what needs to be added or changed. For learning that can be measured only by direct observation or performance (athletics, music, arts, teaching), that performance becomes the test to be evaluated. The criteria for performance ought to be made explicit so that feedback can be specific.

In summary, we are suggesting that you check your students' understanding by signals, choral or short written responses, samples of students' individual responses, and eventually tests, papers, or demonstration of the target learning.

Guided practice

This takes place during the lesson after knowledge/skill has been taught. It occurs frequently, in short segments, under the supervision of the teacher and leads to correction of errors or re-teaching.

Closure

Closure takes place at the end of the lesson when student responses are used to summarize learning of the lesson. This is the stage that the teacher takes the opportunity to monitor once again and to bridge the day's learning with the next topic or class.

Independent assignments

Independent assignments are not supervised and take place after the initial mastery of the knowledge/skill. It increases fluency and retention, refines skills and is a final opportunity to monitor students' learning.

Other methods of teaching, like group discussion, have been discussed in the next unit.

Activity 2

Using the above framework, plan an outline of a lesson for a topic and course of your choice

Planning non-teaching work

Non-teaching work like counseling students, meeting with their parents, advocating the activities of the institution to other people, research are all necessary activities that need to be effectively managed without sacrificing teaching responsibilities.

Rules for effective meetings

- Determine the objective of the meeting;
- be adequately prepared for the meeting- appropriate reading, carrying the required paper work;
- draw up an agenda for the meeting;
- setting a time limit for the meeting;
- conduct the meeting according to the agenda;

- minute the meeting and draw up action plans for the period before the next meeting with clearly assigned tasks, responsibilities and deadlines;
- set the date and time for the next meeting.

Activity 3

Draw up a plan for a counseling session that you have to hold for a student who needs help in improving performance.

Planning for research

Another important domain of a teacher's responsibility is research. Subbarayan (1986) has found that teacher effectiveness as rated by colleagues and self is significantly correlated with teacher's ability to do research and publish. Research should be meaningful and related to the discipline or to the teaching of the discipline. Teachers could use vacation time to introspect and involve themselves in research activities and collect information or data to write papers related to their discipline or the teaching of it. However, once you have developed the skill of time management, you may be able to accommodate research activities during the term days as well.

Action research

Research is a vehicle for informed and better action and for those committed to education, research needs to become second nature. In action research, teachers identify instructional problems, determine what current evidence is available about solving these problems, propose changes that might be more successful, implement those changes and finally judge the success of their endeavors. Usually any action research should not take more than three to four months to finish. So the trick is to identify small components of problems to study which will not exceed this time limit.

Action research does not pretend to find the results that are generalizable to all classrooms. Instead, it answers the questions of whether the students and teachers in that one classroom or school are better off doing something different today than they had been doing yesterday.

Steps of action research:

- research question- what do I want to know/ In this stage the teacher identifies the problem in teaching learning that requires attention. For e.g. 'Students come to class without any prior reading in spite of being assigned to do some library research-why?'
- data collection-what evidence do I need to confirm the problem?
- methodology- how will I get the evidence?
- analysis- how will make meaning from the data?
- intervention- what should I do differently to solve the problem based on the conclusions of my analysis?
- data collection- what evidence do I need about the effect of the intervention;
- reanalysis;
- conclusions-what inference can I draw about the value of the intervention;
- dissemination-who else will benefit from this situation?

Self-assessment

9. Write below at least one example each of a macro level and a micro level planning activity. Also specify the advantage of doing that activity.

Macro level Planning

.....

.....

Micro level Planning

.....

.....

Summary

In this unit, time management has been highlighted as an important component of the managerial skills required by a teacher. The basic premise of time management as making time for important but not so urgent things has been suggested through Stephen Covey's model of time management. In the context of the activities of a teacher, some techniques have been suggested in the areas of macro and micro level planning. Macro level planning is related to year-long activities (both academic and non-academic). Micro level planning has to do with activities that range from being an hour-long (class/meetings) to a few months (action research).

Unit-end activities

1. In your career as a college teacher, identify the activities that you already do from the ones mentioned in this unit.
2. Assess your degree of effectiveness in these activities in terms of timely completion and the quality of the finished product.
3. Identify the activities that you will do differently from now on and how.

Suggested readings

Covey, Stephen R. and Merrill, Rebecca R. (1994) *First Things First*, Simon & Schuster Inc.

Hunter, Madeline (1994) *Mastery Teaching*, Corwin Press.

Koch, Richard *The 80/20 Principle: The Secret of Achieving More with Less*, Nicholas Brealey Publications.

Managing Classrooms: Climate, Tasks and Learning

11

Introduction

Personal experience and research indicate that many beginning teachers have difficulty effectively managing their classrooms. Surveys of graduates of education colleges indicate that the number one area of concern of new teachers is their feelings of inadequacy in managing classrooms. Despite the presence of well-researched classroom practices, clinical experiences, methods of student teaching, and observations in classroom settings, classroom management remains a challenge for most teachers.

Classroom management and management of student conduct are skills that teachers acquire and hone over time. Effective teaching requires considerable skill in managing myriad tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching as they make the classroom environment conducive to learning. They require common sense, consistency, a sense of fairness, inquiry and courage to change towards making improvements.

These skills also require that teachers understand the psychological and developmental levels of their students. The skills associated with effective classroom management can be acquired with practice, feedback, and a willingness to learn from mistakes. Classroom teachers with many years of experience have contributed to an understanding of what works and what doesn't work in managing classrooms and the behaviour of students.

Teachers must always remember that each classroom is a unique entity, each student with varying abilities, attitudes and perceptions contributes to create a unique set of challenges and problems. Successful classroom management involves not only responding effectively when problems occur, but also preventing the frequent occurrence of problems. The most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish. The teacher must understand the components of the classroom at the outset itself.

Learning outcomes

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

- establish the various components of classroom;
- analyse the relationship between conducive climate and positive attitudes for learning;
- suggest methods to manage classroom tasks;
- understand the role of communication in classrooms;
- explain concepts of learner centred classrooms and problem centred classrooms; and
- explain co-operative learning as a method of managing groups in classrooms.

The classroom : understanding the components

Essentially, the classroom comprises of the learner, teacher and instructional material.

In the graduate and postgraduate stage, learners are eager, enthusiastic, capable of independent thinking, critical inquiry and abstractions. In the present day higher education scenario, classrooms consist of 50 to 100 students with varying abilities, interests and learning styles. At the higher education stage, students seek fulfillment of their aspirations through the education being provided to them. They require more participation in the learning process as they begin to lay a greater emphasis on their logic and reasoning. They are less tolerant of control and authority and so the traditional perception of teacher as the provider of knowledge needs to undergo a change.

Teacher, the other important component of the classroom, holds the responsibility of channelising the existing knowledge and experience of students to acquire new knowledge and skills. The teacher has the task of providing information to his/ her students, building skills in students to use knowledge and inculcating the attitudes of lifelong learning. Added to this responsibility is the task of making the information relevant and contextual for students to understand and adapt for the fulfillment of their goals and aspirations. The teacher needs to continually devise strategies to aid the learning process and promote student participation in learning and overall development of the student.

Apart from the above, learning and instructional materials complete the list of classroom components and play an important role in aiding the teaching-learning process. Worksheets, charts, models, audio-visual aids and activities have an important role to play in the process of acquiring and internalizing knowledge. Instructional materials and activities cumulatively enable learners to sharpen their intellect, challenge their understanding, refine emotions, and develop attitudes for collaborative learning.

