

ACTIVITY BOOK ON

Key Area - III

TRANSFORMING TEACHING-LEARNING PROCESS

of

National Programme Design and Curriculum Framework

NCSL, NIEPA, NEW DELHI

SCHOOL LEADERSHIP ACADEMY WEST BENGAL 2023-2024

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
DEPARTMENT OF SCHOOL EDUCATION
GOVERNMENT OF WEST BENGAL

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FOREWORD

For the past few years the School Leadership Academy (SLA) at State Council of Educational Research and Training, West Bengal in collaboration with National Centre of School Leadership (NCSL), NIEPA, New Delhi has been working on Curriculum and Material development component of its National Programme Design and Curriculum Framework, 2015.

As a part of Curriculum and Material developmental activity, School Leadership Academy (WB) has embarked on the development of this second activity book in the year 2023-2024 vide NCSL's letter number F.No.-25/1/NIEPA-NCSL/SLA/2023 dated 2023. Prior to this, the core group for the School Leadership Academy, West Bengal had been re-constituted comprising fifteen state resource persons. The resource persons were mainly the Heads and Assistant Teachers of the Govt. Sponsored schools of West Bengal along with Faculty and Assistant Technicians from District Institute of Education and Training (DIETs) of West Bengal.

This second activity book is developed by the re-constituted core group members on the topic Transforming Teaching Learning Process i.e., Key Area 3 of National Programme Design and Curriculum Framework of NCSL with its financial support. Both online and offline workshops were organized at SCERT(WB) for this purpose from the month of October 2023 to February 2024 wherein the resource persons devoted their valuable time in consulting, discussing and developing the activity book. This second activity book comprises six units or modules and is meant for supporting and strengthening the teaching fraternity in their endeavour to enhance their academic and leadership capabilities. The units have activities which the teachers may work upon for obtaining further clarity on the teaching – learning processes. A planner has also been provided as a ready reference at the end of the activity book wherein the unit wise activities have been listed.

The Director, SCERT (WB) extends appreciation to all the state resource persons for their valuable contribution in developing this activity book for the school teachers which will provide them insights into the teaching learning process.

The Director, SCERT(WB) is thankful to all the personnel of SCERT(WB) for their endless support and cooperation in this regard.

Date: March, 2024

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Key Area-III

TRANSFORMING TEACHING - LEARNING PROCESS

Unit 1: School and purpose of Education

Introduction:

In our rapidly changing world, the role of schools and the purpose of education have come under the spotlight like never before. We stand at a unique juncture in history, characterized by the convergence of sociological, ecological, and technological trends, each shifting at an unprecedented speed. These shifts have not only created an environment of increasing uncertainty but also a demand for educational systems to adapt to these evolving landscapes. However, it is crucial to recognize that no trend is an inevitable destiny; rather, it is education that holds the most transformative potential to shape a just and sustainable future. A school, in this context, is not just a physical space for learning; it is a crucible of ideas, a platform for initiating debates, and a source of inspiration for research and action aimed at renewing and redefining the purpose of education. This unit sets the stage for exploration of how education can build a new social contract grounded in principles of human rights, social justice, human dignity and cultural diversity while unequivocally affirming education as a public endeavour and a common good that holds the key to future progress and well-being.

Sub Unit I: Nurturing spirit of Inquiry

Learning objectives:

- To recognize the crucial role educators play in maintaining and nurturing children's curiosity
- To learn practical techniques and approaches to encourage curiosity in daily educational practices

Keywords: Curiosity, Experiential learning, Free play

Introduction:

Nurturing the spirit of inquiry in children is a fundamental aspect of educational development. Encouraging curiosity from a young age not only fosters a love for learning but also cultivates essential skills such as critical thinking and problem-solving. This proactive approach involves creating environments that recognize and value a child's natural curiosity, employing hands-on and inquiry-based learning strategies and highlighting the real-world relevance of knowledge. By

embracing these principles, educators and school leaders play a pivotal role in shaping inquisitive minds, preparing children for a lifetime of exploration, discovery and continuous learning.

Core Content:

A few strategies which school leaders can practice are enlisted below:

- Nurturing Curiosity as this can lead to a life-long love of learning.
- Incorporating Hands-on Learning in all subject areas as this will allow students to apply their knowledge, foster a deeper understanding and encourage questioning.
- Indicating relevance of Knowledge in the lives of students as they will be more likely to be curious about the subject matter.
- Discussing importance of Free Play as it will develop their problem-solving skills.
- Creating Dynamic Inquiry-based Learning Environment where children feel comfortable asking questions and engage in discussions.

Activity 1.1.1: Discovering the Past through Artefacts

Objectives:

- To encourage students to ask questions and engage in inquiry-based learning.
- To develop critical thinking skills by analyzing and inferring information from artefact.

Materials Required:

- A variety of artefacts (e.g., grain of rice, millet, an old toy, utensils)
- A picture or representation of a dilapidated house
- Paper, pencils, and markers

Procedure:

- Begin by showing students a picture of a dilapidated house and ask them to describe what they see.
- Introduce the artefacts (grain of rice, millet, old toy, utensils) and explain that they will use these objects to investigate the lifestyle of the people who lived in the dilapidated house.
- Divide the students into small groups and provide each group with a set of artefacts.
- Instruct the students to examine the artefacts closely, ask questions about each item, and record their observations and questions on paper.
- Encourage them to think about the following questions:
 - What does each artefact tell us about the people who owned it?

- How might these items have been used in daily life?
- What can we infer about their lifestyle based on these objects?
- Allow the students to discuss and share their findings within their groups.
- Bring the class back together for a group discussion.
- Each group presents their findings and shares the questions they raised during their investigation.
- As a class, discuss the significance of these artefacts in understanding the past and the challenges of making inferences.
- Encourage students to ask questions about the artefacts that may not have been answered and highlight the importance of continuing to seek answers.

This activity not only encourages students to ask questions and inquire about the past but also develops critical thinking skills as they analyze artefacts. It provides an engaging and hands-on approach to learning about history and culture while fostering curiosity and investigative skills.

Summary:

Educators play a crucial role in maintaining and nurturing children's innate curiosity. By creating an environment that values inquiry, offering hands-on experiences and demonstrating the real-world relevance of knowledge, educators can inspire a love of learning and equip students with essential life-long skills.

Sub Unit II: Education for Critical thinking

Learning objectives:

- To understand the key benefits of teaching critical thinking
- To understand the role of teachers in fostering critical thinking
- To familiarize oneself with the 5 step model to move students towards critical thinking

Keywords: Brainstorming, Analysis, Evaluation, Holistic understanding

Introduction:

Education for critical thinking is an educational approach focused on developing students' capacity to think independently, analyze information, evaluate arguments, and make well-reasoned judgments.

Core Content:

Education for critical thinking goes beyond rote memorization of facts and instead emphasizes a more profound and holistic understanding of information and issues.

The key benefits of teaching critical thinking are:

- Enhanced Understanding and Control
- Improved Classroom Engagement
- Development of Questioning Skills
- Active Participation
- Preparation for the Future

Strategies for developing critical thinking:

- Questioning
- Group Discussions
- Innovative Activities
- Role-Playing
- Brainstorming with Visual Elements

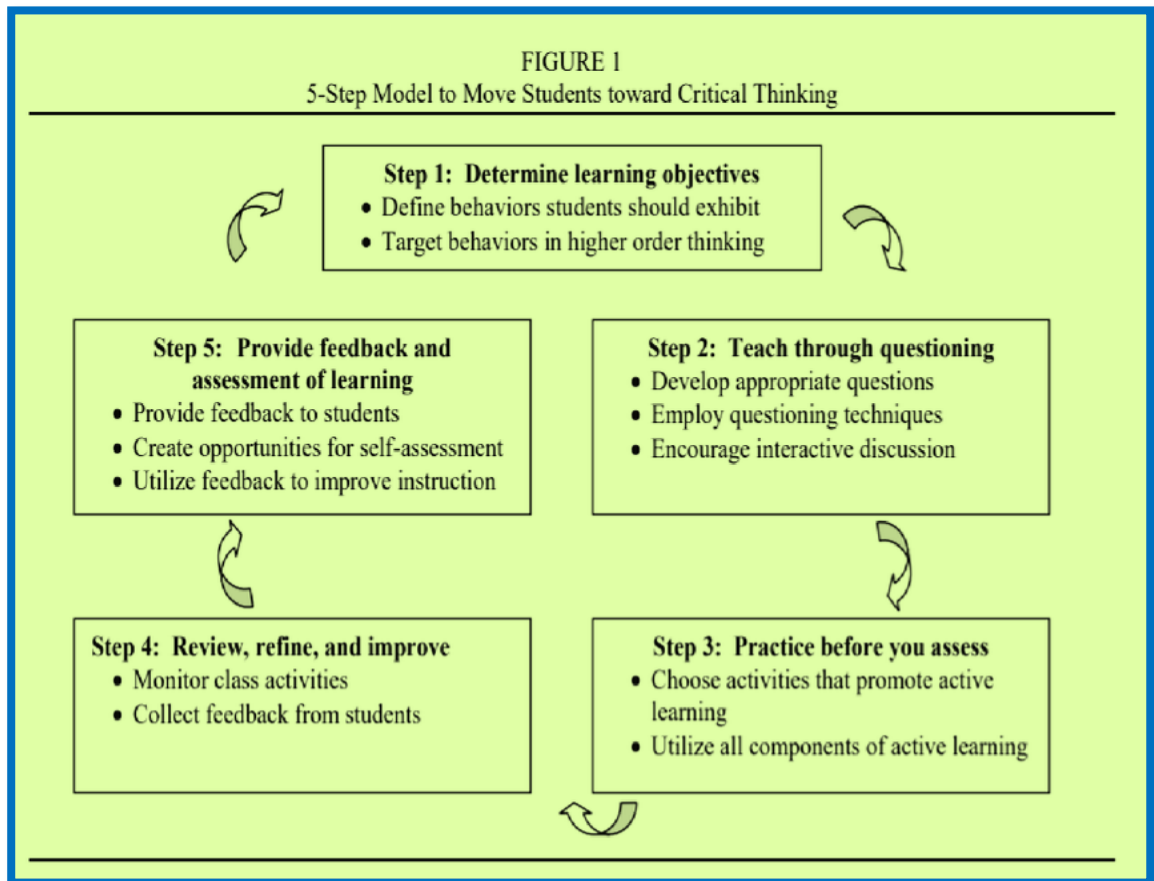
Teacher's role in fostering critical thinking is:

- Facilitating Idea Sharing
- Encouraging Multiple Perspectives
- Motivation
- Inspiration and Confidence Building

5-Step Model to Move Students toward Critical Thinking (Duron, Limbach, Waugh, 2006)

The 5-step model to move students toward critical thinking, as proposed by Duron, Limbach, and Waugh in 2006, provides a structured approach to fostering critical thinking skills in the classroom. The model is designed to guide educators in developing students' abilities to analyze, evaluate, and synthesize information. Here are the five steps of the model:

+



5 STEP MODEL OF CRITICAL THINKING IN STUDENTS

By following this 5-step model, educators can systematically develop and reinforce critical thinking skills in students, helping them become more adept at analyzing complex information, making informed decisions and approaching challenges with a thoughtful and analytical mindset. This approach promotes a deeper understanding of the subject matter and prepares students for success in academic, professional life.

Activity1.2.1: Patterns and Connections in Indian History

Objective: To develop students' analytical skills by identifying patterns and connections in key events from the history of India.

Procedure:

- Introduce the concept of analyzing historical patterns and connections in the context of India's History.
- Emphasize the importance of understanding how events are interconnected.
- Provide students with a timeline of significant events in Indian history, spanning different periods such as Ancient India, the Mughal Empire, the British Raj, and post-independence.

- Include events such as the Indus Valley Civilization, the Maurya and Gupta Empires, the Mughal era, the Indian independence movement, and the partition of India.
- Divide the class into small groups.
- Assign each group a set of events from different historical periods to analyze.
- Ask each group to answer analytical questions:
 - Are there recurring themes or patterns in the events assigned to your group?
 - How did one event lead to or influence another?
 - What connections can be drawn between social, political, and cultural changes during different historical periods?
- Have each group present their findings to the class.
- Encourage discussions on common patterns and connections observed across different groups.
- Ask students to identify overarching patterns and connections across all presented events.
- Discuss the impact of historical events on shaping the cultural, social, and political landscape of India.

This activity helps students gain a nuanced understanding of historical developments in India and encourages critical thinking about the interconnected nature of events over time. The historical context may be adjusted based on the curriculum and grade level.

Summary:

Critical thinking is a transformative educational approach that empowers students with skills essential for success in a dynamic world. By focusing on conceptual understanding, skill development, mindset cultivation, strategic implementation and continuous evaluation, educators play a crucial role in guiding students toward becoming critical thinkers.

Sub Unit III: Education for Empowerment

Learning Objectives:

- To recognize the crucial role educators play in uplifting marginalized children from poverty and empowering them
- To learn practical techniques and approaches that focus on empowerment through education

Keywords: Empowerment, High order skills, Upliftment

Introduction:

In a world marked by diversities, disparities and dynamic changes education stands as a beacon of hope and a potent catalyst for progress.

Core Content:

Education as an empowering right is unequivocally recognized by UNESCO as a tool that can uplift marginalized children and adults from poverty, and a cornerstone for personal and societal transformation. As we delve into the profound concept of education as an empowerment tool, we embark on a journey to understand its multidimensional impact on individuals and communities alike. Beyond mere knowledge acquisition, education empowers by nurturing the development of critical thinking and higher-order skills. It is, in essence, a gateway to individual growth and a key driver of societal advancement.

Activity 1.3.1: Media Literacy and Critical Thinking

Objective:

To develop students' media literacy and critical thinking skills to empower them to critically evaluate information sources and make informed decisions

Procedure

- Analyze a current event or controversial topic by examining multiple news sources and finding biases, misinformation and propaganda.
- Discuss the impact of media on public opinion and how critical thinking can empower individuals to separate fact from fiction.

Activity 1.3.2: Advocating Social Justice through Literature

Objective:

To empower students to become advocates for social justice through literature analysis and discussion

Procedure:

- Choose literature that explores social justice issues.
- Analyze the characters, themes and author's intent. Discuss how literature can empower individuals to challenge social injustices and promote change.

Activity 1.3.3: Developing Financial Literacy and Life Skills

Objective:

To empower students with financial literacy skills for better decision-making and long-term financial well-being

Procedure:

- Teach budgeting, saving, investing, and understanding credit.
- Students create a budget for a fictional scenario (e.g., going to college, starting a business) and discuss how financial knowledge empowers them to make informed choices.

Activity 1.3.4: Environmental Stewardship

Objective:

To empower students to become environmentally conscious citizens through hands-on learning.

Procedure:

- Conduct a school garden project where students plant and care for a garden.
- Discuss the importance of environmental stewardship and how knowledge about sustainable practices empowers individuals to protect the planet.

Summary:

Education for Empowerment underscores the transformative potential of education. By defining its essence and providing practical strategies, school leaders are equipped to inspire, nurture critical thinking, and catalyze empowerment in every student's journey.

Sub Unit IV: Developing Responsible citizens

Learning objectives:

- To understand the vital role school leaders play in developing students as responsible citizens
- To learn practical approaches to contribute to the development of students as responsible citizens

Keywords: Future citizens, Civic engagement, Responsibility

Introduction:

School leaders play a vital role in the development of becoming responsible citizens among students. They can create an environment that fosters a sense of responsibility, civic engagement and ethical behaviour.

