
UNIT 5 CURRICULUM TRANSACTION

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5.1 INTRODUCTION

In Block 1 we presented a detailed discussion on concepts and various interpretations of curriculum. We discussed how essential is an appropriate time-table and how the classroom teaching can be made more effective by using a variety of teaching aids and how co-curricular activities should be planned for all-round development of an individual. In this unit (Block 2) we focus on curriculum transaction in detail. An effective environment for learning has to be created for which lesson planning is essential. We shall, therefore, discuss in this unit the need and techniques of lesson planning.

Actual classroom learning and teaching, class control, obtaining feedback etc. are influenced by the role of the School Head and how effectively he can get the system to work.

5.2 OBJECTIVES

After studying this unit you should be able to describe:

- bases of curriculum transaction;
- need and procedure of lesson planning;
- various classroom practices; and
- recognise the role of the School Head.

5.3 CURRICULUM TRANSACTION: ITS MAIN COMPONENTS

The term 'curriculum development' is most popular while 'Transaction of Curriculum' is a very recent concept introduced in education. The transaction of curriculum means 'management of curriculum'. I.K. Devis has used the term 'managing teaching-learning' and the teacher as a manager. Devis' approach has initiated and introduced the term 'management' in the education process.

Meaning and Definition of Curriculum Transaction:

Transaction of curriculum is a broad concept in comparison to curriculum development. Management of curriculum is done from the initial stage or introduction of new courses. It is at the school stages and at higher levels also. Management/Transaction of curriculum employs the following steps:



Transaction of curriculum is a much more difficult task because it involves planning and preparing the course or discipline at the school and university level. Curriculum management is done by Boards of Studies and Committees. There are councils in some disciplines which plan and control it. At the university level, there are Boards of Studies for different subjects. It is based on theoretical and practical aspects as well.

Management of curriculum refers to conscious choice from a variety of alternative plus proposals and further more streams that such choices involve purposeful commitment to recognised and derived objectives.

So 'transaction curriculum' means the basic model of curriculum which depends on the objectives of education. It is a commitment for realising the desired objectives of education, translated into practical terms.

5.3.1 Curriculum Transaction

Bases of Transaction of Curriculum

The transaction of curriculum is the commitment for realising the desired objectives of education. The objectives are based on various considerations and factors which are equally important in planning or deciding the basic structure of curriculum. The following are the bases of transaction of curriculum:

1. Social philosophy of the society
2. National needs or state needs
3. Nature of course of study
4. Type of examination system

5. Form of the Government
6. Theory and assumptions of human organisation
7. Growth and development stage of students
8. Recommendations of National Commissions and Committees of Education

The above bases of 'curriculum management' and educational objectives are both theoretical and practical. The last basis is more useful in the transaction of curriculum. After independence several Commissions and Committees have been established in India in Education – the University Education Commission (1949), the Secondary Education Commission (1952), the National Commission of Education (1964-66) and the National Policy of Education (1986) etc. These Commissions have given recommendations for curricula or courses of study for different stages.

5.3.2 The Teaching-Learning Process

First of all, it must be clear to you what is the teaching-learning process? Effectiveness of teaching will have to be defined in terms of the amount of progress a pupil makes towards the achievement of defined objectives. Needless to say, the process through which progress can be achieved to attain a teaching objective is interaction. It is through the interactive effectiveness of objectives, the learning environment and significant persons like teachers, peers and above all, the self that progress in the learning task is achieved. It should be clear to you that the teaching-learning process is an interactive and integrated one.

What is required most to make the teaching-learning process better? You have to ensure active involvement of the students. Encourage students to ask and discuss. Involve them in taking decisions. Let them monitor their own progress. Always encourage feedback to make the teaching better. All this has to be done under the guidance of school Head.

5.3.3 Creating an Effective Environment - Resources Available in the Classroom, Space Management and Sitting Arrangements

Effective environment in the classroom is another condition of effective teaching. It comprises two components: the classroom climate and the layout of the classroom along with learning resources. A positive working atmosphere keeps pupils busy and stimulates them to work hard.

The socio-emotional environment in the classroom is built through human interaction based on classroom trust. The pupils should feel that an equal opportunity without discrimination is available to each of them. The teacher should be sensitive to the individual needs of all. Students are allowed to express needs, make choices, take risks and provide support in their learning efforts. Their efforts should be praised and encouraged, and achievements celebrated. Their initiative should be valued. Pupil sharing of ideas and resources should be encouraged. All this contributes to a conducive an effective environment in the classroom. As a Head you must advise all this to the teachers in your school.