The classroom : managing climate

The general tone or climate of the classroom makes each classroom unique. Educators recognize the influence and correlation between the climate of the classroom and attitudes of the learners towards learning. As students, we all experience the impact of our attitudes and perceptions related to the teacher, other students, our own abilities and the value of assigned tasks. When attitudes are positive, learning is enhanced; when they are negative, learning suffers. An effective teacher continuously works to influence and cultivate specific attitudes and perceptions, which means more than simply good behaviour among students. Attitudes towards learning need to be lifelong which places an enormous amount of responsibility on teachers.

In this light, the objective of every teacher is to establish a climate in which students

- feel accepted by teachers and peers;
- experience a sense of comfort and order.

Acceptance by teachers and peers

When students feel accepted, they are comfortable and energized; they feel better about themselves, work harder and learn better. A teacher's role is to help students to feel accepted both by their teachers and by peers.

Teachers need to establish a relationship with each student in the class. This communicates respect to the students as individuals and learners. Talking informally with students before, during and after class, greeting students outside the institution, complimenting students on important achievements and including students in the

process of planning classroom activities are some of the methods of establishing a positive relationship with students.

Teachers need to be aware and monitor their attitudes and perceptions towards students which may sometimes be of (dis)favouring certain students. Students perceive these attitudes and accordingly either relate favorably to the subject or otherwise.

Students come to the educational setting with varying experiences, interests and abilities. There are differences in types and degrees of intelligences, cultural backgrounds and learning strengths and deficits. Teaching that recognizes and provides room for such differences, results in students feeling more accepted and enhances learning.

Praise can be used by teachers as a common form of positive reinforcement though the teacher needs to use discrimination while using praise in public. Incorrect responses also need to be dealt with in a positive way by providing hints or cues, encouraging collaboration to seek help to find correct solutions, providing elaboration and explanation.

Most often the problems faced by teachers have to do with habitual defaulters or disrupters. The first step in solving this problem is to understand that these so called 'trouble making students' were not always like this. They come to this stage because their needs are not met in a traditional classroom – especially needs such as learning through peer interaction, experience, etc. This understanding will lead to a belief system **that all students can learn**, albeit differently. The next stage is to engage these students in a dialogue and understand what motivates (see the section on Motivation in the previous unit) them for example, you could administer a 'learning styles' questionnaire that will aid you to identify their learning style and plan experiences for them that suits their learning styles. Actions such as these will create the perception among students that they matter to their teacher. Feeling of acceptance is the first major step towards success.

It is relevant here to relate an experiment that lead to the conclusion that positive beliefs are important in achieving success.

Case

In early 50's a very interesting experiment was done in a primary school and the relevance can be expended to higher education institutions. The teacher of a class of young students was told that her class comprised of specially gifted children and the children were high performers. In fact, the children were randomly chosen and the class was like any other class in the school.

Over a period of time it was found that the students of that class actually started getting higher grades than the children in other comparable classes. Over a longer period, their performance became significantly superior to the children in other classes.

The only variable in this experiment was the teacher's belief that her children were better. Everything else was the same. This led to the landmark conclusion, which is now known as "self fulfilling prophecy". It means that if we strongly believe that something is so, we behave in ways that make it likely to happen.

Experience a sense of comfort and order

The importance of comfort and order in the learning process cannot be undermined. Comfort refers generally to the physical comfort, norms of behaviour and psychological and emotional safety.

The physical arrangement of the classroom has a significant role to play towards establishing classroom climate conducive for learning. Towards this, the teacher may employ the following strategies:

- decide the seating arrangement according to the lesson to ensure interaction;
- ensure adequate lighting and ventilation in the classroom;
- ensure availability of and access to learning aids, laboratory, blackboards, etc;
- frequently use activities that involve physical movement.

Establishing and communicating classroom rules and procedures is a powerful way of generating a feeling of order in the classroom and especially in a classroom, which is using a method of teaching other than the lecture method. Teachers and students need to discuss that rules and procedures are appropriate for the classroom. Rules and procedures should be developed in conjunction with teaching strategies that help students meet their personal and academic needs.

Teachers need to ensure that students feel emotionally and psychologically safe and unthreatened. An environment in which teasing and pinpointing are not accepted needs to be established in the classroom. Students also feel threatened to articulate their problem areas for the fear of being teased. The teacher may model accepted behaviour by encouraging slow learners and adopting various techniques to present the lesson.

Often misbehavior occurs because students find “acting out” more interesting than a boring lesson or more rewarding than another failure experience. Students may also misbehave when they are not involved in the learning activity, do not understand the task, or cannot obtain assistance when it is needed. Following are useful techniques for responding to minor classroom disruptions:

- scan the class frequently in order to notice and respond to potential problems;
- react calmly and quickly to a student’s disruptive behavior in order to create a positive ripple effect;
- make positive initial contact with students by praising the positive behavior that competes with the negative behavior;
- make students clearly aware of the rules and procedures and the consequence for violations;
- remind students of the classroom rule or procedure that they are not demonstrating;
- give students clear cues indicating that continuation of a behavior will evoke the specified consequences;
- employ consistent consequences for misbehaviors;
- inform students that they are choosing the consequence of their behavior;
- use consequences, which are educational in nature;
- when one or two students are being very disruptive, focus other students in the class on their task. Then find a time to talk quietly with the disruptive students.

A teacher’s response to student misbehavior is most effective when it maintains or enhances the student’s dignity and self-esteem and encourages the student to be responsible for his or her own behavior. Leading educators over the past several years have emphasized that quality of instruction is a key factor influencing students’

behavior and achievement. A teacher can enrich classroom learning by setting appropriate learning outcomes for students and tasks that will enable students to achieve those outcomes.

The classroom : managing tasks

Educators have often experienced resistances from students in engaging with classroom tasks. If students do not initially see value in learning about specific knowledge, they may need explanation and detailing. Teachers may even use a variety of ways to engage students in classroom tasks such as holding a quiz, provide anecdotes, allow for student choices, etc.

The teacher can create classroom tasks that relate to students' interests and goals. By helping students recognise their abilities to complete a particular task, teachers can enhance their confidence and independent thinking. The teacher may keep the following in mind for better management of classroom tasks:

- post a daily schedule of the class and discuss changes, if any, each morning;
- hand out an outline, definitions, or study guide to help students organize their thoughts and focus their attention;
- be animated, create anticipation, and use activities to catch student interest or increase student motivation to participate;
- establish routines for collecting assignments, distributing papers, etc;
- provide work of appropriate difficulty to complement varying ability levels, styles and interests;
- provide simple step-by-step directions;
- vary style as well as the content of instruction in order to address diverse student learning styles;
- encourage students to take responsibility for their learning by determining not to do tasks that can be done by students;
- involve students in evaluating their own work as well as your instruction;
- move around the room and attend to individual needs;
- develop transition activities — implement structured activities that help students make transitions between active periods and quieter learning activities;
- use group competition to stimulate more orderly transitions;
- ask the question and give ample wait time before calling on the student;
- relate materials to students' lives whenever possible;
- engage student learning through cooperative group work, competitive teams, group discussions, debates, and role playing;
- remind students of key areas of the lesson

In university teaching, teachers may also find it useful to engage students in identification of topics, issues and tasks to create ownership and willingness. Teachers may find that making the purpose of the classroom activity known to students at the university level generates interest towards the task. The challenge for the teacher is to ensure that students are able to hook into previous knowledge and link it to the future learning. Teachers need to exhibit a high degree of comfort with ambiguity and display generosity in communication to students in order to win their confidence in the teacher and willingness towards the tasks at hand.