Core Content:

Here are several ways school leaders can contribute to the development of responsible citizens:

- **Promote a Culture of Responsibility:** School leaders could demonstrate responsibility by implementing eco-friendly practices, such as waste segregation, conservation initiatives, fostering a culture of environmental responsibility.
- **Civic Education Programmes:** Schools can introduce civic education as a subject, teaching students about the Indian Constitution, their roles as responsible citizens from an early age.
- **Community Service and Volunteerism:** Students could take part in community service projects, like organizing cleanliness drives, planting trees, or volunteering at local NGOs.
- **Character Education:** Schools can implement character education programmes focusing on values like honesty, integrity, and respect. For instance, students could engage in activities that encourage empathy, such as fundraising for underprivileged students.

Activity 1.4.1: Fostering Responsible Citizenship through Sustainable Farming



BIODIVERSITY GARDEN AT JODHPUR PARK BOYS' SCHOOL, KOLKATA



BIODIVERSITY GARDEN AT JODHPUR PARK BOYS' SCHOOL, KOLKATA

Objective: To develop responsible citizenship in school by integrating sustainable farming practices with lessons on environmental responsibility, community engagement and ethical decision-making.

Materials Required:

1. School garden
2. Seeds, gardening tools
3. Whiteboard, markers
4. Audiovisual equipment

Procedure:

- Begin with a discussion about responsible citizenship, the importance of environmental stewardship, community engagement and ethical decision-making in rural India.
- Introduce the concept of sustainable farming to address these responsibilities and challenges.
- Explain the principles of sustainable farming, including organic methods, water conservation, and local crop selection. Involve students in preparing the soil, planting seeds, and setting up composting bins.
- Integrate agricultural and environmental science lessons into the curriculum. Teach students about local crop varieties, soil health, pest control and the importance of responsible water use.

- Assign responsibilities to student groups for regular garden maintenance, such as watering, weeding, and composting. Use this ongoing engagement to reinforce the values of responsibility and ethical conduct in caring for the environment.
- As the crops grow, involve students in harvesting. Organize sales of surplus produce within the community, with proceeds going towards community development projects, school improvements, or supporting local causes.
- Discuss the impact of the sustainable farming project on the school and the surrounding community. Encourage students to brainstorm ways they can engage with the community, such as conducting workshops on sustainable farming for local farmers.
- Conclude the project with a classroom discussion and reflection on the responsibilities they have undertaken, both as individuals and as a school community. Highlight the importance of responsible citizenship in preserving the environment and supporting local communities.
- Invite parents, community members, and local media to celebrate the project's success. Students can present what they've learned and achieved through the sustainable farming initiative.

Activity 1.4.2: Eco-Friendly Product Creation and Fair organization

Objective:

To develop responsible citizenship among students by teaching them about sustainability, recycling, and responsible consumerism

Materials Required:

1. Assorted waste materials (e.g., plastic bottles, cardboard, newspapers, fabric scraps)
2. Craft supplies (glue, scissors, paint, brushes)
3. Recycling bins
4. Marketing materials (posters, flyers)
5. Tables and display materials for the fair
6. Money handling materials (cash box, price tags)

Procedure:

- Begin with a discussion on the concept of responsible citizenship, emphasizing the importance of ethical and sustainable choices in our daily lives.
- Organize a waste collection drive within the school. Students collect and sort recyclable materials, discussing their responsibilities in reducing waste.

- Discuss creative ideas for up cycling these materials into eco-friendly products. Emphasize the role of responsible citizens in protecting the environment.
- Divide students into small groups and assign each group a specific type of product to create (e.g., tote bags from old t-shirts, flower pots from plastic bottles). Provide materials and guidance as needed while encouraging sustainability principles.
- Teach students about marketing and fair planning, with a focus on responsible consumerism. They design posters, flyers, and develop a marketing strategy that promotes eco-friendly products.
- On the day of the fair, students arrange tables and set up their product displays. Discuss the ethical behaviour expected of responsible citizens, including fair pricing and honest communication.
- Open the fair to the public, invite parents, teachers, and the local community. Students take on roles as responsible salespeople, explaining the products' eco-friendly aspects and promoting ethical consumerism.
- After the fair, students reflect on their roles as responsible citizens. Discuss the impact of their project on sustainability, ethical consumerism, and the responsibilities they have towards the environment and community.

.References:

- <https://www.unicef.org/globalinsight/featured-projects/changing-childhood-project>
- <https://jodhpurboyskolkata.in/home/>
- https://www.researchgate.net/figure/5-Step-Model-to-Move-Students-toward-Critical-Thinking-Duron-Limbach-and-Waugh-2006_fig2_371804641

Assessment:

Q. Tick the most appropriate choice among the given options

1. What is the key benefit of nurturing curiosity in children from a young age?
 - a. Memorization skills
 - b. Development of critical thinking and problem-solving
 - c. Rote learning
 - d. Strict adherence to curriculum

2. Which strategy is NOT used for developing critical thinking skills?
 - a. Group discussions

- b. Role-playing
- c. Memorization drills
- d. Brainstorming with visual elements

3. What is suggested as an effective way to promote a culture of responsibility in schools?

- a. Ignoring the importance of eco-friendly practices
- b. Implementing waste segregation and conservation initiatives
- c. Avoiding discussions on civic duties
- d. Discouraging community service projects

Additional Reading:

- UNICEF ANNUAL REPORT 2022 ON STATE OF THE WORLD CHILDREN

Unit 2: Understanding Child-Centred Pedagogy

Introduction:

Child-centred pedagogy places the child at the heart of the learning process. It is a philosophy that recognizes the uniqueness of each young mind, their boundless curiosity and their innate thirst for knowledge.

At the core of child-centred pedagogy lies the understanding that children are not empty vessels waiting to be filled with facts but active participants in their own learning. It looks to nurture the seeds of curiosity, empowering students to ask questions, seek answers and embark on a journey of life-long learning. This introduction is but a glimpse into the transformative realm of child-centered pedagogy, where the child is not a passive observer but the protagonist of their educational narrative, shaping their own growth and becoming architects of a brighter future.

Sub Unit- I: Learning and Developmental needs of the growing child

Learning Objectives:

- To recognize the crucial role educators play in addressing the learning and developmental needs of the growing child
- To learn practical techniques and approaches that focus on holistic development of the child

Keywords: Development, Growth, Life- long skills

Introduction:

The learning and developmental needs of a growing child are multifaceted and encompass various aspects of their physical, cognitive, emotional and social development.

Core Content:

To meet the learning and developmental needs of a growing child, a school leader may undertake several efforts within their school:

- Ensure that the school offers a diverse range of subjects, extra-curricular activities and projects to cater to various interests and talents of students.

- Integrate practical life skills such as financial literacy, time management, and problem-solving into the curriculum to prepare students for real-life challenges.
- Provide nutritious meals and promote healthy eating habits. School leaders can establish a school garden or collaborate with local initiatives to source fresh, healthy food for students.
- Offer physical education programmes that include sports, exercise and wellness activities to promote physical health and development.
- Establish counselling services and create a safe environment for students to express their emotions, addressing their social and emotional needs.
- Implement conflict resolution programmes and peer mediation to develop emotional intelligence and social skills in students.
- Promote differentiated instruction to accommodate various learning styles and paces, ensuring that each child's unique needs are met.
- Provide special education services and support for students with specific learning needs.
- Encourage participation in the arts, music, drama and other creative outlets to foster creativity and self-expression.
- Offer enrichment programmes, like science clubs or coding classes, to stimulate intellectual growth and curiosity.
- Promote strong relationships between the school, parents and the community to create a supportive and collaborative learning environment.
- Organize guest speaker sessions and educational field trips that expose students to real-world experiences and inspire their career development.
- Integrate technology into the curriculum to enhance digital literacy skills and prepare students for a technology-driven world.
- Implement character education programmes to instil values like respect, responsibility, empathy and integrity.
- Encourage students to engage in community service, projects that help them understand their role in society and foster a sense of responsibility.
- Provide ongoing professional development opportunities for teachers and staff to ensure they are equipped to meet the evolving needs of students and employ best practices in education.
- Be open to feedback from students, parents and staff and adapt the school's approach to meet the changing needs of the students and the community.

Summary:

In summary, a school leader can try to support the learning and developmental needs of growing children by creating a holistic educational environment that encompasses not only academic learning but also physical health, emotional and social development, creativity, community engagement, and character education.

Sub Unit II: Child as an active learner and constructor of knowledge

Learning Objective:

- To understand how children actively seek, process and construct knowledge through exploration, play and hands-on experiences.

Keywords: Active learning, Hands- on-experiences

Introduction:

The concept of a child as an active learner and constructor of knowledge is rooted in constructivist theories of learning. This perspective, often associated with theorists like Jean Piaget and Lev Vygotsky, emphasizes that children actively engage with their environment, experiences, and social interactions to build their understanding of the world.

Core Content:

Inducing children to be active learners and constructors of knowledge is a crucial goal in education. School leaders can play a pivotal role in easing this transition from passive to active learning. Here are some strategies for school leaders to achieve this transformation-

- Professional Development for teachers to equip them with the necessary skills and strategies for active learning methodologies.
- Create a Supportive Environment where experimentation and innovation in teaching are encouraged.
- Curriculum Development that allows for flexibility and personalization aligning with the principles of active learning.
- Resource Allocation that support active learning which might include setting up well-equipped science laboratories, libraries and computer facilities.
- Parent and Community Engagement to support active learning initiatives.

Transitioning from passive to active learning requires a fundamental shift in educational philosophy, where the goal is not just the transfer of knowledge but the development of critical thinking, problem-solving and life-long learning skills. School leaders play a critical role in creating the conditions and culture that support active learning and empower students to construct knowledge actively.

Activity 2.2.1: Hands-on Science Experiments

Conduct simple and safe science experiments where children can actively participate, observe and draw conclusions. Examples include making a volcano, exploring buoyancy, or growing plants etc.

Activity 2.2.2: Mathematic Games

Use Mathematic games like counting blocks, pattern blocks, or beads to make mathematic concepts tangible. Children can actively manipulate these objects to understand addition, subtraction, multiplication and more.

Summary:

Active learning engages children through hands-on experiences, fostering exploration and deep understanding. It includes interactive science experiments, math manipulative, outdoor scavenger hunts, storytelling, art stations, role-playing, collaborative projects, educational games, and virtual field trips. These activities promote curiosity, critical thinking, and holistic development, making learning engaging and memorable.

Sub Unit III: Making learning a joyful and creative experience for teacher and learner

Learning objectives:

- To understand the importance of joyful learning
- To create a positive and inclusive classroom culture that fosters a sense of belonging, safety and enthusiasm
- To explore and implement a variety of teaching methods to accommodate diverse learning styles and preferences

Keywords: Joyful learning, Learning style, Learning preferences

Introduction:

Creating a joyful and creative learning experience involves cultivating a positive and interactive environment. Teachers can infuse enthusiasm, use varied teaching methods, incorporate hands-on activities, promote student collaboration and recognize individual strengths. Fostering curiosity, embracing diverse learning styles and infusing creativity make learning enjoyable, encouraging a life-long love for education.

Core Content:

Creating a joyful learning experience for both teachers and students is a key goal for school leaders. Here are several strategies that school leaders can implement to achieve this:

- Supportive and Inclusive Environment
- Professional Development
- Collaborative Planning
- Individualized Learning
- Celebrate Achievements
- Encourage Creativity
- Reduce Administrative burden
- Well-Being Programmes
- Engage Parents and the Community
- Create Joyful Learning Spaces
- Encourage Curiosity and Exploration
- Constructive Feedback
- Innovative Technology
- Access to Resources
- Encourage Lifelong Learning

Activity 2.3.1: Interactive Storytelling and Role-Playing

Begin with an engaging and imaginative story relevant to the curriculum or a specific topic. Invite students to actively participate by assigning roles or encouraging them to create their own characters. As the story unfolds, students can act out scenes, make decisions for their characters and contribute to the narrative. This activity promotes creativity, collaboration and a joyful approach to learning.

Summary:

Creating a joyful learning experience requires school leaders to be proactive, empathetic, and responsive to the needs of both teachers and students. By fostering a culture of joy in education, everyone in the school community can look forward to each day of learning with enthusiasm and a sense of fulfilment.

Sub Unit IV: Teaching learning as a joint exploration by teachers and learners

Learning objectives:

- To identify the key principles of collaborative learning
- To recall the importance of shared exploration in the teaching-learning process
- To explain the shift from a teacher-centered to a joint exploration approach in education

Keywords: Collaborative learning, Participatory model, Facilitators

Introduction:

Teaching and learning as a joint exploration involve collaborative efforts between teachers and learners, emphasizing shared inquiry and discovery. It shifts the traditional teacher-centered approach to a more interactive and participatory model. This approach recognizes that both educators and students contribute to the learning process, fostering engagement, critical thinking, and a deeper understanding of the subject matter. Teachers serve as facilitators, guiding learners on a journey of exploration, questioning and co-creation of knowledge.

Core Content:

To make teaching and learning processes a joint exploration by teachers and learners, school leaders can implement several strategies that foster collaboration, shared decision-making and active engagement. Here are some ways school leaders can achieve this:

- Promote a collaborative culture
- Shared decision-making involving teachers and students
- Co-Creation of learning goals by both teachers and students
- Inquiry-based learning
- Active participation
- Flipped Classroom approach
- Cross-Curricular projects

- Peer- teaching and learning
- Professional development for teachers on best collaborative practices
- Technology integration to facilitate collaboration
- Reflective Practice
- Continuous feedback loop where teachers and students regularly provide feedback to each other
- Celebrate achievements
- Learning communities where students and teachers can share experiences

By implementing these strategies, school leaders can transform the teaching and learning process into a joint exploration where teachers and students work together to construct knowledge, solve problems, and create a more engaging and enriching educational experience. This approach promotes a sense of ownership, enthusiasm and a deep love for learning among all members of the school community.

Activity 2.4.1: Creative Writing Workshop

Conduct creative writing workshops where both teachers and students engage in brainstorming, drafting and editing. This collaborative writing process encourages creativity, effective communication and a shared appreciation for storytelling.

Activity 2.4.2: Formation of Book Club

Form small book clubs where teachers and students read a selected literary work together. They engage in discussions, analyze themes and explore different perspectives. This collaborative exploration enhances literary comprehension and critical analysis skills.

Summary:

Incorporating collaborative activities where teachers and students explore together fosters active learning, shared inquiry and a dynamic educational environment. This approach enhances engagement, critical thinking and mutual understanding making the learning process a joint and enriching experience.

Sub Unit V: Learning in an inclusive socio-culturally diverse setting

Learning objectives:

- To identify diverse learning styles and preferences among students
- To recall key principles of inclusive education such as accessibility and flexibility
- To understand the impact of inclusive practices on students' academic and social development

Keywords: Inclusive teaching practices, Diversity

Introduction:

Creating an inclusive socio-culturally diverse learning environment is essential for fostering understanding, respect and equitable education. Embracing diverse perspectives, incorporating culturally relevant content, and implementing inclusive teaching practices are vital for cultivating a supportive and enriching educational setting that values every student's unique background and experiences.

Core Content:

Building capabilities to foster learning in an inclusive, socio-culturally diverse setting requires a multifaceted approach. School heads play a crucial role in creating an environment that values diversity, promotes inclusion and enhances the overall learning experience. Creating an inclusive and socio-culturally diverse learning environment involves instructional strategies and the school's physical infrastructure.

School heads may consider the following elements in building an inclusive school infrastructure:

- School buildings designed to be accessible to students with physical disabilities
- Multilingual Environment
- Flexible Classroom Spaces
- Resource Rooms
- Technology Integration
- Cultural Spaces
- Outdoor Learning Spaces
- Safety and Security Measures
- Community Engagement Spaces

- Inclusive Playground
- Gender-Neutral Facilities
- Green Spaces and Gardens

Here are some easy-to-implement strategies for school leaders to foster learning in an inclusive socio-culturally diverse setting:

Activity 2.5.1: Cultural Competence Workshop

Organize workshops or training sessions where teachers and staff share their knowledge about diverse cultures, traditions and effective inclusive practices.