Classroom arrangements should be conducive to a variety of activities. The furniture should be functional and comfortable. Movable bulletin boards which can be used as partitions for group work can be helpful. Learning material including aids and appliances often needed in the classroom should not only be available, but accessible to pupils. It saves teacher's time from routine allotments for more creative work. Display arrangements for products provide recognition to a pupil's work. Availability of functional material and equipment also contributes to a conducive, effective environment.

Guidelines

A conducive environment is essential. The Head can help the teachers in this regard.

The following guidelines for providing conducive effective environment in the classroom are important:

- Build classroom trust behaviour.
- Allow constructive activity to continue unhampered.
- Encourage pupils to make choices and take risks.
- Give non-verbal signals to children who might be getting off task.
- Keep pupils involved by holding them accountable for their work.
- Provide pupils access to learning resources in the classroom.
- Arrange the classroom for the day's activity ensuring availability of the material at hand.
- Demand functional furniture and equipment for the classroom for variety of arrangements.
- Watch for effectiveness of the overall environment in the classroom.

The above guidelines are important but possible only when school Head procures all these.

5.4 LESSON PLANNING AND PREPARATION

Teaching is a skilled profession, which requires the involvement of cognitive, affective and psychomotor phenomena of behaviour. The success in teaching depends upon the way a teacher touches each and every aspect of the child's behaviour – his knowing (cognitive), feeling (affective) and doing (psychomotor). In other words, a teacher, while teaching needs to deliver something useful for the development of the child's personality. In doing so, a teacher has to, think rationally, act purposefully and deal effectively. Keeping all these factors in view, a teacher has to plan his teaching. He is supposed to involve three phases of teaching i.e. pre-active, interactive and post-active phase. When a teacher perceives the ways to deliver the content, the method with which he has to deliver the content, the method, the situations in which the content is to be presented, means a teacher is in the pre-active phase while planning the lesson.

In simple words, a lesson plan or planning of a lesson means the planning of a daily lesson related to a particular aspect (unit) of a subject to be covered by the teacher in a specified period for the realisation of some stimulated instructional objectives.

Davies defines lesson plan as management of learning, planning, organising, leading and controlling by a teacher. Besides, a lesson plan must be prepared, as there is nothing so injudicious to a teacher's progress as unpreparedness.

5.4.1 Need for Lesson Planning

As the name suggests a good lesson plan is the key for the success of the lesson and much of the future activities also depend on the success of a particular lesson which is suitably planned. As a School Head, you should make the teachers in your school mentally prepared that the planning of lesson is very significant.

5.4.2 Techniques and Format for Lesson Planning

The daily lesson plan consists of the following:

- i) Lesson objectives
- ii) Introduction section
- iii) Development section
- iv) Closing section

If these parts are systematically arranged, a format of the lesson plan can be developed covering the above four points as given in Table following:

Format of a Lesson Plan

Subject		Target group		
Topic				
1. Entry behaviour				
2. General objectives of the topic				
3. Methods and Media				
4. Introduction				
5. Preparation				
Teaching Points in Sequence	Specific Objectives in Behavioural terms	Learning Experiences		Partial Evaluation
		Teacher's activities	Pupil's activities	
6. Recapitulation/Revision/Evaluation				
7. Home Assignment				
8. Chalk Board Work Plan				

Thus, the four major parts are systematically presented here in eight steps. This format is not rigid. The plan can be rearranged according to the end objectives.

But before going to the format of a lesson plan, let us be clear about the significance of each component of each part of the lesson plans.

i) *Statement of general and specific objectives*

Give the idea of the long term goals and observable end behaviour of learners.

ii) *Introduction or opener*

The opener in a lesson plan prepares learners for new learning. At the same time, it may help them to recall what they can remember from previous experiences. In most cases, it is a link between the present learning experience and the learning experience which occurred in the few questions like: "What did we learn yesterday?" "Who remembers, what we learned yesterday?"

Better openers are those that generates learners' interest.

iii) *Presentation or development section*

It is the main part of implementing the teacher plan through teaching-learning activities, that is, teacher's activities and pupil's activities. The total content is sequenced into

teaching points and each teacher point is presented by relevant teacher activities and students' activities. While doing so, partial evaluation is also planned as shown in the format of the lesson. During that stage, the teacher and students may require to use instructional materials like textbooks, reference books, teacher collected set of pictures, photographs, newspaper clippings, teacher-made sketches, graphs, charts, diagrams, models, replicas, or real objects; film strips, films, videotapes, etc.

iv) *Recapitulation or the closing section*

This section of lesson plan mirrors the objectives listed in the objectives section. For example,

- The students will answer the questions.
- They will infer ideas, concepts, values or generalisations.
- They may do all these procedures either through oral or written responses.