Activity 1

Prepare a checklist of do's and don'ts for yourself for managing classroom climate and classroom tasks

Communication in classroom management

In Unit 9, we have established that development of communication skills is crucial for teachers. In addition to good interpersonal relationships and teamwork, effective communication lays the foundation for effective classroom management. Communication in classrooms can be divided into two categories: sending information and receiving it. While dealing with students, a teacher may keep the following in mind:

Sending information

- Deal in the present. Information is more useful when it is shared at the earliest appropriate opportunity.
- Talk directly to students rather than about them. When teachers do this, students are shown respect, and receive accurate information about adults' feelings.
- Speak courteously. This creates positive role models for students.
- Take responsibility for statements by using the personal pronoun "I." Example: "When I'm interrupted, I get distracted and have difficulty helping other students."
- Make statements rather than asking questions. When dealing with students' behaviors, questions often create defensiveness.

Receiving information

- Use empathic, non-evaluative listening. This makes the speaker feel that he or she has been clearly heard and that the feelings expressed are acceptable.
- Use paraphrasing, active listening, or reflecting in order to make the speaker feel heard. This allows the listener to become involved in the dialogue.
- Make eye contact and be aware of nonverbal messages: facial expressions, and gestures.

Use praise and reprimand

Both new and experienced teachers often use praise to motivate students and reprimand to discourage undesirable behaviour in classrooms. Research is conclusive that positive reinforcement increases the demonstration of desired behaviour and pride arising out of a job well done is a worthy human emotion leading to successful completion of tasks. Teachers must remember that while using praise or reprimand, the practice of concentrating on specific behaviour is most effective. This allows the teacher to provide healthy reinforcement of desired behaviour. On the other hand, the suggestion for corrective behaviour must provide an opportunity to the student for critical self-reflection, help maintain the student's self respect and own the change that is being desired.

Effective praise	Ineffective praise
● Is delivered contingently upon student performance of desirable behaviors or genuine accomplishment; ● specifies the praiseworthy aspects of the student's accomplishments; ● is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility; ● is given for genuine effort, progress, or accomplishment which are judged according to standards appropriate to individuals; ● provides information to students about their competence or the value of their accomplishments; ● helps students to better appreciate their thinking, problem-solving and performance; ● attributes student success to effort and ability, implying that similar successes can be expected in the future; ● encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.	● Is delivered randomly and indiscriminately without specific attention to genuine accomplishment; ● is general or global, not specifying the success; ● is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases; ● is given based on comparisons with others and without regard to the effort expended or significance of the accomplishment of an individual; ● provides no meaningful information to the students about their accomplishments; ● orients students towards comparing themselves with others; ● attributes student success to ability alone or to external factors such as luck or easy task; ● encourages students to succeed for external reasons — to please the teacher, win a competition or reward, etc.

Figure 1 Some guidelines for teachers for effective praise

Classroom designs

Other than ensuring that interaction with students is of a nature that will help teachers to manage classrooms, there are certain classroom designs, which help in classroom management. What follows is a discussion of three such classroom designs.

Learner-centred classrooms

The approach usually referred to as 'learner-centred' approach begins from the point of the learners and their learning. The concept of individual differences between learners is central to this approach. Learner-centred education is based upon the principles of democracy, equity and quality. This approach sets out significantly different roles for teachers and students from those expected in schools that operate on authoritarian or top-down assumptions about teaching and learning. Because, unlike the top-down approach where there a very clear demarcation of different rights and responsibilities, in learner-centred education the roles are somewhat similar. Both teachers and students are expected to practice their rights, responsibilities, and obligations to advance their own learning and the learning of all others in the class. That is what a learning community means. It means that the every-day teaching and learning experiences should:

- provide opportunities for both teachers and students to learn;
- develop and enhance teachers' and students' capacities to participate in making decisions;
- be characterised by people supporting and respecting others;
- provide opportunities for accepting challenges, solving problems, and evaluating their learning;
- require that teachers and students are accountable.

These every-day experiences should be carried out in a learning environment, which is respectful of the differences and the contributions of each person. They must

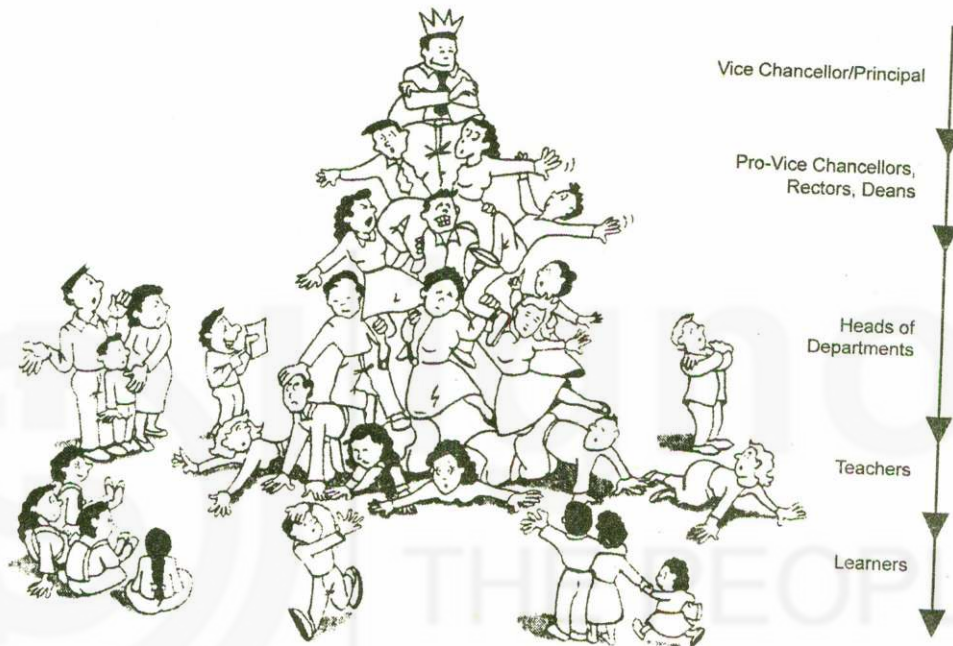


Figure 2 A typical hierarchical pyramid in an organization effects the classroom climate as well



Figure 3 A 'Flatter' pyramid which encourages participation

sufficiently challenge each person to develop her capacities to think and question, as well as develop new understandings of the content. Within this kind of learning environment, and through participating in learning activities, the requirements of equity, quality learning, and the expectation that students will develop self-direction, self-confidence and social responsibility will be fulfilled.

There is also a significant shift in the assumptions which inform the teachers' understandings of learning. That shift is from a teacher-centred perspective where it was assumed that if the teacher 'taught' the content, then learning automatically took place, and if it did not, then it was the learner's fault. In learner-centred education, learning is considered more likely to occur when the teacher can interpret the syllabus in ways which connect what is being taught to the students' prior experiences, interests and needs. Learner-centred classrooms mean that the teaching-learning process:

- is at an appropriate level for the students;
- can involve the students in activities which they will enjoy and engage in;
- makes the new information meaningful for the students; and
- will enable the students to enhance their self-concepts by being successful.

Indicators of learner-centred education

Pomuti in *In-service Teacher Education Programme, Education Theory and Practice: Learner-Centred Education* provides indicators of learner-centred environments:

- learning is active;
- all members of the group participate in the activity, so it becomes a co-operative group activity;
- students are sharing information among the group and learning from each other;
- materials are available for students to manipulate;
- students are sitting as a group but they are also doing individual work;
- this type of classroom arrangement provides opportunities for peer teaching, peer tutoring as well as peer correction;
- communication and co-operation are promoted through these type of activities;
- students are praised and encouraged whenever possible;
- teachers and students treat each other with mutual respect;
- the teacher paces the learning according to the students, and students are given individual guidance and instruction as often as possible;
- a variety of methods, materials and activities are used to enhance learning;
- there are opportunities for the teacher and students to discuss openly the need for rules and social guidelines;
- the teacher provides opportunities for the students themselves to have a voice in formulating the rules of the classroom;
- students are encouraged to practice self-discipline and co-operation.

