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ACTIVITY-1

Use of Various Aids in the classroom and Report their effectiveness on Learning of the students.

INTRODUCTION: Education is necessary for everybody. Education is Very Vital, deprived of education ~~no~~ cannot lead to a good life. Teaching and learning are the important elements in education. The teacher use different approaches and substantial to teach their students and their active learning. with the passage of time, altered methods and techniques are entered in the field of education and teacher use different kinds of aids to make effective learning. Visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Visual aids are the instructional aids which are used in the classroom to encourage students learning ~~and~~ process. According to Burton " Visual aids are those sensory





objects or images which initiate or stimulate and support learning".

Kinder, S. James, describes as "Visual aids are any device used to make the learn more real, more accurate and



Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.) There are many visual aids available these days. We may classify these aids as follows, visual aids are which use sense of vision is called visual aids for example: models, actual objects, charts, picture maps, flannel boards, flash cards, bulletin board, chalkboard, slides, overhead projector etc. out of these blackboard and chalk are the commonest ones. The challenges of classroom instruction increases when prescribed a course to the class while course books (text books) are constituted with too many interactive expertise activities most significantly,





It has converted a common phenomenon to integrate textbooks with audio visual aids as additional or supplementary resources for classroom course learning activities.

Visual aids as teaching aids: All these can be taken to the classroom in the form of teaching aids as real and visual aids to enable the students learn the concept by means of sense organs see, touch, taste, smell and comprehend how they are effective for a healthy life.

People remember :- It is said that people remember

- | | |
|------------------------------------|--------------------------|
| | <u>Visual Aids</u> : |
| • 10% of what they read | • Enhance understanding |
| • 20% of what they hear | • Add variety |
| • 30% of what they see | • Support claims |
| • 50% of what they see and say | • Have a lasting impact. |
| • 90% of what they see as they do. | |

The purpose of using visual aids:

- Visual aids support your ideas and improve audience comprehension of your presentation.
- Visual aids add variety to your presentation by giving the audience a break from listening are letting them see something.





ACTIVITY-2

Prepare self Instructional material on any topic and analyze its effectiveness for individualized learning.

INTRODUCTION: This is about self-Instructional materials. It is about how students instruct themselves with self-instructional material without any help of the teacher, its advantages over text books.

Characteristics of Self-Instructional materials: As a teacher, and line manager or as a learner everyone must have used self-instructional material in open, distance or flexible learning contexts. In primary school we have to involve children a work card in learning for example: An arithmetic to complete, a tactile puzzle to solve or directions to follow on playing a game. In Secondary school we may have to provide directions to conduct an experiment, data to solve a problem or guidelines to undertake project work. Above example could constitute a self-instructional material.





CONCEPT:

- * The learner takes up the responsibility for his/her learning.
- * Emphasis is given on learning rather than teaching.
- * Teachers role becomes more of a monitor, a facilitator or a guide.
- * Learner-controlled instruction involves a number of techniques, which range from simple assignment to the most sophisticated computer-assisted instruction.
- * Every individual is unique.
- * Human beings learn many things from their own.

Any teaching system based on presentation of information a group can't take into account the wide variation on the rates which an individual student learns. It requires careful monitoring of students working on their own.

METHODS: Instructional system that is more controlled by the learner results in learner-controlled instructions where as teacher controlled instructional methods are lecturers, demonstration, and team teaching activity - based instruction.





IMPORTANCE:

- * Emphasis on learning rather than teaching.
- * Recognition of individual differences.
- * Active student participation.
- * Working at one's own pace.
- * Self-pacing, provision of feedback and evaluation.

For example if we take an example of a

- * Seminar, Conference, Symposium to be conducted in a school, then we allot certain topics to the students and ask them to refer various materials and make a trial presentation.
- * Distance learning students use guideline material provided for preparation to the examination, then their base is the text book and to complete the preparation students use different media to develop the learning.

ADVANTAGES OF SELF-LEARNING:

- * The students learn more effectively when they learn on their own.
- * Self-learning develops critical thinking in handling of study materials.
- * Self-learning prepares the student to face the problems in real life.





- * Learning on one's own is more enjoyable, exciting and rewarding.
- * Self-learning promotes self-discipline in the students.

DISADVANTAGES OF SELF-LEARNING: All classrooms techniques have certain disadvantages in common. Some are given below.