Ensuring that students have an opportunity to meet the stated objectives is not the only concern of the teacher. The teacher's main concern is that the children learn. Teachers need to monitor both their own effectiveness as teachers and the students' progress. The final part of the lesson plan is labelled as "Evaluation". You as planner here must respond to the following questions and get a feedback on your own teaching:

- a) How well did the children meet the objectives?
- b) If all the children did not meet the objective, why not? What can be done in subsequent lessons to ensure greatest success? In what way, can opening procedures or developmental procedures or closing procedures be improved?
- c) If all the children meet the objectives, was there any part of the lesson that could be improved to provide better transitions from one part of the lesson to the other?

You as a Head must see that such an appropriate format of lesson plan must be procured to the teacher by use of ICT or inviting resource persons for demonstrations so that there is no discrepancy among the teachers which pattern of lesson plan is to be followed.

Home Work

5.4.3 Teachers' Diaries: Maintenance and Supervision

The teacher's diary is a map for a teacher. It provides a preview of the tasks to be performed. Every school should have a teacher's diary. In this diary, there is the programme for the entire year, which is followed by the daily/weekly/term programme.

Academic year Subject

Months	Chapter and Topic	Total Period Available	No. of Periods required
July			
August			
September			

The table given above gives an indication regarding courses to be covered in a month. It indicates as to how many periods will be needed, which chapter will be taken up etc. Similarly, a programme is prepared for the entire year and for all subjects by the concerned subject teachers. This programme is approved by the School Head. After approval, a detailed week-wise programme is prepared regarding topics to be covered,

objectives to be achieved, methods to be used, teaching aids required, any homework to be given etc.

Week-wise Programme

Topics	Objectives	Approach Method/ Media	Teaching Aids required	Homework completed or not	Units
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A teacher knows what is to be taught when it is to be taught from the timetable and the monthly chart what methods, media and approach to be used is also readily available. Finally type of homework and evaluation are also mentioned in the teacher's diary.

Importance of Teacher's Diary

A Teacher's Diary is a blueprint of the instructional process for a teacher because it indicates what is to be taught, what are the objectives, how to teach, what homework should be given and so on. The advantages and importance of a teacher's diary include:

- A teacher can do the work in a period according to available time.
- A teacher can study or revise and prepare before teaching so that he/she does not lose track of the matter to be taught.
- In a diary the teacher notes down different activities or anecdotes occurring in a class which increases his/her accountability.
- A teacher enters the classroom with self-confidence as he/she is well prepared and so the quality of teaching is good.
- A teacher can organise the teaching work in a better way.
- A teacher is able to read books, reference material, due to which teaching becomes more intense and concrete.

Organised in this way, teaching is made lively. As a Head, you have to set a norm in your school that all the teachers must maintain a diary. Supervision of the diary is must.

5.4.4 Planning and Use of Teaching Aids and Other Material

In order to make varied, interesting and sound use of teaching materials and resources, teachers must understand their purpose: how they are classified, how they can be used most advantageously in teaching a specific subject, and how mistakes in their use can be avoided. Furthermore, teachers need to have a working acquaintance with essential principles related to the selection and use of materials and resources.

It is not sufficient that the materials and devices selected are potentially interesting to students. Such materials and devices must move the students in the direction directed by the established objectives. Furthermore, when such materials are used, conditions must be controlled in order to encourage optimum learning.

Special teaching materials and resources have the potential of making both teaching and learning more interesting. However, this potential is often unfulfilled. Unless the teacher makes a careful appraisal of how the material of resource is to be used and of its effect upon pupil learning, he courts the danger of selecting an attractive activity for the sake of the activity alone.

Classification of Materials and Resources

The basic purpose of the classification of teaching materials and resources is to help the unit planner quickly examine a range of possibilities in any one of several categories.

The classification is not intended to be exhaustive, but it should provide help in identifying aids most suitable for use in a specific classroom situation.

Audio Aids

A Head can always motivate the teachers to use appropriate teaching aids. Some of the audio aids most frequently used are the human voice, the radio, the record player and the tape-recorder. All of these are subject to correct usage.

The teacher who uses his voice effectively has a marked advantage over his colleague who has not considered the role of the voice in learning. Variations in voice may be used to help create the excitement that results in student motivation, to arrest budding misbehaviour, to provide the drama that creates a deep impression, to relieve student tensions, and to improve teacher-student relations.

A second audio-aid, the *record player* provides recorded music drama or speech of high quality. Too often beginners as well as seasoned teachers are unaware of the large number of audio disks currently available for teaching purposes.

Visual Aids

As 80 percent of the learner's readily recalled information is the result of his visual perception, the unit planner must give particular attention to those devices that promote such perception. The student is constantly observing both inside and outside the classroom. Thus, it is the teacher's responsibility to direct this observation so that it best serves the purposes of instruction.