Other components of learner-centred teaching and learning include:

- relating positively to the students through verbal language as well as non-verbal communication such as tone of voice and body language;
- not assuming that problems in the classroom are students' problems, but recognising that at times the problem is with the teacher;
- focusing on how the students understand the topic or situation, and relating the topic to the learner's daily lives, as part of the relevant knowledge and a place to begin;
- providing alternative ways of working with knowledge, such as learning through practical experiences, and using quizzes, puzzles and games;
- being genuinely interested in the students;
- carefully monitoring learner's progress and being prepared to change lessons and/or teaching processes if the learning had not been successful;
- not giving a ready answer to all student questions, rather providing directions for students to discover/construct knowledge on their own.

These indicators do not appear in learner-centred classrooms as separate or discrete activities or behaviours, although some might be more evident in certain situations than in others. It is the appropriate combination and implementation of all such approaches, which contributes to the development and maintenance of a learner-centred classroom.

Planning and organising for learning

Teaching in a learner-centred way means that planning for learning extends beyond a focus on content to considerations of the students; the learning and thinking processes, which can and need to be developed; and the kinds of responsibilities and roles students might be expected to take.

This kind of planning requires that the teacher:

- knows about students' intellectual, social, physical, moral and aesthetic development, has a good understanding of the students in their own class(es), and is able to plan to cater for the individual and different needs of their students;
- has a deep understanding of the content so that they can analyse and synthesise it to be able to adapt and present it in ways which are appropriate for the students;
- should be able to relate the subject knowledge to learner's prior experiences and interests;
- can divide and sequence subject content to ensure effective understanding;
- is able to use a variety of teaching and learning methods and select the most appropriate approaches for the content, the students and the context;
- is able to define for students what is expected of them and ways that students can recognise for themselves when they have been successful
- has clear concepts of the learning which might be assessed and the ways in which assessment and learning can be integrated;
- considers ways to establish clear classroom expectations of appropriate learning behaviours;
- plans to provide opportunities for students to learn and practice skills such as self-monitoring, self-direction and self-discipline.

Some experienced teachers, and even new teachers, assume that planning a lesson is mainly about content. This assumption can mean that some of these very important planning activities are overlooked in the preparation for learning experiences. However it is through careful planning of all of these components that many learning, teaching and organisational difficulties can be anticipated and overcome.

Planning is interlinked with effective organisation and management of learning environments in that, if it is done well, then lessons should flow more effectively because the learning materials, process and resources which might be needed have been prepared to meet the needs of the students. The teacher is prepared to effectively monitor students and learning. And the students know what is expected of them. Organising and managing learning environments should build on that preparation but should be carried out in ways which allow the teacher, and the students, to be flexible to respond to unanticipated issues and events which arise during the lesson, and which would enhance the students' development.

The roles and responsibilities of the teacher in organising and managing learning environments are:

- providing the students with clear instructions of what they are to do and the criteria for successful achievement so that the students will be able to monitor and evaluate their own learning;
- ensuring that the students know, and can achieve, what is expected of them in terms of behaviour and learning outcomes;
- ensuring that students have access to the learning resources which are needed;
- with the students, defining routines which will ensure effective and fair distribution of materials and appropriate movement in the classroom;
- establishing procedures which will enhance groupwork, pairwork and access to assistance from the teacher and/or peers;
- being aware of the pace of the learning and anticipating what might need to be done next;
- developing skills to monitor the whole class in order to be able to limit any possible disruptions and, at the same time, attend to the needs of individuals and a group of students;
- encouraging learner's questions and responding to them in ways which will promote learning and further questions;
- monitoring learner's work for the purposes of in-formal and formal assessment of their learning;
- being prepared to change the teaching-learning process and provide alternative information if there are indications from the students that the tasks are too easy or too difficult ;
- providing purposeful, constructive feedback to students about their contributions and achievements;
- modelling a thoughtful approach to the learning and respect for all students;
- being sensitive to the ways in which students respond to each other;
- promoting the development of their classroom as a learning community.

Assessing, recording and reporting learning

Amongst the approaches, which have been specifically nominated as contributing to learner-centred education are continuous assessment, criterion-referenced

assessment and self-assessment. Continuous assessment has two purposes: for students-to receive on-going, developmental feedback; and for teachers-to gain information as the basis for evaluation and future planning for teaching. Criterion-referenced assessment provides guidelines for students to know what is expected of them and linked with self-assessment, can enable students to learn to take more direction and responsibility for their learning.

Evaluating teaching and learning

In learner-centred education, evaluation is not left until the end of term, or even the end of a topic or unit, but is an integral and on-going component of the process. As such it should contribute to the next stages of planning through careful and critical evaluations of subject content, teaching and learning processes, resources and learning outcomes. Both teachers and students need to develop the capacities, and the willingness, to examine their own contributions and achievements in the teaching and learning processes. This is not a process of fault finding or laying blame, but a sincere commitment to identify problems, and misunderstandings as well as achievements, in order to learn from the experience. In learner-centred education there is a scope to take both success and failure as opportunities for learning. For example, if students have not grasped important concepts, are not developing their understanding, and are not adequately mastering skills, then the teacher(s) need to examine their teaching approaches and the learning environment to try to find out why the students have not been able to succeed.

To promote evaluation in a learner-centred way requires that:

- evaluation is recognised as a judgement about the content and/or processes, not the person or people;
- students are taught how to monitor and evaluate their work;
- students are encouraged to continually evaluate their work in order to develop realistic understandings of their progress;
- teachers consider themselves as continuing to learn and develop professionally and so are willing to critically reflect on what they do, and seek for alternatives;
- criteria for evaluation are established and understood by both the teacher and the students;
- there is an environment where the opinions of all members of the learning community are listened to and respected.

Activity 2

For a topic that you teach, plan and organize a learner centered lesson based on the above characteristics which has the following components:

- instructional objectives;
 - content;
 - learner centered activities that will provide them information and help them internalise the information;
 - evaluation of the acquisition of content.
-

Problem centred classrooms

Problem-based learning is the type of classroom organization where students work together in groups, with the help of a facilitator, using 'problems' or scenarios as a basis for study. This technique supports a **constructivist approach** to teaching

and learning. Savoie and Hughes (1994), writing about a process that they used to design a problem-based learning experience for their students, describe the following actions for creating such a process:

- identify a problem suitable for the students;
- connect the problem with the context of the students' world so that it presents authentic opportunities;
- organize the subject matter around the problem, not the discipline;
- give students responsibility for defining their learning experience and planning to solve the problem;
- encourage collaboration by creating learning teams;
- expect all students to demonstrate the results of their learning through a product or performance.

Problem based learning is a curriculum design and a teaching-learning strategy. It simultaneously develops higher order thinking and disciplinary knowledge bases and skills. Problem-based learning places students in the active role of problem-solvers and confronts students with a situation that reflects the real world.

The move towards problem-based learning in the curriculum has the potential to fulfil a number of educational objectives. One of the prime goals of problem-based learning is to foster critical thinking and problem-solving skills in students. In problem-based learning, the responsibility for learning rests with the learner, rather than the teacher. Problem-based learning also allows for the integration of many concepts, which ultimately increases the relevance of what is being learned, and subsequently results in greater motivation and engagement of students.

Learning through this method encourages cooperation and development of group work. These skills have been identified as important for teamwork after graduation. Increasingly, employers too, are seeking employees with skills in problem solving and critical thinking. The main advantage of problem-based learning is that it aims to encourage high-level cognitive processes in all students, offering a wide variety of experiences, allowing students to make choices, promoting self-management and self-evaluation.

