



**SELF LEARNING e-HAND BOOK-II**

# **LEADING TEACHING-LEARNING PROCESS**



**EDITED BY-Dr. Mahesh H. Koltame**

**P.V.D.T. COLLEGE OF EDUCATION FOR WOMEN,  
SNDT WOMEN'S UNIVERSITY, MUMBAI**

**Supported by UNESCO DER Grant**



United Nations  
Educational, Scientific and  
Cultural Organization

**UNEVOC**

International Centre  
for Technical and Vocational  
Education and Training



# Self-Learning e-Handbook-2

## Leading Teaching-Learning Process



Edited by- Dr. Mahesh H Koltame

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SNDT Women's University, Mumbai. 020

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## Preface by the Principal, and The Project Director,

From last 60 years, our institute has been actively involved in developing teachers with highly professional capacities and skills. We are always prepared to upgrade and lead educational changes for equitable quality education.

Since RTE is introduced school education in India has massively expanded at an extraordinary pace, making access to primary education is now universal. Increase in the number of secondary schools has also been large and is speedily moving towards universal provision in several parts of the country. Apart from this government schools, private school and coaching centres are also rapidly increased. While this quantitative expansion has made a significant impact on the participation level of children, concerns on the quality front have remained.

Schools need leaders with a vision for improving the schools learning environment within a well-function in school management. School managers, principals, headmasters can positively contribute to school effectiveness when they are prepared and able to use extensive leadership knowledge to solve complex school level problems, to collaborate with community resources and to build trust through working relationships with school staff, parents, students, and the community to transform every school into a productive learning organization. This, indeed, is the goal of this Massive Open online Course (MOOC) on “Development of School Leadership Capacities and Management Skills”. In this course, undoubtedly, the head teacher of the school, occupies a place of central importance. The course material of module first presented in this self-learning e-Hand Book articulates about the perspective of school leadership. Its focus is to develop comprehensive understanding about own self as school leader.

The Self-learning handbook has been developed, collaboratively. This self-learning e-Handbook has ensured that the theoretical and conceptual knowledge not only address the leaders but also share the learning experiences designed through the scenarios, reflective spots, small quizzes, suggested activities which make this Handbook more engaged.

I congratulate course design team for bringing out this self-learning e-Handbook and hope that will facilitate learning of practicing or becoming the excellent leader to play their role in school effectively. Heads as well as all others who occupy a pivotal role in the transformation of school or any other learning organization, will find it useful.



**Dr. Meena P. Kute,**  
Principal,  
P.V.D.T. College of Education for Women

**Dear friends,**

**I heartily welcome you into this MOOC. It is my great pleasure to hand over you this self-learning e-handbook-1, entitled The Perspectives of School Leadership.**

**I am sincerely grateful to the UNESCO-UNIVOC, Bonn, Germany. for their financial support in making this course and its publication possible. My special appreciation extends to the course coordinator, Reviewers and authors that contributed to the developing of this self-learning e- Handbook-2.**

**Dr. Meena P. Kute, Principal,**  
P.V.D.T. College of Education for Women,  
SNDT Women's University, Mumbai.

## About the course by the Course coordinator,

Considering the UN SDG-4 inclusive and equitable quality education and lifelong learning for all and UNESCO's OER recommendation 2019, area first building capacity of stakeholders to create, access, re-use, adapt, and redistribute OER for SDG-4. We designed and developed this MOOC as OER for school leader's capacity building. It is available in open access under the CC-BY Creative Commons Attribution 4.0 International License.

Over the last 20 years, of 21<sup>st</sup> century educational scenario is rapidly changed and role of school headmasters and principals are shifted from school Head to school leader. Accordingly, the Institute has designed and developed a 4 credit Massive Online Open Course (MOOC) on "Development of School Leadership Capacities and Management Skills". The main focus of this course is Capacity building of school leaders. The course recognizes school leaders who occupy a pivotal role in the transformation of school or any other learning organization. The main objective of this course is to empower school Headmasters, principals, coordinators, and any other educational managers as a leader of a learning organization with the knowledge, skills, confidence with a positive attitude to ensure the expected learning outcomes to every child and accelerate equitable, quality education for all. With this perspective developing the school leaders who understand their comprehensive role and efficacy, improve their child centred pedagogical understanding to lead the classroom instructional processes by the fellow teachers, become aware about child rights and make them able to create conducive classroom environment, effective partnership and work as team leader.

In this course we developed total 4 self-learning e-Handbooks for MOOC learners as hands on text course material. In this self-learning e-handbook-2 entitled Leading Teaching-Learning Process we covered module second.

The course materials are provided in this self-learning e-Handbook are useful for the theoretical understanding of course, for deep learning experience you have to engage with learning activities which are designed and deployed on an online course platform. Through the active engagement you will be enriched with a learning experience. Let's involve in this course!



**Dr. Mahesh H. Koltame,**  
Assistant professor,  
P.V.D.T. College of Education for Women

Dear friends,

This 'Self-learning Handbook-2 has been created collaboratively. This publication would not have been possible without the support of a review committee members and mentors Dr. Meena P. Kute and Prof. Pradnya Wakpainjan that provided ideas, reviewed drafts and enriched the content. I am thankful to all four course Author who have worked in last 6 months to shape the development of this Handbook from concept to creation.

I am sure this self-learning Handbook will defiantly facilitate your MOOC learning and help you to achieve its expected learning outcomes.

**Dr. Mahesh Koltame,**  
Course coordinator  
P.V.D.T. College of Education for Women,  
SNDT Women's University, Mumbai.

## Acknowledgement

The P.V.D.T. College of Education for Women is conducted college of S.N.D.T. Women's University, Mumbai. We offer teacher education from last 60 years and develop teachers with knowledge, skills and attitude to transform teaching-learning process in school education.

We gratefully acknowledge the support provided by the United Nations Educational, Scientific and Cultural Organizations International Centre for Technical and Vocational Education and Training (UNESCO-UNIVOC), Bonn, Germany.

This self-learning e-Handbook-2 has been created collaboratively, this is the result of continuous discussion, workshops and online meetings of all team members and hard work and dedication of our all expert content writers and reviewers from the PVDT College and Department of Education, SNDT Women's University, Mumbai. So, I also acknowledge their great efforts.

Special thanks to our Course Director Dr. Meena P. Kute and Prof. Pradnya Wakpainjan for their all kind of support and mentoring.

**Dr. Mahesh H. Koltame**

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## Introduction

Friend's, I warmly welcome you all to "Development of School Leadership Capacities and Management Skills MOOC (SLCB 2): **Leading Teaching-Learning Process**.

We have evidence and researches that proved, the school leaders make a difference to the learning of their students. Yet, not all leaders have the same degree of impact. What are the factors that make a difference in student learning? Why are some leaders able to raise student achievement of their schools in the most challenging circumstances, whilst other leaders struggle to simply maintain the status quo? When we start to search the answers to these questions, we found teaching-learning is the main function of school so, every school leader should lead the teaching-learning process of their school and ensure every student should reach at all expected learning outcomes through high-quality teaching-learning practice.

### What does it mean to lead teaching-learning process?

Leading teaching-learning means he/she engages directly or indirectly in teaching-learning practice and research whilst keeping up-to-date with current developments in subject knowledge, pedagogy and curriculum, integration of ICT in teaching learning and encourage others to do the same.

***Linda Kaser and Judy Halbert argue that there are six distinct mindsets that characterize the way successful, learning-oriented leaders operate and make sense of their professional world. These leaders are:***

- ***motivated by intense moral purpose***
- ***knowledgeable about current models of learning***
- ***consistently inquiry-oriented***
- ***able to build trusting relationships***
- ***evidence-informed***
- ***able to move to wise action.***

School leader using his/her multidisciplinary subject knowledge, pedagogical expertise and management skills to focus the efforts of everyone in the school on improving the quality and impact of teaching and learning.

Teaching-learning leadership always gives importance to improve teaching-learning conditions in any way at any cost.

He insists that the learning outcomes of all students in the school should be improved.

Despite adverse conditions and limitations, high-impact school leaders know that teachers need the expertise

to understand how their students learn and how to facilitate learning by leading the learning process in their classroom.

### Why leading teaching and learning?

Now days focus of education sifted from teaching to learning and this major shift has changed all teaching-learning process.

### Shift of education from teaching to learning

In 21<sup>st</sup> century education, teaching learning practice need to be used that help to develop and transfer specific skills that serve both the purposes of knowledge development and dissemination, while at the same time preparing graduates for work in a knowledge-based society. Now teaching practice sifted from classroom teaching model to blended and open learning model. In this graphic you can see the shift from behaviourism to connectivism.

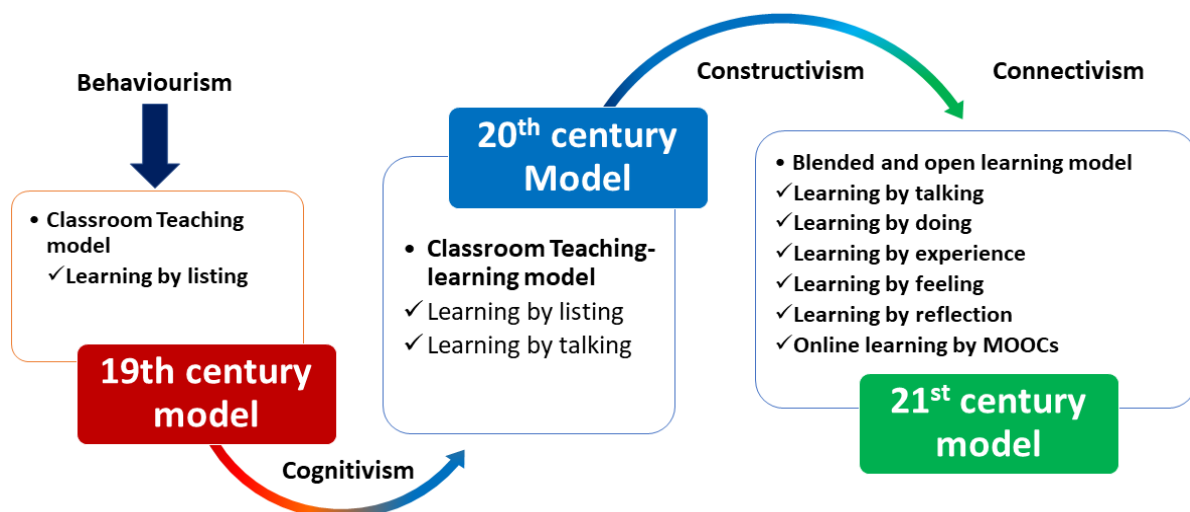


Figure 1: Shift of teaching-learning process

In this perspective we have to change our conventional approach and methods to deal teaching learning process and as a school leader we have to consider following things.

- ✓ Focuses primarily on improving teaching quality to have the greatest impact on student outcomes.
- ✓ Improves the progress and achievement of students.
- ✓ Supports active engagement and strong student voice
- ✓ Encourages a culture of learning and transform school into learning organization.

- ✓ Promotes collaborative planning, implementation, review and evaluation.
- ✓ Enables participation in both formal and informal teacher learning and development.

For that school principal or headmaster must be aware of learner-centered pedagogies, he/she must be able to create a conducive learning environment in his/her school, he/she should follow the distributed leadership approach, and make sure to every teacher will be able to lead the learning process in their classroom and he/she always find the ways and opportunity to expand teaching-learning practice beyond the classroom.

From the above perspective, this MOOC has been developed to the school leader's knowledge, skills, and positive attitudes to work effectively and solve the issues related to their school. This Self-Learning e-Handbook-2 Leading Teaching-Learning Process is the part of MOOC hands-on course material.

Although the book contains many practical examples, scenarios, reflective spots, and small practice learning activities, check your learning quizzes are included, it is more than a simple textbook or any theoretical book. Learning activities are also deployed on LMS for sharing and grading. It addresses the following questions:

- What is the changing scenario of teaching-learning process?
- Why school head needs to develop himself/herself as an instructional leader of school?
- How school leaders make a conducive teaching-learning classrooms and school environment?
- How to develop teachers as a leader of classroom learning process?
- How school leaders should promote learning beyond classroom and school?

In this book four units are included with the conceptual, theoretical information there are few 'what if' scenarios scattered throughout the book. These are semi-fictional, because in almost every case, the scenario is based on an actual example. However, we have sometimes combined one or more cases, or extended or broadened the original case. The purpose of the scenarios is to stimulate imagination and thinking about both our current 'blocks' or barriers to change, and the real and exciting possibilities of teaching-learning leadership in the future.

Also, there are some reflective spots with a focus question for contextualization of theoretical content and to motivate them to think about its application into their own context. Also, there are small quizzes for focused reading and retrieving learning. At the end of this book in the appendices section, some practice templates & answer key are attached for easy practice.

Each chapter ends with a set of key 'takeaways' from the chapter, and suggested additional web resources with their links and downloadable additional reading resources with links with a complete set of references. There is also a comprehensive bibliography that collects together all the references from the chapters. Most chapter sections end with an assignment activity.

In short, this self-learning e-Handbook-2: Leading Teaching-Learning Process will facilitate your MOOC learning. Content and suggested activities are given for your better understanding of concepts and develop your knowledge and skills that you need in your day to day school leadership practice. If you wish to earn course completion certificate you must have to complete all learning activities on LMS for sharing and grading purpose.

Let's enjoy the reading and doing!

**Dr. Mahesh H. Koltame,**

**Course coordinator and Editor**

## Understanding Child - Centred Pedagogy



**Dr. Sanjay P. Shedmake**

**Associate Professor**

PVDT College of Education For women,  
SNDT Women's University, Mumbai.

**Hello friends,**

*Today the student is taking traditional education within the four walls. This education also appears to be working only to make the examinee. There are individual differences in the students and that is why their ability to learn or acquire knowledge is also different. But the teacher teaches the students in the same way. Students are never given a chance to think, to generate knowledge.*

*If the teacher helps the students to build their knowledge or creates an opportunity for active participation, then the student can live his life properly. There is a need for student-centered education today. The unit has come up with ideas on how to make these opportunities available to students. From this unit, we will consider student-centered learning, the characteristics of such students, what are the different methods of student-centered learning. At the same time, let's think about what opportunities we are going to provide as a team leader!*



### Objectives

- To develop capabilities among school leaders to create a school as an exploration center.



### Expected learning Outcomes

**At the end of this unit learners will be able to...**

- ✓ explain the concept and nature of the child-centered Pedagogy,
- ✓ explain how the student construct his knowledge.
- ✓ explain the teaching-learning methods and techniques
- ✓ explain the role of school leadership in the implementation of child-centered pedagogy in school

### Content Outline

- 1.1. Concept: Meaning, Nature**
- 1.2. Understanding about child**
  - 1.2.1.** Learning and Developmental needs of the growing child
  - 1.2.2.** Child as an active learner and constructor of knowledge
- 1.3. Child-Centered teaching-learning methods and techniques**
- 1.4 The role of school leadership in implementation of child-centered pedagogy in school. (Making learning a joyful and creative experience for teacher and learner, Teaching-learning as a joint exploration by teachers and learner)**

### Warm-up activity: Case study

**Dear learners, read the following case carefully and think about it with the given focus questions. Write your answers in given discussion forum at LMS.**

Deshpande teacher used to teach geography to the students. While teaching, he used to write only on the board. So, the students were busy in writing. The students memorized only a few concepts because Deshpande used to ask only the concepts he had written. A few days later he was replaced by Pandey Sir. He never wrote while teaching. Drawing on the board and explaining the concepts of geography helped the students to understand how to use those concepts. Students never felt the need to rehearse. Pandey Sir never asked such memorable questions in the exam.

#### **Questions**

1. Which teaching method do you think is right? Why?
2. Why does Deshpande sir's teaching method seem appropriate?
3. If you are student, by which method would you like to learn? Why?

Today we are in the 21st century. The methods of teaching and learning have also changed. The earlier Guru-Shishya tradition does not seem to exist. Today, there are different laws to make education available to all, that's why students of all levels have the opportunity to get an education. If you think of the All Education Campaign or the Right to Education Act, it seems that everyone has right to get an education. In the past, the Guru would impart specific knowledge to the disciple and the student or disciple would receive it. Today, science seems to be using technology everywhere. The means of getting a forest vehicle seems to have changed. Not only do we get knowledge from books or classes, but we also get knowledge through many different mediums like television, radio, newspapers, and now social media like WhatsApp, Facebook, Twitter, YouTube, and the internet. Therefore, it has become mandatory to use a different method of teaching in the classroom. What the teacher teaches in the classroom is probably known to the students through this medium and therefore the teacher needs to design his teaching using the prior knowledge of the students. While you may have learned through knowledge constructivism that students can construct their



knowledge, you need to provide students with the opportunity to create knowledge. The teacher's teaching methods depend on what the teacher thinks about his students. If the teacher teaches that teaching is also a one-way method, then the student will not produce knowledge and if the teacher accepts that the learning process is two-way, then the learning process will definitely help to keep the student-focused. If the teacher considers his students to be passive, then the student will not be able to acquire knowledge. If the teacher allows him to learn by understanding that the student is active, then the student can definitely build his knowledge.

### **1.1. Concept of Child-centered Pedagogy:**

#### **Meaning**

Students actively participate in student-centered learning methods. Students use their experience to develop their own knowledge. In this way the student evaluates his work

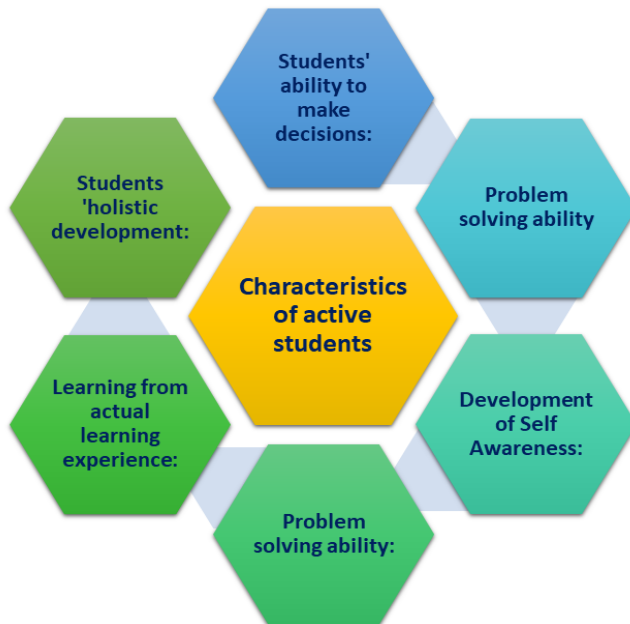
Any knowledge can be created with the help of others, so it seems necessary to understand the meaning of the other, while creating knowledge, it must be authentic. In such a study method the student builds his knowledge not only by giving information but also by his own observation and experience and such an opportunity is given in such a method, in such a method every learner's point of view is expected to be observed. Doing so will help to enrich the knowledge of the students. There is no doubt that the student will get something new out of the creative teaching methods used. It is equally important to give students the opportunity to express their opinions in order to be flexible when creating new knowledge. When a student creates knowledge, it should be relevant to his life

Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence

(Reference: Jones, Leo. (2007). The Student-Centered Classroom. Cambridge University Press)

## 1.2. Understanding about the child:

Learning and Developmental needs of the growing child, Child as an active learner and constructor of knowledge



**Figure 2: Characteristics of active students**

### 1) Individual differences between students:

Every student is different from others, his intelligence, characteristics, learning style are different, so we have to teach each student according to his / her style of learning considering the different learning styles. Teachers have to allow students to handle things that some students learn by looking at things, so teaching has to be done keeping in

mind the learning style of the students, that is why we have to adopt a student-centered approach to teaching.

### 2. Learning from actual learning experience:

We try to teach students in the same way but as we have just seen, each learning style is different, so it is important to give students practical work experience.