Technically speaking, everything the learner views may be classed as a potential visual aid to learning; however, common usage has restricted the meaning. Visual aids most frequently used in the classroom setting include the following:

The teacher	Projected pictures	Charts
Television	Movies	Maps
Models	Film strips	Relics
Chalkboard	Slides	Exhibits
Bulletin board	Micro-projections	Specimens
Still pictures	Overhead projections	Collections

The Teacher as a visual aid. Of all the visual aids available to a student, the teacher is seen more often and under more varied circumstances than any other. For this reason, if for no other, the teacher should be consistently aware of the need for projecting the best possible teacher image to his students. The Head can always guide the teachers so that their dress code, teaching style and behaviour, body language, gestures and intonation also become an additional aid to the subject matter.

Audio-Visual Aids

A large proportion of helpful teaching devices is properly classified as both auditory and visual aids. This is true of television, of motion pictures with sound tracks, and of the teacher himself. Many visual aids (models, charts, filmstrips, collections and cell overlays) become excellent audio-visual aids when used by a skilled teacher who provides the sound track that brings the aids to life and illuminates their meaning.

Sometimes teachers become careless regarding the use of Teaching Aids. A Head must take rounds while teacher is teaching to ensure its use by the teacher or it can be discussed in the meetings.

Principles Related to the Selection of Materials and resources

As a Head you can give the following outlines to the teacher for best learning and teaching. Effective selection and use of teaching materials and resources are enhanced by a working knowledge of relevant teaching principles:

1. The initial learning of concepts is best accomplished by exposing the learner to the concrete referent, the actual thing for which the concept stands.
2. When a concrete referent cannot be used, the teaching of concepts is best accomplished by employing an aid that most closely approximates the referent of the concept. Microscopic projections, oversized models of objects otherwise difficult to observe, slow motion movies and certain kinds of maps are some examples.
3. The more nearly an abstract concept can be related to a concrete referent that has established meaning for the learner, the easier it is to teach and learn.
4. The best aids are those that promote taking the steps appropriate to the type of objective sought.
5. Since both efficient memorisation and the efficient learning of motor skills require that concepts be acquired before any drill or practice is undertaken, the teacher should employ materials and resources that are appropriate to the teaching of the underlying concepts.
6. When a concept of the coordination of movements in a skill to be taught, a movie in slow motion frequently serves best.
7. In their beginning stages, habits are at the conscious level and thus are conceptual in nature. For this reason, the aids used for the teaching of habits should be appropriate for the teaching of concepts.
8. The use of printed material will only be meaningful to the extent that it recalls concepts associated with printed words.

Check Your Progress 1

Note: Write your answers in the space given below.

1. "Teacher's diary is a mirror for instruction". Discuss.

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2. How can a teacher create an effective environment in the class?

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Activity

Arrange a workshop, discuss with other School Heads of various institutions in your vicinity, and members of the staff, how they can seek students' participation in preparing low-cost Teaching Aids. As a Head, what kind of help you will provide to teachers?

5.5 ACTUAL CLASSROOM TEACHING

Teachers might be aware of various teaching methods. These however, be realised that there exist individual differences. Sometimes due to unexpected circumstances, the teacher may have to deviate from his/her teaching points in order to satisfy the students' queries. In such a situation, keeping in view the mental level of the students along with other factors the teacher has to decide which practice/method to follow.

5.5.1 Observing Classroom Teaching

It is important that classroom teaching must be observed. The curriculum transaction has one ultimate aim, viz. to bring improvement. This aim makes the significance of observation more clear. Without it, one cannot know the weak points or strengths. This observation can be done by colleagues, the Head and even students. But behind this must lie a positive attitude. Regular self analysis after the class is also helpful but this kind of feeling has to be cultivated and checked by the Head.

5.5.2 Teaching Style and Behaviour

Teacher behaviour is a very wide term. It may include personality characteristics, disposition, attitude, dominance or submission, sensitiveness, shyness and the manner of greeting of the teacher, besides his teaching activities in the class.