Problem based learning represents a philosophy towards learning rather than a specific method of teaching. Application of the problem based learning approach allows the focus to shift from teacher-centred activity to student-centred learning. The aim is to promote an inquiry based approach that requires students to develop and refine their problem solving skills.

The strengths of problem based learning may include:

- enhancing motivation for students through use of applied scenarios and problems;
- engaging students as active learners and deep learners;
- enabling students to build on existing skills and knowledge;
- enhancing understanding through dialogue and discussion in the groups;
- enabling students to understand their own value stance;
- enabling the curriculum to be well aligned in which all learning outcomes, learning activities and assessment tasks are linked.

Activity 3

Design a problem around which you can organize the learning of a topic you are planning to teach in the next semester.

Managing group work: using cooperative learning techniques in classrooms

Cooperation is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and to all other group members.

What is cooperative learning?

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts, recognizing that all group members share a common fate, knowing that one's performance is mutually caused by oneself and one's colleagues, and feeling proud and jointly celebrating when a group member is recognized for achievement.

Why use cooperative learning?

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In contrast to cooperative situations, competitive situations are ones in which students work against each other to achieve a goal that only one or a few can attain. In competition there is a negative interdependence among goal achievements; students perceive that they can obtain their goals if the other students in the class fail to obtain their goals.

In individualistic learning situations, students work alone to accomplish goals unrelated to those of classmates and are evaluated on a criterion-referenced basis. Students' goal achievements are independent; students perceive that the achievement of their learning goals is unrelated to what other students do. The result is to focus on self-interest, personal success and ignore as irrelevant the successes and failures of others.

In cooperative learning situations, there is a positive interdependence among students' goal attainments; students perceive that they can reach their learning goals if the other students in the learning group also reach their goals. No one group member will possess all of the information, skills, or resources necessary.

There is a long history of research on cooperative, competitive, and individualistic efforts. Since the first research study in 1898, nearly 600 experimental studies and over 100 correlation studies have been conducted (see Johnson & Johnson (1989) for a complete review of these studies). The multiple outcomes studied can be classified into three major categories: achievement/productivity, positive relationships, and psychological health. Research clearly indicates that cooperation, compared with competitive and individualistic efforts, typically results in (a) higher achievement and greater productivity, (b) more caring, supportive, and committed relationships, and (c) greater psychological health, social competence, and self-esteem. Cooperative learning is an effective technique in transacting large chunks of information to all students in the classroom. The positive effects that cooperation has on so many important outcomes makes cooperative learning one of the most valuable tools educators have.

What makes cooperative groups work?

Mostly, teachers think that well-meaning directives to “work together,” “cooperate,” and “be a team,” will be enough to create cooperative efforts among group members. Placing students in groups and telling them to work together does not in and of itself result in cooperation. Not all groups are cooperative. Sitting in groups, for example, can result in competition at close quarters or individualistic effort with talking. To structure lessons so students do in fact work cooperatively with each other requires an understanding of the components that make cooperation work. Mastering the essential components of cooperation allows teachers to:

- take existing lessons, curricula, and courses and structure them cooperatively;
- tailor cooperative learning lessons to meet the unique instructional circumstances and needs of the curricula, subject areas, and students;
- diagnose the problems some students may have in working together and intervene to increase the effectiveness of the student learning groups.

The essential components of cooperation are:

- positive interdependence;
- face-to-face interaction;
- individual and group accountability;
- interpersonal and small group skills;
- group processing.

Systematically structuring these basic elements into group learning situations helps ensure cooperative efforts and enables the disciplined implementation of cooperative learning for long-term success.

The first and most important element in structuring cooperative learning is positive interdependence: Positive interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. Group goals and tasks, therefore, must be designed and communicated to students in ways that make them believe they sink or swim together. When positive interdependence is solidly structured, it highlights that (a) each group member’s efforts are required and indispensable for group success and (b) each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities. Doing so creates a commitment to the success of group members as well as one’s own and is the heart of cooperative learning. If there is no positive interdependence, there is no cooperation.

The second basic element of cooperative learning is promoting interaction, preferably face-to-face: Students need to do real work together in which they promote each other’s success by sharing resources and helping, supporting, encouraging, and applauding each other’s efforts to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other’s learning. This includes orally explaining how to solve problems, teaching one’s knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning. Each of those activities can be structured into group task directions and procedures. Doing so helps ensure that cooperative learning groups are both an academic support system (every student has someone who is committed to helping him or her learn) and a personal support system (every student has someone who is committed to him or her as a person). It is through promoting each other’s learning face-to-face that members become personally committed to each other as well as to their mutual goals.

The third basic element of cooperative learning is individual and group accountability: Two levels of accountability must be structured into cooperative lessons. The group must be accountable for achieving its goals and each member must be accountable for contributing his or her share of the work. Individual accountability exists when the performance of each individual is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragement in learning. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they subsequently can gain greater individual competency.

The fourth basic element of cooperative learning is teaching students the required interpersonal and small group skills: Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in taskwork (learning academic subject matter) and teamwork (functioning effectively as a group). Social skills for effective cooperative work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to students just as purposefully and precisely as academic skills. Leadership, decision-making, trust-building, communication, and conflict-management skills empower students to manage both teamwork and taskwork successfully.

The fifth basic element of cooperative learning is group processing: Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe which actions are helpful and unhelpful and make decisions about which behaviors to continue or change. Continuous improvement in the processes of learning results from a careful analysis of how members are working together and determining how group effectiveness can be enhanced.

Cooperative learning enhances student learning by:

- providing a shared cognitive set of information between students;
- motivating students to learn the material;
- ensuring that students construct their own knowledge;
- providing formative feedback
- developing social and group skills necessary for success outside the classroom; and
- promoting positive interaction between members of different cultural and socio-economic groups.

Essentials of grouping

Teachers may find it convenient to use different types of grouping for various lessons. Students can be grouped in

- Pairs (Study and Share)
- Triads
- Fours
- Fives

In practice, groups larger than five sometimes become clumsy and not easy to handle. It has been observed a group larger than five is ineffective as it tends to disintegrate into sub groups

Grouping can be *heterogenous* or *homogeneous*.

Selection – Groups may be selected at random or be criteria based. Sometimes, the students like to work in their own groups and could be allowed to select their

own group members. To make more effective groups, the teacher may select the students who work together. It depends on the learners you are working with and the kind of learning capsules you have planned.

Group rewards – One of the keys to successful group learning is the use of group rewards. Teachers use quizzes, team games and class tournaments but these become competitive. Rewarding the entire group (Pairs, Triads or Fours) breaks intra-group rivalry. Every group works to get a pat on the back for everyone.

Time – No group work should be allowed to go on indefinitely. Every group learning exercise must have a definite time-limit 5 minutes, 10, 15 or 20 minutes depending on the objective of the lesson. If not timed, interest begins to flag, groups disintegrate and lesson loses impetus.

Step-by-step method to use cooperative learning in classrooms

Step 1: Determine the academic and social objectives for students

Step 2: Determine the academic task and appropriate student group size

Step 3: Assign the students to their expert groups

Step 4: Arrange the classroom and materials

Step 5: Explain the academic task to students and the criteria for success

Step 6: Supervise and provide support for group work to expert groups

Step 7: Form new groups from expert groups

Step 8: Supervise and provide support for group work to new groups

Step 9: Evaluate the process and process of group work

Step 10: Share results with class

Activity 4

Design a lesson that can be taught using the cooperative learning method. The design should have details of how you plan to put the above stepwise process into practice.

Summary

Let us now summarize the essential highlights of this unit.