### 3) Students 'holistic development:

According to Bloom, students develop at three levels: cognitive development, emotional development, and functional development. The focus should be on emotional development as much as cognitive development. We focus not only on cognitive development but also on how much we mean to the students through exams. But as a teacher, we record whether the students have developed emotionally or not. Therefore, it is important to take into account the overall development of students in a child-centered education system

**4) Students' ability to make decisions:**

Students can make decisions but teachers seem to ignore these characteristics of students. Teachers do not believe that students can make some decisions. You can read in the book that Indians were exploited but the British at that time tried to stop the undesirable norms and traditions in India like "sati chaal" child widow practice and other conveniences like railways, postal system, telephone. It is necessary to create an environment. Only then can the student take his decision

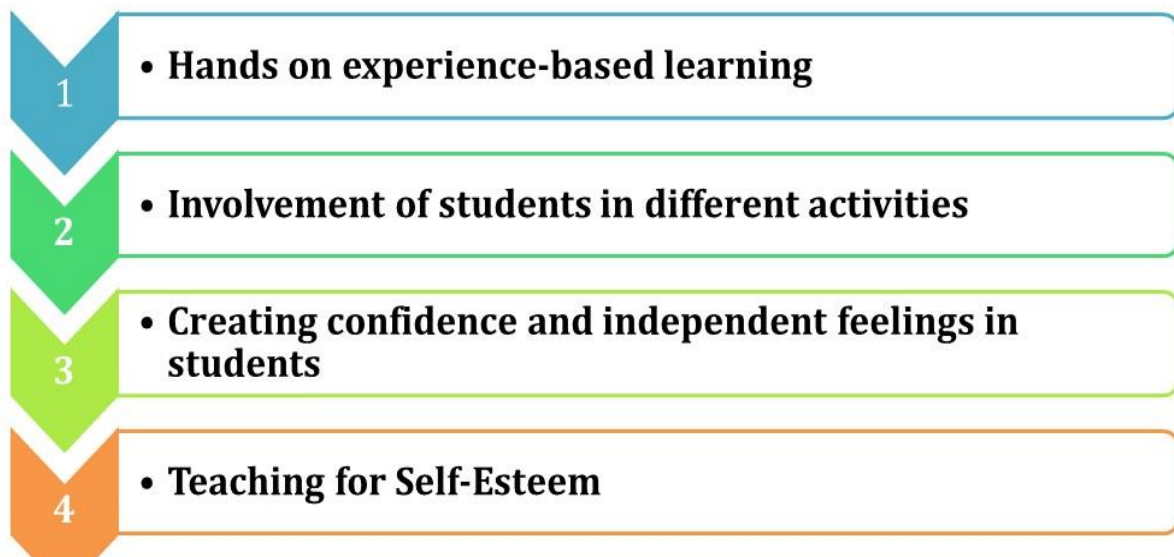
**5) Problem-solving ability:**

The teacher shows the students everything or action in the class i.e. the teaching method of the teacher is not child-centered but the teacher is focused. The teacher tries to solve all the problems that come to the students Based on the panel, the teacher shows the students the solution. If we take the example of science, every experiment is done by the teacher. Problems are also said to be the mother of discovery, so if you want to find something different, you need to create problems in front of the students and discuss how to solve a problem by putting it in front of the students. Necessity is the mother of inventions' and it is through problem solving only.

**6) Development of Self Awareness:**

Students have different abilities but it is not used in four wall learning. It is only because the teacher is active that the students do not get any space. You see that each student has different characteristics and skills but the teacher ignores them. If the teacher uses the characteristics of the students or the skills they have, it will help the students to develop their skills and become self-aware. It is very difficult in teacher-centered teaching, so, teachers should adopt child-centered teaching methods.

Teachers should make the following efforts for students to be active.



**Figure 3: Efforts for students to be active**

**1) Hands-on experience-based learning:** One of the characteristics of child-centered learning is action-based learning. If we give students do different hands-on experiences, students learn from that experience and from the experience they have gained. Students can get real experience from it and their knowledge is strengthened and therefore it is very important to teach students through hands-on experience. The teacher should not only give information through lectures but also allow students to do different activities inside and outside the classroom so that students get a good learning experience from that hands-on experience.

**2) Involvement of students in different activities:** Different study supplementary programs are planned in the school but the participation of students is less so students do not get the opportunity to study and hence students need to participate in curricular and co-curricular programs. If so, the students need to participate in it, and if the students participate during the science fair, they will get more learning experience from it.

**3) Creating confidence and independent feelings in students:** Today's teaching method is teacher-centered. The teachers are active in the classroom and hence the student plays the role of passive listener and hence the students lack confidence. If the teacher builds confidence among the students, the student can face every problem with confidence. The teacher never gives the students the freedom to speak in the classroom and hence the students become inactive. To activate students, it is necessary to create a sense of confidence and independence in them.

**4) Teaching for Self-Esteem:** Students rarely get the opportunity as the teaching method is teacher-centered, but if you adopt child-centered education, students get the freedom of action and expression and it helps in developing self-esteem in students. Emotions develop in students and help in self-satisfaction and therefore using a child-centered learning method will help students develop a sense of self-worth.

### Learning Activity 1: Suggest the activities for active learning

*Dear learners, please make a list of learning activities which helps to keep the learners active during the teaching-learning process. Make this list in your reflective learning diary. If you wish to earn the course completion certificate then you have to submit your reflective learning diary on course LMS as evidence of your active*

Sr.No	Activities

**CHECK YOUR LEARNING-1**

**Q1. Select proper alternative given below**

**1. The method of learning that is different in each student is called -----**

- A) learning style B) Study skills
- C) Assessment ability

**2. Every student is different from others, so what care should teachers take while teaching?**

- A) Learning style should be noted
- B) Student age should be noted
- C) The educational environment of the students should be noted.

**3. Is taking time to show an object or a monument a waste of time?**

- A) True
- B) False

### 1.3. Child-Centered teaching-learning methods and techniques

#### 1) Group work:

**Concept:** A group of students who come together for the same purpose to solve a problem is called a group. To solve this problem, students come together and solve different problems. Group work involves different methods such as seminars, symposia, conferences, brain storming, workshops.

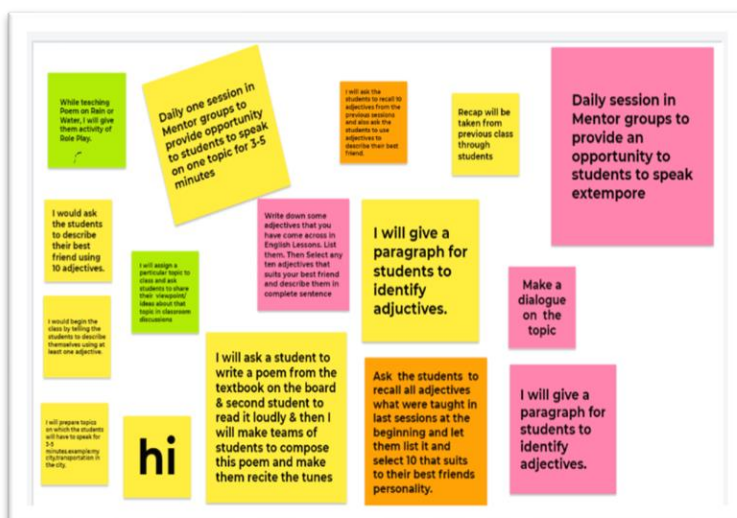
#### **Importance of group work:**

- 1) Group work helps students develop the habit of expression
- 2) It develops skills such as listening to others and explaining what they are saying
- 3) Helps to understand both the contradictory parts of content the ability to exchange develops in students

Given the importance of group work above, we can use group work as part of student-centered teaching

#### 2) Collaborative learning methods:

**Concept:** Cooperative learning is a successful teaching strategy in which small teams, including students with every ability, use various learning activities to improve their understanding of the subject.



“Collaborative learning” is an umbrella term for a variety of educational approaches involving a joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or

meanings, or creating a product. Collaborative learning activities vary widely, but most center on students’ exploration or application of the course material, not simply the teacher’s presentation or explication of it (by Barbara Leigh Smith and Jean T. MacGregor)

***Advantages of collaborative learning method:***

- 1) Students actively participate in learning to achieve positive high goals
- 2) Awareness of self-study, the awareness that we can study by ourselves
- 3) Students get the opportunity to create knowledge without taking knowledge only from the teacher. Students to exchange knowledge with each other and this leads to knowledge creation.
- 4) Co-operation and tolerance develop emotionally among the students.

**3) Role-playing methods:*****Concept:***

Role-playing method is an educational method in which students spontaneously discuss the problem of human relations and other participating students observe their role and analyze the problem based on observers.

Role-playing is a discussion technique in which issues are discussed or a group can be maximized by showing an example of a concept.

***Importance of role-playing method:***

- 1) Students are always learning by imitating adults while observing family or friends. Role-playing is an imitation of the events that have taken place and the student learns something from such an event, so it is important to give the students such an opportunity, the ability to generate critical thinking can be built because the role-playing method comments on a problem and this helps in intellectual development.
- 2) A Roleplaying system gives students the freedom to make decisions and that is why decision-making ability develops. Students get feedback from supervising students and teachers and it is used to improve the role.
- 3) Roleplaying practices provide opportunities for students to interact with each other, so there is room for improvement in students' actions and this is how it is developed. It is possible to exchange knowledge in a role-playing system. Class teachers are also recognizing their abilities to the students so this adds to the development.



**Steps:** *The following steps are considered in the dramatization method or in the role-playing teaching method*

**Step 1: Introduction:**

- 1 To motivate to explore the content, events, problems in the element.
- 2 Explain the meaning of events through many examples.
- 3 Associating it with meaning and life experience.
- 4 Incident, asking to guess the content.

**Step 2: Preparation:**

1. Discuss the characters in the play.
2. Selection of voluntary students according to events.
3. To guide roles and procedures in drama.
4. Provide practice opportunities for dramatization.
5. Guide to students what to look for in a play.
6. Participate in student spectator, acting, stage arrangement, supplementary work if required. E.g. (Participation of women and many people in Dandi Yatra or the role of soldiers.)
7. To discuss theater.
8. To guide the stage layout.
9. To instruct observation in the context of intent, emotion, event.
10. Drama Presentation:

**Step 3: Drama as planned.**

1. Bringing reality into acting.
2. To help convey meaning through the role.
3. Intervene in case of management problems.

**Step 4: Discussion on dramatization:**

1. Content presented, to discuss the incident.
2. allowing students to express differences of opinion.
3. Discuss differences over behavior.

4. Discuss student discovery opportunities.
5. Discussing normalization on a behavioral basis.

**Step 5: Conclusion:**

1. Integrating students' experience with the daily life of the students.
2. To make a final statement to the conclusion.

**4) Problem-solving method:**

**Concept:** The ability to solve problems effectively and on time without any obstacle is the problem-solving method. This includes identifying and defining the problem, creating the option, evaluating the best option, and implementing the chosen solution.

Step	Characteristics
1. <b>Define the problem</b>	<ul style="list-style-type: none"> <li>· Differentiate fact from opinion</li> <li>· Specify underlying causes</li> <li>· Consult each faction involved for information</li> <li>· State the problem specifically</li> <li>· Identify what standard or expectation is violated</li> <li>· Determine in which process the problem lies</li> <li>· Avoid trying to solve the problem without data</li> </ul>
2. <b>Generate alternative solutions</b>	<ul style="list-style-type: none"> <li>· Postpone evaluating alternatives initially</li> <li>· Include all involved individuals in the generating of alternatives</li> <li>· Specify alternatives consistent with organizational goals</li> <li>· Specify short- and long-term alternatives</li> <li>· Brainstorm on others' ideas</li> <li>· Seek alternatives that may solve the problem</li> </ul>

<p><b>3. Evaluate and select an alternative</b></p>	<ul style="list-style-type: none"> <li>· Evaluate alternatives relative to a target standard</li> <li>· Evaluate all alternatives without bias</li> <li>· Evaluate alternatives relative to established goals</li> <li>· Evaluate both proven and possible outcomes</li> <li>· State the selected alternative explicitly</li> </ul>
<p><b>4. Implement and follow up on the solution</b></p>	<ul style="list-style-type: none"> <li>· Plan and implement a pilot test of the chosen alternative</li> <li>· Gather feedback from all affected parties</li> <li>· Seek acceptance or consensus by all those affected</li> <li>· Establish ongoing measures and monitoring</li> <li>· Evaluate long-term results based on the final solution</li> </ul>

***Advantages of problem-solving methods:***

- 1) This is a very simple method. If you want to find the answer to a problem in this method, it is used. This method is flexible. In this method, many solutions are found for a problem.
- 2) This is an effective method to find the problem
- 3) Logical thinking has to be done while using this method, so the logical thinking method is developed.
- 4) Problem-solving method seems to give more importance to reasoning. We argue about any problem and try to solve it based on logic. Complex problems cannot be solved in a standard way.
- 5) The problem-solving method is student-focused and this method can help in increasing the creativity of the students.

**5. Workshop**

**Concept:** Ten to twenty-five individuals work together as a group with a common interest or common goal in mind. This is called a workshop in which a wide range of studies, research, and practice is done to improve individual and collective skills through discussion.

***Benefits of the workshop:***

- 1) Workshops can be used perfectly to achieve the highest cognitive and actionable goals
- 2) Workshops can be useful for developing perceptions of students. Working in the workshops develops these skills in the students.
- 3) Workshops are expected to develop professional development and efficiency. Such workshops are used in medical science and pedagogy, such workshops can be used to develop educational tools for teachers.

#### **6) Computer Assistance Learning:**

**Concept:** Computer Assisted Learning (CAL) is also called Computer Assisted Learning (CAI). Teaching is done using mobile phones and content stored on DVDs as well as other web content. Computers are used to make learning more attractive and interesting.

#### **Benefit of CAL:**

- 1) Multitasking is a big advantage of computers. The computer can perform many tasks at the same time and that is why the computer completes the mathematical process in a few seconds. Etc. is done at the same time and this makes it easier for the teacher to work with the students.
- 2) Another feature of a computer is its speed. The computer presents the information you need in a matter of moments. But now we can get any information in a moment based on the computer.
- 3) Accuracy is also a feature of computers. If you give proper instructions to the computer, the computer finds accurate information and thus improves the learning speed of the students.
- 4) Moving to another location does not have to be done by computer, so it is possible to cut costs.
- 5) Accuracy is the main property of a computer. The computer makes the least mistakes. The computer works as we instruct, so you can say that accuracy is a property of the computer, only if we make a mistake, the computer puts the wrong facts in front of us.
- 6) Security is a property of a computer. No matter how much-stored information we can store through the computer, it does not happen like books or notebooks were torn over time. The ability to store the work we have created for a long period.

#### **7) Brainstorming**

This method is used wisely in areas where innovation or development is needed. Approximately five to ten people are involved in this method. All individuals are introduced to the chosen problem and then given two to three days to think about it. Repeatedly this meeting or process is called brainstorming when wise.

There are four basic rules in brainstorming.

They are intended to reduce the social inhibitions that occur in groups and stimulate the generation of new ideas. The expected result is a dynamic synergy that will dramatically increase the creativity of the group.

***The four rules of brainstorming are:***

**1. Focus on quantity:**

This "focus on quantity" rule is a means of enhancing divergent production.

Facilitate problem-solving through the maxim, quantity breeds quality.

Activities should be geared towards extracting as many ideas as possible.

Think fast; reflect later.

Keep each idea short.

Just capture its essence of the idea.

The greater the number of ideas generated, the greater the chance of producing an effective solution.

**2. No criticism:**

By suspending judgment, one creates a supportive atmosphere where participants feel free to generate unusual ideas.

Do not pass judgment.

Do not criticize.

There is no such thing as a bad idea.

Foolish ideas can ignite better ideas.

Participants can extend or add to an idea.

Write down all ideas.

By not writing down the idea, you are violating the rule of NO criticism.

### 3. Encourage wild ideas:

Unusual and wild ideas should be welcomed and encouraged.

These may open new ways of thinking and provide better solutions than regular ideas.

They can be generated by looking from another perspective or setting aside assumptions.

Wild ideas can ignite better ideas.

Wishful thinking is very helpful here.

### 4. Combine and improve ideas:

Good ideas can be combined to form a single very good idea.

Working in a group leads to synergy.

Use other ideas as inspiration for your ideas.

It is just as valuable to be able to adapt and improve other ideas as it is to generate the initial idea.

Working in a group leads to synergy.

### Learning Activity 2: Make a Lesson plan/Teaching Plan

*Dear learners, Considering the problem of COVID 19, make a lesson plan or teaching plan with the use of Role-playing / Problem-solving / Brainstorming/any other child-centered method to find out what measures should be taken to stay safe from it. Give the Outline of your lesson or teaching plan in your reflective learning diary. If you wish to earn the course completion certificate then you have to submit your reflective learning diary on course LMS as evidence of your active participation.*

You can visit this URL for your ready reference:

<https://www.youtubhttps://www.youtube.com/watch?v=ztCYENO1ydAe.com/watch?v=ztCYENO1ydA>

**CHECK YOUR LEARNING-2**

**Q1. Select proper alternative given below**

**1. What are the main methods used to solve a problem?**

- a) Group Work
- b) Fieldwork
- c) Home Work

**2. The teacher assigns the role to the students in the role play.**

- a) True
- b) False

**3. The following is the procedure to use the problem-solving method.**

- 1. Generate alternative solutions,**
- 2. Implement and follow up on the solution,**
- 3. Define the problem**
- 4. Evaluate and select an alternative**

- a) 3,1,4,2
- b) 1,2,3,4
- c) 2,4,1,3

**4. Which method mostly used perfectly to achieve the highest cognitive and actionable goals?**

- a) Workshop
- b) Brain Storming
- c) Roleplay

**5. The following concepts are used to teach using mobile phones and content stored on DVDs.**

- a) Digital Learning Platform
- b) Computer-assisted learning
- c) Blended Learning

**6. The following method is used to solve the problem in different alternative ways.**

- a) Symposium
- b) Workshop
- c) Brainstorming

#### 1.4. The role of school leadership in the implementation of child-centered pedagogy in school

If you look at the earlier teaching method, you will notice that the earlier teaching method was a one-way teaching method. The teacher used to impart knowledge to his disciples and this work used to be one way. If you want to be active in the classroom, you have to adopt a student-centered approach to learning, students can build their knowledge and therefore need to be given opportunities, in short, teachers and the board of directors who provide educational opportunities have a big responsibility. It is the responsibility of the headmaster or director to create an environment conducive to the teaching of the class no matter how much the teacher wishes to do so it is important to understand the role of the team leader, the team leader can be the headmaster, principal or board of directors

We will now consider the role of the Board of Directors, the principal, or the headmaster in student-centered education.

**1. Child-centered teaching methods also need to be adapted to the needs or preferences of the children,** so it is necessary to create a curriculum adapted to the needs of the children, but this permission is given to the textbook board and not to a school or a group of principals or teachers. Our country is diverse, our geographical location is different, the culture of each state is different, so the student living in that sector will have to study its culture and environment, but you will find that the students are struggling to complete the prescribed course. Neither the school nor the headmaster, teachers, and their groups are allowed to decide the curriculum according to the needs of the students. Similarly, a teacher has to complete a certain course in a certain period. The teacher is struggling to complete the course, for which reason the teacher cannot do any kind of educational experiment, if he tries to do so he will not be allowed to leave the school so the principal, headmaster, and board of directors will have to change their role as a team leader During the training the teacher is found to have studied many teaching methods but in the actual class he is not allowed to use those methods or he does not get suitable tools. No matter how much you think of student-centered learning, it will not be implemented in the classroom until it is decided. Therefore, as a team leader, some educational and managerial facilities have to be made available to teachers and schools for student-centered education.



**2. If the teacher thinks that you should use the group work method to help the students to learn while teaching the class,** then the teacher must get the permission of the headmaster or principal while doing this because the class arrangement and the time required may be different from the traditional time. Meeting arrangements are specific to group work, so such teachers may need a principal or headmaster to change the structure of the class to arrange the meeting. Adequate time should also be made available for group work, flexibility should be maintained while planning the schedule. This means that the principal, as well as the headmaster, have a great responsibility as a team leader for the implementation of student-centered education

**3. The role-playing method is a student-centered approach in which more than one student participates in a problem-solving or Asia-related approach.** This method can take longer than conventional time. Traditionally, the teacher has to use the lecture method. If the teacher does not speak in the classroom, then it is alleged that you are not teaching, or when the students are expressing their opinions, the majority of the headmaster's remark that there is confusion in the classroom. The student has to create his knowledge in a student-centered manner. If this is the case then the students need to express their views and their role. That is why it seems that there is confusion in the class in such a way but it is the job of the team leader to understand the teacher and the student at a time when the student is expressing his / her views. The role-playing process is all about explaining to the students, choosing the characters, explaining the role, commenting on what the students are observing, giving them a chance to practice, and then taking action and then discussing it. Therefore, it will take a lot of time for teachers and students to implement this method, so the headmaster must consider this method and provide educational facilities. For example, if the classroom is large, there is a plan for lighting in the classroom, it is easy to handle the classroom, and it is necessary to appoint a person as a helper, then the teacher will implement this method during teaching.