Teaching as an interactive technique: The structure of teaching comprises four variables, which operate in the process of teaching and creating learning conditions or situations:

- Teacher as the independent variable
- Student as the dependent variable
- Content as an intervening variable
- Strategy of presentation as an intervening variable

N.L. Gage considered the following qualities as desirable behaviours in teaching:

1. **Warmth:** By warmth we mean the tendency of the teacher to approve, to provide emotional support, to express a sympathetic attitude and to accept the feelings of pupils.
 - A warm teacher accepts feelings.
 - A warm teacher praises and encourages.
 - A warm teacher makes a joke that releases tension but not at the expense of another individual.
 - A warm teacher accepts the behaviour, ideas and comments.
2. **Cognitive organisation:** Cognitive organisation means possessing and exhibiting the intellectual grasp of the subject by the teacher. This implies the art and science of presenting ideas and information meaningfully and effectively so that clear, stable and unambiguous meanings emerge and are retained over a longer period of time.
3. **Orderliness:** Orderliness implies the teacher's tendency to be systematic and methodical in classroom management.
4. **Indirectness:** Indirectness consists of giving learners opportunities to become active, seek for themselves and solve by themselves, problems relevant to learning objectives. It does not, however, mean abandoning the learners entirely to their own devices.

5. *Ability to solve instructional problems*: Good teachers need to have problem solving skills. This requires using both 'tactics' and strategies.
6. *Control over the content*: It is our common experience that a teacher who fails to exhibit a satisfactory control over the subject matter, falls in the general esteem of the learners, besides becoming a symbol of inefficiency.

5.5.3 Students' Participation in the Teaching-Learning Process

Teaching should be student oriented. Do you think total silence in the class is desirable? No, certainly Not.

Despite elaborate planning and anticipation of questions from students, the teachers are bound to face some other different situations and queries.

The teacher must be prepared for 'Unexpected questions'. Do you rebuke students in such cases? You should not. Rather, you should welcome and motivate students to participate and discuss so that new angles of the concept develop and the Teaching-learning process becomes effective. Always encourage students to think and ask and view it as a challenge and opportunity rather than as a threat. Effective response from teachers comes out spontaneously if the professional problem solving skills have been developed over a period of time.

Here are some points to make your students active participants and to deal with them competently:

- After any presentation always ask if they have any problem.
- React naturally even to unexpected encounters.
- Ignore trivial unexpected questions, but deal with them if one persists.
- Be firm and do not hesitate.
- If you want some more time to think in the classroom, ask the class how to respond to the situation. Meanwhile formulate your answer.
- Do not hesitate to acknowledge any limitation or mistakes committed during teaching. Ask pupils to refer and reflect and come back the next day or any convenient time for further interaction.

5.5.4 Classroom Practices

Questioning Techniques

As the famous proverb goes: "I keep six honest serving men.

They taught me all I know their names are 'What', and 'Why', and 'When', and 'How', and 'Where', and 'Who'.

There are various types of questions which are asked at different stages in a lesson. First, the teacher asks questions to prepare the students for the day's lesson. He asks questions to test their previous knowledge and comprehension. Sometimes he asks questions to make the class attentive. At the end of the lesson, he gives questions as home assignments. All these questions may be of different types with different objectives. Questions are asked by the students also, to remove their doubts and difficulties. Questions are asked in the tests and examinations also.

Questions are a check by the teacher to find out in which direction the pupils thought process and comprehension are moving. He can then give them a suitable new course of action. He can change their views also if they were going on a wrong route. Questions help in an examination and evaluation. In selection and interviews, questions are asked within a short duration. The interviewer judges candidates on the quality of their answers. He decides whether one would be suitable for the opening or not.

Thus, questioning is a device which is very useful for a teacher. In other words, questioning can be an aid to instruction – depending upon the skill with which it is employed by the teacher. It has something in common with a good lecture, for it is essentially a teacher's controlled device for promoting thinking, making appraisals, and moving students to desired goals. Although the teacher is chiefly responsible for questioning related to subject-matter content, he also is responsible for providing the setting in which students will feel free to ask relevant questions.

Purposes of Questions

A range of purposes may be served by the use of questions. Unfortunately, teachers often develop considerable skill with questions that serve only one purpose and ignore other possible uses. Careful examination of other possibilities reveals that each has unique advantages:

These are the various purposes of questioning. They

1. Stimulate analytical thought.
2. Diagnose students' difficulties.
3. Determine progress toward specific goals.
4. Motivate students.
5. Clarify and expand concepts.
6. Encourage new appreciations and attitudes.
7. Give specific direction to thinking.
8. Relate cause to effect.
9. Encourage student self-evaluation.
10. Encourage the application of concepts.

Techniques of Questioning

- i) A natural, conversational and interesting tone of voice should be used by the teachers.
- ii) Questions should be addressed to and aimed at the class.
- iii) Later on, an individual can be picked up if needed.
- iv) Questions should be asked generally to all, to keep everyone alert.
- v) The speed of asking questions should correspond to the aim of the lesson.
- vi) Those diverted by other activities, should be asked to be more attentive.
- vii) The teacher should be well prepared before asking questions.
- viii) Aimless questions need never be asked.
- ix) Biased questions should not be asked, nor those when the teacher has any reservations.
- x) Repeating a question should be avoided as it leads to carelessness.
- xi) Proper time should be allowed for answers.
- xii) Even weak and slow learners be given time to share a lesson, and have the joy of answering a question.