Classroom management is a process of generating a supportive classroom climate by optimally ascertaining positive tendencies in the classroom. It is also the process of managing classroom tasks and activities that aid student learning. Teachers must understand the role of communication in setting classroom climate and tasks. Learner centred approach to classroom teaching aims to cater to individual differences between students. On the other hand, problem centred classrooms are a curriculum design that develops higher order thinking and problem solving skills.

Suggested readings

Anderson, Loris W. (1989) *The Effective Teacher: Study Guide and Readings*, New York: Random House.

Good, Thomas. L. and Jere E. Brophy (1987) *Looking in Classrooms*, New York: Harper and Row.

Johnson, D.W., & Johnson, R.T., *Cooperation and Competition: Theory and Research*.

Johnson, D.W., Johnson, R.T., *Teaching Students to be Peacemakers* (3rd ed.).

Johnson, D.W., Johnson, R.T. & Holubec, *Cooperation in the Classroom* (6th ed.).

Parkay, Forrest W. and Beverly Hardcastle (1990) *Becoming a Teacher: Accepting the Challenge of a Profession*, Boston: Allyn and Bacon.

Pomuti, Hertha *In-service Teacher Education Programme, Education Theory and Practice: Learner-Centred Education*.



Management of Extension, Community-centred and Co-curricular activities

12

Introduction

“By education I mean an all round drawing out of the best in child and man – body, mind and spirit.” This quote by Mahatma Gandhi’s underlines the essence of education as being the vehicle for holistic development of the learner. To elaborate further, Gandhiji believed that the all educational activities must focus on community development and development of an individual - both heart and mind.

The important role of national development has been assigned to the institutions of higher learning which makes it imperative for teachers and students to participate in the community. It is a well known fact that higher education entails enormous cost and with the increasing demand for higher education, a large share of public funds is devoted to this sector. Institutions of higher education are therefore accountable not only for development of the students but also of the communities within which they exist.

This unit details multiple activities undertaken by the educational institutions to achieve the goals of development of communities and learners. While extension and community centred activities achieve the goal of building the community, co-curricular activities support the overall development of learners.

Learning outcomes

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

- analyse the importance of extension, community centred and co-curricular activities in the context of organising learning experiences for institutions of higher learning and communities;
- identify methods for effective planning and organisation of extension, co curricular and co curricular activities; and
- identify relevant skills required by teachers to manage extension, community centred and co curricular activities.

Importance of extension and community centred activities

The traditional role of institutions of higher learning is to carry out two important functions; teaching and research. In the current context this role requires to undergo a change and colleges and universities are no more expected merely to function in isolation as islands of excellence. Their scope of activities needs to extend to the community and they are expected to shoulder responsibility for its overall development. Colleges and universities possess the infrastructural and manpower resources necessary to undertake activities based on community issues or problems. Towards this, the University Grants Commission (UGC) in its policy frame has

added extension and community centred activities as the third important role for institutions of higher education.

Extension is defined as the process of working in and through the community, to bring about a change in its socio-economic status and improving the quality of life of those that comprise the community. It is important however that community itself must realise the need and direction of change. For success of any extension activity, it is necessary that the community programme become self-sustaining in the event that external inputs are withdrawn.

Extension and community centred activities are aimed to serve societal needs and establish links with the community and institutions.

They are beneficial not only to the community but also to the institutions undertaking the programme. Extension work helps an education institution to come closer to the community and establishes it as a social institution committed to realising developmental goals. It is particularly beneficial for students in that it provides for meaningful and relevant education and gives them the opportunity to apply knowledge.

Such an interaction is mutually beneficial; the former benefits from the academic expertise of teachers and students and enables the later to enrich their learning experiences and ground them into reality.

Although university is an institution for the discovery, diffusion and intergretation of knowledge, but not all of its relationship with its environment are concerned with these, its most obvious roles. The university however has an order of relationship which comprises conscious services to communities but which are not directly education or primarily to do with the diffusion of knowledge as such. Within the categories of conscious services provided by a university are certain types of research projects. Research in health, agriculture, construction may have spin-offs which affect and, it is hoped benefit a group of individuals or a community. Examples abound of projects conducted by universities aimed at improving economic and social conditions in village societies. Together with the villagers, such interventions have been aimed at increasing crop yield, formation of cooperatives improved child nutrition and adult literacy programmes. This type of intervention is beneficial to all the parties involved; it enables university teachers/researchers to learn from a community what its problems are technical and economic and as the researchers solve the problems, so the community benefits. Also within the category of spin-off services are student projects exacted of them as part of their degree programme. The main aim of all such work is pedagogic to give students some insight into research techniques or to test their capacity to apply what they have learnt in the classroom, but here again there is a spine-off.

As mentioned extension activities or programmes are usually based on a need identified with the help of the community. The local problems are diagnosed and intervention is planned as per the capacity of institution. Let us take the example of Gujarat Vidyapeeth's community development activities in rural areas. The institution has actively engaged the community and successfully intervened in the following areas:

- popularization of science and technology for rural folks;
- literacy movement;
- drought relief activities;
- plantation and social forestry
- popularization of family planning and health management campaigns;
- management of public hygiene system.

Resources for extension and community centred activities

The mutual exchange of resources by the community and educational institutions is a pre-requisite for the success of any extension activity. These resources are clubbed under the following categories:

- community resources which comprise natural, manmade and manpower resources such as flora, fauna, production establishments, local artisans and practicing and non practicing professionals, educated unemployed youth.
- educational institution resources which comprise infrastructure and knowledge-based resources such as libraries, laboratories, knowledge and skill conducting campaigns and welfare activities, know-how of research techniques.

Planning and organising extension and community centred activities

While planning, it must be remembered that while extension and community based activities need to be sustained for a long-term effect on the community, the participation of students and teachers may be short term. Involving the community in planning, problem solving, decision-making will result in long-term development.

Having established that extension is an integral part of curricular inputs of any higher education institution, the next step is to plan and organize such activities and programme. The planning process is a complex one which needs a clear understanding of purposes and approaches.

Step 1: Need Assessment

At the outset there is a need to collect information about the various areas of development and cultural dynamics of the area, its people, their needs and problems and the available resources. A demographic survey of the population, sex ratio, family size, age distribution, income distribution, occupations of the area is necessary. While surveying manpower resources of the community, it would be important to identify potential community leaders crucial for initiating community development activities.

Step 2: Preparation of resource inventory

An inventory of available resources helps identify the types of facilities available in local context and the potentialities for community development. The list must consist of various types of institutions functioning in the locality – education, health, agriculture and the nature of support and interaction they have with the community.

Step 3: Identification of activities and resources required

The socio-economic and cultural information and inventory of resources helps determine the kind of extension activities needed to be undertaken. The criterion for choosing activities is that activities are commensurate with local needs and available resources. Institutions and communities are differently endowed with resources, therefore, the assessment of resources makes possible to identify what is available and what is needed.