Activity 2.5.2: Peer Learning Communities

Create peer-learning groups where teachers collaborate and share strategies for inclusive teaching. This encourages a supportive community and allows for the exchange of low-cost, effective practices.

Activity 2.5.3: Community Resource Mapping

Work with teachers and community members to identify local resources, talents and individuals who can contribute to the cultural diversity of the school. Invite them to share their knowledge or skills with students.

Activity: 2.5.4: Flexible Learning spaces

Foster flexible classroom arrangements that facilitate collaboration and accommodate diverse learning needs. This can be as simple as rearranging desks or creating designated areas for different activities.

Activity 2.5.5: Culturally Inclusive language practices

Encourage teachers to use inclusive language that respects and values the diverse cultural backgrounds of students. This includes being mindful of cultural nuances in communication.

Activity 2.5.6: Student-led Cultural showcases

Organize student-led cultural showcases where students can share aspects of their culture through music, dance, food, or art. This promotes pride in cultural diversity.

Activity 2.5.7: Cross-Cultural storytelling

Integrate cross-cultural storytelling into lessons. This can involve reading books of diverse authors, sharing personal stories, or inviting community members to tell their stories.

Activity 2.5.8: Inclusive Sports and Games

Ensure that sports and games played in the school are inclusive and accessible to all students. This promotes teamwork and camaraderie across diverse backgrounds.

Activity 2.5.9: “Dost” (buddy) system

Establish a buddy system where students from different backgrounds or abilities pair up to support each other academically and socially.

Activity 2.5.10: Flexible Timetable

Allow for flexible timetable that accommodates religious or cultural observances, ensuring that all students can participate fully in school activities.

Summary:

In an inclusive and diverse classroom, students can celebrate their unique backgrounds and learn from each other. Activities like sharing stories, trying different foods and working together on projects help everyone feel valued. This way, the classroom becomes a place where everyone's culture is respected, and students can learn and grow together.

Assessment:

A. Put a tick mark (✓) against the correct option.

1. What is a key principle of child-centred pedagogy?
 - a. Uniform learning experiences for all students
 - b. Holistic development tailored to individual needs
 - c. Strict adherence to a standardized curriculum
 - d. Minimal emphasis on extra-curricular activities

2. What is a strategy for transitioning to active learning?
 - a. Strictly adhering to a predetermined curriculum
 - b. Encouraging experimentation and innovation in teaching
 - c. Limiting the use of technology in the classroom
 - d. Discouraging collaborative projects

3. What is a key element for creating a joyful learning experience?
 - a. Emphasizing a strict and authoritarian classroom culture
 - b. Minimizing teacher-student interactions
 - c. Celebrating student achievements
 - d. Ignoring the well-being of one self and thinking only about students

B. State if the following statements are True or False

- i. Child-centred pedagogy emphasizes a one-size-fits-all approach to education.
- ii. A flipped classroom approach involves students engaging with instructional content during class time.

References:

- <https://www.oecd.org/education/education-at-a-glance/>
- Jones, Leo. (2007). *The Student-Centered Classroom*. Cambridge University Press.
- Rogers, C. R. (1983). *Freedom to Learn for the 80's*. New York: Charles E. Merrill Publishing Company, A Bell & Howell Company

Unit 3: Creating Conducive Teaching-Learning Conditions

Introduction:

The classroom serves as the primary setting where the transformative journey of teaching and learning unfolds. Within its walls, educators orchestrate a symphony of knowledge, skills and values, shaping the minds and hearts of future generations. To effectively cultivate this transformative process, it is imperative to cultivate a conducive learning environment, one that nurtures curiosity, fosters creativity and embraces inclusivity. The physical environment of the classroom plays a pivotal role in shaping the learning experience. A vibrant and welcoming atmosphere, adorned with stimulating visuals, interactive displays, and thoughtfully arranged furniture, can ignite students' imaginations and foster a sense of belonging. School heads need to consider transforming sterile walls into canvases of creativity, showcasing student art-works, scientific models, or historical narratives. Introduce flexible seating arrangements that encourage movement and collaboration, allowing students to tailor their learning space to their needs.

Sub Unit I & II: Attractive and lively school and class room environment & Creative organization of Class room spaces and materials

Learning Objectives:

- To create awareness regarding the need for attractive environment and creative space arrangement of the school and classroom in the overall development of the child
- To develop a clear concept about the factors and key components in the creative space arrangement of the classroom from Foundation to Secondary stage
- To understand the role of creative space arrangement of the classroom that can shape the child's understanding of the process of mastering of 21st century skills

Keywords: Creative space, Reading corner, Encouragement, Flexibility, Autonomy

Introduction:

An attractive, lively school and creative organization of classroom environment plays a pivotal role in shaping the educational experience for students. Beyond mere aesthetics, the physical space where learning takes place significantly impacts students' engagement, motivation and overall well-being. It involves planning, strategic arrangement, and the utilization of innovative solutions to optimize the learning environment for both teachers and students.

Core Content:

Activity 3.1.1: Class Room Space Designing

The teachers may discuss in the group regarding the steps which can be followed for an attractive, lively and child centric space designing in classroom and also the open space in the school viz., Planning, Budgeting, Outsourcing, Assembling. The teachers then can discuss in the group, the type of areas/corner that should be kept in the classroom of Foundation / Middle / Secondary stage.

Materials Required:

1. Flash card – name of corner / areas
2. Art paper – Pink (Foundation), Green (Middle), Yellow (Secondary)
3. Colour pen and glue

Procedures:

- Find the proper flash card and fix the given coloured art paper on it and write the name of the relevant stage on the top.
- Divide in three groups (Foundation, Middle, Secondary) and discuss which materials should be kept in different corners and how it could be arranged in creative way.

Some key elements of creative organization of classroom space and materials are as follows:

- Flexible arrangement of furniture can be beneficial to classroom environment which leads to improved grades, higher participation and more in-depth conversation.
- Flexible seating options, such as movable desks, chairs and standing desks, provide students with choices to suit their preferences and comfort.
- Collaborative Learning Space promotes a good community spirit by involving people with multiple potentialities in a large table to enable easy communications, team work and allow them to work in a creative ways.



CREATIVE ORGANIZATION OF CLASSROOM SPACE AND MATERIALS (SELF-DRAWN)

- Reading corner with comfortable seating and soft lighting can serve as a quiet retreat for individual reading or small group discussions.
- Project area equipped with collaborative tools and resources encourages hands-on, interactive learning experiences.
- Integrating technology into the organization of the classroom is increasingly becoming vital.
- Smart boards, interactive displays, and digital learning tools can enhance the overall learning experience.



From the above picture following points may be considered for creative organization of classroom spaces and materials:

- Place for privacy in classroom
- Place for storage and display
- It is also important to plan to display children's assessment materials and artworks
- Place for flexibility is the place where the children are at liberty to interact with peers
- Place of inviting encouragement & engagement

Summary:

The creative organization of classroom space and materials creates a relaxing, safe, secure and inclusive environment that is very essential for the learners. It also fosters 21st century's skills i.e. collaboration, communication, creativity and critical thinking among learners.

References:

- D. M. (1975). A guide to the planning of industrial arts facilities. *Bloomington,IL: McKnight*, 15–20.
- Warner, S. A., & Myers, K. L. (2010). The Creative Classroom: The Role of space and place towards facilitating creativity. *The Technology Teacher*.
- Nuhfer, E. (n.d.). (2007). *Some Aspects of an Ideal Classroom: Color Carpet, Light and Furniture*. https://doi.org/www.isu.edu/ctl/nutshells/IdealClass_files/IdealClass.html

Assessment:

A. Write True/False for the following statements:

1. Creative organization of classroom space can enhance the learning environment.
2. An attractive classroom environment has no impact on student's motivation and engagement.
3. Organized classroom space supports effective teaching and learning.
4. Dull and monotonous classroom setup contributes to a lively school environment.
5. Bright and colourful decorations make no difference in the attractiveness of a classroom environment.

B. Put a tick (✓) mark for the correct option:

1. What can make a classroom environment attractive and lively?
 - a. Only bright and colourful decorations
 - b. Only organized and inviting classroom space
 - c. Only engaging learning materials
 - d. All of the above
 - e. None of the above
2. One way to achieve creative organization of classroom space is -
 - a. Keeping all materials in a single pile
 - b. Randomly placing materials around the classroom
 - c. Categorizing and labelling materials
 - d. Ignoring the organization of materials
 - e. None of the above
3. An attractive classroom environment contributes to -
 - a. Increased student engagement
 - b. Decreased student motivation
 - c. Student boredom
 - d. All of the above
 - e. None of the above

4. Why is it important to have an organized classroom space?
 - a. It helps in easy material access
 - b. It promotes a sense of order and structure
 - c. It supports effective learning and teaching
 - d. All of the above
 - e. None of the above

5. Which of the following contributes to a lively classroom environment?
 - a. Dull and monotonous classroom setup
 - b. Limited access to learning materials
 - c. In-frequent teacher-student interactions
 - d. Vibrant and engaging classroom atmosphere
 - e. None of the above

Sub Unit III: Strengthening Opportunities for Active Learning

Learning objectives:

- To prepare or frame some effective and fruitful activities to ensure 100% participation of the learners, keeping the targeted skills in mind.
- To make the learners become active in the activity and learn

Keywords: Active learning, Facilitator, Collaboration, Learning strategies

Introduction:

The pedagogy involved in active learning is child-centric. The teacher has to create and strengthen opportunities for active learning. S/he has to frame strategies for active learning and remain passive and play the role of a facilitator only. This is applicable in case of individual learning, pair learning as well as group learning. In the next step, the learners will take lead role in performing the activity provided by the teacher. They will perform the activity themselves and take help of the teacher only when they get stuck somewhere. The activities may be framed from the text books or outside, but certainly within the syllabus and keeping in mind the aimed skills.

Core Content:

The basic content of an activity is “the target, and the activity to achieve the target.” For instance, the target is to learn - “How to write a biography?” (e.g. the biography of Swami Vivekananda).

The teacher will introduce the topic in the class. The approach will be –“going from known to unknown.” He /She will try to illicit information about Swami Vivekananda from the learners. While doing so, the teacher will encourage the learners to speak full sentences but will abstain from pointing out the errors. This will result in spontaneous responses. Summing up, the teacher will give them homework to collect some more information about Swami Vivekananda from different sources, and come the next day, along with a picture of Swamiji. The teacher will divide the class into mixed-talent groups of five to eight students. The groups will consist of a group leader, a scribe, a time keeper, a presenter, and others. The teacher, while acting as a facilitator, will give the class an idea of biography, stating the learners to use the pieces of information collected from the class as well as from their homes. The teacher will tell them, to start the passage with an interesting episode from Swamiji’s life, and not to start with his date of birth and family details. The learners will start working and the teacher will move around just to facilitate them. As per their inquisitiveness, he/she will provide them with the required support. The learners will work on their own and this will bring them a sense of ownership. The learners will paste the picture and complete the activity. In the next class, the teacher will evaluate their work. A discussion may be carried on to let the whole class know about each other’s hurdles and achievements. This is a very useful phase of active learning and it facilitates the learners to perform better at the next opportunity. In the group work, the four Cs of 21st century skills, namely Communication, Collaboration, Critical thinking and Creativity has been well covered along with language skills like speaking, listening and writing.

In the next class, the teacher will design a different kind of activity on a different topic and involving different skills. This will strengthen the opportunity of fostering the scope of active learning.

Summary:

The teacher must first draw a detailed plan to provide an effective activity to the learners. He/she has to decide the skills to be covered in performing the activity and must have a clear idea of the expected outcome. He/she will not hand-hold the students to complete the activity, on the contrary, will facilitate the learners to proceed with their own ideas and reach the target.

Assessment:

A. Answer the following questions:

- What does ABL stand for?

- While the learners perform the given activity, the teacher will support them by giving constant remarks. (Write True or False, T/F)
- The whole passage tells about [put a tick mark (✓) against the correct option]
 - a) Pair work
 - b) Peer work
 - c) Group work
 - d) both a and c

B. Mention True and False for the following statements:

It is essential for the teacher to-

- a) Fix the target just before starting the activity.
- b) Decide the target during the activity.
- c) Incorporate in the lesson plan.
- d) See the result and decide the target after the completion of the activity.

Sub Unit IV: Inclusive Environment: Mutual Respect, Acceptance and a Sense of Common Identity

Learning objectives:

- To articulate the importance of creating an inclusive learning environment
- To identify key strategies for fostering an inclusive school culture
- To explain the role of school leaders in shaping an inclusive learning environment

Keywords: Inclusion, Mutual Acceptance, Empowerment

Introduction:

In the evolving world of education, inclusivity has become a cornerstone, emphasizing the need for learning environments where every student feels valued, respected, and empowered. School leaders play a pivotal role in fostering this inclusive culture, promoting understanding, celebrating diversity, and establishing a shared identity. By embracing these principles, school leaders can create beacons of inclusivity where every student thrives.

Core Content:

At the heart of an inclusive environment lies mutual respect and acceptance, where differences are embraced as strengths rather than obstacles. School leaders can cultivate this atmosphere by actively promoting understanding and empathy among students, staff and parents. This can be achieved through various initiatives, such as anti-bias workshops, and school-wide celebrations of different cultures and traditions.



INCLUSIVE SETTING OF RAGHUNATHPUR NAFAR ACADEMY (HS), HOWRAH

While celebrating diversity is crucial, it is equally important to foster a sense of common identity among members of the school community. This shared identity provides foundation for unity and belonging, allowing students to feel connected to one another and to the school as a whole. School leaders can promote this sense of common identity by establishing shared goals, values, and traditions that resonate with the diverse student body.

An inclusive environment extends beyond the school's social climate to encompass the teaching-learning process itself. Pedagogies that promote Universal Design for Learning (UDL) and Differentiated Instruction can empower all students to engage actively in their learning, regardless of critical role in providing teachers with the professional development and resources necessary to implement these inclusive practices. School heads, as the architects of school culture, hold a significant responsibility in shaping an inclusive learning environment.

Activity 3.4 1: Creating an Inclusive School Culture

Objective: To identify the key characteristics of an inclusive school culture and develop strategies for fostering such an environment

Materials Required:

- Whiteboard or flipchart

- Markers
- Handouts with the passage

Procedure:

1. Begin by discussing the concept of inclusivity and its importance in education. Ask students to share their understanding of what it means to feel included in a school setting.
2. Divide the class into small groups and provide each group with a copy of the passage. Ask students to read the passage carefully and identify the key characteristics of an inclusive school culture.
3. Have each group present their findings to the class. Discuss the common themes and patterns that emerge from the group presentations.
4. As a class, brainstorm strategies for fostering an inclusive school culture. Encourage students to think creatively and consider a variety of approaches, such as anti-bias workshops, and school-wide celebrations of different cultures and traditions.
5. Conclude the activity by reflecting on the importance of school leaders in shaping an inclusive school community. Discuss the role of school heads in articulating a clear vision for inclusion, providing resources and support for teachers and staff, and modelling inclusive behaviour.

Activity 3.4.2: Universal Design for Learning (UDL) and Differentiated Instruction

Objective: To explore the concepts of UDL and Differentiated Instruction and develop strategies for implementing these practices in the classroom

Materials Required:

- Whiteboard or flipchart
- Markers
- Handouts with the passage

Procedure:

1. Begin by introducing the concepts of UDL and Differentiated Instruction.
2. Divide the class into pairs and provide each pair with a copy of the passage. Ask students to read the passage carefully and identify specific examples of UDL and Differentiated Instruction practices.
3. Have each pair present their findings to the class. Discuss the different examples of UDL and Differentiated Instruction practices that were identified.