- xiii) A sequence of questions should lead progressively to specific understanding.
- xiv) The form and wording of a question is only secondary to its basic purpose of assisting the teaching-learning process.
- xv) The teacher's ability to use questions effectively is aided by his intelligence and successful experience.

Feedback

Feedback is the flow of information about performance. Each teacher likes to know about his or her performance.

The urge to know about the performance is almost universal. The actor gauges guidance reactions immediately after performance. The debater looks expectant after making a point in a speech. The teacher reads pupils' facial expressions after explaining a point to be sure if they have understood the explanation. The same is the case with the learners in the classroom.

Feedback is the essential component of effective teaching for both: the teacher about the success or otherwise of the teaching strategy, and the learner about the progress of learning. The teacher receives feedback from pupils' verbal and non-verbal behaviour in the informal way through observation.

It is essential to recognise the difference between feedback and reinforcement.

Reinforcement is motivational which reduces or increases whim and vigour to complete the learning task while systematic feedback provides information about the performance. The feedback can be provided through both formal and informal means.

Some more guidelines for providing feedback:

- Select appropriate point at which feedback is to be provided.
- Decide about the mode of getting and providing feedback.
- Decide whether feedback is to be provided individually or in-group.
- Provide the feedback immediately.
- Ensure that feedback has been registered with the learner.
- Make feedback positive and constructive.
- Encourage pupils to correct or re-perform to achieve mastery over the learning task.

Systematic and specific feedback increases the motivation to continue with the learning task and chances of success.

Obtaining Feedback

Feedback is essential as it helps in the modification of teacher behaviours and to understand the level of mastery of a teacher in a particular skill or skills. In other words, feedback helps a teacher evaluate the level of his/her competence.

Types of Feedback

There are three main types of feedback viz.

- a) *Positive feedback*: In positive feedback the teacher who is practising a demonstrated skill is informed about the strong points of his performance.
- b) *Negative feedback*: In negative feedback the teacher is informed about his weak points in his performance.

- c) *Mixed feedback*: In the mixed feedback, the teacher receives information about his strong and weak points in his performance while practising a demonstrated skill.

Positive feedback is used under the impression that the teacher will feel a sense of achievement which will result in terms of an incentive to improve further. The reality may be different from this. The teacher, due to the lack of weak points in his performance, may not proceed in the desired direction. On the basis of this rationale, some experts feel that feedback on strong points is redundant for improvement in subsequent practice. At this juncture, regarding only weak points in his performance will demoralise the teacher practising the skill. So, the teacher may not be motivated to improve further in his performance. Therefore, the teacher should be told both about their weak and the strong points in their performance. In other words, mixed type of feedback is of greater use in modifying the behaviour. This approach is likely to instil a sense of achievement along with confidence.

Demonstration and Feedback

Another classroom practice widely used is **Demonstration**. This can be viewed from two angles. As is known, it originated in the context of practical work. The teacher demonstrates the experience to be performed. The pupil learns how to set up the apparatus and carry out experiments. It also involves demonstration of an activity or a role to be performed. The model of performance is presented for imitation by the pupils who perform and re-perform with feedback to acquire mastery. This dimension of demonstration is called modelling. Both are required in effective teaching. It has special relevance to the learning of process skills.

Demonstration? It involves presentation of the learning task, the opportunity for the learner to closely observe the task being performed, prepares himself or herself for task performance, performs the task, receives systematic feedback and re-performs. The process is repeated till the pupil performs to the model presented through successive approximations.

The model can be a teacher or teaching aid, a peer, a parent or even a community member (say a local artisan for work experience or a master in any vocation). Similarly feedback can be self-feedback, peer feedback, teacher feedback, audio-visual based feedback using recordings or a combination depending on what is learnt through a model. In the case of experiments or practical work in which equipment and materials are to be used, these are to be tested for functioning before the demonstration and kept at hand to save time. The pupils should be actively involved in demonstration activities and presentation of the models. Pupil then can demonstrate under the guidance of the teacher in small groups or the whole class. Safely precautions, however, are to be ensured. Similarly, pupils can also involved in the presentation of a model.

By the above discussion, the concept and procedure of demonstration skill must be clear to you. Now let us discuss some more guidelines for demonstration in teaching:

- Select the learning task which requires demonstration.
- Spell out specific objectives.
- Spell out instructions.
- Identify equipment, material and apparatus required.
- Put questions to the pupils.
- Provide opportunity for post demonstration.
- Repeat a demonstration by a pupil, if necessary.
- Evaluate the process of demonstration or model presentation.