Step 4: Forming teams for planning, implementation, monitoring and evaluation

With a view to ensuring effective management of extension programmes, teams must be formed to carry out planning, implementation, monitoring and evaluation. The team must comprise of students and teachers from the higher education institution and members of the community social groups. Each cycle of the extension activity will include monitoring and evaluation activities to document impact and learnings. Following is a framework that will help teachers manage extension activities:

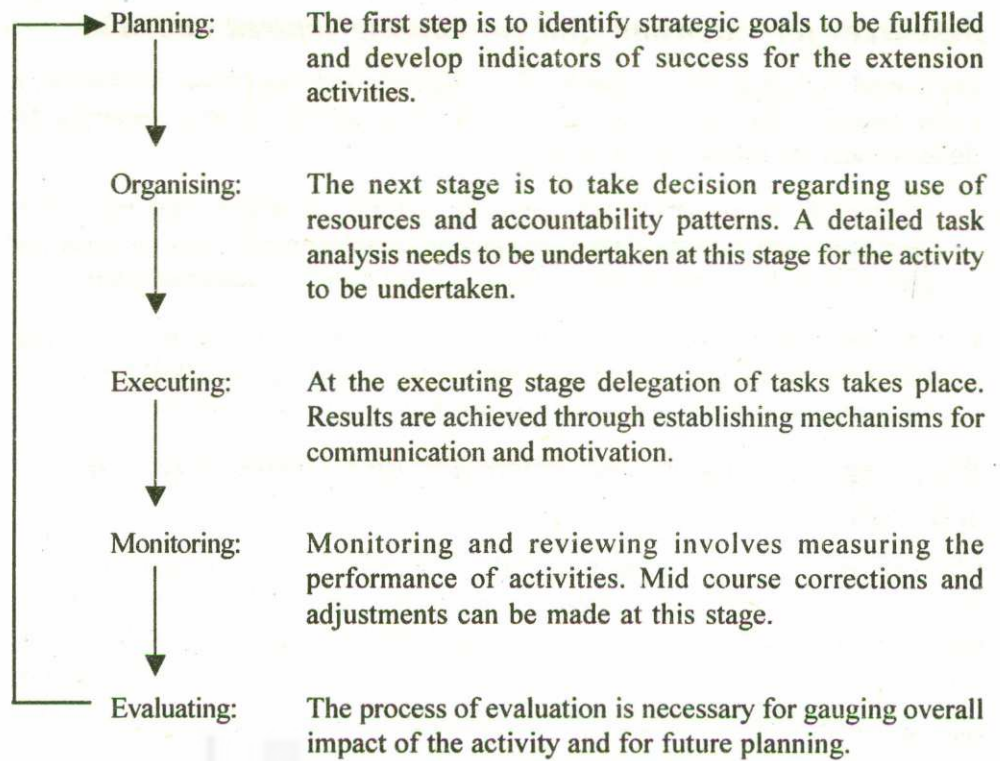


Figure 1 Management cycle

Types of extension and community centred activities

Physical activities: Students may be encouraged to initiate programmes to improve the quality of life of the community. The nature of activities may vary depending on the location of the education institutions. Students and teachers can take these activities one-step further by providing information on the government's accountability towards its citizens and generating awareness of their Right to Information. This may enable the community to approach the local authorities for basic amenities and facilities: physical and educational. Developmental agencies may need to be contacted not only to undertake and expedite developmental work but also to provide sustained support over a period of time.

Literacy and social awareness: A large percentage of the population does not have easy access to educational facilities. Involving students and teachers in programmes and campaigns for promoting literacy can satisfy this need. The scope of activities can be expanded to spread awareness against social practices detrimental and destructive to the community. Students and teachers can generate awareness of the rights and duties of the citizens with view to bring about empowerment of women and safeguarding child rights.

Promotion of local and national culture: Tolerance, acceptance and nurturing of indigenous and national cultural practices can be inculcated within the community through involvement of educational institutions. Organising exhibitions of their work, organizing cultural festivals where the local communities are encouraged to perform are some possibilities.

Emergency and exigency support: The infrastructure and manpower resources of educational institutions can be used for providing relief to communities during emergency situations such as natural disasters and epidemics. Examples of this type abound in the recent Gujarat earthquake.

Importance of co-curricular activities

It is a well-established fact that the aim of education is to facilitate an all round development of an individual. An individual who feels responsible not only for him/

herself but also for the world he lives in, demonstrates belief in the democratic way of life, understands his/her duties as a citizen and is conscious of societal and cultural norms can be termed as a harmonious and well rounded personality. Education plays a major role in the development of such as individual and the importance of co curricular activities cannot be ignored. As in school level education, co curricular activities need to constitute a part of the curricula in higher education.

Co curricular education has been inherited from the ancient Indian system of Gurukul as well as the British education system. Huen Tsang, Chinese traveler and historian, while he visited Nalanda, Taxila and other Buddhist universities reported about the popularity of physical, artistic and social activities among students.

Types of co curricular activities

- **Physiological** – to enhance psychomotor skills and increase vitality, endurance, stamina, alertness, for example, sports, NCC, NSS, athletic activities.
- **Psychological and interpersonal** – to build self esteem though promotion of fellow feeling, team spirit, cooperation, interdependence, participation, mutual understanding, confidence, better communication and social, decision making, problem solving skills, for example, debating, dramatics, camps.
- **Civic and social** – to develop an understanding of rights and responsibilities as a citizen and respect for democratic principles, example, student councils.
- **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.
- **Disciplinary** – to promote an understanding and respect for rules and regulations and emphasise formation of habits for self-development and learning. example, scouts and guides, NCC, Yoga

Self-assessment

1. *Think of the co curricular activities being undertaken by your institution and classify them under the above mentioned heads.*
2. *Create other categories and mention their objectives.*

Planning and organizing co-curricular activities: some thumbrules

1. The number and nature of co curricular should be identified keeping in view the needs of students, varying abilities and interests.
2. Aims and objectives of each activity should be clearly defined.
3. Activities that are uneconomical to conduct or that do not attract many student should not be introduced.
4. All students must be given equal opportunity to participate in these activities.
5. Each co curricular should be under the charge of a teacher(s).
6. Organising co curricular activities may be done with inputs and cooperation of students undertaking them.
7. Records of all activities should be maintained.
8. Each activity must be periodically appraised and reviewed to match the conduct to the learning outcomes.

Role of the teacher administrator

In your role as administrators, you have a special role to play in organizing the co-curricular activities in the Institution. To be organised in a systematic way, administrators have to take the following steps:

- Call a meeting of your teachers and decide on the co-curricular activities you would want the students to engage in for the forth-coming academic year. Deliberate on the benefits the particular activity would have on your students in terms of skill, knowledge or attitude development.
- Make a calendar of the activities in tandem with the academic timetable that must carry on alongside.
- Discuss how to organize co-curricular activities.
- Prepare an action plan for organization and proper execution of these activities.
- Enlist the cooperation of all the teachers and allocate them responsibilities.
- Let these activities be organized under your direct supervision so that you can give necessary guidance. Have the co-curricular calendar pinned on a board at various vantage points in the school.
- Try to get the cooperation of the local community in organisation of these activities.
- Make arrangements for necessary material for sports, art, craft and theatre and if necessary, seek cooperation of the community for mobilizing.
- Evaluate these activities and how these have been organized and give suggestions for improvement in future.

The points on which attention has to be focused while organizing co-curricular activities:

- All the students must get opportunities and encouragement to participate in these activities.
- There should be activities with variety that makes them interesting for students.
- Not to make any one activity compulsory.
- Organise a number of activities side by side.
- See that the activities are less expensive and suit the local conditions.
- To organize some special activities to encourage girls to participate in them.
- Organize some special kind of activities in order to encourage the participation of students with special needs (physically challenged).
- Enlist the cooperation of students in the organisation of activities by assigning them responsibility. Display their names etc. on the bulletin board or so that all students know where they can ask for help. The student representatives will be guided and assisted by the teachers-in-charge.
- Associate the local community with the organization of these activities. To invite parents, respectable persons of the community and members of the Management Committees, etc., on the occasions of national festivals or annual events.
- Make an evaluation after the function is over and give necessary credits, guidance and advice.

- Try to see that most of the co-curricular activities are scheduled within the daily time table barring a few, such as the annual events.