4. As a class, brainstorm strategies for implementing UDL and Differentiated Instruction in the classroom. Encourage students to share their own experiences and ideas for adapting their teaching methods to meet the needs of all learners.
5. Conclude the activity by reflecting on the importance of professional development and support for teachers in implementing UDL and Differentiated Instruction practices.
6. Discuss the role of school leaders in providing teachers with the necessary resources and opportunities to learn about and implement these inclusive teaching approaches.

Summary:

Creating an inclusive school environment is crucial for fostering a culture of mutual respect, acceptance and belonging. Inclusive practices should extend beyond the social climate and encompass the teaching-learning process. Pedagogies such as Universal Design for Learning (UDL) and Differentiated Instruction can empower all students to engage actively in their learning, regardless of their individual needs or backgrounds. School leaders are the architects of school culture and hold significant responsibility in shaping an inclusive learning environment.

References:

- Ainscow, M., Booth, T., & Dyson, H. (2006). Making schools inclusive. Centre for Studies on Inclusive Education.
- Darling-Hammond, L. (2010). The flat world and education: How America's commitment to equity will determine our future. Teachers College Press.
- Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice. Teachers College Press.
- Hehir, T. (2006). A conceptual framework for inclusive education. Routledge.

Assessment:

A. Put a tick (✓) mark against the correct option:

1. Which of the following is NOT a key characteristic of an inclusive school culture?
 - a. Mutual respect and acceptance
 - b. A focus on academic achievement
 - c. A sense of common identity
 - d. A celebration of diversity

2. Which of the following is an example of a strategy that school leaders can use to promote understanding and empathy among students, staff and parents?
 - a. Implementing a standardized curriculum
 - b. Providing diversity training
 - c. Establishing a strict disciplinary code
 - d. Reducing funding for extracurricular activities

3. Which of the following is an example of a pedagogy that promotes Universal Design for Learning (UDL)?
 - a. One-size-fits-all teaching approach
 - b. Flexible learning environments
 - c. Rigid grading policies
 - d. Standardized testing

B. Write Yes-No against the given questions:

1. Should school leaders play a pivotal role in shaping and fostering an inclusive school culture?
2. Is it possible to create an inclusive learning environment without fostering a sense of common identity among members of the school community?

C. Reflective questions:

1. What are two specific actions that school leaders can take to create a more inclusive school culture?
2. How can teachers implement inclusive practices in their classrooms?

Additional Reading:

National Centre for Learning Disabilities: <https://ncld.org/>

Sub Unit V: Warm, Safe and Caring Environment in Classroom

Learning objectives:

- To create safe feeling in the classroom
- To provide warm and caring environment

Keywords: Observer Effect, Autonomy

Introduction:

Every student is a leader and the school takes the supreme responsibility in shaping the minds for exploration and creativity in the children. The objective to offer a conducive environment in the learning process should be learner-centric and the institutional support is focused on the creative engagement where they can feel comfortable and safe in the pursuit of knowledge. The Head of the Institution should try to establish a positive school culture, establishing a clear view for each student, staff.

Core Content:

Being a hub in the process, the school leader needs to establish a strong bond among parent- teacher- student; establish proper engagement of different stakeholders in a natural way. The facilitators work in tandem with the administrators. The teacher needs all kinds of dynamic support to create a favourable environment for children. The leader may initiate, cultivate, and inspire the joy of life-long love for learning. Every week there may be an open discussion for students to grow, to get to know each other, incorporate patriotic songs for building morality enhancement skill etc. Learning from the mistakes and the cultivation of new ideas relevant to the situation would train the mind to a dynamic one. The learning of stress reduction and conflict resolution may lead to a safer and more caring environment. A good curriculum may solve many a problems and that results to multifarious positive outputs. The curriculum should contain various awareness programmes, make a caution on harmful objects and substance, the good and bad touches, scientific physical training programmes, co-curricular and cultural activities in student, teacher and the parent groups maintaining discipline at every step. An emotional support to failing groups is needed with firm but empathic attitude. The errant students need counselling. The observer effect can be generalized to a much wider space in this regard.



STUDENTS OF GANDHI COLONY MADHYAMIK VIDYALAYA (HS) PERFORMING CULTURAL ACTIVITIES

Distribution of duties and empowering the groups through the enjoyment of freedom of learning direct the desired outcome. Safety protocols, running in corridors and stair cases, the unnecessary use of electrical switches, disaster management ideas etc. can be navigated through the various forms of cabinets or groups. Often students' tumultuous domestic environment results in hostile situation in the campus. Sorting out the problems with the close assistance of class teachers, consulting guardians and by providing expert counselling may solve the problems. Positive reinforcements for the good causes, favour caring environment, praise, mild correction result in building confidence. Initiation of active learning for children is a supportive environment.

Activity 3.5.1: Learning through Physical Exercises

While teaching 'Tense structure', the teacher can actively use the physical training session. The free hand exercises by using one hand for singular verbal phrase.

1. I play football – placing right hand on the left side of the body.
2. We play football - placing both the hands on the two sides of body.

This can be continued and the teacher may write on the black board and one student will instruct the entire group.

References:

- Marzano, R. J., & Pickering, J. S. (2003). Classroom management that works: Research-based strategies for every teacher. ASCD.
- Weinstein, C. E., & Kagan, D. M. (1998). Classroom management: Gaining and maintaining student cooperation. Allyn & Bacon.
- Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management: A teacher's guide to organization and discipline. Merrill.

Assessment:

Put a tick (✓) mark for the correct option:

1. How can a teacher promote a warm and caring environment in the classroom?
 - a. Encourage talking and playing
 - b. Reinforcing positive behaviour and creating empathic attitude
 - c. By supplying lip service they want
2. What is the role of a teacher addressing student's emotional needs?
 - a. Supporting positive attitude
 - b. Ignoring, avoiding mild problems
 - c. Avoiding the individual problems

Unit 4: Enhancing the Effectiveness of Classroom Processes

Introduction:

To enhance the effectiveness of classroom processes, educators can employ a range of strategies that encompass observation, feedback and supervision, direct engagement with children, collaborative practices, coaching and mentoring, technology integration and encouragement of exploration and experimentation. Observation, feedback and supervision play a crucial role in identifying areas for improvement and providing targeted support to teachers. Through regular classroom observations, administrators and experienced educators can gain valuable insights into teaching practices, student engagement and overall classroom dynamics. This feedback can then be used to provide constructive guidance and help teachers refine their instructional approaches. Direct engagement with children is essential for understanding their individual needs, interests and learning styles. Collaborative practices among teachers can foster a culture of shared learning and continuous improvement. Encouraging freedom to explore and experiment is essential for fostering creativity, curiosity and critical thinking skills.

Sub Unit-I: Observation, Feedback, and Supervision:

Learning objectives:

- To understand the role of observation in improving teaching and learning
- To apply effective feedback strategies to foster professional development of teacher
- To implement effective supervision practices to support teacher development

Keywords: Observation, Feedback, Supervision, Improvement, Excellence

Introduction:

Observation, feedback and supervision play pivotal roles in offering a structured framework for school leaders and heads to cultivate a culture of excellence within their institutions.



COMPUTER ASSISTED LEARNING OF RAGHUNATHPUR NAFAR ACADEMY (HS), HOWRAH

Core Content:

In the dynamic landscape of education, the continuous improvement of teaching and learning processes is paramount. Observation, feedback and supervision play pivotal roles in this endeavour, providing a structured framework for school leaders and school heads to foster a culture of excellence within their institutions. Effective observation involves a systematic and purposeful examination of classroom practices, encompassing teacher-student interactions, instructional strategies, student engagement, and the overall learning environment. School leaders and school heads need to engage in regular classroom observations, adopting a non-judgmental and supportive stance.



TEACHER OBSERVATION & ENGAGEMENT OF RAGHUNATHPUR NAFAR ACADEMY (HS), HOWRAH

During observations, key aspects to consider include:

- Teacher Clarity and Engagement
- Instructional Strategies
- Student Engagement and Participation
- Assessment and Feedback

Effective supervision involves a comprehensive approach to supporting teachers in their professional development journey. School leaders and school heads should provide regular supervision cycles, including pre-observation planning, observation, post-observation feedback, and follow-up support. Supervision should encompass collaborative goal setting, professional development opportunities, action planning and monitoring, celebrating successes and recognizing achievements.

Activity 4.1.1: Observation and Feedback Walk-Through

Objective:

To provide teachers with immediate feedback on their classroom practices based on observation.

Materials Required:

- Observation checklist
- Feedback form

Procedure:

1. School leaders / heads should observe teachers in their classrooms, focusing on the key aspects mentioned in the passage: teacher clarity and engagement, instructional strategies, student engagement and participation, assessment and feedback.
2. During the observation, use the observation checklist to note down specific examples of both strengths and areas for improvement in the teacher's practices.
3. After the observation, meet the teacher to provide feedback using the feedback form. The feedback should be timely, specific, actionable and focused on both strengths and areas for improvement.
4. Provide concrete suggestions for improvement, including strategies, resources, and professional development opportunities.
5. Encourage the teacher to reflect on their practices and seek guidance when needed.

Activity 4.1.2: Collaborative Goal Setting and Action Planning

Objective:

To empower teachers to set their own professional development goals and develop action plans to achieve them.

Materials Required:

- Goal-setting worksheet
- Action planning template

Procedure:

1. Provide teachers with a goal-setting worksheet and guide them through a process of setting SMART goals for their professional development.
2. Once teachers have set their goals, provide them with an action planning template and guide them through a process of developing actionable steps to achieve their goals.
3. Encourage teachers to collaborate with colleagues / school leaders to identify resources, strategies, and support systems that will help them achieve their goals.
4. Regularly check with teachers to monitor their progress and provide ongoing support and feedback.
5. Celebrate teachers' successes and recognize their achievements

Summary:

Continuous improvement of teaching and learning processes is essential in education. Observation, feedback, and supervision play crucial roles in enhancing classroom practices and fostering a culture of excellence in schools. Effective observation involves systematic examination of teacher-student interactions, instructional strategies, student engagement, and the overall learning environment. Effective feedback sessions should be timely, specific, actionable, and provide constructive criticism, encouraging teacher reflection and growth.

References:

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- Hattie, J. (2009). *Visible learning*. Routledge.
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Research-based strategies for positive behavior interventions in schools. ASCD.

- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57(1), 1-22.

Assessment:

A. Put a tick (✓) against the correct option.

1. Which of the following is NOT a key aspect of effective observation?

- Teacher clarity and engagement
- Instructional strategies
- Classroom management
- Student engagement and participation

2. What should feedback sessions focus on?

- Strengths only
- Areas for improvement only
- Strengths and areas for improvement
- Neither strengths nor areas for improvement

3. What is the role of supervision in teacher development?

- To provide teachers with timely, specific, and actionable feedback
- To evaluate teachers' performance for promotion or termination
- To support teachers in their professional development journey
- To provide teachers with resources and materials for their classrooms

B. Mention Yes/No against the following questions:

- Should school leaders and school heads adopt a judgmental stance during classroom observations?
- Should feedback sessions provide concrete suggestions for improvement?
- Should supervision encompass collaborative goal setting and professional development opportunities?

Additional Reading:

- The National Centre for Educational Evaluation and Statistical Studies:
<https://nces.ed.gov/nationsreportcard/>

Sub Unit II: Direct Engagement with Children and Keeping Track of Progress

Learning Objectives:

- To define direct engagement with children and explain its benefits
- To describe several ways that school leaders or school heads can engage with children directly
- To explain how to track progress in order to assess the effectiveness of direct engagement with children

Keywords: Engagement, Progress, Track, Observation

Introduction:

Direct engagement with children is a crucial aspect of a school leader's role in fostering a positive and productive learning environment. By interacting with students on a personal level, school leaders can build relationships, enhance understanding, identify issues early and cultivate a supportive school climate.

Core Content:

A school leader / head is responsible for the overall success of the school. This includes ensuring that the classroom teaching learning process is effective. One way to do this is by directly engaging with children. Direct engagement with children is when a school leader / head takes the time to interact with students on a personal level. This could involve talking to them about their school-work, their interests, or their lives in general. It could also involve observing them in the classroom or participating in their activities. There are many benefits in direct engagement with children. These benefits include:

- Improved student relationships
- Increased student understanding
- Early identification of problems
- Improved school

It is also important to keep track of progress in order to assess the effectiveness of direct engagement with children. There are many ways to do this, some ideas include:

- Visit classrooms and observe student behaviour
- Talk to students and collect feedback
- Participate in student activities

- Be visible and approachable
- Track student achievement data

By taking these steps, school leaders/head can play an important role in ensuring that all students have a positive and productive school experience.

Activity 4.2.1: Lunchtime Chats

Objective:

To build relationships with students and get to know them on a personal level

Materials Required:

- A comfortable seating area in the designated space
- A list of conversation starters or topics to discuss

Procedure:

1. Set aside a designated time each week or month for lunchtime chats.
2. Invite a small group of students to join you for lunch.
3. During lunch, engage in casual conversation with the students, asking them about their interests, hobbies and schoolwork.
4. Actively listen to their responses and show genuine interest in their lives.
5. Encourage students to share their thoughts and feelings about their school experience.

This will build positive relationships with students enabling school leaders to identify potential problems or concerns early on. This will lead to creation of a more open and supportive school climate.

Activity 4.2.2: Classroom Observations

Objective:

To observe students in their learning environment and identify areas for improvement

Materials Required:

- A clipboard or notebook
- A checklist of observation points or areas to focus on

Procedure:

1. Visit different classrooms regularly to observe students in action.
2. During observations, focus on student engagement, participation and understanding of the material.
3. Take notes on your observations, including any patterns or trends you notice.
4. After each observation, debrief with the teacher to discuss your findings and identify potential areas for improvement.

This will provide valuable insights into student learning and help school leaders identify and address potential instructional issues.

Summary:

Direct engagement with children is when a school leader or school head takes the time to interact with students on a personal level. There are many benefits to direct engagement with children, such as improved student relationships, increased student understanding, early identification of problems, and improved school climate. There are many ways to engage with children directly, such as visiting classrooms, talking to students, participating in student activities, and being visible and approachable.

References:

- Andrews, M. C., & Hawkins, D. (2009). How school leaders can promote student engagement: A practical guide. *The Educational Forum*, 73(3), 196-204.
- DuFour, R. (2004). *School leadership that works: Research-based strategies for improving teaching and learning in America's schools*. Corwin Press.
- Marzano, R. J., Pickering, D. J., & Pollack, J. E. (2001). *Classroom management that works: Research-based strategies for every teacher*. Jossey-Bass.
- Sprick, R., Daniels, H., & Hopkins, D. (2009). *Educational leadership and school change: What leaders can do to make a difference*. Corwin Press.

Assessment:

A. Put a tick (✓) mark against correct option:

1. Which of the following is NOT a benefit of direct engagement with children?
 - a. Improved student relationships
 - b. Increased student understanding
 - c. Early identification of problems
 - d. Decreased teacher workload

2. Which of the following is NOT a way to engage with children directly?
 - a. Visit classrooms
 - b. Talk to students
 - c. Attend school events
 - d. Send students to detention

3. Which of the following is the BEST way to assess the effectiveness of direct engagement with children?
 - a. Ask students for feedback
 - b. Track student achievement data
 - c. Observe student behaviour
 - d. All of the above

B. Mention Yes/No against the following question:

1. Direct engagement with children is a time-consuming activity that is not worth the effort.
2. School leaders or school heads are too busy to engage with children directly.