**4. Workshops must be conducted if students want to be active.** Emphasis is placed on actual action in the workshop. If the goal is to create teaching-learning tools, then such a teaching method can take a long time. If any material is to be produced, it will be the responsibility of the headmaster or principal to make the material available to the students and teachers. Therefore, the possibility of spending a lot on the purchase of materials cannot be ruled out, and therefore the headmaster or principal as a team leader should make provision for the

purchase of materials in the school. Only if materials are available in the school can the method be used in the same way as the cost is provided. The schedule and schedule should be planned. Secondly, the teachers who use this method of teaching should be encouraged by the team leader.

**5. The 21st century sees the widespread use of communication technology.** So, teachers can also use this technology in their classroom teaching, and therefore the responsibility of providing hardware and software to the teachers to use the communication technology falls on the team leader. If you want to use technology in the classroom, you need a computer room in the school. If you don't have a computer room, you can't use this technology. As a team leader, the headmaster must make provision for the purchase and maintenance of the computer in the school. Even if the computer and computer room are made available in the school, if the teachers are not properly trained, the computer room will not be of any use and it will be the responsibility of the headmaster to train the teachers as a team leader. The computer room is often seen as a decorative item in school. Students and teachers are not allowed to use it. As a team leader, the headmaster or director should not be discouraged from using it as it will help develop technology skills between the teacher and the student.

### Learning Activity 3: Think and write

*Dear learners, briefly explain as a headmaster or Principal what facilities you would provide for student-centered teaching for a teacher? Write your explanation in your reflective learning diary. If you wish to earn the course completion certificate then you have to submit your reflective learning diary on course LMS as evidence of your active participation.*

### Key take away

- ✓ We have learned what student-centered learning is all about.
- ✓ From this, you can learn what are the characteristics of active students
- ✓ Through this unit, the characteristics of the active students as well as their nature could be learned. We have learned from this unit how students create their knowledge.
- ✓ You have learned about the techniques and methods for students to be active and create their knowledge.
- ✓ In this unit, you get to know how to use techniques and methods for students.
- ✓ This unit has been used to motivate the students and make them aware of their responsibilities as a team leader.

### Activity 4: Reflective discussion

*Dear learner it is the time of reflection. In this unit you have to reflect through the following questions. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.*

#### Questions:

1. How do you use student-centered pedagogy in your classroom or school (if you are the principal)?
2. After learning this unit, what changes will you make into your teaching-learning practice?
3. As a school leader what will you do to follow child-centered pedagogy in your school?

#### Additional Web resources

<https://www.pierobon.org/npd/brainst/fourrule.htm>

<https://www.pierobon.org/npd/brainst/fourrule.htm>

<https://asq.org/quality-resources/problem-solving>

<https://www.evergreen.edu/sites/default/files/facultydevelopment/docs/WhatisCollaborativeLearning.pdf>

<http://resources.intenseschool.com/introduction-to-computer-assisted-learning-cal/>

## Creating conducive teaching – learning Environment



**Dr. Meena P. Kute**

**Principal,**

PVDT College of Education For women,  
SNDT Women's University, Mumbai.

**Hello friends,**

*The school manager is undoubtedly the professional gatekeeper of the ward environment but there are still some activities in that environment for which he does not accept full responsibility. It is to examine the role of ward managers in creating a conducive learning environment for students. Students themselves must be active in the learning process. In order to create and maintain an environment of learning, students need to be guided on many aspects of the clinical environment that are not lacking. Good interactions, support, helping to study administrative skills (for example, problem solving and decision making) and lack of feedback on their performance are provided by a more effective support structure in such an learning environment.*

- 2.2. Need and importance of conducive teaching-learning
- 2.3. Essential skills for creation of conducive teaching-learning environment (Critical thinking and Problem solving)



### Objectives

- To enable school leaders to design child-centric classroom processes for enhancing their creativity.
- To develop skills for creation of conducive teaching learning environment.



### Expected learning Outcomes

**At the end of this unit learners will be able to...**

- ✓ explain the concept and nature of conducive teaching-learning environment,
- ✓ elaborate need and importance of conducive teaching-learning environment.
- ✓ Identify essential skills for creation of conducive teaching-learning environment
- ✓ create conducive teaching-learning environment for child-centered pedagogical practices.

### Content Outline

- 2.1. Concept and Nature of conducive teaching-learning environment
  - 2.1.1. Concept of conducive teaching-learning environment.
  - 2.1.2. Nature of conducive teaching-learning environment
  - 2.1.3. Characteristics of conducive teaching-learning environment
  - 2.1.4. Qualities of a conducive environment for learning

**Warm-up activity: Let’s Look at your school/classroom environment**

*Dear learners, this is a warmup activity, Let’s Look at your school/classroom learning environment and Make a list of the characteristics of your school's classroom learning environment with relevant pictures. Please follow the suggested format/template and make your document ready as a pdf file and share it with your classmates by the warm-up sharing*

Your Name:

<b>Characteristics</b>	<b>Relevant Image</b>	<b>Remark or comment</b>

**2.1. Concept and Nature of Conducive Teaching-Learning Environment:**

*A man decided to start a factory. Keeping some specific objectives in his mind, he started to think. He has to purchase raw material to run the factory. He needed human resource (laborers) for the production of goods from raw material. He required enough and suitable place for the laborers to work together. He required particular kind of temperature, atmosphere and conditions for the production of goods. Then godowns were essential to keep the products. The products were ready. He required human resources to sell the products in the market. He required transportation facility also. So, to run a factor, the man has to plan, organize and manage everything properly. Then and then only he could get success in his business. He could become successful businessman.*

Friends, any factory, organization, or institution they required well-equipped work and learning environment for success and progress likewise school as a learning organization also need a well-equipped conducive learning environment. in this unit we will discuss the concept, nature, need, and how to create conducive

Teaching-Learning Environment in our school and classrooms.

### 2.1.1. Concept of Conducive learning Environment

#### Aims of conducive learning environment

As per NEP 2020, which is declared on 29 July 2020, the main aims or objective for creating a conducive learning environment, are as follows.

- ✓ To ensure a joy full learning environment classroom.
- ✓ To prepare and implement rigorous and responsive curriculum.
- ✓ To use engaging and effective pedagogy.
- ✓ To caring support to optimize learning.
- ✓ To make overall development of all students.

*Here you can see the aim of conducive learning environment as per NEP20. Of course, it is focusing on curriculum and pedagogy in higher education. Even this will move away from rote learning of facts and mechanical procedures to help enable young people to contribute both as active citizens of a democracy and as successful professionals in any field.*

#### **Meaning:**

Creating Conducive classroom environment for learning is one of the most important things. For conducive teaching and learning, the teacher does on day one will set the stage for the procedures, routines, and expectations throughout the course. Therefore, classroom management takes on greater significance at school level.

#### **Definition:**

***“A conducive learning Environment is a platform devoid of both physical intimidation and emotional frustration, which allows for a free exchange of ideas.”***

***- Elliot Ziwira***

To enhance the learning process, all environments should be conducive. Conducive learning can also include classroom management which means more than just maintaining strict and rigid control over the class and its content.

It means we try to establish a comfortable environment that allows all the students to learn and participate freely. (Penn state Teacher II 1997 as cited by Findley and Varble (2006).

The concept of conducive learning covers all aspects both the process and the physical aspects which incorporated the function of management. Many students are not interested to attend

the classes, they leave early or may not come in the class on numerous occasions, in such situation, the teacher must know to create conducive teaching learning atmosphere in the classroom.

The teacher has to teach the detailed syllabus, so he outlines requirements for the course, he expects attendance and participation of the students so he explains the, 'rules of the road' or Road Map for expected behavior of the students.

Developing a classroom environment conducive to learning is a process that entails staging the physical space, getting the students to co-operate, creating a communal environment, and finally maintaining a positive classroom climate and culture.

The classroom environment is a teaching resource that should not be ignored. Students and teachers spend the majority of their day in school, classroom. So it's the teacher's responsibility as a team leader to foster an environment and atmosphere that enhance learning. Effective teachers or school leaders took for every available opportunity to increase students learning.

The main characters of the learning process are teachers and learners. So it is our responsibility to see whether their freedom of interaction, safety and respect should be equally guaranteed within the physical and emotional environment they find themselves in, Because it is sure that the classroom gives a world of difference when it comes to a conducive learning environment, If any students who is interested in learning from his childhood, and if the school environment is not suitable, the facilities are poor then, it affect the students learning. In many of schools, the physical facilities are either worn down or not functioning at all Just four walls does not mean a place where learning can be done successfully.

A perfect learning environment mostly lies on the capability of the teacher as a school leader who is in charge of the classroom. So, he or she must have the knowledge to use the right techniques to motivate the students and create such conducive atmosphere for teaching and learning process.

Such kind of classroom environment can be called conducive learning environment. It is sure that children can learn if they ask the right questions to their teachers. If they do not ask any questions, it means they are not thinking properly. In such environment, learning will not take place.

Availability of resources like funding, library and technical resources, administrative and faculty support are important facts. All the required environment should be conducive to enhance the learning process.

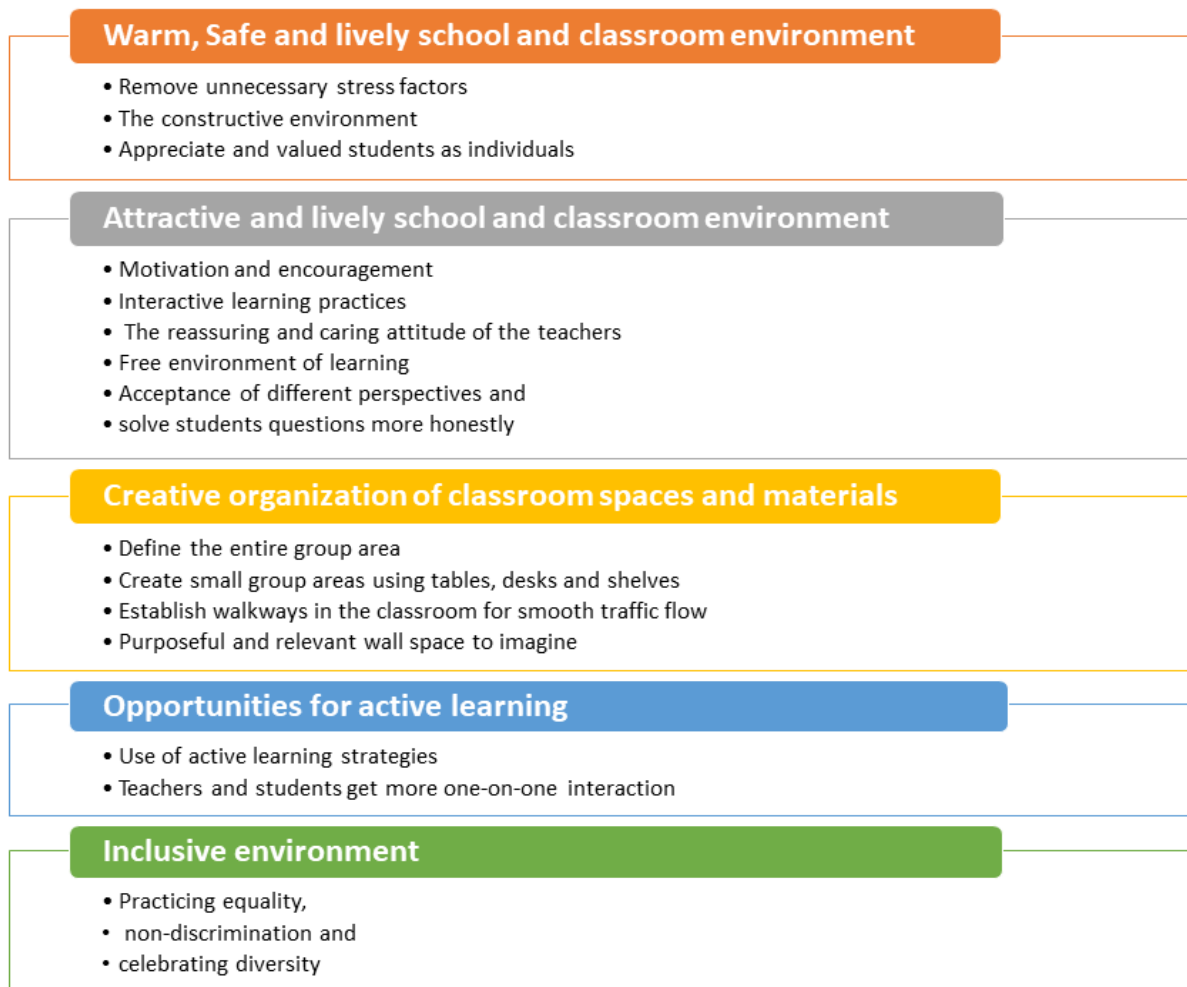
Conducive learning can also include classroom management which means more than just maintaining strict and rigid control over the class and its content, it means establishing a comfortable environment that allows every student to learn and participate freely. (Penn state Teacher II, 1997) (as cited by Finley & Varble) It means concept of conducive covers all aspects both the process itself and also the physical which incorporated the function of management.

Schools have to provide the most conducive learning environment for the students. They construct buildings, create laboratories, and even make interactive rooms so that students learn their lessons quickly and effectively.

### **2.1.2. Nature of Conducive Teaching-Learning Environment**

Children are sensitive to affecting the mind. Their world. Their subconscious thoughts are always active. Writing a few lessons, and realizing the joy of knowing, this sensitive receptivity allows them to work, without any stress. They use the language, which is the most complex and difficult. The means of expression, full of uncertain ideas and abstract. School teaching is an important factor in promoting effective learning. Effective teaching requires the right person. A good teacher can play an important role in personal learning. He can try by observing the person. A teacher is a guide, an artist, a leader. Teachers can invite children to express themselves and provide emotion to keep the expression within





**Figure 4: Nature of Conducive Teaching-Learning Environment**

#### **2.1.2.1. Warm, Safe and lively school and classroom environment**

Our main goal in giving our children a positive learning environment is to remove unnecessary stress factors from education. Young minds should not just go for education because they want it. The constructive environment for the teacher is one where his efforts and contributions are recorded and appreciated. It is human nature to do good when it is appreciated and valued, and it is only when there is such an atmosphere in their school that the minds of young people thrive. Whether it is the kind words of the teacher or the reward for their efforts, it creates a complementary atmosphere between the student and the teacher.

#### **2.1.2.2. Attractive and lively school and classroom environment**

Motivation and encouragement for students are a life-breathing environment conducive to growth and learning. There are obstacles in the way of progress and when they have to face

these obstacles, children look to us with promises. It should be accepted as our primary responsibility to take our students lightly across in the right direction.

One of the main reasons we believe we need a positive learning environment is that it affects students. We have seen that teachers invest more in their growth while handling the situation and taking adequate care for that purpose. They learn freely, accept perspectives and solve their questions more honestly. The teacher tries to create attractive and lively classroom environment for conducive learning.

### 2.1.2.3. Creative organization of classroom spaces and materials

It will affect the sense of community of my students and the use of our wall space. With this in mind, creatively designed studies are invaluable for teaching. There are some requirements creative design of classroom.

1. **Define the entire group area:** The primary class must have a general meeting place. The whole group assembling area should be on the side of the wall and designed to give students easy access to smart boards and easels. Because they combine teaching tools, attention lessons, and shared reading and writing experiences. Archived materials such as chart paper, easel clips, markers, crayons, a pair of adult scissors, highlighters, sticky notes, bookmarks and pointers should be at the bottom of the smartboards.
2. **Create small group areas using tables, desks and shelves:** Students' desks should be arranged in groups to make tables. If possible, the desks should be arranged in the same direction to leave more space and create corridors. They should be placed in four sets of six to facilitate the movement of literacy and math sessions. A teacher's desk is not necessary, but a personal space or shelf is useful for planning materials in the classroom.
3. **Establish walkways in the classroom for smooth traffic flow:** The placement of furniture affects the flow of traffic. Establish a path where students line up and walk along the path through which students receive materials and go to different parts of the classroom.
4. **Purposeful and relevant wall space to imagine:** Bulletin boards and walls can be used as display areas for student work, learning centres for anchor charts, and words as walls and instructional backdrops for calendar periods. The walls will explain students

'learning. Simple instructions for display spaces should include cabinet doors, windows and blinds, and the exterior wall of the square door. Hanging pocket charts display excellent interaction and should be used on both sides of the furniture if possible. There should be billboards familiar with fire safety regulations regarding displays in classrooms, on doors and in school hallways.

#### **2.1.2.4. Opportunities for active learning:**

Active learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods. Active learning approaches place a greater degree of responsibility on the learner than passive approaches such as lectures, but instructor guidance is still crucial in the active learning classroom. Active learning activities may range in length from a couple of minutes to whole class sessions or may take place over multiple class sessions.

Teachers and students get more one-on-one interaction — students receive frequent and immediate feedback from instructors during active learning activities. Students learn through collaboration and interaction with other students, engaging more deeply with the course content and building invaluable social skills.

Active learning is any approach to instruction in which all students are asked to engage in the learning process. Active learning stands in contrast to "traditional" modes of instruction in which students are passive recipients of knowledge from an expert.

Active learning can take many forms and be executed in any discipline. Commonly, students will engage in small or large activities centred around writing, talking, problem solving, or reflecting.

#### **2.1.2.5. Inclusive environment/ Practicing equality, non-discrimination and celebrating diversity**

Promoting equality and respecting diversity help to ensure that people are valued and have the same access to all opportunities whatever their differences. The Act also provides protection for individuals who experience discrimination by association with someone who has a protected characteristic.

Promoting equality and respecting diversity are central to life today. To provide care and support that meets the needs of everyone you have to understand what these terms mean and take account of them in your work. Equality is about treating people alike according to their needs. You should make sure that everyone is given equality of opportunity. For example, you may need to give information in different formats (for example Braille) or make sure there is access to a building for an individual in a wheelchair. Diversity can be described as 'difference'. All individuals are different; the many different parts of a person's character and identity make them unique. Examples of the things that make up diversity are:

**Celebrate following diversities of class**

- Gender
- Caste
- Class
- Couler
- Ethnicity
- Language
- Age
- Appearance
- Ability
- Disability
- Job role
- Health
- Background
- Gender
- Family

Inclusion is 'being included within either a group or society as a whole'. Inclusion links with diversity and equality. It is important to understand someone's differences so that you can include them and treat them equally and fairly. People can feel excluded if they are not able to join in with activities. Excluding people because of their differences is known as 'discrimination'. All workers in health and social care must make sure that they work in an inclusive way to ensure that everyone has the opportunity to take part when they want to. This is especially true about people taking part in their own care

and support so that it is truly centred on them as a person.

### **NEP 2020: Inclusive education**

*New NEP 2020 has aims to shape an education system that benefits all of India's children so that no child loss any opportunity to learn and excel because of the circumstances of birth or background.*

*The main objective for equitable and inclusive education for every child in the country, is to achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive, and so that participation and learning outcomes are equalized across all genders and social categories by 2030.*

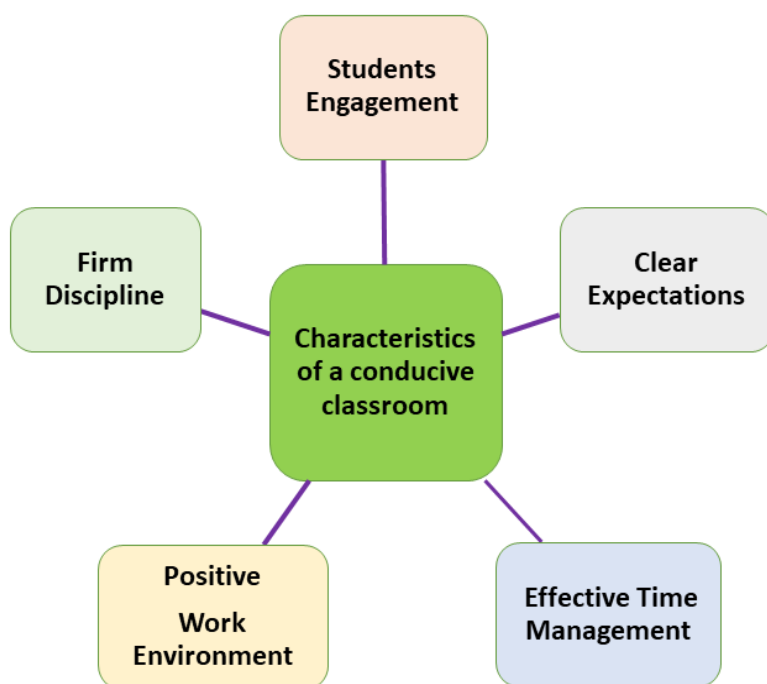
*Some key initiatives are capacity development of teacher by continuously sensitizing them, creating alternate pathways for recruitment of teachers from educationally underrepresented groups, restricting the pupil teacher ratio in schools with a high proportion of learners from educationally underrepresented groups to not more than 25:1, creation of inclusive school environment through establishment of mechanisms which address harassments, intimidations and gender based violence and eliminate exclusionary practices, revising curriculum to make it inclusive women's participation and education of girls to address the gender imbalance among school teachers and girls students, education for tribal, caste and religion based groups to ensure that, education of children of urban poor families in order to help students to navigate life in urban poor areas and education of children with special needs as well as transgender children with continued and renewed focus to mainstream children in neighbourhood schools from foundational stage to Grade 12 are other illustrative interventions in this policy.*

**2.1.3. Characteristics of a conducive classroom:**

There are various characteristics of a conducive classroom

Friends, we all know that students and teachers they spend majority of their time in classrooms as well as in school campus. That’s why, it is very essential that the school and the class rooms where teaching and learning take place, must be a stress-free environment. Because in such environment, teaching and learning both processes will go smoothly. They feel comfortable spending so much time in schools. That’s why a well-managed classroom to improve classroom efficiency and create an environment conducive to learning. The days are gone, when strict discipline means obey the orders of teachers, keep silence in the classroom means the best behavior of students was expected. That was the one-way process of teaching, where active learning could not take place surly. But as per modern discipline, it is said that ‘A well-managed classroom is not limited to discipline, unlike the popular belief that discipline is the only vital management skill a teacher must have or spare the rod and spoil the child was the way of maintaining classroom discipline.