- * Students are not instructed individually.
- * One student may be entirely passive, another active.
- * Careful organization of materials is ineffective when student is an active and passive.

CONCLUSION: Self-Instructional materials focus on self-learning. A distinctive feature of self-Instructional material is that the teaching structure and sequence is made clear. In learner-controlled instruction, the students control the instructional activity more than the teacher. The students depend more on self for learning than on the teacher. Most important of emphasizes on self-pacing. Self-Instructional materials are more accurate for learning than textbooks.





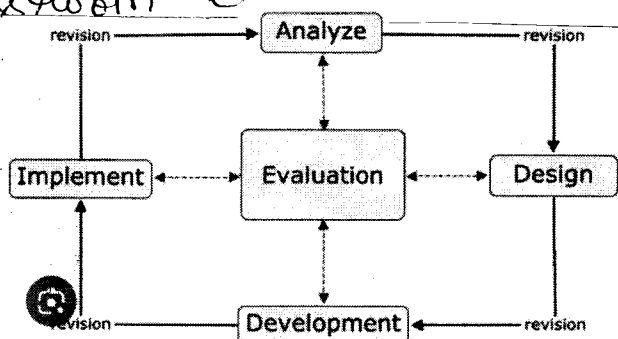
ACTIVITY - 3

observe and analyze classroom interaction and report the Dynamics of classroom.

INTRODUCTION: Interaction is occurred every-day in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action - that occurs as two or more objects has an effect upon one another. The idea of a two-way effect is essential in the concept of action, as opposed to a one-way casual effect. Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Green Quoted as: interaction is viewed as significant because it is argued:

a. only through interaction, the learner can decompose the teaching learning structures and derive meaning from classroom event.

b. Interaction gives learners incorporate teaching learn their own speech (the and.





c) The meaningfulness for learners of classroom events of any kind, whether - thought of as interactive or not will depend on the extent to which communication has been totally constructed between the teacher and learners.

Moreover, Allwright and Bailey stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method and atmosphere) so, the classroom interaction has important role in teaching learning process.

Flanders interaction Analysis: Flanders (1970) originally developed a research tool, namely Flanders interaction Analysis (FIA). Flanders Interaction Analysis is a system of classroom interaction analysis, and became widely used coding system to analyze and improve teaching skills. Flanders coding system consists of ten categories of communication which are said to be inclusive of all communication possibilities. Seven categories are used to categorize various aspects of teacher talk and two are used to categorize student talk.





Flander's Interaction Analysis Categories (FIAC):-

Teacher Talk	Response	1. <u>Accepts feeling</u> : Accepts and clarifies on attitude or the feeling tone of a pupil in a non-threatening manner. feeling may be positive/negative.
		2. <u>Praises or encourages</u> : praises or encourages pupil action or behaviour. nodding head, or saying "um hmm" or "goon" are included.
		3. <u>Accepts or uses ideas of pupils</u> : clarifying or building or developing ideas suggested by a pupil.
Direct influence	Initiation	4. <u>Ask Questions</u> : Asking questions about context to procedure. Expressing his own ideas.
		5. <u>Giving directions</u> : Directions, command or orders to which a pupil is expected to comply.
	Response	6. <u>Pupil-talk response</u> : Talk by pupils in response to teacher-teacher initiates the contact. Its pupils statement or structures the situation
		7. <u>Pupil-talk initiation</u> : Talk by Pupils, which they initiate. Expressing own ideas, initiating.





Report of dynamics of the classroom: The report examined the dominant pedagogical practices in the classrooms observed. This report explores the dynamics of interaction within those different practices, namely the patterns of engagement between teachers and students and the nature of Questioning and instructing. All public interactions are analyzed along two dimensions, in terms of who initiated them and their specific character.

Teacher-Student Questioning: The nature of the interactions in which teacher and students are involved in the classroom is of central importance. Analysis of the twenty lessons revealed that Questioning is the dominant mode of interaction b/w teacher and student.

CONCLUSION: The analysis of the observations in the classrooms revealed some important findings in relation to the teaching of mathematics. First, it is evident that mathematics is taught within a clearly defined essentialist epistemological framework. It was a classic example of what Bernstein (1977) has identified as a subject with strong classification and strong framing.