C. Reflective Questions

1. What are some challenges that school leaders or school heads may face when trying to engage with children directly?
2. How can school leaders or school heads overcome these challenges and ensure that they are able to engage with all of their students?

Sub Unit III: Collaborative practices for improving classroom activities

Learning objectives:

- To promote Activity Based Learning
- To initiate Team Building
- To develop Critical Thinking

Keywords: Team Building, Critical Thinking, Socialisation

Introduction:

"If you are teaching John Greek, you must know John, you must know Greek and you must know how to teach John Greek"

- Modern Applied Linguistics, N. Krishnaswamy, S.K Verma, M. Nagarajan (2002)

Education is the largest democratic enterprise in India today. To accomplish the mission and vision of the social demand one of the key factors is Collaboration. Opportunities for teachers should include innovation, evolution and maturation according to the demand of the situations.

Core Content:

Collaborative learning enhance socialization process, helps to broaden the knowledge very quickly, spur the process of deeper understanding, boost the decision making skill. Some important suggestions to foster collaborative learning are:

- Formation of pilot group
- Set the specific goals
- Activity based learning
- Use of TLM
- Role play, songs, drama, model making, picturization, outside visit, project works



WALL MAGAZINE - A COLLABORATIVE EFFORT OF GANDHI COLONY MADHYAMIK VIDYALAYA (HS), KOLKATA

Activity 4.3.1: Loud reading of a poem

AFRICA, a poem by Rabindranath Tagore can be taught by literature teacher, history teacher (as it discusses the World War) and geography teacher (clearly showing the division of tectonic plates.).

Summary:

Collaborative effort can boost the learners as well as the teachers. To transform the learning process the class room may be very joyful. The involvement of the maximum number of children is the key issue for a healthy class room.

References:

- National Association of School Psychologists: <https://www.nasponline.org/>
- National Association of Special Education Teachers: <https://www.naset.org/>

Assessment:

A. Write True or False against the following statement:

1. Collaborative practices rear up conducive learning ambiance.
2. Collaborative learning can only be possible in the improvised curriculum framework.

Sub Unit IV: Coaching and Mentoring

Learning objectives:

- To explain the key differences between coaching and mentoring
- To articulate the positive impact of coaching and mentoring on classroom instruction and school success

Keywords: Coaching, Mentoring, Guidance, Feedback

Introduction:

School leaders play a crucial role in fostering a culture of coaching and mentoring, ensuring these practices permeates the school environment and supports the professional growth of all educators.

Core Content:

Coaching and mentoring are two critical aspects of professional development that play a pivotal role in enhancing the effectiveness of classroom instruction. These strategies provide educators with ongoing support, guidance, and feedback, enabling them to refine their teaching practices, cultivate their professional growth, and ultimately elevate student learning outcomes. Studies have consistently shown that these practices lead to:

- Improved Teacher Effectiveness
- Increased Teacher Retention
- Enhanced School Climate

Activity 4.4.1: Coaching Cycle Role-Play

Objective:

To simulate the coaching cycle and provide teachers with hands-on experience in giving and receiving feedback

Materials Required:

- Whiteboard or flipchart
- Markers or pens
- Coaching cycle handout (optional)

Procedure:

1. Divide the class into pairs, with one person acting as the coach and the other as the teacher.
2. Provide each pair with a coaching cycle handout or explain the steps of the coaching cycle.
3. Have the pairs engage in a role-play scenario that involves the teacher seeking coaching from the coach to improve their teaching practice.
4. Encourage the pairs to follow the coaching cycle steps and provide specific, actionable feedback.
5. After the role-play, facilitate a class discussion to reflect on the experience and share insights.

Activity 4.4.2: Collaborative Mentoring Group

Objective:

To foster a collaborative mentoring environment where teachers can support each other's professional growth.

Materials Required:

- Whiteboard or flipchart
- Markers or pens
- Mentoring guidelines (optional)

Procedure:

1. Divide the class into small groups of three/four teachers.
2. Provide each group with mentoring guidelines or discuss the roles and responsibilities of mentors and mentees.
3. Have each group develop a plan for a collaborative mentoring programme within their group.
4. Encourage the groups to consider the following aspects of the programme:
 - Matching mentors and mentees: consider factors such as teaching experience, areas of expertise, and mentoring preferences.
 - Setting goals and expectations: clearly define the goals and expectations for the mentoring relationship.
 - Scheduling regular meetings: establish a consistent schedule for mentoring meetings.
 - Providing ongoing support: encourage open communication, feedback, and support throughout the mentoring relationship.
5. Have each group present their mentoring programme plan to the class, highlighting the key elements of their approach.
6. Facilitate a class discussion to share ideas, address potential challenges, and promote collaboration among teachers.

Summary:

Coaching and mentoring are essential components of professional development for educators, providing ongoing support and guidance to enhance teaching practices and elevate student learning outcomes. Coaching focuses on specific skills and practices, aiming to improve an educator's ability to deliver high-quality instruction, while mentoring delves into broader professional development, nurturing a supportive relationship for educators to navigate the complexities of the teaching profession.

References:

- Brady, C., & Vincent, T. (Eds.). (2009). *Coaching and mentoring: A practical guide for school leaders*. Corwin Press.

- Dufour, R. (2004). Professional learning communities at work: Displaying teamwork and expertise in teaching and learning. Solution Tree Press.
- Guskey, T. R. (2008). Professional development in education: Evidence-based strategies for improving learning in schools. Jossey-Bass.
- Modern Applied Linguistics, N. Krishnaswamy, S.K Verma, M. Nagarajan (2002)

Assessment:

A. Put a tick (✓) mark against the correct option for the following:

1. Which of the following is the primary focus of coaching?
 - a. Broad professional development
 - b. Specific skills and practices
 - c. Nurturing a supportive relationship
 - d. Enhancing school climate

2. What is the role of school leaders in fostering a culture of coaching and mentoring?
 - a. Articulating the importance of these practices
 - b. Creating formal structures and allocating resources
 - c. Matching mentors and mentees effectively
 - d. All of the above

3. What is one of the key benefits of coaching and mentoring for educators?
 - a. Improved teacher effectiveness
 - b. Increased teacher retention
 - c. Enhanced school climate
 - d. All of the above

B. Write True/False against the following questions-

1. Mentoring is primarily focused on providing feedback on specific teaching practices.
2. Coaching can help teachers refine their pedagogical techniques and adopt more effective teaching methods.

C. Reflective Questions

1. How can schools create a collaborative school culture?
2. What are some of the challenges that school leaders may face in implementing and sustaining effective coaching and mentoring programmes?

Sub Unit V: Technology in Teaching Learning Process

Learning Objectives:

- To engage the students in learning
- To help students in joyful learning

Keywords: Discovery, Innovation, Exploration, Technology

Introduction:

Access to learning has opened up in ways we could have never thought of a decade ago, making ever more possible ways to child development. Now-a-days students can learn informally anytime, anywhere and teachers no longer set any definite resources or even the content of education. The learning content requires new and different ways of delivering education. It also requires new knowledge, skills, technology for our educator.

Core Content:

In order to thrive in this changing environment, students must have both the academic and global skills and knowledge necessary to navigate the world attributes such as problem solving, curiosity, creativity, innovation, communication, technological expertise. At the same time the key theme in education will be customization, continuous growth, performance based accountability, teamwork and collaboration.



STUDENTS IN COMPUTER LABORATORY OF GANDHI COLONY MADHYAMIK VIDYALAYA (HS), KOLKATA

Technology provides instant accessibility to information that is the reason of its importance in the classroom. Smart phones, computers and laptops are an omnipresent element of everyday life in students and teachers. The implementation of technology also creates pathway for Differentiated Instruction to meet the unique needs of students as individual learners within a class and it extends the periphery of classroom.

Ways to use technology with classroom teaching are gamified learning, digital field trip, student feedback (online), and creation of digital content.

Activity 4.5.1: Digital Field Trip

A virtual tour (<https://www.thechinaguide.com/destination/great-wall-of-china>) of the Great Wall of China will help the students to visualise the wonder of the world free of cost within a classroom set up. After the virtual tour, a set of questions will be given to the students for answering to check their learning progress. Benefits of using virtual field trip in teaching learning system are that it help the students to learn the matter deeply, joyfully with increased concentration and free of cost.

Summary:

Technology has touched our daily life and it is governing the present world. In the changing environment student must have a proper knowledge of the use of technology as it is now indispensable to make the student a global citizen.

References:

<https://www.niu.edu/citl/resources/guides/instructional-guide/experiential-learning.shtml>

Assessment:

Mention YES/NO against the questions:

1. Will the use of technology in teaching learning process help the students think and learn more deeply?
2. Will technology in teaching learning process help the students to be imaginative?

Sub Unit VI: Encouraging Freedom to Explore and Experiment

Learning Objectives:

- To make students self confident and responsible
- To make student learn by doing to intensify their knowledge
- To help in collaborative learning of students

Keywords: Explore, Experiment, Collaboration

Introduction:

The only way to overcome the obstacle of boundless learning is to encourage the student freedom to explore and experiment. We need to adopt change in pedagogy that allows a certain degree of freedom to explore, experiment and create. We should not overburden them by trying to teach them everything. Knowledge is limitless and creating heavy syllabi with mechanical learning doesn't help in joyful and creative learning process.

Core Content:

The academic freedom implies not just freedom from constraint but also freedom for faculty and students to work within a scholarly community, to develop the intellectual and personal qualities required of a student.



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KOLKATA

Experimental learning or learning through action, learning- by-doing, learning through experience, learning through discovery and exploration help in cognitive retention and exploration.

Activity 4.6.1: Practical exercise Topic - Acid Base

The students will strengthen their knowledge by visualising the characteristics of Acid and Base. After that the students may be asked to check the acid base nature of the substances they are using daily and make a list of them by giving them a strip of litmus papers. The students will do the exercise work and submit it to the teachers. The teacher will check the progress of their knowledge about Acid Base.

Summary:

To make the teaching learning interesting and joyful, students have to be given freedom in thinking and doing their own work gathering knowledge and experience.

References:

<https://www.newindianexpress.com/magazine/voices/2023/aug/20/give-kids-freedom-to-explore-experiment-engage-2606245.html>

Assessment:

Mention Yes or No against the questions given below-

1. Encouraging freedom to students in a classroom will disrupt the order and discipline of a classroom.
2. Encouraging freedom to students in a classroom will help the students for collaborative learning.

Additional Reading:

1. Marzano, R. J., & Pickering, J. S. (2003). Classroom management that works: Research-based strategies for every teacher. ASCD.
2. Weinstein, C. E., & Kagan, D. M. (1998). Classroom management: Gaining and maintaining student cooperation. Allyn & Bacon.
3. Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management: A teacher's guide to organization and discipline. Merrill.

Unit 5: Developing Teacher as Professionals

Introduction:

Teachers are essential creators in the endeavour of education, shaping the minds of future generations. They inspire intellectual growth, cultivate curiosity and create thought-provoking classrooms through innovative teaching methods. Beyond academics, teachers serve as mentors and moral guides, instilling values, empathy, emotional intelligence in students which is crucial for fostering responsible citizens and societal progress.

Sub Unit 1: Teacher: The Key to school transformation

Introduction:

Teachers are crucial change agents in education, driving improvements by adapting to new technologies, incorporating innovative teaching methods, and addressing diversity and inclusion. Teachers, with their dedication, play a central role in creating dynamic centres of change within schools, shaping a future where every child can prosper and contribute to society.

Learning Objectives:

- To foster excellence and innovation in education by empowering and inspiring teachers, trainers to use innovative teaching methods.
- To encourage innovation and excellence in education by motivating and enabling educators, trainers and administrators to incorporate personalized learning into regular classroom activities.
- To encourage innovation and excellence in education by motivating and enabling educators, trainers, and administrators towards building a positive school culture.

Keywords: Innovative teaching, Personalized learning, Differentiated instruction, School culture

Core Content:

In the classroom, using innovative teaching strategies can make learning easier and more effective. Experimenting with various classroom strategies is an iterative process that will assist teachers in promoting learning and encouraging student growth.

Here are some approaches to incorporating innovation into the daily curriculum-

- Personalized Learning
- Project-Based Learning
- Jigsaws
- Asking Open-Ended Questions
- Flipping the Classroom
- QR Codes
- Inquiry-Based Learning
- Culturally Inclusive Teaching
- Flexible Learning Environments

Activity 5.1.1: Jigsaw Learning

- Let us assume a classroom with twenty learners from the same grade.
- The teacher-facilitator would divide the class into two groups of ten learners each.
- The teacher facilitator names the groups A and B.
- S/he then teaches a new concept to the learners in Group A.
- The teacher-facilitator then makes sure that the learners in Group A have mastered the new concept discussed.
- Then s/he asks the members of group A to introduce the same to the learners of group B.

Can you suggest a proper name for the above mode of concept transaction?

Jigsaw method of learning fosters cooperative learning. Students like puzzle, teach peers from different groups, constructing learning through interaction.

Activity 5.1.2: Checklist for understanding QR code

Can you identify the areas where learners can utilize QR codes in the learning process from the following list? (Please put a ✓ mark in the box.)

- Examine their responses
- Cast votes for solutions to problems

- Obtain survey data for Math units
- Take part in scavenger hunts
- Access video tutorials on a subject
- Connect to Google Maps for lessons where geography is important
- To get material without leaving their seats

Activity 5.1.3: Personalized Learning - Introductory Activity

- Picture a typical classroom of forty students.
- Ten of them are advanced learners, fifteen of them are relatively slow-paced, and the rest fifteen learn fast or slowly depending on how the content appeals to their imagination.
- In this setting, a uniform pedagogical approach to instruction will either leave the faster ones bored, the slower ones overwhelmed, or the imaginative ones uninspired.

Is there an answer to this problem?

Personalized learning is a teaching model based on the above premise. Each student gets a “learning plan” based on how they learn, what they know, and what their skills and interests are. It’s the opposite of the “one size fits all” approach used in most schools. Students work with their teachers to set both short-term and long-term goals. This process helps students take ownership of their learning.

School culture encompasses the beliefs, attitudes, relationships and rules shaping every aspect of a school, including concrete issues like student safety and diversity celebration, resulting from both conscious and unconscious perspectives, values, and institutional history. School cultures can be categorized into positive and negative forms. To set a positive school culture following strategies may be undertaken viz., nurturing high expectations in students, create cohesion, maintain the physical environment in school, decentralized decision-making, participate in fun activities, make students know that they are valued along with professional development of teachers.

Summary:

The innovative teaching strategies are crucial for providing students with an engaging and effective learning environment. They help teachers develop creative approaches to instruction as well as help students become independent learners. Personalized learning and creating a positive school culture is achieved through collaborative efforts, shared goals, teacher empowerment, professional development, which leads to increased enthusiasm, positive interactions, and a sense of respect and value among teachers, students and administrators.

References:

- <https://www.edglossary.org/school-culture/>
- <https://helpfulprofessor.com/school-culture-examples-types-definition/>

Assessment:

Choose the correct alternative:

1. Personalized learning (is / is not) a replacement for special education.
2. Decentralized decision-making is a way to establish a (positive/ negative) school culture.
3. In (Collaborative / Balkanized/ Fragmented) school culture, an “us versus them” attitude can develop between the teachers and administration.

Sub Unit II: Promoting Teacher Leadership

Introduction:

The evolving role of teachers requires leadership in navigating technological advancements. Teachers must serve as guides in a changing educational landscape, addressing societal demands and fostering innovation amid cultural, economic and technological shifts. Teachers therefore play a crucial role by adapting to change, understanding its implications, and maintaining an open-minded approach to effectively navigate the transformed educational landscape.