There are various characteristics which describe a well-managed and conducive classroom for learning.



**Figure 5: Characteristics of a conducive classroom**

**1) Students Engagement-**

This is the first most important aspect of well managed classroom. The students are engaged all the while in the learning process by the teacher. When they are actively engaged in the learning process, that helps foster higher level thinking skills in students. But that requires a skilled teacher, teaching creatively can be a major factor in students

Engagement because the student’s attitude may be different. Their likes and dislikes, their

interest for the particular subject matters a lot. If a lesson, that is not interesting will cause the students to stop listening.

Teacher cannot force them to listen and grasp everything, which is taught. This may cause distraction in learning process. A more creative teaching method will capture the student's attention and allow them to focus so the teachers, have to play a role of leader so that he can handle the class by using various innovative methods and proper techniques for the student learning.

**2) Clear Expectations-** A teacher as a leader sets at first the class objectives in well managed classroom. Students are also aware that after teaching, they are going to be tested on and the assignments will be checked by the teacher. Grades will be given, if the teachers expectations are fulfilled. Here the students remain alert and conscious all the while in learning process. This allow for efficiency in the classroom. Students manage their time accordingly to move from one task to another task or activity effectively. That's why a teacher who is a good leader always starts his lesson with introduction and tells the students, the objectives which he wants to achieve in the classroom. Sometimes he writes on the blackboard the title or topic of his teaching and thus the students are clear on what topic the teacher is focusing on. This process of teaching-learning is helpful for reaching the expectations from students.

**3) Effective Time Management-** The teacher has to utilize his time for teaching purpose. If he had a plan of his teaching lesson and uses proper method to deliver the content in the class, then within given time, he or she can achieve the set objectives.

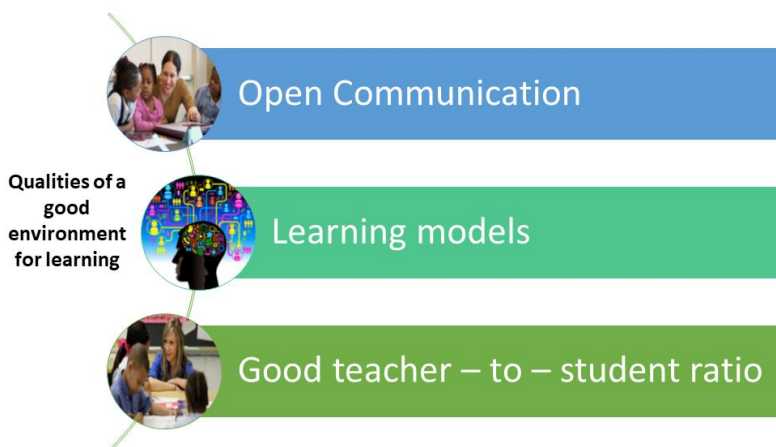
The teacher needs to take care for improving his efficiency, and minimize wasted time, so that a well-managed classroom has good time management skills.

The students know the areas in the classroom, which are accessible to them, as well as where the items are placed in the classroom. The good teacher is aware of the expectations from each class in order to ensure good time management. Sometimes, the students try to create hindrances while teacher is teaching, such as , raising the finger and wanted to go for bathroom and disturbing the class, can be avoided in such a way, that the students instead can spend the time on task or activity during class time. If points are written on the blackboard or using ICT tools for teaching-learning also save time. It works effectively.

**4) Positive work Environment-** It is also one of the main characteristics of a well-managed classroom. The teacher does not create tensions or stress in the minds of students. So, they feel free to ask their doubts or questions. They are very comfortable with the teacher. He creates positive energy and situation in the class as the classroom environment is stress free. He ensures a good workflow and positive environment for positive work environment, the good teacher conducts competitions of decorating the class. Students participate in such competition whole heartedly. They decorate their classroom, this helps to encourage positive work environment, they enjoy the activity. Just teacher needs to motivate them.

**5) Firm Discipline-** For students, discipline is always an important factor. So well managed classroom for discipline is the most important factor. The parents are also made aware at the very beginning about the discipline when their children are admitted in schools. So students have clear and firm guidelines of the behavior to be shown or performed in the classroom or schools. Which behavior is allowed and which behavior is not allowed in school campus as well as in the classroom with students, teachers as well as other human resources of school. When they are expected to remain disciplined and encourage an efficient workflow. If they are misbehaving, they are warned at first, or punished accordingly. But if they are nicely behaving they also be given positive reinforcement and praise for appropriate behavior and good work to help, encourage them and the others in the classroom.

**2.1.4. Qualities of a conducive environment for learning:**



**Figure 6: Qualities of a good environment for learning**

**1) Open Communication-** The conducive learning environment means the classroom are an open environment for both teachers and students. Teaching is a two process Unless there is learning, teaching cannot take place. So, students should be able

to ask their queries, doubts or questions freely, without any stress. The teachers are also



allowed to give insights into the lessons. Learners can only learn if educators can train them to be inquisitive.

Education is a two-way process where teaching and learning works simultaneously. The more questions are asked by the learners, they can understand the lesson better way. So the teachers need to foster critical thinking among all students. They must be curious while learning and should try to understand the lesson or subject in depth. To test their understanding, teacher continues open communication, by challenging them, giving problem solving assignment and see whether they have absorbed the taught lesson or not?

If the teacher is teaching on line, mode, he can build a website or using suitable APP, creating forum, the students can inquire about the current lesson. So that they are sure to give answers.

Open communication removes stress, fear, tensions and the learning becomes more interesting. That encourages to share their views, ideas, and thoughts among themselves. Something new and innovative ideas are created through open communication.

**2) Learning Models-** Every Individual is unique. One student may learn differently from the way another student does. So as a good school leader, you should provide as many learning models for students that they can get benefits from them. Some of the models as we know are the examples of learning models. They are co-operative learning model, peer learning, pair learning, on line interaction, team learning, group learning, collaborative learning and so on. So the teacher has to choose proper learning model as per the understanding level of his students in the classroom. If the class is small, then it is very easy to divide the class into small groups.

The teacher allows them to select the group of their choice. The activity is given to the group. The teacher has to explain their roles, what activities they have to perform in the group? And he monitors the group. If any problems arise, the teacher helps them, to overcome the obstacle, so that they could follow right direction. And thus learning models can be helpful for creating good environment for learning.

**3) Good Teacher – to – student Ratio:** In India, some schools have large number of students in each classes. So the classes are crowded. But in some schools, the number of students are less. If crowded classes are in schools, it is very difficult to pay attention to all the students,

individually. That requires skilled and expert teacher to handle crowded class, so every activity in learning process can be conducted smoothly.

But if there are limited strength in the class, then the teacher can successfully handle the classroom activities. He can pay attention individually to the class. So what is the ideal number of students need to be admitted in class? To be able to know and evaluate the students, one should not compress 50 students in a room that can only accommodate 20 students. Because, it is not only unhealthy but it restricts the students from learning comfortably on their seat.

So, teacher student ratio should be adequate to the size of the classroom and available infrastructures in the classroom. As a team leader, the teacher should be sure that each classroom is well ventilated, enough sunlight, have fully functioning seats, benches or chairs, tables etc. the classroom is enough spacious to provide space for the students to move and learn.

#### Learning Activity 1: Share your Innovative practice

***Dear friends, take a photo of any one of the innovative activities/resources that you implement or use to make a conducive learning environment in your class/school and post it with its brief information on the Padlet exhibition wall.***

**CHECK YOUR LEARNING-1****Q1. Multiple choice question****1. What are the two aspects of conducive learning environment?**

- a) Learning process & Physical resources
- b) learning resources & Classroom interactions
- c) Students health & Happiness
- d) Teachers expertise & Teaching methods

**2. How teacher can increase students' active engagement in learning?**

- a) By using LCD presentation
- b) By using lecture methods
- c) By using various innovative methods of teaching-learning
- d) By using storytelling method

**Q 2. true or false****3. Inclusion links with diversity and equality**

- a) True
- b) False

## 2.2. Need and Importance of conducive teaching - learning environment

The classroom environment is one of the most important factors affecting students' learning. Students learn better when they see the learning environment as positive and supportive. It is a positive environment in which students feel a sense of belonging to themselves, trusting others and encouraging them to face challenges, take risks and ask questions. Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed.

We all know the factors that threaten the positive classroom environment. The problems children bring from home, the students' interest in learning is deeply ingrained in them, the pressure on exams and much more cannot control all these factors, but it will definitely have an effect. We can enhance and transform the effective learning of our students' experience every day by empowering them with emotions.

The principles and strategies followed will help you evaluate the challenges that come up in the classroom and solve them by interrupting your study with positive elements such as humor, novelty and temptation. The first step is to check the current state of your learning environment and evaluate how effective it is.

Effective teachers are looking for every available opportunity to enhance student learning. The classroom environment is a source of learning that should not be overlooked. Students and teachers spend most of their days in school classrooms, and it is our responsibility to create an environment conducive to learning. Developing a classroom environment that is conducive to learning is a process that involves maintaining physical space, collaborating with students, creating an ethnic atmosphere, and ultimately maintaining a positive classroom environment and culture.

**Physical space:** To create a classroom environment conducive to learning, we must first focus on physical space. Use every possible area of the room to create an environment that encourages participation and learning. Physical space includes the layout and arrangement of desks or tables, computers and equipment, and bulletin boards and wall items.

Tables and desks are not usually fixed in modern classrooms, so that different seating arrangements can be made. Take the time to create a seating plan based on how you expect your lessons to be conducted. If you give a lot of suggestions, it is better to do it so that the

students who have difficulty with you will get more access to the lesson. If you need your students to participate in collaborative activities, you can arrange in the classroom so that you have maximum visibility of all the groups, which can be clustered in the classroom at the right time. You may need to make seating changes based on disruptive behavior, rewarding students who are likely to hinder you by keeping them close and allowing them to move if they learn to behave properly. You can allow students to cluster in areas of focus for activities, returning to a more traditional seating arrangement when they have completed the activity. Always try to increase the physical size of the students by getting the right size desk for them.

Next, consider the furniture and equipment you should fit into your classroom. Where are the electric shops? Which equipment pieces need to be plugged into it? Where is the chalkboard or projector screen? Do students need their clear opinion? Where should you place your desk to allow for maximum observation and encourage good behavior? Finally, students with special needs are often given extra attention. For example, a student with visual impairment or behavioral problems may need to be placed in the action zone, in the front and in the middle of the classroom.

After arranging a room with optimal furniture placement, you should take responsibility for the organization of the whole class. Where will students keep their supplies? What resources will you need to access every day? Supplies, bins, shelves and cabinets should be carefully organized and easily accessible. Wall space and interest centers will be conducive to streamlined and efficient classrooms and will optimize students' learning abilities. Students find creative ways to explore and learn in their environment and set up learning centers in the classroom. Learning Centers are a creative way of learning that allows students to participate in curriculum-related activities. Teachers will create an activity in each center. The activities are usually hand-held and are fun for students. Learning centers can have a computer center, a science center, a reading corner, or a corresponding bulletin board.

Another dimension of the physical class is the wall space. The space on the wall should be pleasing to the eye with special focus on the morale and education of the students. One way to accomplish this is through organized exhibitions of student work. Demonstrating student work not only boosts morale but also increases class ownership.

Bulletin boards make the room clean and attractive and are a means of learning by highlighting important things or interacting with students. Interactive bulletin boards are

bulletin boards that allow students to participate in activities that reinforce class objectives. Bulletin boards can also be electronic, which can be easily installed for any subject area. This can be used differently than a traditional “on-the-wall” bulletin board but allows many students to access and discuss or answer any issues you post on the board before you intervene in the correct answer. Establish theoretical rules to ensure that the use of bulletin boards is effective.

**Getting Students to Cooperate:** One of the most challenging aspects of maintaining a neat and organized environment that is conducive to learning is getting the students to cooperate. To begin, you should clearly define the rules and routines for transitions between activities and classes. Practice the transitions with the class, and correct undesirable behaviors. Decrease the amount of unstructured time by having materials prepared and readily available.

After you’ve established the ground rules, you’re responsible for making appropriate demands, giving clear signals, and being consistent. You’ll also learn to anticipate problems and correct them as a means of preventing disorder. You must have a plan for every minute of the day and have a goal of keeping students busy.

**Creating a Communal Atmosphere:** A communal atmosphere is a feeling established by instilling a sense of community among the students. Another way to express this is creating a learning community. After establishing the rules, routines, and transitions, your next objective will be to transition the classroom into a communal atmosphere, focusing on relationships and taking a personal interest in each contributor to the community.

Your care, as the teacher, extends to every aspect of the learning environment, including curriculum, instruction, assessment, and society. If students are aware that you care, they will be more willing to make an effort to please you. As a teacher, you need to lead your students by example. Displaying a caring attitude toward each student will encourage them to treat each other with the same attitude. Dealing with conflict in a caring and understanding manner will have the same effect. You need to encourage all learners to treat each other with respect and care, because this promotes a positive learning environment and can improve collaboration among students.

**Classroom Climate and Culture:** After establishing a classroom community, the final step in creating a positive atmosphere conducive to learning is to develop a positive classroom climate and culture. A classroom’s climate and culture are the atmosphere and quality of life

in a classroom. Your role as teacher is that of the primary contributor to the climate and culture. Your interaction with the students, disciplinary measures, mannerisms, support, encouragement, cooperation, and focus on individual students all contribute to an atmosphere conducive to learning.

Although they are complex and multifaceted, classrooms with a climate and culture conducive to learning share similar characteristics. The teacher is caring and supportive. The lessons are well organized, progress smoothly, and are free from interruptions. The content is challenging without being frustrating, and activities are relevant and interest students. Open, warm relationships among students are encouraged, and cooperation and respect are expected. Stress and anxiety levels are low, and there is limited conflict.

Have a plan for each area of concern. How can you maximize potential and circumvent obstacles in each? What resources do you need to obtain? Write down a list of ways you will optimize each area of concern in order to boost your classroom's learning potential.

**CHECK YOUR LEARNING-2****Q1. Multiple choice question****1. Effective teachers are looking for every available opportunity to----**

- a) Help student to solve their family problems
- b) Enhance student score in the exam
- c) Enhance student learning
- d) Use different methods of teaching

**2. To create a classroom environment conducive to learning, we must focus on----**  
*(Here you can choose multiple correct options)*

- a) Creative utilization of physical space
- b) Proper use of money
- c) Creation of collaborative learning atmosphere
- d) Building sense of learning community
- e) develop a positive classroom climate and culture

**Q 2. This is the one of quality of conducive learning environment?**

- a) Openness in communication
- b) 5-star physical resources
- c) Strict discipline
- d) Mid-day meal



### 2.3. Essential skills for creation of conducive teaching learning environment (Critical thinking and problem solving)

A positive and conducive atmosphere can be created by a teacher in the classroom only when he/she respects his/her students, knows one's students and arrange learning experiences for them to meet great expectations and accomplish realistic goals.

Learning environment an educational approach, cultural context or physical setting that has the potential to teach and learn. The term is usually used as a more definite alternative to "class", but it generally refers to the educational philosophy or knowledge experienced by students and may include different learning cultures - the main traditions and characteristics of which individuals interact, state structure and Philosophy. From a social point of view, the learning environment can refer to the working population and their location. Learning environments vary greatly in usage, teaching methods, institutions, and educational institutions. The culture and context of a place or organization is known as organized culture as a way of thinking, behaving or working. For an educational environment such as an educational institution, it includes factors such as the teacher, the operational group, or the operational characteristics of the institution; Philosophy or knowledge developed by students and the different cultures of learning from it may include - readiness and their characteristics, how individuals interact, how structures operate, and learning styles and philosophies in pedagogy; And social culture where learning is.

**Learning environment:** The most important aspect of a safe and positive learning environment is the coordination between the teacher and his or her students. When students realize that their teachers are taking care of them and want them to do well, students feel comfortable asking questions, making mistakes, and taking risks to learn something new. To build this type of relationship, the teacher must take an interest in each student's strengths and interests as well as their struggles and frustrations. He or she needs to act as a positive model to achieve and celebrate success. When students can learn from their teachers by mistake and when he or she feels frustrated, smiling students will feel more comfortable doing so.

Creating a class community and culture while enhancing an environment of safe learning is another essential factor. Students need to understand what they have in common with their fellow students in the classroom. It is the teacher's job to create this community so that all

students can come together and celebrate each other's opinions. Strong classrooms can be created in a variety of ways. Throughout daily activities students should be part of collaborative learning efforts to share their strengths and encourage each other. Teachers can also identify the many responsibilities or responsibilities that students need to maintain a physical classroom. It shows students that they need to be interdependent and that this makes students responsible for their own learning environment. Classroom jokes, traditions, and pets are other ways to build a strong community. When students enjoy each other's company, they are more likely to adapt to the environment.

Another important responsibility of the teacher is to develop an learning environment where students are motivated to learn within boundaries and within the expectations of a safe classroom. Modeling and encouraging safe environment and purposeful rules motivates students to do the right thing and help each other. Teachers need to emphasize internal motivation in the classroom to keep students interested and invest in their own academic goals. In addition, external motivators help students understand class expectations and their internal motivation. These types of motivators include praise, positive reinforcement, and rewards for exceptional behavior.

That being said, teachers 'management plans and expectations play a large role in the classroom. Students cannot learn effectively in an environment where the facilitator has lost control. Teachers need to be very clear about their expectations and the consequences of their class behavior so that students understand the rules, boundaries and how to learn safely. When a teacher's management plan is appropriate, consistent, and organized, students understand what to expect and can make the right decisions and accept responsibility for their actions.

Every element of the community and management plays a central role in creating a space for positive and safe learning. It is the teacher's job to meet and model competent and positive expectations, but the responsibility of caring for and encouraging each other in the class remains. Only with the cooperation and collaboration of everyone can the learning environment grow as it should.

Classroom environments are extremely important for students and for teachers. Everything from the colour of the walls to the arrangement of the desks sends impressions to students

and can affect the way a student learns. The emotional environment also will affect the learning environment and how well a student receives instruction.

**Emotional Environment:** Creating a positive learning environment is essential for success in the classroom. Teachers should create a welcoming atmosphere where students feel safe and willing to share. Classrooms should represent the students equally and everyone should know each other's name. Teachers who use humour in the classroom also create more positive environments.

**Physical Environments:** Structuring the physical environment of a classroom means strategically placing desks, students, decorations, and playing music. Desks arranged in a circle give the impression of sharing, while coupled desks work well as workstations. The colour of the walls and the decorations on the walls also send impressions. Light colours open up spaces and warm colours are welcoming.

**Respectful Environments:** Classrooms should be a place where students feel respected and feel their contributions matter. No student should be singled out or secluded in the classroom. Every student should feel accepted, wanted and respected.

**Assess the effectiveness of your space:** To know what you might want to change in your classrooms, you need to know just how effective your learning environment is. The education blog, Teach Thought, has identified various signs – beyond test results – that you can look for to assess how well your students are learning. First off, if your students are asking more questions than you are, that's a sign they're engaged.