Effective teachers have a zeal for teaching which is reflected in their teaching behaviour and their classroom practices. Any Head must tell the teachers in the school that questioning, demonstration and feedback all are important skills but the greatest is the competence of the teacher in using them as per suitability so that overall class control is maintained. He can guide the staff how to break the monotony of the class by using teaching aids. He can tell them to be facilitators and motivators. In the end, he can make the teachers realise that ultimately self-discipline has to be cultivated among the students.

Home Work and Follow-up Activities

School assignments to be completed after regular school hours are usually designated as *homework* regardless of where the study takes place. It is also a common practice to label as homework any class-related preparation that is done outside of class but may be during school hours. Although homework is a type of assignment, it deserves special consideration because it poses particular problems – for the teacher as well as for the students – that make its effectiveness as a teaching procedure highly variable.

The increased space-age emphasis on academic rigour in all subjects has encouraged many teachers, administrators and parents to use many devices for increasing academic productivity. As a result, homework has received added impetus in some schools districts. In practice, the use of home study is being expanded and intensified in certain areas and restricted in others. Unfortunately, controversy among teachers and administrators in the same schools is often in evidence, causing undue student confusion.

Following recommendations and cautions should be taken care of regarding homework:

- Some homework policy which is educationally sound should be established.
- Certain type of homework should be optional for everyone.
- Possibility of group projects should be considered.
- That type of homework may also be emphasised which does not involve study of the text.
- Homework assignments should be clearly understood.
- Purpose of homework should be understood.

Cautions:

- Don't assign homework every day.
- Don't assume that circumstances are equally conducive to study at home for everyone.
- Don't assign homework as punishment.
- Don't make homework a routine chore.
- Don't assign homework to make them busy.
- Don't assume that homework will be self-motivating.

Check Your Progress 2

Note: Write your answers in the space given below.

1. How does teaching behaviour affect the teaching-learning?

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2. How far it is true that in a good teaching-learning process students do take active participation?

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Activity

A teacher has reported to the Head that a pupil does not complete his/her home assignment and it has been happening for a month. There were many options to solve the problem.

- Ask the concerned teacher to explain his/her situation in this matter.
- Discussion with parents.
- Punishment of the student.
- Changing the teacher.
- Amicably resolving the matter by putting it in the P.T.A. and teaching the students affectionately.

The Head opted for the last one. As a Head, what would you do to solve such a problem, if arises in your school?

5.6 EFFECTIVE GUIDANCE AND SUPERVISION OF CLASSROOM PRACTICES

Supervision is concerned with the improvement of the total learning situation rather than with improvement of instruction only. Supervision and guidance is important for helping the teacher to become increasingly a better teacher. This will help the teacher to get over the difficulties that stand in the way or impede the effectiveness of the total learning environment.

Moreover, with the extension and expansion of education, it is also essential to safeguard the quality of education and keep up its standard. It is a concern for society as a whole. Let us understand the seriousness and significance of the matter that it cannot be left to the mercy of a careless teacher. It is imperative for a Head to see that work is properly perceived, carefully planned, rightly executed and prudently directed.

And since provision of better learning environment is largely the function of the teachers, supervision works for improving their quality and efficiency. It is not simply a matter of knowledge of the subject matter or the methods of instruction which have been developed as a result of latest research and experimentation. It goes further. It enables them to review their attitudes, behaviour and practices in relation to the basic purposes

of education and the total environment of the pupils, including the community. Supervision, therefore, involves

- Stimulating professional growth.
- Selection and revision of objectives of education.
- Development of materials of instruction.
- Development of better and more effective methods of teaching.
- Evaluation of instruction.
- Aiding the new teacher to become a successful teacher.
- Distributing and allotting work to teachers.

There are various ways for supervision activity, which can be useful like: class visitation, demonstration, teaching, testing, conference with teachers, curriculum reconstruction and teachers' meetings, etc.

Such practices in the school will guide the teachers get over the stresses and strains of life which adversely affect their performance in the school. This help will prove to make teachers dynamic and dedicated towards the nation.

5.7 ROLE OF ICT

ICT is sharing and interchanging information such as knowledge, mental skills, motor skills and attitudes through the use of mass media especially electronics.

There are a variety of ways in which computers and technology can provide educational services. The oldest instructional use of information technology is simply to present information. The text book is the traditional mode of instructional system. Now there are various other modes to impart instruction like:

- Projection media
- Slides
- Film strips
- Overhead transparencies
- Pictures
- CDs
- Internet, etc.