The question of whether AI-based technology can replace teachers in the future raises concerns about the potential loss of the genuine teacher-student interaction, emotional connections, and essential human qualities that contribute to a real classroom experience.

Learning Objectives:

- To identify the trend of change in the role of teachers from Friend, Philosopher & Guide to Facilitator and Leader
- To understand the control and implementation of AI based learning

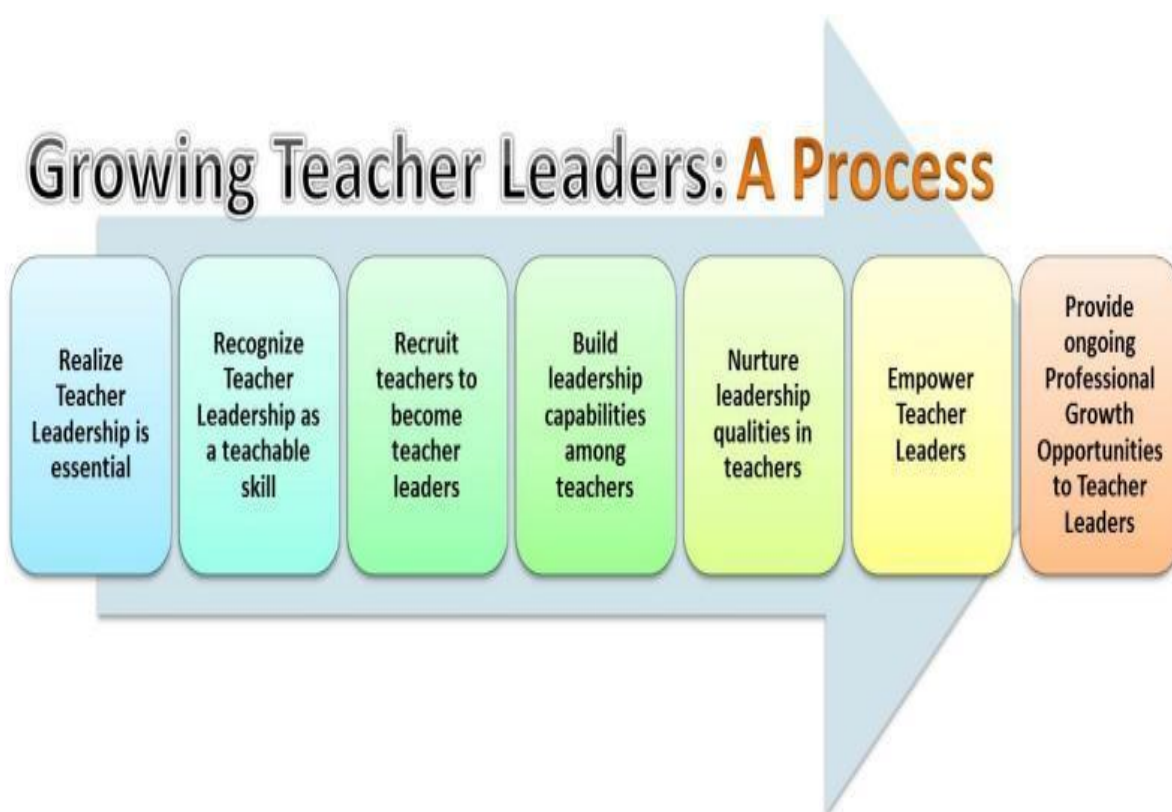
Keywords: Artificial Intelligence, Facilitator, Leader, Reflective practice

Core Content:

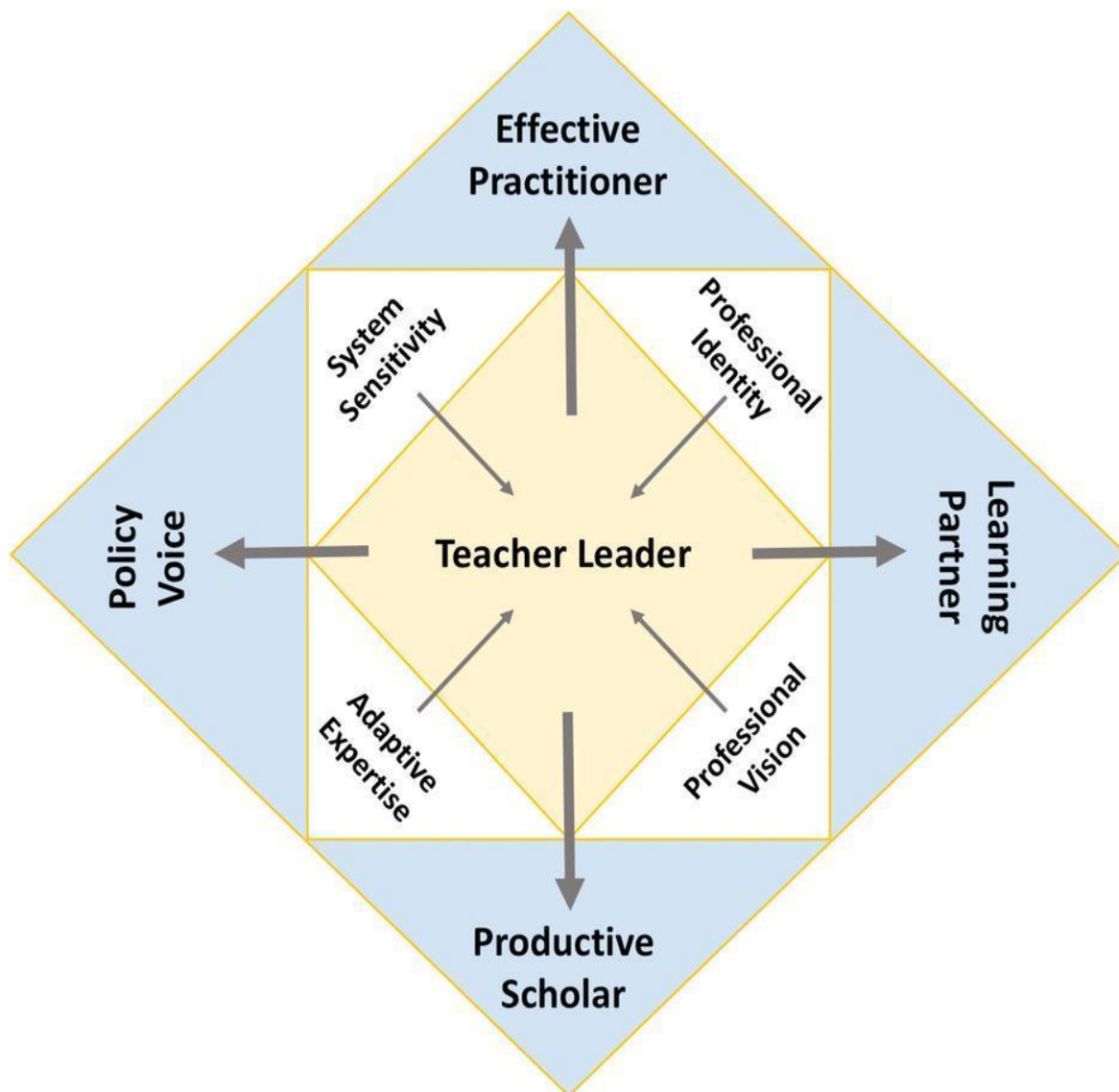
The major role of a teacher is to support learners in their quest for new knowledge. The teachers can profoundly affect their students' lives and vocation choices as they grow up. The primary roles of a teacher are providing mentorship, inspiring learners, nurturing healthy curiosity in learners and creating meaningful learning experiences.

To adapt to changing roles, teachers must envision their responsibilities clearly. Effective leaders set SMART goals, build strong teams, and excel in time, resource, and stress management. Communication skills, both verbal and non-verbal, are crucial. Leaders must also be mindful of learning outcomes and assessments for evaluating educational planning and environment.

Teachers in the globalized world serve as essential facilitators for sustainable education and the development of employability skills using digital tools. Teacher leadership is leading within and beyond the classroom. The major skills on which a school leader can be focused are listening, critical thinking, emotional intelligence, problem-solving, technical, teamwork and organizational skills.



Source: GRAHNFORLANG.COM



Source: WILEY ONLINE LIBRARY

The COVID-19 pandemic has drastically changed education, emphasizing the crucial role of technology in remote learning. Integrating technology beyond crisis management, such as virtual classrooms and AI tools, enhances learning environments, fosters collaboration, and collects data on student performance. AI facilitates personalized learning, variability in teaching methods, and improves accessibility, ensuring equitable education for all. However, only a human being i.e. a teacher can transmit the emotional interactions with his/her students which are most essential in learning process. Not only that interpersonal skills, personalized instruction and gestures are also the prime factor during transmission of knowledge during learning which cannot be substituted by any technological machine.

Assessment:

A. Answer the following questions in brief:

- a. Why are the dimensions of a teacher?
- b. What are the differences among the roles of a Teacher as a Facilitator and a Leader ?
- c. Show a diagrammatic representation of the qualities of a successful leader.

B. Mention TRUE/FALSE against the statements:

- a. A teacher only supplies knowledge to the students.
- b. A facilitator can develop critical thinking skill among students

References:

- www.decktopus.com
- www.topadvantages.com

Sub Unit III: Teacher as a Reflective Practitioner

Introduction:

Reflection is a vital aspect of teaching, enabling educators to critically evaluate their practices and make informed adjustments for improved student learning. It has become an essential component of teacher education globally. John Dewey (1933) and Zeichner and Liston (1996) viewed teachers as reflective practitioners, as professionals who could play a very active role in curriculum development and educational reforms. Reflective practitioners are teachers who engage in ongoing self – examination of their teaching practices to identify areas for improvement. Reflective teaching is a continuous process that allows teachers to grow and improve their practice. Literature on reflective thinking describes three general approaches in the context of teachers' reflective thinking- Cognitive, Critical and Narrative approach.

Learning Objectives:

- To understand the characteristics of reflective practitioner
- To understand the different perspectives on reflection
- To understand the approaches to critical thinking

Keywords: Reflective practitioner, Practical reflection, Critical reflection, Cognitive Approach, Critical Pedagogy Approach, Narrative Approach

Core Content:

To become a reflective practitioner, a teacher must possess certain characteristics that are helpful in making the teaching-learning process effective. Some of these characteristics are open-mindedness, accountability, social awareness and co-operation, informal and conscious decision making, flair for research, sensitivity towards values.

Practical reflection is concerned with the assessment of educational goals and how they are achieved by learners. Critical reflection concerns the worth of the educational goals. It also relates to the assessment of how well these goals are achieved and who is benefiting from the successful accomplishment of those goals.

Cognitive teacher encompasses content, pedagogy, curriculum, and pedagogical content knowledge. Critical pedagogy sees knowledge as socially constructed, shaped by socio-political factors. Narrative approach values teachers' voices, focusing on personal experiences and tacit knowledge gained through reflection.

Activity 5.3.1: Reflective Diary

Make a list of important characteristics a teacher should possess in order to become a reflective practitioner.

Assessment:

Answer the following questions:

- a. What is the difference between reflection-in-action and reflection-on-action?
- b. Differentiate between practical reflection and critical reflection.
- c. What are the three general approaches in the context of teachers' reflective thinking?

Sub Unit IV: Facilitating Teacher Student Interactions Inside and Outside the Classroom

Introduction:

A vibrant ecosystem for learning that promotes communication and unrestricted flow of knowledge may be inculcated by giving up the constraints of the classroom and investigating novel strategies for foster close relationships between teachers and students. Promoting involvement, establishing rapport, designing a learning experience ignites growth both inside and outside of the classroom. For a meaningful classroom effective interaction is required. In the classroom, a teacher engages the students, encourages them to explore, explains the topic/s, elaborates the concept and finally evaluates the learners' progress.

Learning Objectives:

- To understand the teachers role from knowledge giver to knowledge constructor
- To understand the role of teacher as facilitator inside the classroom
- To identify the multidimensional role of a teacher
- To understanding the pathways for the development of a student

Keywords: Learning Wall, Peer Learning, Critical Thinking, Holistic development

Core Content:

Teaching is a continuous process. It is not confined within the classroom, not even in the school premises. Teaching is a 24 x 7 process of transaction and construction of knowledge, concept, value and many more. A teacher in the present day is the most important person to his or her students. Digital teaching and learning play a significant role in the educational system.

Activity 5.4.1: Teacher as a Facilitator

Mr. X is taking a class in classroom 1 of 4th grade students. He is wearing a pair of ripped jeans and a printed tee shirt. His overall gesture is very informal and untidy.

Mr. Y is taking class in classroom 2, and the students belong to the same 4th standard. Mr. Y is wearing a light coloured formal shirt and trousers. His overall appearance is very gentle.

Which class will be more attentive to the teacher?

The answer may be classroom 1 or classroom 2, but the logic behind the answer must be “the appearance and gesture of the teacher.” So, for an effective classroom, the primary thing is the appearance of the teacher. Through appearance, a teacher creates the environment in which he or she can facilitate the learning process of the learners.

Apart from books, the 21st century teacher should be a digital teacher who can make the classroom more interactive with the smart board and other technologies. The wall of the classroom will be an interactive wall so that students can construct the concepts from there. For example, in the picture given below two students are seen to be trying to point out some locations in a collaborative way on an outline map of the world drawn on wall of their classroom.



INTERACTIVE WALL



COLLABORATIVE STUDENTS

Source: SELF COMPILED

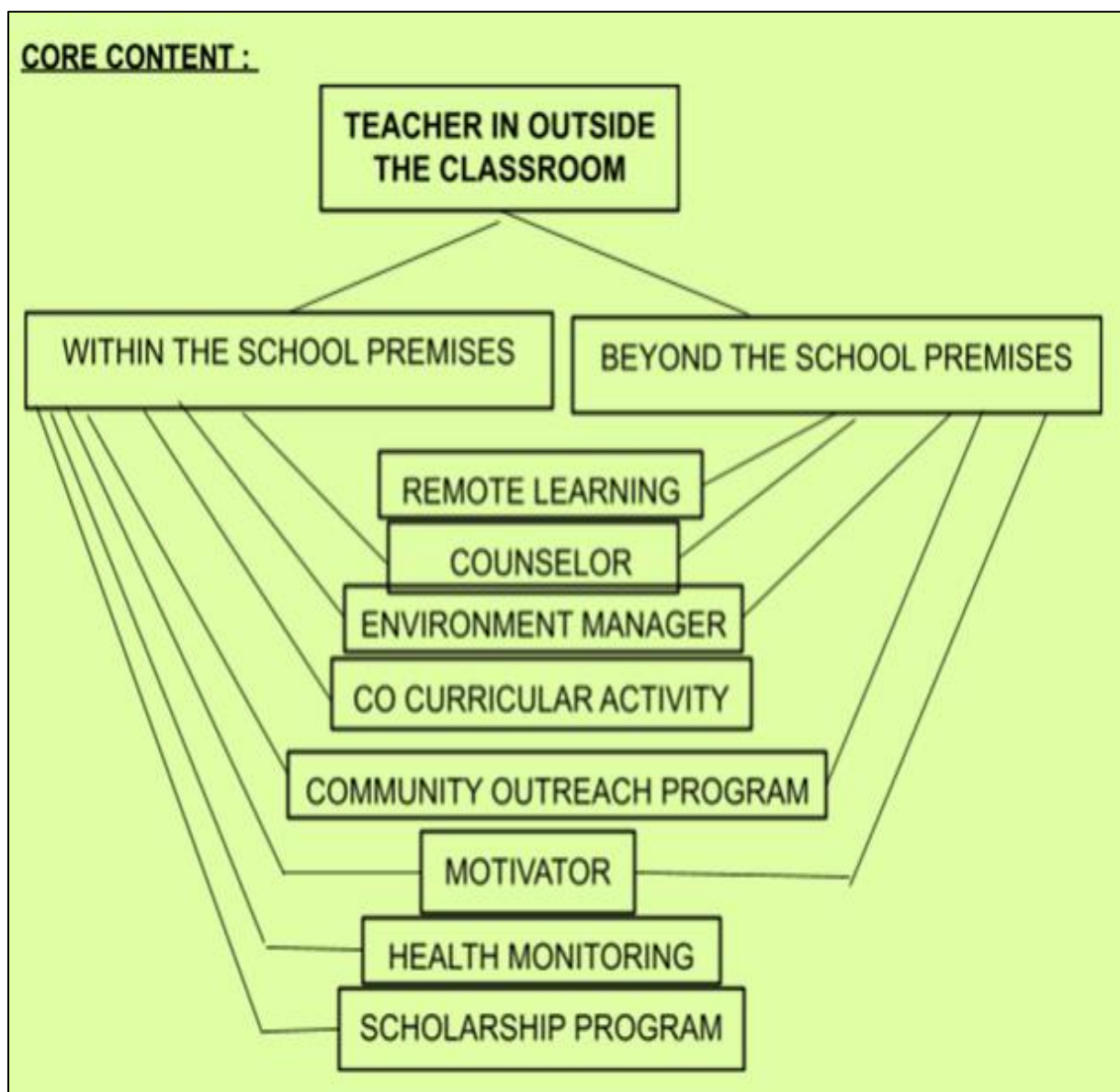
The total students of a class are divided into small groups and problems are given to each group. The groups find out the solution through cooperation, empathy and collaboration. The entire process is facilitated by the teacher.