Speaking of being engaged, it's another good sign if you know your students well. The better you know your students, the more likely it is that you've created a space to facilitate those connections. This is an increasingly important priority to embrace, as trends toward personalized learning highlight the need to know your students so that you know how to reach them.

While you consider how well you're able to teach each individual student, you should also determine whether students know where they stand in terms of expectations for behavior and academics. If students persistently express a disconnect between the way they perceive themselves and the way they actually perform or behave, then there's a lack of clarity that

could probably be improved. Your classroom space could be full of opportunities to facilitate that kind of change.

**Seating considerations:** One of the biggest ways you can change your classroom is through seating arrangements. When you think about it, student seating takes up the majority of space in a classroom, so it's critical to think about the way desks, tables and chairs are arranged. The configuration you choose can go a long way toward putting students in the right mindset.

For teacher-focused activities, the desks should face the front of the room. On the other hand, if the day's lesson calls for students to interact with each other, you might want to arrange the desks into clusters or semicircles.

**Teaching to all learners:** When arranging the seating, think about students' social, emotional and practical needs, too. Some students might do best seated near the door. Others might do better by the window, or in the front of the class – or in the back, for that matter.

This is what they mean when they say you must teach to all learners. Medical conditions, mental or physical disabilities, emotional issues or scheduling complications could all be factors influencing who sits where.

Considering the impact the seating arrangement has on classroom dynamics, consider establishing a firm seating chart. Students benefit from the sense of calm brought by predictability, and seating charts can help provide that feeling while also establishing a sense of order.

To that point, don't forget to create an area in the classroom dedicated to you, the teacher. Claim a spot near an outlet for your computer, and in a corner where you can scan the whole classroom. Preferably, pick a location next to a window. The natural light will do wonders for your eyes and general mental outlook.

**Establishing expectations:** It will also make your life easier to make clear what kinds of behavior are allowed in what parts of the room. Students could be instructed to keep quiet in the classroom library, for instance, while the active learning area across the room allows for more boisterous behavior.

You can make your expectations yet more clear by placing classroom items in a well-organized manner. That way, when students get up to fetch the stapler, for instance, they know where it is, and know they can't get away with wandering the room.

**Use the walls:** You've only got so much real estate on which to mould young minds, so don't waste space. Use every square foot of your classroom to support learning, including the walls. You can use the walls to convey practical information such as assignments and classroom procedures, or use them as places for quotes, posters or classroom awards. Literacy resources such as word walls are another possibility.

**Take advantage of technology:** The upshot of all this analysis is that students who are more at ease tend to learn better. One way to promote such peace of mind is to assure them there's a plan in case of an emergency in the building.

Technology is playing an increasing role in how buildings respond to potential emergencies, be they fires, severe weather or lockdown scenarios. Integrated communications and emergency systems such as make it easier for staff to coordinate responses to these emergencies.

The system also comes in handy during non-emergencies as a means to deliver everyday information such as lunch schedules and announcements, again contributing to the sense of calm and order that is so important to student success.

Strategies for developing the classroom climate and culture.

#### **10 Strategies for developing the classroom climate and culture**

1. Address students' needs
2. Create a sense of order
3. Greet students at the door every day
4. Let students get to know you
5. Get to Know your students
6. Avoid rewarding to control
7. Avoid judging
8. Employ class building Games and activities
9. Be vulnerable
10. Celebrate success

We want to create direct relationship between the kind of learning environment teacher create in their classroom and student's achievement, then these ten strategies are useful for developing the optional classroom climate and culture.

## Learning Activity 2: Assess the effectiveness of your teaching-learning space

*Dear learners, this is a practice learning activity. Here you have to assess the effectiveness of your teaching-learning space. For this assessment please consider the following aspects of an effective conducive learning environment. Make this assessment by the use of a given checklist in your reflective learning diary. If you wish to earn the course completion certificate then you have to submit your reflective learning diary on course LMS as evidence of your active participation.*

Criteria of learning environment	Your response
<b>Learning Process:</b>	
Inclusive	Yes/No
Interactive	Yes/No
Collaborative	Yes/No
Respectful	Yes/No
Admiring	Yes/No
Openness in communication	Yes/No
Critical thinking practices	Yes/No
Fearless ness	Yes/No
Joyful	Yes/No
Personalized inputs	Yes/No
<b>Learning Resources:</b>	
Language learning resources	Yes/No
Mathematical learning resources	Yes/No
Laboratory resources	Yes/No
Library resources	Yes/No
Digital resources	Yes/No
<b>Infrastructure and equipment's</b>	
Safe and warm classroom	Yes/No
<b>Conducive sitting arrangement and equipment's</b>	
Clin and separate washrooms for girls and boys	Yes/No
Sport equipment's	Yes/No
Cultural equipment's	Yes/No
Safety equipment's	Yes/No
Safe and well-maintained play ground	Yes/No

**CHECK YOUR LEARNING-3****Q1. Select correct word and fill in the blanks**

1. In learning environment includes -----, ----- & ----- that has the potential to teach and learn

(curriculum, educational approach, evaluation strategies, cultural context, physical setting, teaching-learning practice)

**Q2. Multiple choice question****2. How will you use the walls of your classroom to support learning?**

- a) By the selling space for advertising and gain money to support students learning
- b) Through the decorative paintings and wallpapers
- c) Convey practical information of curriculum
- d) Walls can paint artistically and make them pleasant

**Q 2. True or false?**

3. Use of technology in the classroom creates unnecessary pressure on classroom learning?

- a) True
- b) False

**Activity 4: Reflective discussion**

*Dear learner it is the time of reflection. In this unit you have to reflect through the following questions. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.*

**Focus questions:**

1. What areas do you find in your school that needs to be improved in terms of a conducive classroom learning environment?
2. What will you do to make your school's conducive learning environment?

### Key take away

- ✓ A conducive learning environment means a comfortable environment that allows all the students to learn and participate freely in learning process.
- ✓ Lively, Warm, safe, attractive, active, creative and inclusive nature of conducive learning environment.
- ✓ Clear expectations, student's active engagement in learning, collaborative and positive work culture, effective time management, learning as a community, openness in communication these are the features of conducive learning environment.
- ✓ Conducive learning environment includes classroom management which means more than just maintaining strict and rigid control over the class and its content.
- ✓ Teacher is the key of conducive learning environment because he/she leads learning process.
- ✓ A conducive classroom creation and management takes on greater significance at school level for ensuring learning achievement of all students.
- ✓ School leader is responsible for school and classroom level physical and procedural factors of conducive learning environment.

### Additional Web resources

### References:



## Developing Teacher as an instructional leader of classroom



**Dr. Mahesh H. Koltame**

Assistant professor,  
PVDT College of Education for women

**Hello friends,**

*In the previous unit, we have discussed various learner-centred teaching-learning strategies and how to make a conducive classroom for learning. Now, in this unit, we are going to discuss why and how to lead the teaching-learning process within the classroom and what school leader should do for it.*

*In the classroom teacher is a leader of the learning process and practices. He/she is responsible to accelerate and direct the students learning with active engagement in learning of a particular subject or knowledge discipline. This role of the teacher is very important for the learning achievement of all students and he/she is responsible for the students' academic success or failure.*

*A principal or headmaster of the school is also a prime or headteacher so, he/she is primarily responsible for students' overall learning achievement. Accordingly, he/she have to create such conditions in school to accelerate and facilitate learning and ensure all students succeed. he/she have to accept the responsibility of students' success or failure.*

*in this unit, we will discuss how a school leader leads the teaching-learning process. let's start the learning.*



### Objectives

- To equip school leaders to enhance classroom instructional leadership among teachers.



### Expected learning Outcomes

At the end of this unit learners will be able to...

- ✓ explain the role of a teacher as the leader of classroom instructions,
- ✓ create a learning-centric school culture,
- ✓ do academic supervision and give progressive feedback to teachers
- ✓ plan and conduct activities for the development of collegiality among all teachers;



### Content Outline

#### 3.1. Teacher: The key to school transformation

#### 3.2. What are the teachers' Instructional leadership?

- 3.2.1. Levels of teaching-learning leadership at school
- 3.2.2. The academic accountability of teacher
- 3.2.3. Different roles of teacher as leader of classroom instructional practices

#### 3.3. Teacher as a reflective practitioner

#### 3.4. Role of School leader to create teachers as instructional leaders of their classroom

- 3.4.1. Promoting Teacher leadership
- 3.4.2. Facilitating Teacher-Student interaction inside and outside the classroom
- 3.4.3. Addressing teacher issues and concerns
- 3.4.4. Promoting professional growth of teachers
- 3.4.5. Academic supervision and Feedback
- 3.4.6. Leader as Catalyst for Collegiality

*“Teacher is very noble profession that shapes the character, caliber, and future of an individual. If they remember me as a good teacher, that will be the biggest honour for me,”*

*-Dr. A.P.J. Abdul Kalam*

### Warm-up activity: Share your teaching story

*Which teaching-learning activity do your students like most during your teaching? And why? Share your teaching story.*

*If you are not a teacher then share your school time teaching-learning memory which you always remember and why?*

Dear learners, in the previous unit of 'Student Centred Pedagogy', we have understood the central position of the learner in the teaching-learning process. So, in this unit we will discuss in detail the central place and role of teachers in school transformation. In this unit, we will also discuss in detail the important role of the headmasters or principals as the leader of school teaching-learning process. But before that let's look at the success stories of some teachers who did their work as leader of learning.



#### First Story

**Anita from SBGUPS in Basai Bhopal Singh village in Neemrana district in Haryana**

##### **Word Pitara**

*My kids were unable to learn new words because most of their parents were illiterate so they had no help at home. I asked my students to collect English words and make a 'pitara'. Chits of paper with words and their meaning was added by the kids in the 'pitara', who then shared the correct spelling and meaning of the word with the class. Every week, students would randomly pick up words from the pitara and share its meaning and spelling with the class.*



#### Second Story

**Himanshu from Government Inter College Simalkha in Nainital District in Uttrakhand Math Park**

*Himanshu started and founded a CLUB named "Innovative Maths Club", which is helping him a lot to make maths easy. his innovation is to associate 'Maths CLUB' activities with the activities of 'Eco Club'. According to the theme of NCF2005 he used the open air environmental for making a joyful and practical oriented implementation of Mathematical theories like about angles and height with the help of trees and shadow.*

**Source:** <http://www.magicpathshala.com/blog/teacher-story-contest/>

Both of the above teachers have taken different innovative initiatives at their level to facilitate the learning of the students without assuming that it is their job to teach only, i.e. They have taken the responsibility of leading the learning of the students in their class.

### **3.1. Teacher: The key to learning and school transformation**

Research studies on the factors that affect students' academic performance have shown that, broadly, three major factors affect student learning. (OECD, 2005b). First, the background of the students, especially their economic, social and cultural characteristics. It has been proven time to time that, this factor is a major factor affecting students' learning and creating gaps or deviations in their studies. It is not an easy task to influence the background related features of such students in the short run through educational policy. Second, school-related factors, which can be easily influenced by educational policies, are less responsible for study gaps than students' background characteristics (Hallinger and Heck, 1996; Leithwood et al., 2006; OECD, 2005b). The third factor is the school level component or variable, which is closely related to the student's learning, such as the quality of the teacher and the teaching-learning activities that take place within the classroom. This third factor is the one that has the most impact on the study performance of the students and creates gaps in their studies. (Leithwood and Riehl, 2003; OECD, 2005b).

Other scholars also believed that the extent to which the potential benefits of school reforms could be realized depends much on the knowledge and skills of the school personnel (Louis et al., 1996). Many of them advocated that teachers' continuous learning and development would be the key for successful school reforms (Sykes, 1996; Louis et al., 1996). Regarding teachers in the reform process, they are in fact facing numerous challenges from complex educational goals, diverse educational expectations, great accountability, changing curriculum, and demanding educational tasks. In order to meet these emerging challenges, continuous learning and self-improvement can help teachers acquire the necessary knowledge and skills for making better judgments and taking more effective action in an ambiguous situation. This contributes to the provision of school education quality in the reform process.

### **3.2. What is the teacher instructional leadership?**

The leader builds instructional capacity aimed at increasing student learning and achievement through interactions with his/her colleagues, principals, and other members of the school community (Mangin & Stoelinga, 2008; York-Barr & Duke, 2004). In this role, teacher leaders

have the potential to impact professional learning communities that influence other teachers, to contribute to the development of instructional materials and strategies, and to enhance student achievement (Spillane, Halverson, & Diamond, 2001).

Here I am defining the teacher as the leader of the teaching-learning process at the classroom level. The teaching-learning leader builds own teaching and students' learning capacities aimed at increasing students learning and achievement through classroom interaction with his/her students by the curriculum.

***Functions of teachers' instructional leadership  
at the classroom***

- ***Teachers should be accountable for the learning of their students and actively participate in the learning process to motivate the students for learning,***
- ***to solve problems of learning and facilitate learning,***
- ***to make a plan for facilitating learning of all students in classroom,***
- ***to give speed and direction to their learning through continuous formative assessment,***
- ***to execute curriculum with the focus of expected learning outcome,***
- ***to use pedagogy to lead the learning.***

Stoelinga and Mangin (2010), argue that two trends in education have resulted in a conceptualization of teacher leadership: (a) the effort to professionalize teaching and (b) the focus on academic accountability and increased attention to instructional quality.

Because of these trends, teachers are being recognized as a source of knowledge and a means of influencing instructional change—both their own and that of their colleagues. These educational reforms have led researchers to examine the different roles that teachers can assume as leaders.

In short, leading students learning means, ***“Teachers assume himself accountable for the learning of all students and actively participate in the learning process to motivate and accelerate the learning in right direction. He/she monitor learning through continuous formative assessment and solve the problems encountered and facilitate learning. Along with this he/she led the educational reforms and innovative teaching-learning practices in his school and colleagues.”***

### 3.2.1. Levels of teaching-learning leadership at school:

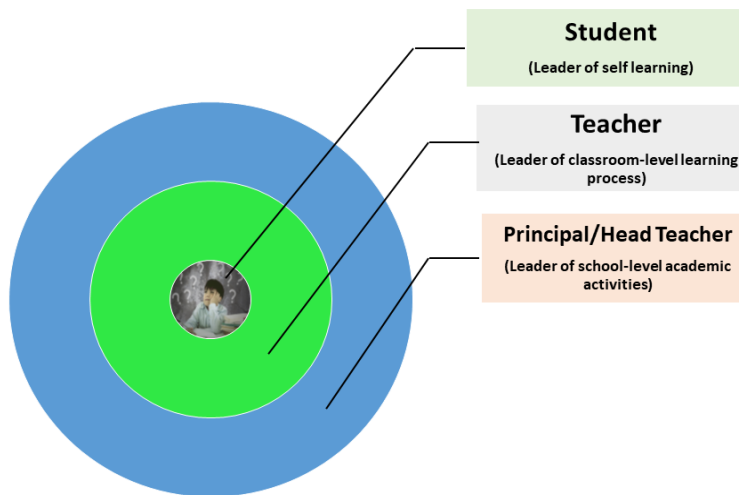


Figure: Levels of teaching-learning leadership at school

The teaching-learning leadership is a transferable thing, meaning that at the school level, the headmaster is the leader of the teaching-learning, while at the class and subject level, the teacher is leading the learning process, and last but not least, the student is at the center and leading his own learning process and practice.

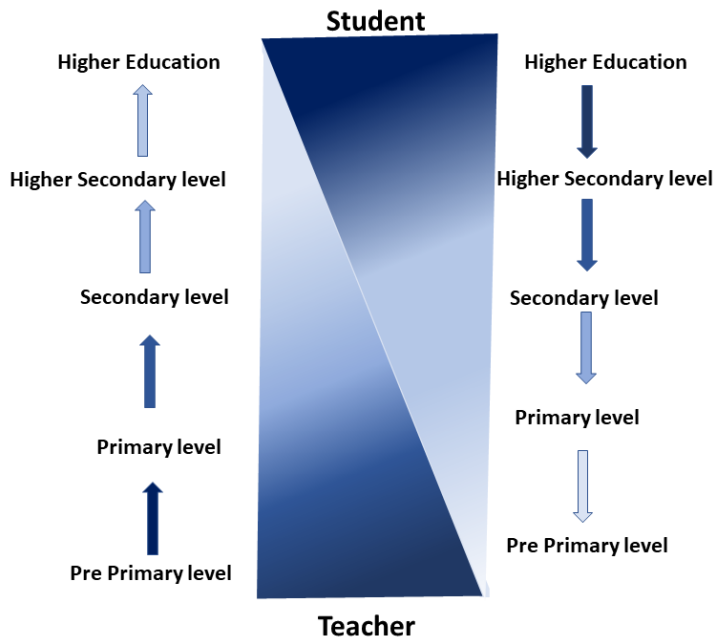
In short, the leadership of the learning is expected to be transferred and transitioned from the general to the specific, and only then can the learning conclude. The most important role in this is played by the teacher as the teacher has to develop in the students the ability to lead their own learning skills and attitudes and also hand over the responsibility of the learning to him/her without even knowing it. This task is not as easy as it seems, but if this is not done, the principle of *learning to learn* will not be achieved, and the students will continue to carry the burden of learning only by doing the rote memorization.

### 3.2.2. The academic accountability of teacher as a leader of students learning

The role of the teacher is very important for the learning of all the students in the classroom. Learning outcomes are the output of the learning process and most of time learning process is led by our teachers and followed by the students. So, learning achievement or failure is the joint credit or responsibility of teachers and students.

While the performance of only a few children in the class reaches the expected level, many do not reach that level. In Indian context Pratham report show that more than half of the students in that class do not reach the expected level of reading-writing and mathematical operations. From this it can be said that teachers do not teach in the classroom? it cannot be said because teachers teach but students do not learn. In our traditional classroom at all levels, most of teachers assume that it is my job to teach only and learning is the responsibility of the learners. Accordingly, they completing their assigned workload on time, taking revision, and measuring the achievement by taking examination.

It means there is definitely a gap between teaching and learning. The answer that comes from finding out exactly where this omission is and reviewing the research done to study it is that our teachers teach better in the traditional sense, but is the student are learnt? How they are learning? Does he/she have any personal difficulties in learning? What is his/her learning style? These questions do not address or not to be considered.



As you can see in this graphics, both the teacher and the student are responsible for the learning achievement of students even if it is part of learner. This responsibility varies according to age and school level or it is gradually transferred from teacher to student. At the primary level the teacher is more responsible

while at the college level the student is responsible for his own learning achievement.

In short, our teachers place a high value on teaching and completing courses. On the contrary, it is important to consider how to facilitate the learning by considering these questions. In our overall educational system, it is fair to assume that learning is the responsibility of students. Here are two examples of students learning responsibility and academic accountability of teachers.

**Example 1.** Krishana went to her fifth-grade daughter's school for a parent meeting. She asked the teacher, my daughter does not complete all the assignments given to her on time, she gets very bored. So, the teacher immediately suggests to her that you should pay more attention to her and help her to complete assignments on time.

**Example 2.** The parents of Chinmay, visit the school for parents' teachers meet and inquire about Chinmay's progress. During the interaction, the mother reveals her observations that *"till the fifth-grade Chinmay was very anxious to complete the given project work on time but since he comes to the sixth grade, he is neglecting assigned project work and he always eager to play outside. So, most of the time his work remains incomplete"*. Parents further say *"we think we should pay more attention to him"*. Then the teacher says, *"No, it is my responsibility, you not to do anything. I make the necessary changes in my teaching and projects"*. And over the next month, Chinmay starts completing the assigned project to him as before. Here the teacher considers Chinmay's developmental characteristics and accordingly he started to assign field-based projects to him like climbing on trees and to study the differences in their characteristics and appearance by observing the insects that live on the ground and live above the ground.

### 3.2.3. Different roles of teacher as leader of classroom instructional practices

Teacher leadership plays a wide role in the success of the students and the school. These roles are sometimes formally assigned and sometimes informally accepted. Under the able leadership of the teacher, the whole school is reformed and the school is transformed into learning organization. Teachers can lead in many ways. His most important role in this is to lead the learning process in the classroom, which is why he is the key to his students' learning and performance.

The main goal of teaching is to facilitate student's learning. Students learn from the actions they take in teaching and what the student did in learning process within curriculum and under the guidance of teacher. Learning will be facilitated through the thoughtful, consciously planned, and executed teaching in the classroom. That is, the student's actions depend on the teacher's actions, while the teacher's actions depend on his or her own knowledge, skills, thought processes, and most importantly his/her role.