Time table

Once all desired or required co – curricular activities are listed in your annual calendar, it is possible that teachers may get stressed with the questions like when there are so many academic and administrative things to be completed, when are they going to get time for the preparation and practice for these activities? And how they can ensure each student's participation in it? Each institution has only a fixed number of working days, out of which only couple of days can be available for the co-curricular activities. It is possible to ensure that these days will be dedicated to practice and rehearsals by effective and judicious planning in the institutional calendar and timetable. While designing the college timetable following points need to be kept in mind:

- Out of the total number of hours a week at least 2 hours can be made available for the periods like socially useful productive work, activities of the various clubs, games, music, art competitions. Students can be given a list of the activities so that they can join the hobby class of their choice. Teachers can give required practice or drill to students in these periods and also monitor which group of students can perform in a specific area on specific dates.
- Teachers need to ensure that periods are allocated for creative, speculative and activity oriented subjects like Literature, Art & Craft, Practical classes, Sports and Games, Music, Dance, Theatre etc.
- Library, sports and games, activity, to be given proper allocation in the timetable and not be clubbed together.
- All co-curricular activities should be ideally equally distributed among all teachers, all teachers or be given some activity periods, irrespective of their subjects or classes etc.

Timetable can specifically indicate utilization of library, laboratory, playground and sports room etc. all these physical facilities need to be distributed to all classes and to all levels.

Teacher as managers of extension, community based and co curricular activities

To a very large extent the onus of initiating and conducting extension and co curricular activities rests on the teacher. Although, the activities are a joint venture of the educational institution and community, the responsibility of its success falls on the educational institutions. In this light, the role of the teacher is crucial which can be viewed as that of a project manager.

For the success and effective implementation of all extension and co curricular activities, teachers must possess the following attributes:

- skills for planning, organizing, monitoring and evaluating activities;
- ability to involve and motivate students and community members;
- competence and interest in carrying out the activities;
- ability for creative problem solving;
- knowledge and understanding of the community and learning abilities.

There are times when the institution would want to bring about a change in the way that the extension and curricular activities are chosen and organized. At such times it will be useful for a committee of teachers to perform an audit of the

existing situation. This audit can be used to assess any of the programmatic processes.

Where are we?

Whatever the reason for which we are looking for a change, the first step in managing it is to get as clear a picture of the current situation as possible. This is known as an audit. In this we look at all the factors that are currently operating. At this point we are not looking for solutions, we are simply trying to see where we are.

There are two steps in this process. First, you, as a teacher leader, complete your own reflections on the curriculum in the existing extension and co-curricular programme. If you are to provide strong leadership in this area it will need to be based on a sound knowledge of the issues in general and your institution's in particular.

The following format may be a useful starting point. Steps 2 and 3 below are both subsets of the goals in step 1 and in fact can only be looked at in relation to step 1. The process is one of asking yourself whether you are adequately meeting your institution's specific goals.

Steps	What to look for
Step 1	Mandatory requirements
List the mandatory requirements by State Departments and the University Grants Commission	a) List any mandatory requirements currently not being met. b) Is there a mechanism in place to periodically monitor mandatory requirements and ensure they are being met? c) Are there any new mandatory requirements about to come on line?
Step 2	Institution Goals
What do I believe my institution's student learning goals to be in the area of extension and Co-curricular activities?	a) What aspects of my institution's current programme are meeting these goals? b) Which goals are currently not being met?
Step 3	Institution Goals
What should be the particular programme focuses for my institution in the light of its: • specialist nature (girls college? disadvantaged environs?) • student profile? • community expectations? • future societal expectations?	a) What aspects of my institution's programme meet these needs? b) What aspects of these needs are currently not being met?

Figure 2 Audit process

As the institution's teacher leader, you have completed your own personal audit of the programme and are now ready to introduce programme evaluation by taking staff and community representatives back to their original vision and goals. Invite them to reflect on existing practice, using the same format you have done. This will be the basis for the institution to begin a programme audit as outlined in the following pages.

A programme audit will enable you to develop knowledge of all the factors that contribute to programme and share ownership of the future course. The problem that initiated the audit, as we have said, might be a specific issue or a general analysis of programme across the institution, to ensure that it has remained relevant.

It is an exercise in consultation. It will enable you to discover what others regard as the programme strengths and problems. It will enable diagnosis of needs. The problems you have perceived are part of this situation too but, through the audit, you will be able to learn what other participants in the situation see as their options for dealing with them, as well as encourage ownership of future solutions.

A programme audit will enable you to examine the particular institution context in which the programme takes place and collect information about the current situation. The factors that relate to this context are analysed - students, student needs and expectations, students' homes and backgrounds, their parents' aspirations and expectations, the institution, its learning climate, its staff, its facilities, its resources and equipment. The results are then incorporated into subsequent planning for and development of the programme. Thus, it is vital that information is collected from a wide range of sources.

Typical methods for collecting information include informal discussion with students, teachers parents and community members, brainstorming, analysis of existing documents, results and requirements, interviews, inventories and questionnaires.

Staff should be able to suggest sources of information and methods of collection, and a programme committee should be formed to undertake the task. This committee should be representative of the entire institutional community.

What factors will be investigated?

This will depend on whether you are attempting to address a particular problem, eg. Debating skills in the Science course students or are looking to a total programme audit. If the latter is the case, you might find the set of significant situational factors devised by Malcolm Skilbeck helpful.

Factors external to the institution

- Cultural and social changes and expectations: these include major changes in society such as the changing roles of women, the job market becoming more competitive and so on.
- Educational system requirements and challenges: includes new government policy requirements, new educational research that may suggest new ways of assessment and so on.
- Changing nature of content that is found to be applicable to change in society: both within subject areas and in the range of subjects to be applied, eg. new dramatists in English literature may need to be included for the dramatics club activities and the subject of teaching computer skills may need to be added to the social service club activities.

- Teacher support systems: What resources are available in the community to update teacher skills in management of a extension and co-curricular activities programme, for example.
- Resources: Programme developers need to know what is available to institutions from outside sources in the form of finances, forums/local bodies etc.

Factors internal to the institution

- Students: what do you know about your students needs?
- Parents: what are the parents expectations and aspirations?
- Teachers: what are the special strengths and weaknesses of the teaching staff?
- Institutional ethos: what does the institution value and what are its beliefs in relation to student learning through extension and co-curricular activities?
- Material resources: what exactly does an institution possess in terms of buildings, equipment, resources (books, materials), land and vehicles, as well as financial resources for future purchases? Knowledge of resources facilitates programme planning (eg. Can we offer agriculture, debating and photography?)
- Perceived issues: major stimulus for programme change emanates from a perception of needs or problems. Programme planners need to ascertain these from parents, teachers, students and the community.

Having evaluated the programme, the change needs to be decided on and its implementation should be planned. Once the new practice has been implemented and evaluation has indicated that the innovation has been accepted as worthwhile, it may warrant further financial and administrative support to make it on-going. Plans need to be made to ensure that the change becomes consolidated into normal practice, ie. institutionalised. At this time, it should become part of the programme maintenance.

Summary

The ability of the teacher in planning and implementation determines the efficacy of extension and community centred activities. The institutions of higher learning will be able to bring about desirable changes in community life when teachers and students work in tandem towards the same end. Strategic planning and implementation are also key factors in the conduct of Co curricular activities, which determine the quality of the final product. Extension and Co-curricular activities make for enriched learning experiences for all involved and contribute to overall development of students.

Suggested readings

Brock, C. (1983) 'Education, Economy and Employment in small commonwealth Countries' in: Watson J. K. P. (ed.) *Youth, Education and Employment*, Croom Helm, pp 122-145.

Raza, Moonis and Fernandes M. (1987) 'Future of teachers in Higher Education' *Journal of Higher Education*.

It would be of interest for you to know that, for the purposes of career advancement, the UGC has recognized the PGDHE as being equivalent to one orientation programme for teachers from all disciplines except education and equivalent to two refresher courses for teachers from the discipline of education.