Teachers facilitate experiential learning opportunities in students through Eco clubs, NCC, Nature studies, Surveys, kitchen gardens, observance of World Environment Day, participation in Dengue awareness rally, Road Safety week. Events like Sports Day, Annual Function boosts confidence, encourages participation and promotes socialization in students



EXPERIENTIAL LEARNING

Source: SELF COMPILED



Activity: 5.4.2: Teacher in multidimensional roles

State five co curricular activities organized in your school in the last academic year. Mention your role to accelerate students' engagement in those events.

Summary :

Learning is a bridge between teacher and students. Effective interactions between these two stakeholders can convert the bounded physical space of the classroom to unlimited learning space. It follows that a teacher is multifaceted and multidimensional. The holistic development of the pupils is the responsibility of a teacher. The acquisition of knowledge is no longer the sole focus of education;

students' physical and mental development as well as their exploration and expansion of personal qualities are all important aspects of learning.

Assessment:

Answer the following questions:

- a. Write your experience on effective transaction of classroom teaching briefly.
- b. “Digital platform expands Learning Space”—explain the statement.

Reference : https://en.wikipedia.org/wiki/Peer_learning

Sub Unit V: Addressing teacher issues and concerns

Introduction:

Teachers struggle with heavy workloads and administrative tasks, risking burnout. Inadequate pay and recognition further challenge teacher retention. Addressing these issues is crucial for education.

Keywords: Well-being, Recognition, Pedagogical innovation

Learning Objectives:

- To understand how policy and institutional support can help teachers address issues and concerns, allowing them to advance as professionals
- To understand how professional development opportunities can assist teachers in addressing issues and concerns, allowing them to advance as professionals
- To understanding how community engagement and advocacy can assist teachers in addressing issues and concerns, allowing them to advance in their careers

Core Content:

Educational policies and institutions must prioritize and support teachers, allocating resources for a conducive work environment. Adequate funding, targeted policies to reduce administrative burdens, fair compensation and a positive organizational culture are essential for sustainable solutions to teacher concerns. All these significantly influence the experiences, effectiveness, and overall well-being of teachers.

Professional development opportunities play a crucial role in shaping the effectiveness, satisfaction, and overall professional growth of teachers. Here are several ways in which these opportunities positively impact educators:

- Skill Enhancement and Pedagogical Innovation
- Increased Confidence and Job Satisfaction
- Promotion of Lifelong Learning
- Adaptation to Changing Educational Trends
- Collaboration and Networking
- Addressing Specific Classroom Challenges
- Leadership Development
- Teacher Retention and Recruitment
- Improved Student Outcomes

Community engagement and advocacy play a crucial role in fostering the growth and development of teachers as professionals. When the broader community actively supports and advocates for the teaching profession, it creates an environment that positively impacts educators in several ways:

- Recognition and Appreciation
- Enhanced Support systems
- Increased Resources and Funding
- Collaborative Learning Opportunities
- Advocacy for Professional Development
- Positive School Culture
- Public Recognition and Awards

Summary:

Policy and institutional support significantly shape the experiences of teachers. When these entities prioritize education, allocate resources effectively and create supportive policies, they contribute to a positive and empowering environment for educators, ultimately enhancing the quality of education for students. Professional development opportunities are integral to the continuous growth and success of teachers. They contribute not only to the individual development of educators but also to the overall improvement of the education system. Community engagement and advocacy are integral to the growth of teachers as professionals. A supportive community creates an environment where teachers feel valued, have access to resources, and are encouraged to pursue continuous learning. The positive impact of community involvement extends beyond individual teachers, contributing to the overall health and vibrancy of the education system.

Assessment:

State whether the following statements are True or False:

- a. Policy and institutional support do not influence the experiences, effectiveness, and overall well-being of teachers.
- b. Reflection is not a component of the Continuous Professional Development cycle.
- c. Professional development opportunities should support teachers in identifying their own goals and how they plan to pursue them.

Additional Reading:

- <https://cft.vanderbilt.edu/guides-sub-pages/challenges-and-opportunities-of-community-engaged-teaching/>

Sub Unit VI: Promoting Professional Growth of Teachers

Introduction:

In order to effectively foster students' development of 21st century skills, teachers themselves must have a good command of these skills and be well prepared in their own capacity to impart such skills on the students. Professional growth of teachers involves a continuous process of reflection, learning and action to further a teacher's knowledge and skills, leading to enhanced teaching practices that positively impact on students' learning.

Keywords: Reflection, Pedagogy, INSET

Learning Objectives:

- To understand teaching as a profession
- To understand the characteristics of the teaching profession
- To understand major reasons to initiate professional development activities in Teacher Education
- To make aware of benefits of in-service teacher training for professional development

Core Content:

Teaching, a profession, involves intellectual operations, transforms material into practical ends, has communicable techniques, demonstrates autonomy, relies on systematic knowledge, serves society, adheres to a code of ethics and fosters in-service growth. Teachers adapt to evolving education, embracing technology, changing standards and student needs, ensuring high-quality education by

refining teaching approaches. By engaging in professional development opportunities, teachers reap a multitude of benefits, including:

- Enhanced Teaching Effectiveness
- Improved Student Outcomes
- Adaptability and Innovation
- Teacher Retention and Satisfaction

To maximize the impact of professional growth, teachers should adopt a strategic approach:

- Identify clear goals
- Seek opportunities that align with goals
- Engage actively and Reflect on learning
- Share learning with colleagues
- Seek feedback and mentorship

In-service teacher training (INSET) plays a crucial role in professional growth by providing ongoing opportunities for teachers to enhance their knowledge, skills and competencies. Some of the benefits of INSET are enhanced pedagogical skills, content knowledge expansion, assessment and evaluation expertise, classroom management strategies, collaboration, professional networking, personal and professional growth. Few examples of INSET activities are workshops on specific teaching methodologies or technologies, seminars on educational trends and research findings, collaborative lesson planning and peer observations, Action research projects and reflective practice opportunities etc.

Summary:

With a number of variables on part of students and other issues teaching is a noble profession with the prime motive of rendering service to society. Teacher development includes initial training, induction, in-service, and ongoing growth within schools, emphasizing continuous learning and improvement. INSET serves as a valuable catalyst for professional growth, empowering teachers to enhance their skills, expand their knowledge and refine their teaching practices. Educational institutions with the help of INSET can foster a culture of continuous learning and improvement benefiting the students and contributing to the overall quality of education.

Reference:

- Hooker. M. Models and Best Practices in Teacher Professional Development
- www.gesci.org/old/files/docman/Teacher_Professional_Development_Models.pdf

Assessment:

State either True or False against the following statements:

- a. Teaching does not require any skill.
- b. Teaching is not mere talking with students.
- c. Teaching is not only an art but also a science.

Unit 6: Enriching Teaching-Learning Process: looking beyond the classroom

Sub Unit 1: Understanding the child through the eyes of the parent

Introduction:

Understanding a child as an individual with a unique identity is crucial for parents, who navigate the delicate balance of nurturing independence while imparting values. Cultural, personal, and societal factors shape parental perspectives on upbringing. Varied viewpoints contribute to a rich mosaic of experiences, enriching the child's comprehension. Parental insight goes beyond observation, involving active participation, communication, and empathy. Adapting to the child's evolving needs is vital for a resilient bond. The reciprocal developmental journey teaches parents patience, resilience, and unconditional love, fostering a nurturing environment. This profound process, influenced by diverse factors, enhances the intricate tapestry of human connection and understanding in the parent-child relationship.

Keywords: Child's identity, Cultural identity, Diversity, Emotional Intelligence, Parenting style, Parental personality, Sibling dynamics

Learning Objectives:

- To recognize the value of treating each child as an individual
- To understand the factors that influence understanding the child from the perspective of their parents

Core Content:

Acknowledging a child's distinct identity involves recognizing their unique characteristics, experiences, and potential. Emphasising active participation in child development transcends traditional notions, considering personality, interests, cultural background and diverse influences. Recognizing a child's distinct identity involves understanding factors like temperament, cultural background, autonomy and emotional intelligence for fostering healthy development environments. Several factors contribute to the complex and nuanced process of seeing the child through the eyes of the parent. These factors have an impact on how parents perceive and interpret their children's behaviour, emotions, and development. Some key influences are cultural context, personal

encounters, educational background, socio-economic situation, parental personality, style and temperament, sibling dynamics, community and peer influences, parental stress and well-being etc.

Several factors can make it difficult for a parent to effectively understand their child. Personal, relational, or external factors can all cause impediments. Some important considerations are ineffective communication, unresolved parental issues, stress and fatigue, mismatched expectations, cultural and generational gaps, comparisons with siblings or peers, inflexibility in parenting style, external influences and societal pressure, digital distractions etc.

Awareness of these factors is crucial for parents to navigate potential obstacles and cultivate a more profound understanding of their child's world. Open communication, flexibility, and empathy can help overcome these hindrances and strengthen the parent-child relationship. Understanding a child through the eyes of their parents is crucial for teachers to provide effective and supportive education.

Teachers can promote emotional intelligence in the classroom by understanding their students' emotional experiences at home. Teachers can incorporate activities and discussions that are relevant to the child's emotional landscape, thereby encouraging empathy and social skills.

Activity 6.1.1: Finding Oneself: Nurturing Children's Different Identities

Reflect on your own childhood factors that contributed in shaping your identity. Jot down key influences, experiences, and relationships.

Activity 6.1.2: Reflection on factors affecting Parenting Perspectives

Please share a brief story or reflection on a memorable parenting moment from your own childhood.

Activity: 6.1.3: Reflection on Parenting Challenges

Consider one difficult time in your parenting journey that you have personally gone through.

1. What reason(s) might have been behind it, in your opinion?
2. Would you be able to list some of them.

References:

- https://www.researchgate.net/publication/353286779_Parents'_perspective_on_a_children's_learning
- <https://www.nap.edu/read/19401/chapter/8> (Child Development and Early Learning)

- <https://files.eric.ed.gov/fulltext/EJ1092391.pdf> (The Role of Parents in the Education of Children)
- <https://www.child-encyclopedia.com/parenting-skills/according-experts/parents-attitudes-and-beliefs-their-impact-childrens-development> (Parents' Attitudes and Beliefs: Their Impact on Children's Development)

Assessment:

State whether the following statements are True or False:

- a. Cultural diversity enriches a child's identity by instilling a sense of belonging and pride in their heritage.
- b. Recognizing a child through their parent's eyes is not important in fostering trust among the teachers and their pupil's families.
- c. Over reliance on digital devices and distractions in no way limit quality-time for parent-child interactions.

Sub Unit 2: Home support for child's learning

Introduction:

Home is a haven, fostering love, trust and security. It's the child's first school, shaping character, attitudes and knowledge. Home provides essential support, influencing holistic development and serving as a foundation for experiential learning. Parental support within the home is crucial, creating a nurturing environment for all children. Every home has its own style, plan, structure, environment, layout etc. Not only the inside of the room, but also the outside i.e. garden, playground and other components of the house have a great impact on child's learning.

Keywords: Home, House, Digital Parenting, Life Skill

Learning Objectives:

- To construct the concept of Home
- To differentiate between Home and House
- To understand the process of Home support and analyse its necessity
- To analyse Home as support systems of child's learning

Core Content:

Home is a personalised feeling. Home is a bonding between a child and other members of the family. A child can experience the world through the home. A child's learning starts from his home. After birth, a child can get shelter from his or her parents, grandparents and other family members. Every member takes care of the child, protecting him or her from all odds and evils. A child is guided by the members and environment of the family and home.

Home is not just a place but a feeling of responsibility, security, love and comfort. It serves as a person's origin and a concept representing a way of being in the world. Psychology notes it's where we define ourselves and start life's experiential journey.

A home also embodies sociological elements like members, rituals and customs. Homes vary in economic status, showcasing diverse living conditions. It is a complex result of member interactions, representing beliefs, customs and relations, which can extend beyond blood ties to include pets and plants and are crucial supportive elements for a child's development.

Ensuring a child's security is crucial for optimal learning. This involves fulfilling basic needs and creating a stable, fear-free environment at home. Family traditions, rituals, and emotional support shape a child's moral values, self-esteem and independence. It provides experiences that contribute to the child's overall learning, fostering trust and self-efficacy. Home is a space where positive and negative experiences constructively shape a child's concept of life.

A house is a physical structure, constructed from available materials, a product with specific dimensions.

Home, an abstract space, is a process, a feeling that varies among family members.

Unlike a house, home is not formal and can take unconventional forms, such as orphanages or homes for juvenile criminals.

Activity 6.2.1: Components of home and house -

A House, A Home

What is the difference between a house and a home? Discuss it with your partner. Then read the poem.

HOUSE



What is a house?
It's brick and stone
and wood that's hard.
Some window glass
and perhaps a yard.
It's eaves and chimneys
and tile floors
and stucco and roof
and lots of doors.

HOME



What is a home?
It's loving and family
and doing for others.
It's brothers and sisters
and fathers and mothers.
It's unselfish acts
and kindly sharing
and showing your loved ones
you're always caring.

LORRAINE M. HALL

Read the above poem and write down the components of Home and House

Components of Home:

Components of House:

Activity 6.2.2 : Understanding home support

Please look carefully the pictures below and answer the question that follow:



Can you identify what the children are doing in the above pictures?

Summary:

Home is a very wide concept. The primitive men started to stay together under the open sky, in the cave, beside the river and thus they formed home. They exchanged their thoughts, shared their experience, anger, sorrow, joy even in sign language with the members of the home. The civilised people made the concept of house for their physical security. Home gives us mental security, support. Home serves as a 360-degree evaluator for a child's holistic learning, providing support and rituals that licence formal education, influencing and enriching the child's learning journey.

Reference:

- Psychology Today, Sussex Publisher, November 2021

Assessment:

Answer the following question:

- Differentiate between Home and House.
- Identify the statement as True or False
 - Home is the first learning institute for a child.
 - Home consists of the family members only.
 - A migrant child has a home.
- Suggest five Life skills which you want to advise to the parents of your school.
- Define Digital Parenting.