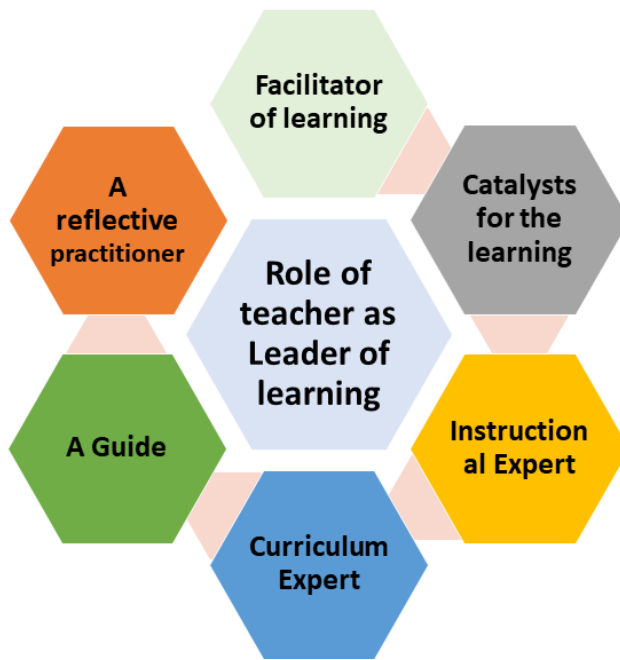


Figure : Role of teacher as leader of learning

1. **Facilitator of learning:** The teacher works to make the students learning easier. He/she is not only an information transferer or curriculum presenter but also, he/she has a better understanding of the actual learning problems of the students, accordingly providing them necessary assistance and resources to facilitate their learning. The role of teachers here is to make learning easier and for that planning the appropriate teaching and learning strategies, exploring the available learning resources and providing those tools, for example: Organizing language games to

make it easier for students to learn new words in English Or if a student in the class lacks the expected foreknowledge, provide him/her with additional resources such as video, reference book or any other material.

In short, the role of the teacher is important as it facilitates and accelerate the learning of the students.

2. **Learning Assistant:** The teacher should act as the student's learning assistant in the classroom. You may say that this is what the teacher does, but in reality, this is not true. if students are hesitating to ask problems and questions to teachers it means teachers do not play the role of assistants in the classroom, while appear more as observers. Conversely, when we look at the teacher as a learning assistant, his classroom presence is expected to be reassuring and encouraging.

3. **Catalysts for the learning:** When we look at the teacher as the leader of the learning, his role is to act as a catalyst for the study. here teacher participate in learning activities and work with students to motivate, reassure and empower them, which in turn increases students' learning engagements and, as a result, enhances learning achievement.

4. **Instructional Expert:** The teacher acts as an instruction expert while leading the learning process in the classroom. He chooses the information suitable for the study, arranges it in a

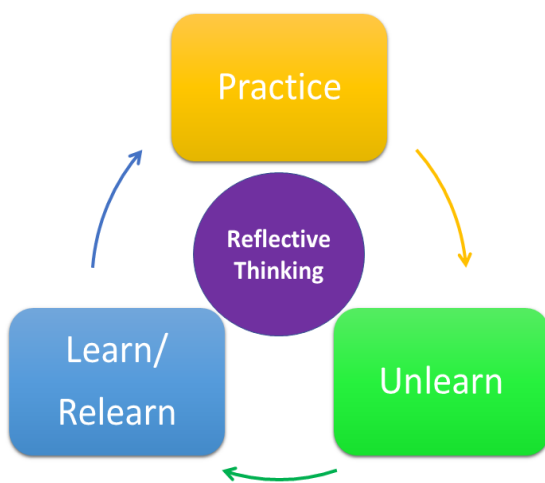


proper way and presents it in such a way that it makes the learning easier for the students so that they can easily understand the concepts. The role of an instructional expert is very important as the teacher can easily explain the complexities of the subject matter to the students on the strength of instructional expertise.

**5. Curriculum Expert:** The teacher has to understand the socio-cultural philosophical scientific basis of his/her subject curriculum, its goals and objectives, the quality of the content, the place of the subject in the overall curriculum of that school level. Considering the interrelationships between the various components of the curriculum, have to make the planning of teaching and evaluation accordingly. The role of the teacher as a curriculum expert is very important in determining its implementation for the actual objectives of the curriculum.

**6. A Guide:** Along with the facilitator, assistant, as a guide, teachers' role is very important. When teacher leading learning process he has to guide students as subject expert with Belongingness, and compassion. He/she will urge to speed up the students learning process then he/she will succeed in leading learning process. Here it is not expected to guide the learning process in a neutral way instead of that he/she should be an active participant in learning process like a sport coach comes down to the field and focuses on the problem, just like that.

**7. Teacher as a reflective practitioner:** People who constantly use reflective thinking for continuous improvement and development in their personal and professional work and abilities are called reflective practitioners.



**Figure : Reflective thinking practice**

Reflective thinking can be considered as a practice of Learn, unlearn and relearn or a process of self-assessment, continuous learning and development. It is through this process that one can make continuous improvements in one's personal and professional abilities and work. Both the teaching and the pedagogy is constantly evolving things. So, teachers should focus on continuous improvement and development of his/her teaching and

pedagogical practices. To achieve this continues improvement and development in his/her work teacher have to act as a reflective practitioner.

Reflective thinking is a practice of self-assessment and improvement so you can ask yourself some questions **before the action** like What I have to teach and Why? How can I achieve the goals and objectives of my teaching? What are the best ways and pedagogical strategies for my teaching? What is challenging for me? **During the action** like is my teaching planning and executions are going in right direction? What variables are threatening and what are enriching the execution of teaching? What lesson I get during practice or action? What is difference between my basic belief's and assumptions regarding action and what is reality which I experiencing? Which are the contextual variables who affect students learning? And **After the action** first feel the success of your action and they're after ask yourself What did I learn? What are my teaching objectives and what students learning outcomes are? What mistakes I have made? Why? How I will correct my mistakes and improve my teaching in next action? Which knowledge, belief's and skills are improved by this practice? What are the weaknesses who required more clarification, knowledge, skills? The cognitive act of a self-observation of planning of action, execution of action and giving feedback to oneself after an action is called reflective thinking and it is continuing process.

through this practice teacher can lead students learning and ensure learning achievement of all students.

### Learning activity 1: Practice of reflection

Dear learners let's practice the reflection of your teaching-learning practice. Please write your reflection of any teaching-learning activity which you did in this week. For this practice use following suggested templet of reflective teaching diary

Reflection before action:

---

Reflection During action:

---

Reflection after action:

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**CHECK YOUR LEARNING-1**

**Q 1. Which two things are mainly considered in conceptualization of teacher leadership?**

- a) Teacher's academic accountability
- b) Teachers effort to professionalize teaching
- c) Teacher's subject knowledge
- d) Teacher's expertise in teaching

**Q 2. True/false**

When teacher lead students learning he/she to give more importance to learning outcomes instead of learning process.

- True
- False

**Q.3. Why teacher should be a reflective practitioner?**

- a) Teaching is very important profession
- b) Teaching and pedagogy are ever evolving thing
- c) Students need new thing in teaching
- d) Teacher need professional upgradation

### **3.3. The role of school leadership in preparing teachers as the leaders of their classroom**

Friends, in our country there is no provision for completing any independent course or training to become a headmaster or school principal. Headmasters are selected and appointed according to seniority. A teacher who has completed a certain period of service is appointed as the head teacher. At present, in most of the private schools, seniority is not even a priority. The fact is that they do not have any teaching experience. It is expected that the school leadership should have a vision to enhance the quality of teaching and that it should guide all the teachers and ensure the learning of the students using their own professional expertise in teaching.

It is true that in addition to leading the teaching and learning to the headmaster, the discipline of the students, mid-day meal, security and maintenance of the school building, accounting, updating the school records and presenting them to the seniors from time to time, organizing and participating in sports and cultural activities. Taking their cooperation, attending government meetings, sometimes holding meetings. Etc. Many tasks and administrative responsibilities have to be fulfilled by the headmaster. Headmasters or principals often do not have time to shift from administrative work to teaching-learning. Some principals believe that teaching-learning is the responsibility of teachers and that we only want to evaluate their teaching work by observing it. But if you think of the word headmaster, it means that his main role is teaching, he is not an administrator, he is the head among the teachers. Therefore, the main responsibility of the headmaster is the teaching and learning of the students and then the other administrative responsibilities are actually the opposite. These additional responsibilities cannot be an obstacle in the way of fulfilling the main role, in fact, it would not be appropriate to give such an excuse. Improving this is essential for the quality of education. So, the question is, does the headmaster want to teach in every classroom? And how will he be able to do that? The answer is that he does not mind going to class whenever he can, but the real role is to take the lead in teaching and learning and to influence the quality and inclusion of teaching and learning through all his teachers. Then we will see how he can do this through the following points.

#### **1. To provide academic leadership to improve students' learning outcomes**

Academic leadership is the process by which the headmaster uses the knowledge, skills and teaching-learning approach he / she possesses to bring about positive change in the

teaching-learning process in the school. In this process, the headmaster takes the initiative to improve the student's academic performance as well as contribute to the professional development of the teachers by improving their professional abilities and skills. His academic leadership role has been assumed in the title of headmaster. Such academic leadership believes that every student in the school is capable of learning and should be constantly evolving and that every teacher makes the student's learning easier by constantly improving his / her own learning, using his / her knowledge and skills. Such academic leadership not only stops the teachers from assisting them in their studies and supervising their work, but also provides all necessary assistance to the teaching-learning process by constantly monitoring and insisting on improvement and innovation. Not only that, but we know that many headmasters at primary, upper primary and secondary levels still do this by going to each class.

The head teacher is the teacher first and then the head of the school so the head teacher is familiar with the role of the teacher, the challenges in helping the students with different learning abilities and needs in the learning process to reach the right learning outcomes, class problems. At the same time, as the head of the school, he is expected to provide all kinds of support to the teachers for teaching and other academic work.

## **2. To set a clear goal for the teaching and learning of the school and to make the policy accordingly**

The school leadership should take into account all the contexts of the school i.e. the location of the school, the socio-cultural background of the students, educational status, geographical location, community language, parental occupation, economic status, and all the backgrounds of the students and develop a practical strategy to achieve.

## **3. To develop a work culture that will facilitate teaching and learning process**

The school leadership needs to think consistently about how to make the school work culture conducive to learning. The school should not be an administrative or corporate establishment but it should be a centre of enjoyable, lifelong learning experience.

It should be the ideal centre that can facilitate social, cultural interaction where students can explore and realize their physical, mental, intellectual, spiritual abilities and find

themselves more effectively at different levels (Body, Mind, Intelligence and Spiritual) and freely express themselves. This requires that the school's work culture be based on high moral values and that transactions be conducted in a generous, cooperative manner.

The headmaster should always be attentive as the school work culture is often tainted by

#### Features of the learning-centred school work culture

1. Based on high human values
2. More free and experimental
3. Cooperation
4. Academic relations
5. Experience centred
6. Inclusive
7. Based on mutual trust
8. Inspiring and enjoyable
9. Self-motivational
10. Stress free
11. Innovation and creativity
12. Teaching-learning is a celebration

competition, jealousy, and gossips. The biggest responsibility of the school leadership is to take away these misconducts and develop a work culture of mutual cooperation and respect among the school principals, teachers, students, non-teaching staff and other service providers which are detrimental to the learning of the students. School leadership should consciously change the style and methods of work. Every action of the school and its constituents should be

an ideal direction, that is, it is the task of the school leadership to establish a culture of learning and to nurture it and facilitate the learning of students in its shadow.

#### 4. Role as a catalyst for collegiality

Here I would like to quote Richard Elmore ***“Privacy of practice produces isolation and isolation is the enemy of improvement.”*** Very true if we want to improve and grow continuously in our professional life, then companionship and cooperation between colleagues who share responsibility and work as a team is very essential for a school as learning organization. Collegiality is seen as a key aspect of teacher professional development and a vehicle to increase teacher knowledge. Collegiality is one of the most important factors in determining the quality of a school but now day's many school leaders do not have the time or skills to develop a sense of collegiality among their staff. According to Roland Barthas, as a school leader, if you want to learn and develop your students, then you as headmaster should first note that their teachers must first learn and be updated and focus on constantly evolving. For that not only providing teaching facilities to teachers but also enhancing the spirit of collegiality among teachers is essential. The school leadership should work for the

development and learning of the students by enhancing the quality of teaching and learning by promoting collegiality based collaborative work. According to Barthas, the spirit of collegiality is reflected in the following four things.

**Ronaldo Barthes' Aspects of collegiality**

- ✓ School teachers discuss about their student's progress and issues with each other,
- ✓ Teachers develop and implement curriculum and its activities in collaboration,
- ✓ Teachers teach each other new things,
- ✓ Teachers and school leader, school management, work together to solve school problems.

The school leadership should develop the spirit of collegiality among all the teachers in the school. The school leadership should develop the spirit of collegiality among all the teachers in the school and as a catalyst for this, he can organize various activities such as games and sports for all staff, informal discussions like coffee with staff, staff picnic, staff study tours, allocating collaborative work, sharing staff's private joys and sorrows, celebrating colleagues'

successes collectively also supporting failure, etc.

let's see and be inspired by the work of one such principal who enhances student learning through the spirit of collegiality

### Learning Activity 2: Scenario-based discussion

*Dear learners, Read the following scenario carefully and try to understand the practice of collegiality building and relate with your context with focus question and write your answers in assigned discussion forum.*

***Principal Mohan Sir while leading the school keeping in mind the Barthas' collegiality principle and always he follows the formula of "Learning achievement of all students through collegiality". He always sees how mutual cooperation and collaboration will grow in their school teachers. On the last Saturday of each month, they conduct a meeting of all teachers with the title of "Let's Talk About Students." This discussion focuses on the progress of students, their characteristics, their academic problems, difficulties and their previous state.***

***In this meeting Mohan sir always asks the following questions to ensure that the developmental aspect of the students remains at the centre of the discussion "In what areas of study are students progressing or in what areas are they having problems? And what are their reasons?" In this discussion, he always encourages teachers to suggest corrective measures, or solutions and initiatives for ensuring students learning achievement. He promotes collaborative efforts for students' progress. As a result of this practice all the teachers in the school jointly organize and implement activities for the students learning and development, this has resulted in enhanced level of students learning achievement.***

**Questions:**

- 1. What is the statue of collegiality in your school?**
- 2. What are the best practices you or your principal doing in your school for collegiality building?**

## 5. Academic supervision and feedback

The main role of the headmaster is to continuously monitor the teaching-learning work of the teachers and accordingly give useful positive developmental feedback to the teachers concerned at that time. Through this, he/she is directly leading the teaching-learning process of the school. Such supervision and feedback are very useful for the professional development of teachers. At the same time, it should be kept in mind that academic supervision should not be used to evaluate the work of teachers or to create a good or bad opinion about teachers, if this happens, it will increase the work stress on the teachers, it will create fear, it will be like showing distrust, so while supervising, the headmaster should show the spirit of friendly colleague. The purpose of academic supervision is to ensure the



quality of academic work and to ensure the success of the students so, it should be for following objectives.

### **The purpose of academic supervision**

- ✓ To provide educational guidance to teachers,
- ✓ To give feedback to teachers for their teaching and other academic work,
- ✓ To make open academic interaction with teachers,
- ✓ Assist teachers in reflective thinking,
- ✓ Helping teachers to monitor their professional progress,
- ✓ Provide necessary assistance and help to teachers in their class or field.

For this, the headmaster should supervise the teacher's lessons and help the teachers to find their own way as a reflective thinker by giving corrective feedback. The following questions should be considered by the headmaster while giving feedback by observing the lessons or teaching activities.

- ✓ *How did the teacher meet the learning needs of the 2 to 3 smartest and the weakest students in the class?*
- ✓ *What should the teacher do differently and why should he do it next time he teaches this lesson?*
- ✓ *What and how to create assessment tools and ways that the teacher will help students learn related concepts?*

Considering these and some other similar questions, the headmaster should have a reciprocal discussion with the teacher directly or using e-mail etc. The good teaching activities and strengths of the teachers should be commended in the staff meeting.

### **6. Continuing focus on teacher capacity building**

School headmaster or principal should strive to introduce his/her school teachers to latest technology and changes, in how to keep up to date with both their subject knowledge and pedagogy.

To strive for imparting up-to-date skills and knowledge of assessment and evaluation tools, techniques and methods. Headmasters should constantly motivate teachers to learn new things in their subject. Conduct expert guidance, conduct workshops, participate in out-of-school educational and professional activities for their capacity building. Teachers should be guided and encouraged to participate in enlightenment classes, enlightenment classes, subject organizations, hobby groups.

## 7. To solve the problems of the teachers by listening to them

The school leadership must listen seriously to the questions and problems of the teachers and make continuous efforts to solve them. This strengthens the teachers' faith in their leadership and increases their respect. Teachers' trust, affection and respect for the headmaster have a positive effect on the headmaster's response and enhance the quality of teaching-learning.

### **CHECK YOUR LEARNING-2**

#### **Q 1. What is the core function of school leadership?**

- e) To lead the school administration and management
- f) To lead the innovation and creativity
- g) To lead the teaching-learning process of the school
- h) To lead the research and innovation

#### **Q 2. True/false**

The school should not be an administrative or corporate establishment but it should be a centre of enjoyable, lifelong learning experience.

True

False

#### **Q.3. When you do academic supervision what questions you will ask yourselves?**

**(Here you can choose multiple correct answers)**

- a) If the teacher is competent for this class or not?
- b) How teacher has facilitated learning of all students in class?
- c) What teacher have to do and not to do next time?
- d) What has the teacher done for the formative assessment? And What can he/she do?
- e) What should a teacher not do?

### Key take away

- ✓ Research studies on the factors that affect students' academic performance have shown that, broadly, three major factors affect student learning. First, the background of the students, Second, school-related factors, and the third factor is the school level component or variable, which is closely related to the student's learning, such as the quality of the teacher and the teaching-learning activities that take place within the classroom.
- ✓ leading students learning means, Teachers assume himself accountable for the learning of all students and actively participate in the learning process to motivate and accelerate the learning in right direction.
- ✓ He/she monitor learning through continuous formative assessment and solve the problems encountered and facilitate learning. Along with this he/she lead the educational reforms and innovative teaching-learning practices in his school and colleagues.
- ✓ learning achievement or failure is the joint credit or responsibility of teachers and students.
- ✓ Teacher have to lead learning process of his/her class through his various roles.
- ✓ Academic leadership is the process by which the headmaster uses the knowledge, skills and teaching-learning approach he / she possesses to bring about positive change in the teaching-learning process in the school.
- ✓ In this instructional leadership process, the headmaster takes the initiative to improve the student's academic performance as well as contribute to the professional development of the teachers by improving their professional abilities and skills.
- ✓ Headmaster or principal should develop school as ideal centre that can facilitate social, cultural interaction where students can explore and realize their physical, mental, intellectual, spiritual abilities and find themselves more effectively at different levels (Body, Mind, Intelligence and Spiritual) and freely express themselves.
- ✓ Headmasters should promote collegiality and do academic supervision for ensure students learning achievement.

### Activity 4: Reflective discussion

*Dear learner it is the time of reflection. In this unit you have to reflect through the following questions. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.*

#### Questions:

1. *Are you leading the learning process of your class? If your answer is yes then how?*
2. *What support are you expecting from your principal to better leading the learning of your class? If you are principal/ vice principal / Headmaster what initiatives will you take toward leading the teaching-learning process of your school?*

#### Additional Web resources

##### Ten Roles for Teacher Leaders:

<http://www.ascd.org/publications/educationalleadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx>

12 Instructional Leadership Strategies: <https://www.prodigygame.com/blog/instructional-leadership-strategies/>

Maryellen Weimer: <https://www.facultyfocus.com/articles/teaching-and-learning/five-ways-to-teach-students-to-be-learning-centered-too/>

Learning outcomes: [http://www.ncert.nic.in/pdf/Annual\\_report\\_17\\_18.pdf](http://www.ncert.nic.in/pdf/Annual_report_17_18.pdf)

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## Enriching Teaching-Learning Process: Beyond the classroom



**Dr. Aarti Yadav**

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Haryana

**Hello friends,**

*In the previous units, we have discussed various learner-centred teaching-learning strategies and how to make a conducive classroom for learning and how to lead the teaching-learning process within the classroom and what school leader should do for it. Now, in this unit, we are going to discuss how to lead the teaching-learning process and practices beyond the classroom?*

*Learning beyond the classroom is very essential for development of 21<sup>st</sup> century skills like critical thinking, communication, collaboration, innovation, ability of inquiry, digital skills and so on.*

*Learning outside the classroom is a tool for teaching and learning which has been proven to raise attainment and achievement, improve behaviour and improve the engagement of all groups of pupils, including those who are hard to engage inside the classroom environment.*

*In this unit, we will discuss how a school leader leads the teaching-learning process beyond the classroom and school.*

*let's start the learning.*



### Objectives

- To convince need and importance of teaching-learning processes beyond classroom.
- To enable school leaders to enrich teaching-learning process beyond the classroom



### Expected learning Outcomes

At the end of this unit learners will be able to...