Computer animation and video processing, and teleconferencing are also being utilised for instructional applications in which concepts and processes that are subtle and difficult to visualise need to be illustrated. Besides, VCRs and video disks are also used to impart instruction. A number of CDs are available in the market on various topics.

Now comes the role of the Head who can guide the teachers in the school to select and use the appropriate CD to make the teaching more effective. The Head is to pay the role of facilitator in procuring all type of instructional material. To further enhance the knowledge and make it more interactive, computer-assisted instruction can be more useful. Use of Internet has changed the mode of delivery.

So ICT has made the curriculum transaction feasible by allowing the system to customize teaching to the particular level of understanding, learning style and ability of each individual.

Lastly it depends on the effectiveness of Head how significantly he/she helps the teachers in the school to make use of ICT, thus updating their own knowledge and that of their students.

5.8 ROLE OF THE SCHOOL HEAD

The School Head holds the key position in the school. He is the hub of the school activity. A better analogy is given by Ryburn when he compares the School Head to the captain of a ship, who like the captain holds the main position in the school. He draws the whole plan of the school, executes the plan, distributes work and co-ordinates the activities. The success of the curriculum transaction depends upon his efficiency, alertness, sagacity, imagination, originality and experience. From time to time, the Head should check and ensure that the teachers in the school have the managerial skill and capability to make use of equipment and resources available in the classroom. He must spare the time for observing the teacher's diary. When we come to a discussion of the classroom practices, it becomes imperative for the Head to be in touch with the students. He should teach at least one class daily, according to his qualification. He should distribute the workload by making various committees of students and teachers. The School Head must never let the subordinates feel that he has no confidence in their ability or goodwill, however, trying the situation is.

The School Head should be sensitive to future trends. Let it be clear to you that in a democratic set-up of society, the school needs to be a cooperative enterprise, where all concerned take part in making decisions. This may be achieved through three different agencies viz: (a) Head Faculty meetings, (b) Student Councils and (c) Parent Teacher Associations.

Lastly, the School Head has to create motivating situations, thus prompting others to accomplish the attainment of the goals.

5.9 CASE STUDY

A complaint came to the School Head that in a particular class always there is a noise, indiscipline and disturbance of the neighbouring classes.

The School Head tried to analyse the problem and identified the following causes:

- The teacher never came with lesson plans.
- The teacher was not using Teaching Aids thus creating monotony in the class.
- The teacher was too lenient – thus causing indiscipline.
- The teacher was not in the habit of filling diaries.
- The teacher never tried to take feed back from the students.
- Students were not completing their home work regularly.

The School Head discussed the problem in a staff meeting, then talked personally to the concerned teacher and students of the class.

The School Head solved the problem by ensuring that the lesson be planned in hand and that teacher should develop the habit of filling his diary and getting it checked by the Head.

How would you have solved the problem in such a situation?

Check Your Progress 3

Note: Write your answer in the space given below.

1. Mention at least five purposes of putting questions in class which you would like to tell the teachers in your school.

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5.10 UNIT-END EXERCISE

Suppose you are appointed Head in a new secondary school at a distant place. Before arriving at the new school what advance work on curriculum transaction will you do to prove yourself as an effective Head?

5.11 LET US SUM UP

Curriculum transaction means management of curriculum at the initial or planning stage. The transaction of curriculum is the commitment for realising the desired objectives of education. Teaching is a skilled profession which requires the involvement of cognitive, affective and psychomotor phenomena of behaviour. The success of teaching depends upon the way in which a teacher touches each and every aspect of a child's behaviour. It simply means a teacher has to plan his teaching before going to a class on which depends the success of a teacher. Some criteria or set techniques of teaching have to be followed. Some flexibility might be observed.

The teacher's diary is very essential. It is a blue print of the instructional process for a teacher because it indicates what is to be taught and how. After the planning of lessons, it lets us know about the significance and utility of teaching aids. The selection and appropriate use of teaching aids makes the lesson effective. This should be fully realised by the teacher.

Teaching behaviour in the class has a great influence on the student's acquisition and application of learning. A teacher should try to seek active participation of the students in lesson development. He should make judicious use of various classroom practices like questioning, demonstration and feedback, and appropriate homework should be given. Above all these activities should be under the supervision of the Head to make teaching-learning process effective and meaningful in the real sense.

5.12 SUGGESTED READINGS

Cliauhan, S.S. (1993): *Innovations in the Teaching Learning Process*, Delhi - Vikas Publishing House.

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Sterling, G. Callahan (1958): *Successful Teaching in Secondary Schools*, Brigham Young University.

Wrightstane Justman, Robbins (1964): *Evaluation in Modern Education*, New Delhi - Eurasia Publishing House Pvt. Ltd., Ram Nagar.