Additional Reading:

- Parental involvement in home-based education and children's academic achievement in China, December 2019, Social Behaviour and Personality An International Journal 47(12):1-15, DOI:10.2224/sbp.8491, Authors: Yongtao Gan
- The New Transition Handbook - Strategies High School Teachers Use that works: Carolyn Hughes, Erik W. Carter; Brookes Publishing; ISBN: 978-1-59857-199-8

Sub Unit III: Enriching School Experience through community knowledge and creativity

Introduction:

Schools, extending beyond traditional classrooms, benefit from community engagement. This partnership fosters holistic student development for life within and beyond. By incorporating community knowledge and creativity, schools create a more engaging learning experience, fostering lifelong learning and deeper insights. Communities are repositories of local history, culture and traditions. They provide students with a sense of belonging and purpose. Communities are rich in resources that can be used to supplement and enrich the school curriculum. They offer hands-on learning experiences that help students develop critical thinking, problem-solving, and communication skills.

While there are many benefits to community engagement, there are also some challenges that schools may face. Planning a school-community partnership is challenging, requiring collaboration. A core group involving parents, PTA and MTA members, NGOs, government organisations, and businesses can formulate a workable plan. Responsibilities for positive change should be shared within this group, with a phased implementation of a master plan. Continuous planning, monitoring, reporting, and feedback are essential for ongoing success. The community's representative members should have a clear understanding of the school's present status and future goals.

Keywords: Partnerships, Community events, Community experts

Learning Objectives:

- To engage community for school development
- To find out the various benefits of community engagement
- To understand the challenges to implement the school community link
- To recommend ways to overcome the challenges

Core Content:

There are a number of different ways in which schools can engage with the communities. Some examples include partnerships with local businesses and organisations, community events, community advisory boards, field trips etc.

There are a number of benefits to engaging with the community. These benefits include:

- Increased student engagement

- Improved student outcomes
- Strengthened community relationships
- Development of critical thinking skills
- Increased appreciation of diversity
- Development of a sense of community

Effective schools require strong community involvement. Student-community interaction fosters mutual understanding. Aligning school programmes with community life enriches culture, promoting social consciousness and utilising the community as an educational resource.

The challenges to implement School-Community link are-

- Lack of time and resources
- Overcoming logistical challenges
- Difficulty in assessing the impact
- Challenge in finding and coordinating with community experts
- Resistance to change from traditional curriculum

A successful school should serve as a community centre, facilitating discussions and organising activities that benefit both youth and adults. The school's adaptability to changing community needs is crucial for its success in fostering education and new ideas aligned with societal changes.

There are a number of things that schools can do to overcome them and successfully engage with their communities. These recommendations include developing clear goals and objectives and building strong and flexible relationships with community partners and creating a more engaging and meaningful learning experience for the students.



EXHIBITION AND SENSITISATION PROGRAMME: BODRA HIGH SCHOOL (HS), S24 PGS

Activity 6.3.1: Roadmap of Community Engagement: Group Work

Make a roadmap of community engagement.

Activity 6.3.2: Mind map for benefits of Community Engagement: Group Work

Develop a mind map about the benefits of community engagement.

Activity 6.3.3: Making List on Challenges of Community Engagement: Pair Work

Make a list of the challenges of community engagement.



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INVITATION OF SUBJECT EXPERT: BODRA HIGH SCHOOL (HS), S24 PGS

Activity 6.3.4: Recommendations of overcoming challenges: Individual Work

1. Do you really think that HoI should play a leading role to bridge between the school and the community?
2. Refer a case study of your school in support of your answer of the above questions.

Summary:

Schools benefit from community engagement. This engagement fosters holistic student development for life within and beyond. With community, schools create a more engaging learning experience, fostering lifelong learning and deeper insights for the students. It helps them to develop critical thinking, problem – solving, and communication skills. However there are also challenges to community engagement, as it requires continuous planning, monitoring, reporting and feedback for ongoing success.

References:

- "Community-Based Learning: A Handbook for Educators" by John Dewey and Evelyn Dewey.
- "The Power of Community Knowledge: A Guide to Connecting Students to Their Communities" by Peter L. Berger and Thomas.
- "Creative Expression through Community Art" by Mary Durbin.
- Boyer, E. L. (1990). Ready to learn: A model for comprehensive school reform. New York: Basic Books.
- Epstein, J. L. (1995). School, family, and community partnerships: Preparing youth for the 21st century, Phi Delta Kappan, 76.

Sub Unit IV: Strengthening feedback cycle between parents and teachers: Schooling experience and learning

Introduction:

A child's cognitive development unfolds during the schooling processes. In the primary stage, children express emotions and learn socialisation skills. Secondary stage schooling introduces academic knowledge, life skills, cultural and social activities, fostering emotional and cognitive growth under the guidance of the teacher .

Home is an informal and irreplaceable educational agency. Recognizing each child's uniqueness begins at home- the first school, offering security, and a congenial atmosphere, and freedom to learn life basics. Home provides the foundation for a child's personality, character, and spirit, shaping them into valuable societal assets.

With parents and teachers regularly collaborating in the educational development of their children, it provides an assurance to young minds that they have access to reliable support. These collaboration help children to understand how deeply their parents care about them and are committed to their well-being. This ensures building a strong partnership between parents and teachers and having a holistic understanding of the child.

Keywords: Emotional Growth, Cognitive Growth, Socialisation, Social responsibility

Learning Objectives:

1. To understand the role of school, teachers in the development of child
2. To understand the role of home, parents in development of child
3. To understand the bonding, communication between home and the school

Core content:

School ensures individual development with knowledge, social responsibility and values. It lays the foundation for education, guiding them through adolescence to adulthood which is crucial for academic and social growth.

A Story

Mousumi, a Class V student of 2022 batch at a Bengali medium school, initially struggled with English greetings. With guidance from her teacher, she developed an interest and delivered speeches in English during Teachers' Day and Sports Day, showcasing her progress. This is the story of a child from a village, demonstrating the impact of proper guidance on learning a foreign language. Many similar stories can unfold with adequate support.



MOUSUMI ON SPORTS DAY



MOUSUMI ON TEACHERS' DAY

Source: GOPALPUR SOHAGIA HIGH SCHOOL , BIRBHUM

Home, as a child's first institution, significantly shapes their overall life. The physical and psychological aspects of the home environment, including basic facilities and family interactions, directly influence a child's personal development. Parental interest, appreciation, and communication are crucial contributions to a child's education, fostering language development and curiosity. Parent could support the child to develop language, communication abilities, extend knowledge, develop skills, experiment, and meet their social and emotional needs. Above all parents can inculcate a warm parent–child relationship by spending good time with them showing interest in their day to day activities. Some key points for parents to support their child's nurturing environment are

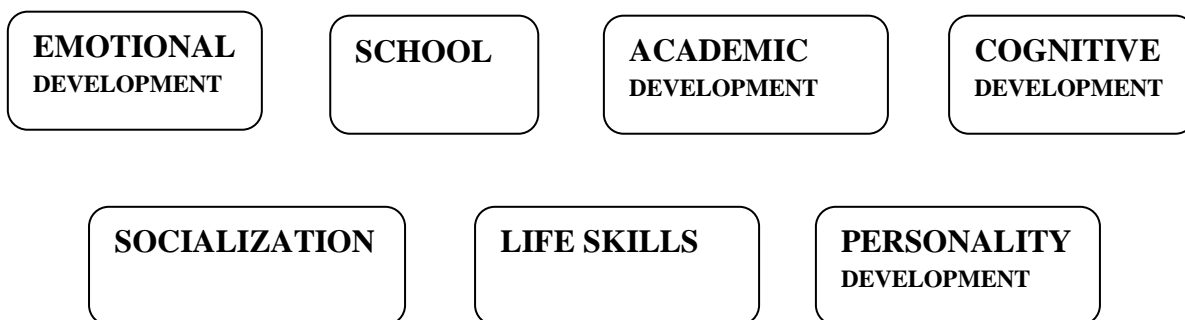
- Active Engagement
- Encourage Independence
- Promote a Love for Learning
- Foster Social Skills

Teacher-student relationships foster ambition, self-confidence, integrity and aesthetic sense. Open communication, emotional support and trust during adolescence contribute to a student's success, benefiting both students and parents by providing a clear picture of holistic development. Two way

communication between home and school is necessary for a student's success. Strategies for such communication are newsletter, phone call, class diary, annual meeting, parent's day etc.

ACTIVITY 6.4.1: Flow Chart on Academic Development: Group Work

Make a flowchart on academic development using the blocks.



ACTIVITY:6.4.2: Word Association: Individual Work

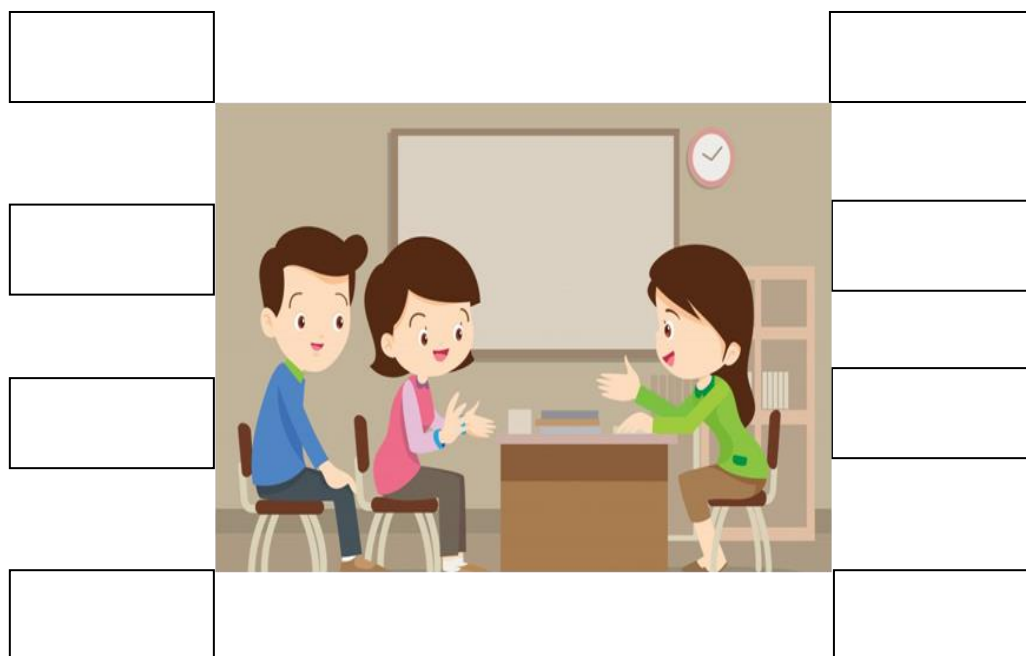
It is said that a picture speaks a thousand words... jot down the first five words that come to your mind looking at the following picture.



Home and School Relationship: A bond that binds parents and teachers with the child:

ACTIVITY: 6.4.3: Dialogue Prompt : Individual Work

Script a dialogue that might be going on in the following picture. You can assume names for the characters.



Summary:

Schools play a crucial role in a child's academic and social development. It lays the foundation for future learning by providing a supportive and structured environment where children can acquire knowledge as well as explore his/her potentiality.

Assessment:

- How does a school help in the development of a child?
- How does home help a child to grow up?
- What are the strategies adopted by a good teacher for discussion with parents?

References:

<https://earlylearningnetwork.unl.edu/2018/08/29/parent-teacher-relationships/>

PLANNER

Key Area	Unit	Sub Unit	Activity and Unit Resources	
Key Area - 3	Unit - 1	Sub Unit I	Activity: 1.1.1: Discovering the Past through Artefacts	
		Sub Unit II	Activity: 1.2.1: Patterns and Connections in Indian History	
		Sub Unit III	Activity: 1.3.1: Developing Media Literacy and Critical Thinking Skills	
			Activity: 1.3.2: Advocating Social Justice	
			Activity: 1.3.3: Developing Financial Literacy and Life Skills	
		Sub Unit IV	Activity: 1.3.4: Environmental Stewardship	
			Activity: 1.4.1: Fostering Responsible Citizenship through Sustainable Farming	
		Unit - 2	Sub Unit II	Activity: 2.2.1: Hands on Science Experiments
				Activity: 2.2.2: Mathematics Games
			Sub Unit III	Activity: 2.3.1: Interactive Storytelling and Role-Playing
	Sub Unit IV		Activity: 2.4.1: Creative Writing Workshop	
			Activity: 2.4.2: Formation Book Clubs	
	Sub Unit V		Activity: 2.5.1: Cultural Competence Workshops	
			Activity: 2.5.2: Peer Learning Communities	
			Activity: 2.5.3: Community Resource Mapping	
			Activity: 2.5.4: Flexible Learning spaces	
			Activity: 2.5.5: Culturally Inclusive learning practices	
			Activity: 2.5.6: Student-led Cultural showcases	
			Activity: 2.5.7: Cross-cultural story telling	
			Activity: 2.5.8: Inclusive Sports and Games	
			Activity: 2.5.9: "DOST" (Buddy) system	
			Activity: 2.5.10: Flexible Time table	
	Unit - 3		Sub Unit I	Activity: 3.1.1: Classroom Space Designing
			Sub Unit III	Activity: 3.3.2: Active Learning Methods
			Sub Unit IV	Activity: 3.4.1: Creating an Inclusive School Culture
		Activity: 3.4.2: Universal Design for Learning (UDL) and Differentiated Instruction		
	Sub Unit V	Activity: 3.5.1: Learning through Physical Exercises		
	Unit - 4	Sub Unit I	Activity: 4.1.1: Observation and Feedback Walk-Through	
			Activity: 4.1.2: Collaborative Goal Setting and Action Planning	
		Sub Unit II	Activity: 4.2.1: Lunchtime Chats	
			Activity: 4.2.2: Classroom Observations	
		Sub Unit III	Activity: 4.3.1: Loud reading of a Poem	
		Sub Unit IV	Activity: 4.4.1: Coaching Cycle Role Play	
	Activity: 4.4.2: Collaborative Mentoring Group			
	Sub Unit V	Activity: 4.5.1: Digital Field Trip		
	Sub Unit VI	Activity: 4.6.1: Practical Exercise: Topic - Acid Base		
	Unit - 5	Sub Unit I	Group Activity: 5.1.1: Jigsaw Learning	
			Activity: 5.1.2: Checklist for understanding QR code	
			Activity: 5.1.3: Personalized Learning - Introductory Activity	
		Sub Unit III	Activity: 5.3.1: Reflective diary/journal 'root' template	
		Sub Unit IV	Activity: 5.4.1: Teacher as a Facilitator	
	Activity: 5.4.2: Teacher in multidimensional roles			
	Sub Unit V	Activity: 5.5.1: Arranging the steps of Professional Development		
	Unit - 6	Sub Unit I	Activity: 6.1.1: Finding Oneself: Nurturing Children's Different Identities	
			Activity: 6.1.2: Reflection on factors affecting Parenting Perspectives	
			Activity: 6.1.3: Reflection on Parenting Challenges	
		Sub Unit II	Activity 6.2.1: Components of home and house	
Activity 6.2.2: Understanding home support				
Sub Unit III		Activity 6.3.1: Roadmap of Community Engagement : Group Work.		
		Activity 6.3.2: Mind Map of benefits of community engagement : Group Work		
		Activity 6.3.3: Making List of Challenges of Community engagement: Pair Work		
		Activity 6.3.4: Recommendations of overcoming challenges : Individual Work		
Sub Unit IV		Activity 6.4.1: Flowchart on Academic Development: Group Work		
		Activity 6.4.2: Word Association: Individual Work		
		Activity 6.4.3: Dialogue Prompt : Individual Work		