- ✓ explain the need and importance of teaching-learning processes beyond classroom,
- ✓ identify the ways and strategies to lead teaching-learning practices beyond the classroom,
- ✓ plan and conduct teaching learning activities beyond the classroom.

### Content Outline

- 4.1. Meaning, Need of teaching-learning processes beyond classroom**
- 4.2. Benefits and Barriers of Learning beyond classroom**
- 4.3. Nature of teaching-learning practices beyond the classroom**
  - 4.3.1. Outdoor Experiences in curricular and co-curricular activities
  - 4.3.2. Use neighbourhood as learning space
- 4.4. Ways and strategies of teaching-learning practices beyond the classroom**
  - 4.4.1. Planning and designing strategies of teaching-learning practices beyond the classroom
  - 4.4.2. Organization of various programs and activities in collaboration with school, family and community

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*“By education I mean an all-round drawing out of the best in child and man-body, mind and spirit.”*  
*-Mahatma Gandhi*

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**Warm-up activity: My favourite teaching-learning practice  
beyond the classroom**

*Dear learners, please share your favourite teaching-learning practice beyond the classroom. Write your post on Padlet: <https://padlet.com/koltamesir/Bookmarks>. In your post you can attach photo, video or short description of your favourite beyond classroom teaching-learning practice or activity and elaborate why it is your favourite? Go through the others favourite activities and learn more from each other.*

*Please Write your name on top of your post.*

#### **4.1 Meaning, need and importance of teaching-learning processes beyond classroom**

The Indian national educational policy documents such as NEP 1986, NCF 2005 and NEP 2020 have talked in length and breadth about the importance of learning experiences for holistic growth of children. The NCF 2005 and NEP 2020 vividly reflect on the type of skills requirement for students to be developed through school curriculum. Child is recognised as an active learner and his active engagement with his surroundings is considered as an effective medium for the fullest development of a child’s physical, emotional and social development. The need to move away from textbook culture and adopting child centric pedagogy is essential for development of 21st century skills. The child’s learning experiences should not be bound in the walls of the classroom. They should be provided opportunities to interact with the real world and translate their knowledge into practice. Therefore, the present course is designed to acquaint the course participants about the importance of learning beyond the classroom.

Meaning of Learning outside classroom:

NCF 2005: Learning tasks that are designed to ensure that children will be encouraged to seek out knowledge from sites other than the textbook, in their own experience, in the experiences of people at home and in the community, in libraries and other sites outside the school, communicate the philosophy that learning and knowledge are to be sought out,

authenticated and thereby constructed, and that neither the textbook nor the teacher is an authority.

NEP-2020: Learning outside the classroom is visualised as 'Bagless days' in National Education Policy 2020. Bagless days will provide various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State. Internship with local artisans in various fields like pottery, carpentry, folk art etc. is considered as an opportunity to provide learning outside the classroom. The merging boundaries of curricular and co-curricular provides sufficient scope to integrate learning beyond classroom activities.

**Council for Learning Outside the Classroom:** Learning Outside the Classroom (LOtC) is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn. Learning outside the classroom is a tool for teaching and learning which has been proven to raise attainment and achievement, improve behaviour and improve the engagement of all groups of pupils, including those who are hard to engage inside the classroom environment.

#### The characteristics of learning beyond classroom

1. Utilisation of spaces outside classroom for providing learning experiences.
2. Knowledge beyond textbooks.
3. Learning by doing and eventually high order thinking skills.
4. Building connection with community
5. Fostering 21st century skills through participation in real life situations.

Shannon; Tracy; Peggy; and Tara. (2017) : Learning outdoors is defined as a method of experimental learning through all senses by way of exposure to the natural environment and provides students with more opportunities from which to learn. This learning can be done by means of audio-visual and through all physical senses improving the retention of knowledge in students (Palavan et al., 2016).



#### 4.1.1. Need of Learning beyond classrooms:

Education aims at holistic development of children. Holistic development consists of five domains: physical development, cognitive development, emotional development, social development and cultural-artistic development.

The great Indian educational philosophers such as Mahatma Gandhi and Rabindranath Tagore advocated the outdoor experiences as the central phenomenon around which the other educational experiences should be based. Gandhiji's idea of Basic Education takes a step ahead of traditional discipline-based approach towards learning through activity and experience. He considers handicraft training as inevitable for making students self-reliant and also develop their three domains: Physical Domain, Psycho-motor Domain and Cognitive Domain. The idea behind Basic Education advocates adoption of outdoor learning experiences in the current educational scenario. It necessitates training a child in a practical craft such as agriculture, use of local material for weaving, spinning, pottery, wood crafting, culinary skills etc. The 'Shramadan' work (community service) concept given by Mahatma Gandhi voluminously presents the importance of outdoor activities for developing qualities of cooperative work, sense of responsibility, leadership, empathy and building connection between humans.

Rabindranath Tagore believed that the role of the education system is to foster skills such as freedom to act, freedom to think and freedom to express emotions. The significance of outdoor learning especially in the lap of nature are considered important by Tagore for harmonious development of creative and critical thinking skills. He gave importance to community services also and advocated child's participation in art, music and literature as it creates a platform for freedom to express emotions through artistic expressions. Tagore's philosophy of education is blended in Shanti Niketan where children study under banyan trees, participate in cultural dance events, painting exhibitions, sculpture designing speaks of rich outdoor learning experiences.

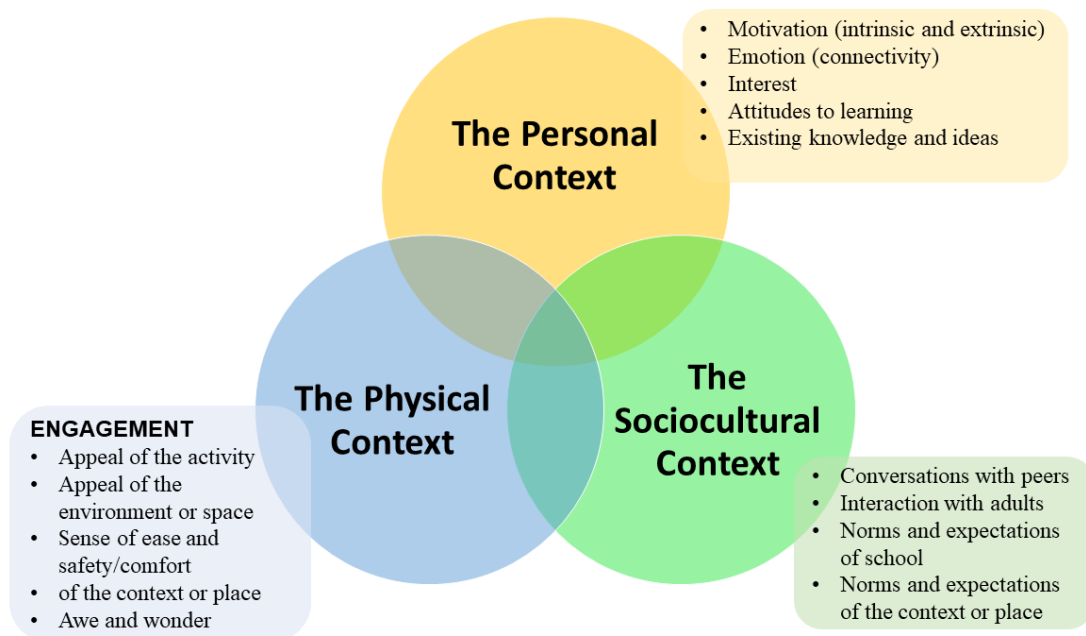
A well-crafted combination of inside and outside classroom experiences is essential for development in all five domains. The current emphasis of educational institutions on academic excellence works well for cognitive development but on the other hand, it deprives the child of his physical, mental, social and cultural. In the wake of reawakening of joy in learning, learning has to cross the boundaries of classroom walls. Children sitting in neat rows of classroom helps instil the culture of discipline but it suppresses their curiosity. The changing

landscape of today's world in every field demands preparation of child to face challenges of future world and also contribute in making the world a better place to live.

The application of classroom learning in real life situations is possible when the school leader and teachers take the responsibility of creating spaces inside and outside classroom for development of critical thinking, creativity, collaboration and communication through inquiry based, discovery based, discussion based and analysis-based learning. Outdoors learning spaces provide well-suited environment for learning because the outdoors provides opportunities to explore and experience about things in a real-life environment other than the norms of classroom. The outdoor learning spaces provides relevance and depth to the curriculum in ways that are difficult to achieve indoors. Learning outdoors make learning experiences fulfilled, adventurous, creative and challenging. It provides opportunities to grow as confident and responsible citizens who value and appreciate their rich natural heritage, culture, social and economic fabric of India.

#### 4.2. Benefits of Learning beyond classroom:

The model below presents the benefits in three contexts: personal, Socio cultural and physical. An Out of School Learning Model (based on Braund and Reiss, 2004)



**Figure 11: An Out of School Learning Model (based on Braund and Reiss, 2004)**

**Physical Development:** Outdoor activities demands physical movement and as a result, provides physical health benefits. Research proves that the gain in physical health has direct

positive relation to mental health also. Therefore, outdoor learning experiences for physical health should extend from one hour per week of sports engagement to more hours per week so that students release energy and increase fitness through physical activity.

The school should envision to create a balance between inside and outside learning experiences by adopting innovative pedagogical practices such as adventure cum nature trips, treasure hunt (modified for academic use), project-based learning, community development activities.

**Personality and Emotional Development:** The outdoor learning activities provide students ample opportunities to interact with teachers, peers and community. The interaction opportunities instil confidence in students to present their opinion in a group, listen patiently to others, resolve conflicts, reflect on current issues and solve problems. The thoughtfully curated outside classroom experiences can work towards personality development on five personality traits as openness, conscientiousness, extraversion, agreeableness, and stable and emotionally resilient. The combination of indoor and outdoor learning activities exposes students to different spaces and learning environment. Learners are required to use different skill sets in new learning environment and thus gets a chance to experience and understand interplay of their emotions, learn to stay calm and reflect on their own emotions and their consequences.

**Social Development:** Exposure to 'real world' learning experiences in group activities such as a field trip, cultural exchange programme, visit to a museum or science parks, project work brings the students together in groups and give broader experience to understand culture of peers, teachers and community members from different social, cultural or religious background. Outdoor group activities develops social skills of students which are essential to succeed in real life situations. Outdoor classroom experiences can lead to gains in social skills such as cooperation, group dynamics, conflict resolution, empathy, active listening and effective communication. Outdoor spaces allow freedom to students for free movement and interaction.

**Cultural and aesthetic Development:** The cultural exchange programs like Ek Bharat Shrestha Bharat, an initiative of Government of India is a step towards creating opportunities for children to develop cultural and aesthetic skills. The active involvement of schools in such initiatives and creating their own activities for the same purpose play a vital role in developing these attributes. Schools can create clubs for drama, debate, dance, photography, music,

painting etc. and give freedom to students to organise activities under them will cultivate heritage and culture understanding, aesthetics, team spirit, healthy competition, leadership qualities and sense of responsibility. Schools can club with SPIC MACAY, an NGO working for the same purpose and invite renowned artists to their schools to motivate students and provide exposure to rich culture of India.

**Cognitive development:** Children interact with the nature and learn by doing the activities himself. Simple activities like gardening introduces the child to mathematical concepts of weight, volume, time and also adds new words in his vocabulary. In the process, self-esteem is also built and his curiosity about the new concepts build his creative, analytical and reflective thinking abilities. The cognitive benefits of interaction with nature have also been established, including enhanced attention, memory, reasoning, creativity and cognitive functioning. In addition, the outdoor environment facilitates skills such as problem-solving and risk taking, which are important activities for the growth of children. Lessons in the natural world will also enrich learning and participation, expand skills development and enhance health, well-being and happiness at school.

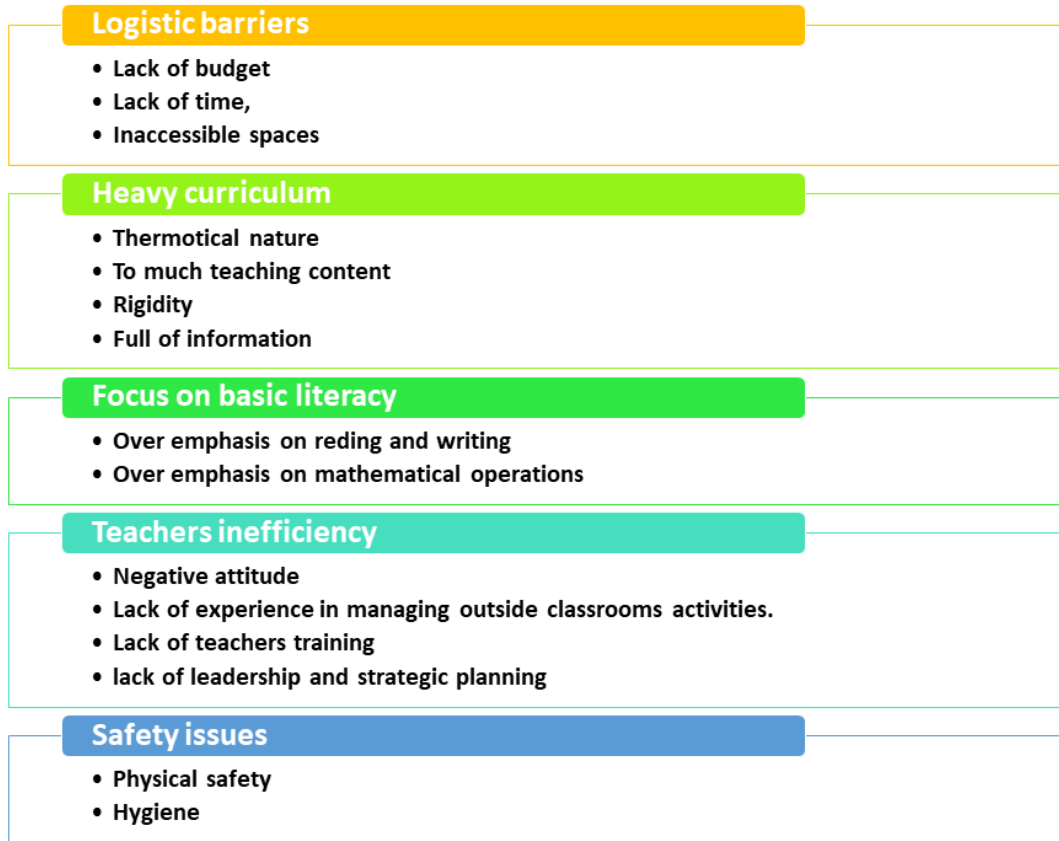


### Learning Activity 1: Scenario-based work

Mrs Sharma is Social science teacher and presently teaching the topic, 'Methods of replenishing the nutrients of soil'. The two methods she plans to discuss are- mixed cropping and crop rotation. Mrs. Sharma plans to take her students to a nearby farm where students will conduct interviews with farmers for exploring the various methods used by them for replenishing soil. The short trip is a perfect example of outdoor learning experience for understanding the measures adopted by local farmers for replenishing their farm soil. This activity will help the students to understand the local farming practices and also the pros and cons of practices adopted by farmers. It will provide an opportunity to understand their responsibility towards environment

**Activity :** *Imagine you are a teacher and you plan to conduct an outdoor activity in your teaching subject. Briefly, explain the activity you have planned and also the cognitive, physical, social and emotional benefits of the activity. Suggest template for planning the activity.*

**4.2.1. Barriers in learning beyond classroom:** The barriers related to integration of learning beyond classroom in curriculum are as follows:



**Figure 12: Barriers in learning beyond classroom**

### CHECK YOUR LEARNING-1

#### **Q1. Multiple choice question**

Learning beyond the classroom is a useful tool for teaching and learning which has been proven to-----and -----,

- Raise attainment and achievement
- Raise intelligence and exam scores
- Develop emotions and skills
- Inculcation of morals and ethics

#### **2. What is the teacher related barrier of learning beyond the classroom?**

- Teachers personality
- Age group
- Teacher's knowledge
- Lack of experience in managing beyond classroom activities

### 4.3. Nature of teaching-learning practices beyond the classroom

Learners ecosystem and community life with its varied complexities is closely interwind with its physical, socio-economic phenomena. In this context learning beyond classroom is an exploration of natural phenomena and human behaviour in its natural zone. Real exploration and close experience are two basic pillars of learning beyond classroom let's see the story of one school where teaching-learning beyond classroom is well planned and executing.



#### A Story

Manju is the headmaster of a primary and upper primary school in a small town in the state of Maharashtra. She runs many innovative student-centred teaching-learning activities in her school. In her school timetable, she includes planning for two days of every week learning beyond the classroom, for each class. One day outside the classroom, however, learning is carried out on the school premises, and one day, learning is carried out outside the school, in the local community and environment. For learning beyond the classroom, they have set up open math and science park, a language forum under a big tree, a social discussion forum under another big tree, a gardening work area, a playground, cultural centre, in the school premises here students are working on their assigned activity under the mentorship of the teacher. Another half-day of the week morning or evening as per the season they dedicated learning beyond the school activities like. visiting local historical sites, water bodies, riverbanks, forests, cultural centers, markets, administrative places, libraries, museums, local farms, industrial sites, etc.

The nature of teaching-learning practices beyond the classroom on the basis of use of available spaces to utilise for outdoor learning are shown in the diagram above. The school has to judiciously locate and choose the spaces according to their learning objectives, needs of subjects in due consideration of local circumstances and requirements.

#### 4.3.1. Outdoor Experiences in curricular and co-curricular activities

The outdoor learning spaces can be classified on the basis of their distance from school as follows:

- 1. Outdoor spaces available in the school:** play-ground, garden, open air auditorium, art and craft laboratory

2. **Outdoor spaces existing in the immediate vicinity of schools:** farmlands, dairy, place of worship, local artisans, garden, local market, local governing bodies office, community gathering place, neighbourhood schools

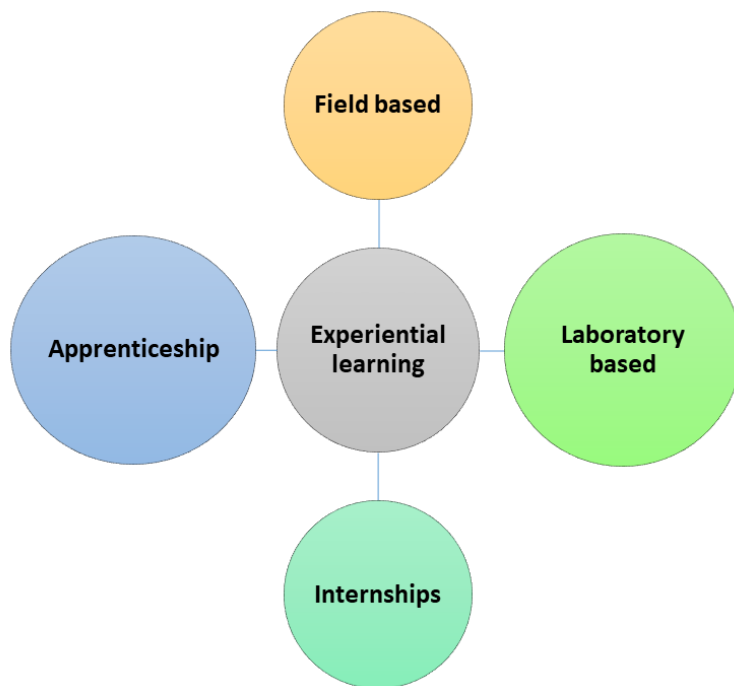
3. **Outdoor spaces in the city needing transport:** Museum, botanical parks, City sports complex, sacred spaces, nature walks, lakes, heritage places, libraries, art galleries, theatre, dance and music venues, kala Kendra’s, Local artisan product market.

4. **Outdoor spaces in the city needing transport:** Museum, botanical parks, City sports complex, sacred spaces, nature walks, lakes, heritage places, libraries, art galleries, theatre, dance and music venues, kala Kendra’s, Local artisan product market.

The classification of Out-door learning practices on the basis of curricular/co-curricular requirements is as follows:

**Curricular activities:**

The outdoor activities designed for achievement of learning outcomes:



**Figure 13: Experiential learning**

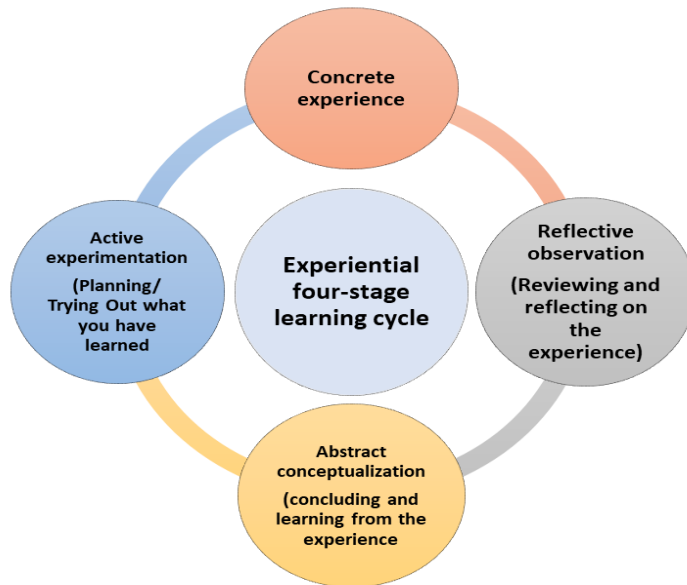
**1. Experiential learning:**

- a) Field based strategies,
- b) Laboratory based strategies,
- c) Internships,
- d) Apprenticeship

The Experiential learning and online learning are the modes of conducting outdoor activities for achievement of learning outcomes. The detailed discussion of the concept, methodology and types of activities in both modes is given below.

**Experiential learning** David A Kolb is the proponent of Experiential learning. Experiential learning draws from the work of scholars like William James (radical empiricism and Dual knowledge Theory), Kurt Lewin (Action research and T-Group), Carl Rogers (Self-actualization through the process of experiencing), John Dewey (Experiential Education), Jean Piaget

(Constructivism), Leg Vygotsky (Proximal Zone of Development), Paulo Freire (Critical Dialogue), Mary Parker Follet (Learning Relationships, Creative Experience).



**Figure 14: Experiential learning cycle given by David Kolb**

Experiential learning is conceived as learning experiences to test the relevance of their ideas against their own accumulated experience and wisdom. Learning takes place amid the conflict between immediate experiences, concrete experiences and analysis of these experiences. Kolb gave three models of experiential learning as follows:

### **1. Lewinian model of action research and laboratory training**

Steps:

- Immediate personal concrete experience to validate and test implications of abstract concepts/ideas.
- Observations during experience and reflections on the experience
- Formulation of abstract concepts and organizations on the basis of analysis of experience.
- Testing implications of concept in new situations.

### **2. Dewey's Model of Learning**

- Observation of surrounding conditions
- Knowledge of what has happened in similar situations in the past, a knowledge partially by recollection and partly from the information, advice, and warning of those who have had a wider experience.
- Judgement, which puts together what is observed and what is recalled to see what they signify

### **3. Piaget's Model of Learning and Cognitive Development**

In Piaget's model, accommodation of concepts to experiences in world and assimilation of events and experiences from the world in to existing concepts. The process of cognitive



growth from concrete to abstract and from active to reflective is based on this continual transaction between assimilation and accommodation, occurring in successive stages, each of which incorporates what has gone before into a new, higher level of cognitive functioning.

Piaget's work has identified four major stages of cognitive growth that emerge from birth

- to about the age of 14–16.
- Sensory motor stage: 0-2 years (Enactive Learning, accommodative learning, learning through senses, development of goal-oriented behaviour)
- Representational Stage of Cognitive growth: 2-6 years (Iconic learning, accommodative process in learning, divergent thinking)
- Stage of concrete operations: 7-11 years (Inductive learning, assimilative process in learning)
- Stage of formal operations: 12-15 years (Hypothetico deductive learning, Convergent thinking) , Kolb. (2015).

### **Activities for Experiential Learning based on Gandhiji's Nai Talim**

#### **Class – VII**

#### **Lesson:**

Climate change – drought and global warming – effects of global warming. how, human activities adversely affect Climate Change; Climate Change and its impact on rains, atmosphere and survival of plants and animals

Migration- forms of migration - Its impact on family, culture, childrens' education and income variation

Community engagement - why & how and its impact,

Community engagement, Panchayati Raj and community participation

Sensitizing community on alcohol and tobacco abuse

Rights and responsibilities for happy, peaceful and orderly life

#### **Activity:**

Project on pollution of water bodies in the local area Village / Town.

Project on migration aspects in the local area: experience sharing of migration and its impacts.

Nukkad Natak for sensitizing community on alcohol and tobacco abuse.

#### **Evaluation:**

Project reports, groups or individual reports.

**Source: *Experiential Learning – Gandhiji's Nai Talim. Developed by SCERT, CHD.***

**Retrieved from:**

**<http://www.siechd.nic.in/sites/default/files/Experiential%20Learning.pdf>**

**Co-curricular activities**

**1. Field trips:** One day field trips for the purpose of academic and adventure, cultural tours, study tours, community awareness tours, social service tour eg. camps organised by NSS and NCC can be organised according to the objectives of curriculum.

**2. Night stay/residential programs:** Schools can organise the night stay events like bonfire camps, adventure camps, residential programs,

**3. Cultural Events:** Dance competitions, music events, painting competitions, model making, speech competitions, performance during morning assembly, various cultural events during house competitions, celebration of national importance days, online social awareness campaigns.

**4.3.2. Online learning activities for learning beyond classroom:****Informal Learning**

Social Networking Sites : Use of Facebook, Twitter, YouTube, Instagram for collaborative work on curricular or co-curricular learning projects and engagement with other community members and indulging in social, cognitive, teaching and learning interactions with outside class community.

**Formal Learning**

**Learning Management Systems:** Use of MOODLE, Google Classroom.

**MOOC:** Online courses offered on various platforms such as SWAYAM, Udacity etc.

**Virtual conference spaces:** Google meet, ZOOM, Webex etc.

**Online tools for collaborative work:** Padlet, Kahoot, google Docs, Google Slides etc.

### Learning activity 1: Case study



*Shirish is a student of Archeology and presently, pursuing masters in archaeology from a college in Delhi. Dr. Parmar is his archaeology teacher who is also working on an archaeology site at Rakhigarhi, Haryana. Shirish visited the archaeological site last month as part of an educational field trip organised by his teacher Dr. Parmar. Dr. Parmar was teaching the process of excavation and decided to give his students hands-on experience to learn about the process of excavation. He asked his students to develop a set of questions which they need to explore on the site. Students used the questions as a base to conduct interviews with archaeologists working on the Rakhigarhi site and also got the opportunity to be a part of the team for a week. Students camped together and their evenings were full of group games and cultural activities. The time spent together by them opened the doors of new knowledge and skills by engaging the head, heart and hands. Shirish shared that the trip had multiple benefits in form of knowledge building, strengthening of relationship with friends and teachers, development of empathy and the physical exercise during excavation process kept them physically fit and mentally healthy. Shirish's college is a pioneer in organising regular outdoor experiences in all subjects and students believe plays crucial role in their future placements.*

#### CHECK YOUR LEARNING-2

Match the steps of experiential learning with the correct activity level

a	Thinking/Conceptualization	1	planning for and executing a building activity in class to build the tallest structure possible in 10 minutes with playcards (without talking)
b	Action/Active Experimentation	2	Ashwini shares what he observed and relate and use it back to his construction process
c	Reflection	3	could do another round of practice to achieve closer to desired results
d	Experience	4	dialogue about what groups would have done differently in planning if they know all of the rules up front (build without talking)

#### 4.4 Ways and strategies of teaching-learning practices beyond the classroom

Here is a chart of some of the curricular, co-curricular, and extracurricular activities which we can conduct beyond the classroom and enriched learning.

Learning location beyond classroom	Essential time	Possible places	Nature of learning activates
Beyond classroom (Within School campus)	<ul style="list-style-type: none"> <li>• As per time table 1 or two hours</li> <li>• Ones in the week for each class.</li> </ul>	<ul style="list-style-type: none"> <li>• Laboratories</li> <li>• Libraries</li> <li>• Art and craft room</li> <li>• Reading room</li> <li>• Play ground</li> <li>• Gardening area</li> <li>• Kitchen area</li> <li>• Dedicated learning corners under the tree (language forum, social discussion and dialog forum, science and mathematics park, exhibition and fairs, etc.)</li> <li>• Social dinning hall</li> <li>• Innovation center</li> <li>• Reading corners</li> <li>• Auditorium</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific experiments</li> <li>• Reading</li> <li>• Sports, games</li> <li>• Exhibition</li> <li>• Work experience</li> <li>• Self-learning</li> <li>• Sharing and learning</li> <li>• Open debate</li> <li>• Open theatre</li> <li>• Storytelling</li> <li>• Language gams and activities</li> <li>• Fairs</li> <li>• Mock market, shop etc..</li> </ul>
Beyond school (within local community)	<ul style="list-style-type: none"> <li>• As per time table a one day or half day</li> <li>• (Morning or evening as per the season)</li> <li>• Twice in the month</li> </ul>	<ul style="list-style-type: none"> <li>• Museum</li> <li>• Community library</li> <li>• Park and play area</li> <li>• Market</li> <li>• Temples or places of worship</li> <li>• Local Administrative offices</li> <li>• Drama, play</li> <li>• Industrial sites</li> <li>• workshops</li> <li>• Historical places</li> <li>• Cultural centers</li> <li>• Farm</li> <li>• Goat farm</li> </ul>	<ul style="list-style-type: none"> <li>• Meet people</li> <li>• Mobilization activities</li> <li>• Gardening</li> <li>• Project survey</li> <li>• Transect walk</li> <li>• Mapping exercise</li> <li>• Social mapping</li> <li>• Ranking and scoring activity</li> <li>• Street play</li> <li>• Exploration</li> <li>• Hans-on experience</li> <li>• Apprentices</li> <li>• Trend analysis</li> <li>• Livelihood analysis</li> </ul>

		<ul style="list-style-type: none"> <li>• Adventure activity center</li> <li>• Science and discovery center</li> <li>• Archaeological sites</li> <li>• Zoos and aquariums</li> <li>• Art galleries</li> <li>• Sanctuary</li> <li>• Planetarium</li> <li>• Monuments etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Problem or issue analysis</li> <li>• Focus group discussion with community personas</li> <li>• Sky view etc.</li> </ul>
Beyond school (local forest)	Half day or One day Once in the month	<ul style="list-style-type: none"> <li>• Any geographical or historical sites, Industries</li> </ul>	<ul style="list-style-type: none"> <li>• Educational visits,</li> <li>• Field visits</li> <li>• Day Camps,</li> </ul>
Beyond school and local community	Overnight multiple days Twice in the academic year	<ul style="list-style-type: none"> <li>• State, national and international places</li> </ul>	<ul style="list-style-type: none"> <li>• Educational tours,</li> <li>• Residential camps,</li> <li>• Festivals</li> <li>• Sports events</li> <li>• Services and relief and rehabilitation work</li> </ul>
Learning at cloud	Anytime anywhere	<ul style="list-style-type: none"> <li>• Synchronous, asynchronous</li> </ul>	<ul style="list-style-type: none"> <li>• Blended learning activities,</li> <li>• Online collaborative learning,</li> <li>• Remote teaching learning</li> <li>• MOOCs learning by OER</li> </ul>

#### 4.4.1. Planning and designing strategies of teaching-learning practices beyond the classroom

The essential steps to be followed while preparing for integrating outdoor learning experiences:



**Figure 15: Essential steps of integrating outdoor learning experiences**

#### 4.4.2. Organization of various programs and activities in collaboration with school, family and community

The successful organization of outdoor learning experiences requires coordination and collaboration among school, family and community. Outdoor learning facilitates involvement of families and community members in student learning. Indian schools involve parents and community in school activities through School Management committee's (SMC), Parent Teacher Meetings (PTM). Integrating outdoor learning in curricular activities require greater participation of parents and the community in and encouragement for the programme. The community is a great source of finding local problems for taking up as projects in outdoor learning. The schools can organise regular meetings of principal, teachers, parents and community meetings((PTPCM) to discuss, plan and take feedback of the outdoor learning with the support of experts from community. Therefore, working in collaboration with parents and community members is considered as the foundation block of purposeful outdoor learning activities.

### Key take away

- ✓ Learning beyond the classroom is a tool for teaching and learning which has been proven to raise attainment and achievement, improve behaviour and improve the engagement of all groups of pupils, including those who are hard to engage inside the classroom environment.
- ✓ The nature of teaching- learning practices beyond the classroom on the basis of use of available spaces to utilise for outdoor learning.
- ✓ The school has to judiciously locate and choose the spaces according to their learning objectives, needs of subjects in due consideration of local circumstances and requirements
- ✓ Beyond classroom learning practices are very useful for students physical, personal and social development.
- ✓ Creative and innovative use of school premises and community resources are very useful for students experiential learning.
- ✓ School leaders have to promote learning beyond the classroom and give the necessary support and logistics for such practices.

### Learning Activity 3 : Reflective discussion

*Dear learner it is the time of reflection. In this unit you have to reflect through the following questions. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.*

#### Questions:

1. How do you plan to learning beyond the classroom activity for your subject teaching? / If you are headmaster then how you will promote learning beyond the classroom in your school?
2. When you prepare the unit plan of your subject how you will consider learning beyond classroom practices?

**CHECK YOUR LEARNING-3****Q. 1. Multiple choice question****1. Which of the following personalities gave the concept of Basic Education?**

- a) David Kolb
- b) Dewey
- c) Mahatma Gandhi**
- d) Rabindranath Tagore

**2. Which of the following types of development can be achieved through Outdoor learning experiences?**

- a) Cognitive development
- b) Physical development
- c) Social Development
- d) All of the above**

**Web resources:**

Additional Reading: <https://unesdoc.unesco.org/ark:/48223/pf0000064259>

**Learn more about experiential learning by Kolb:**

<https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/kolb>

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<https://www.sciencedirect.com/science/article/pii/S2444866416301234>

<https://www.lotc.org.uk/what-is-lotc/health-and-well-being/>

<https://www.englishoutdoorcouncil.org/benefits.of.outdoor.learning.html>

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## Answer key of Check your learning

### Unit-1 Understanding Child - Centred Pedagogy

**Q1. Select proper alternative given below**

**1. The method of learning that is different in each student is called -----**

- A) learning style**
- B) Study skills
- C) Assessment ability

**2. Every student is different from others, so what care should teachers take while teaching?**

- A) Learning style should be noted
- B) Student age should be noted
- C) The educational environment of the students should be noted.**

**3. Is taking time to show an object or a monument a waste of time?**

- A) True
- B) False**

### CHECK YOUR LEARNING-2

**Q1. Select proper alternative given below**

**1. What are the main methods used to solve a problem?**

- a) Group Work**
- b) Fieldwork
- c) Home Work

**2. The teacher assigns the role to the students in the role play.**

- a) True**
- b) False

**3. The following is the procedure to use the problem-solving method.**

1. Generate alternative solutions,
2. Implement and follow up on the solution,

3. Define the problem
4. Evaluate and select an alternative

- a) **3,1,4,2**
- b) 1,2,3,4
- c) 2,4,1,3

4. Which method mostly used perfectly to achieve the highest cognitive and actionable goals?

- a) **Workshop**
- b) Brain Storming
- c) Roleplay

5. The following concepts are used to teach using mobile phones and content stored on DVDs.

- a) Digital Learning Platform
- b) Computer-assisted learning
- c) **Blended Learning**

6. The following method is used to solve the problem in different alternative ways.

- a) Symposium
- b) Workshop
- c) **Brainstorming**

## **Unit-2 Creating conducive teaching – learning Environment**

### **CHECK YOUR LEARNING-1**

#### **Q1. Multiple choice question**

1. What are the two aspects of conducive learning environment?

- a) **Learning process & Physical resources**
- b) learning resources & Classroom interactions
- c) Students health & Happiness
- d) Teachers expertise & Teaching methods

2. How teacher can increase students' active engagement in learning?

- a) By using LCD presentation
- b) By using lecture methods

c) **By using various innovative methods of teaching-learning**

d) By using storytelling method

**Q 2. true or false**

**3. Inclusion links with diversity and equality**

a) **True**

b) False

### **CHECK YOUR LEARNING-2**

**Q1. Multiple choice question**

**1. Effective teachers are looking for every available opportunity to----**

a) Help student to solve their family problems

b) Enhance student score in the exam

c) **Enhance student learning**

d) Use different methods of teaching

**2. To create a classroom environment conducive to learning, we must focus on----** (*Here you can choose multiple correct options*)

a) **Creative utilization of physical space**

b) Proper use of money

c) **Creation of collaborative learning atmosphere**

d) **Building sense of learning community**

e) **Develop a positive classroom climate and culture**

**Q 2. This is the one of quality of conducive learning environment?**

a) **Openness in communication**

b) 5-star physical resources

c) Strict discipline

d) Mid-day meal

### CHECK YOUR LEARNING-3

#### Q1. Select correct word and fill in the blanks

1. In learning environment includes -----, ----- & ----- that has the potential to teach and learn

(curriculum, **educational approach**, evaluation strategies, cultural context, **physical setting**, **teaching-learning practice**)

#### Q2. Multiple choice question

2. How will you use the walls of your classroom to support learning?

- a) By the selling space for advertising and gain money to support students learning
- b) Through the decorative paintings and wallpapers
- c) Convey practical information of curriculum**
- d) Walls can paint artistically and make them pleasant

#### Q 2. True or false?

3. Use of technology in the classroom creates unnecessary pressure on classroom learning?

- a) True
- b) False**

### Unit-3 Developing Teacher as an instructional leader of classroom

#### CHECK YOUR LEARNING-1

Q 1. Which two things are mainly considered in conceptualization of teacher leadership?

(Here you can choose more than one options)

- a) Teacher's academic accountability**
- b) Teachers effort to professionalize teaching**
- c) Teacher's subject knowledge
- d) Teacher's expertise in teaching

#### Q 2. True/false

When teacher lead students learning he/she to give more importance to learning outcomes instead of learning process.

**True**

False

Q.3. Why teacher should be a reflective practitioner?

- a) Teaching is very important profession
- b) Teaching and pedagogy are ever evolving things**
- c) Students need new thing in teaching
- d) Teacher need professional upgradation

### CHECK YOUR LEARNING-2

#### Q 1. What is the core function of school leadership?

- e) To lead the school administration and management
- f) To lead the innovation and creativity
- g) To lead the teaching-learning process of the school**
- h) To lead the research and innovation

#### Q 2. True/false

The school should not be an administrative or corporate establishment but it should be a centre of enjoyable, lifelong learning experience.

**True**

False

#### Q.3. When you do academic supervision what questions you will ask yourselves?

**(Here you can choose multiple correct answers)**

- a) If the teacher is competent for this class or not?
- b) How teacher has facilitated learning of all students in class?**
- c) What teacher have to do and not to do next time?**
- d) What has the teacher done for the formative assessment? And What can he/she do?**
- e) What should a teacher not do?

## **Unit-4 Enriching Teaching-Learning Process: Beyond the classroom**

### **CHECK YOUR LEARNING-1**

#### **Q1. Multiple choice**

Learning beyond the classroom is a useful tool for teaching and learning which has been proven to-----and -----,

- a) Raise attainment and achievement**
- b) Raise intelligence and exam scores
- c) Develop emotions and skills
- d) Inculcation of morals and ethics

**2. What is the teacher related barrier of learning beyond the classroom?**

- a) Teachers personality
- b) Age group
- c) Teacher's knowledge
- d) **Lack of experience in managing beyond classroom activities**

**CHECK YOUR LEARNING-2**

Match the steps of experiential learning with the correct activity level

a	Thinking/Conceptualization	1	<b>Ashwini shares what he observed and relate and use it back to his construction process</b>
b	Action/Active Experimentation	2	<b>could do another round of practice to achieve closer to desired results</b>
c	Reflection	3	<b>dialogue about what groups would have done differently in planning if they know all of the rules up front (build without talking)</b>
d	Experience	4	<b>planning for and executing a building activity in class to build the tallest structure possible in 10 minutes with play cards (without talking)</b>

**CECK YOUR LEARNING-3**

**1. Which of the following personalities gave the concept of Basic Education?**

- a) David Kolb
- b) Dewey
- c) **Mahatma Gandhi**
- d) Rabindranath Tagore

**2. Which of the following types of development can be achieved through Outdoor learning experiences?**

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- c) Social Development
- d) **All of the above**

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