



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

BACHELOR OF ELEMENTARY EDUCATION

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SUBJECT NAME - *School Attachment programme
and Community living*

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B.EL.ED Sem 4

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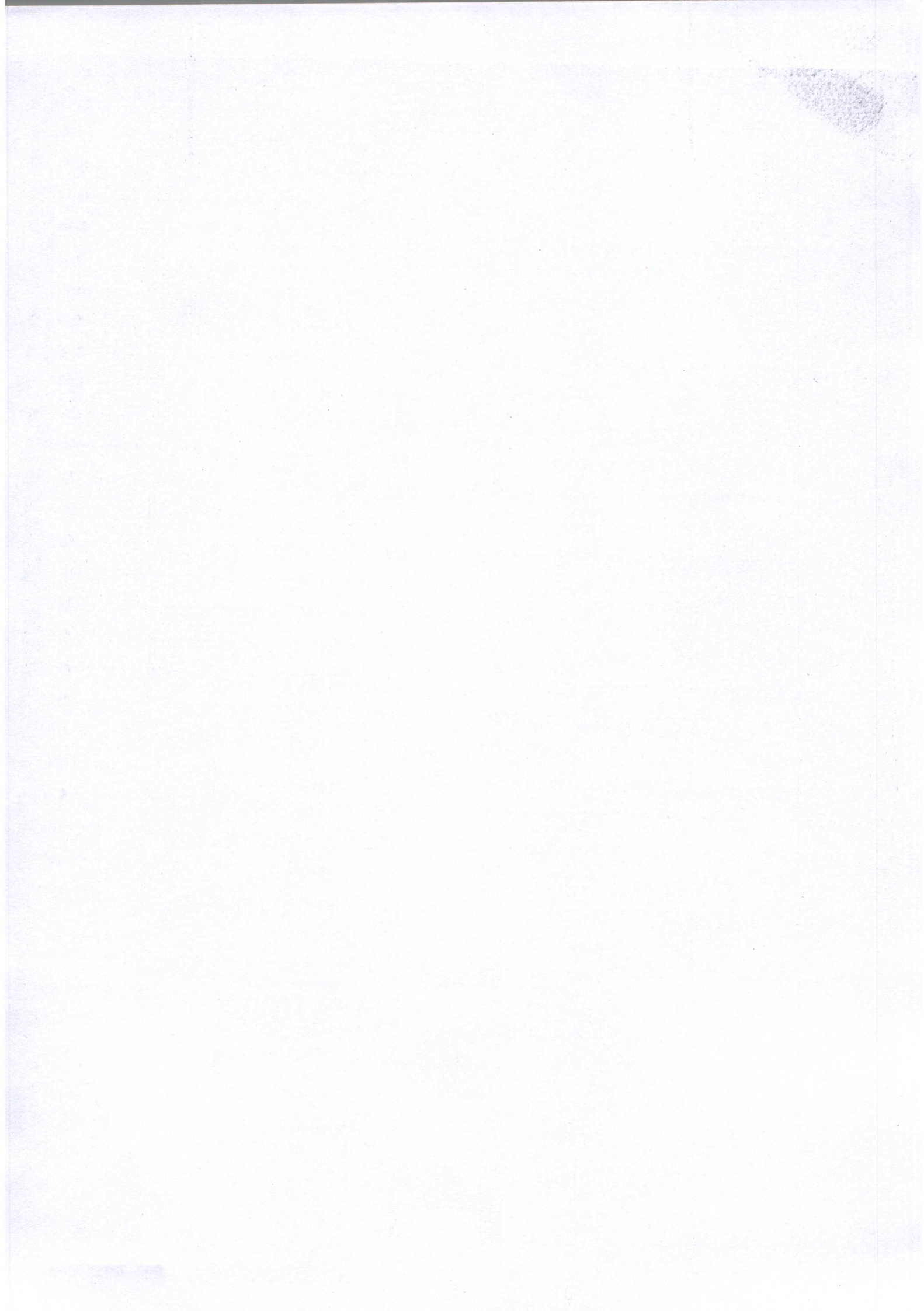
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Acknowledgement

I would like to express my special thanks of gratitude to my teacher Rosy S Fernandes for their able guidance and support in completing my Project.

I would also like to extend my gratitude to my parents, friends who helped me a lot in finalizing this project within the limited time frame.

Deepshikha



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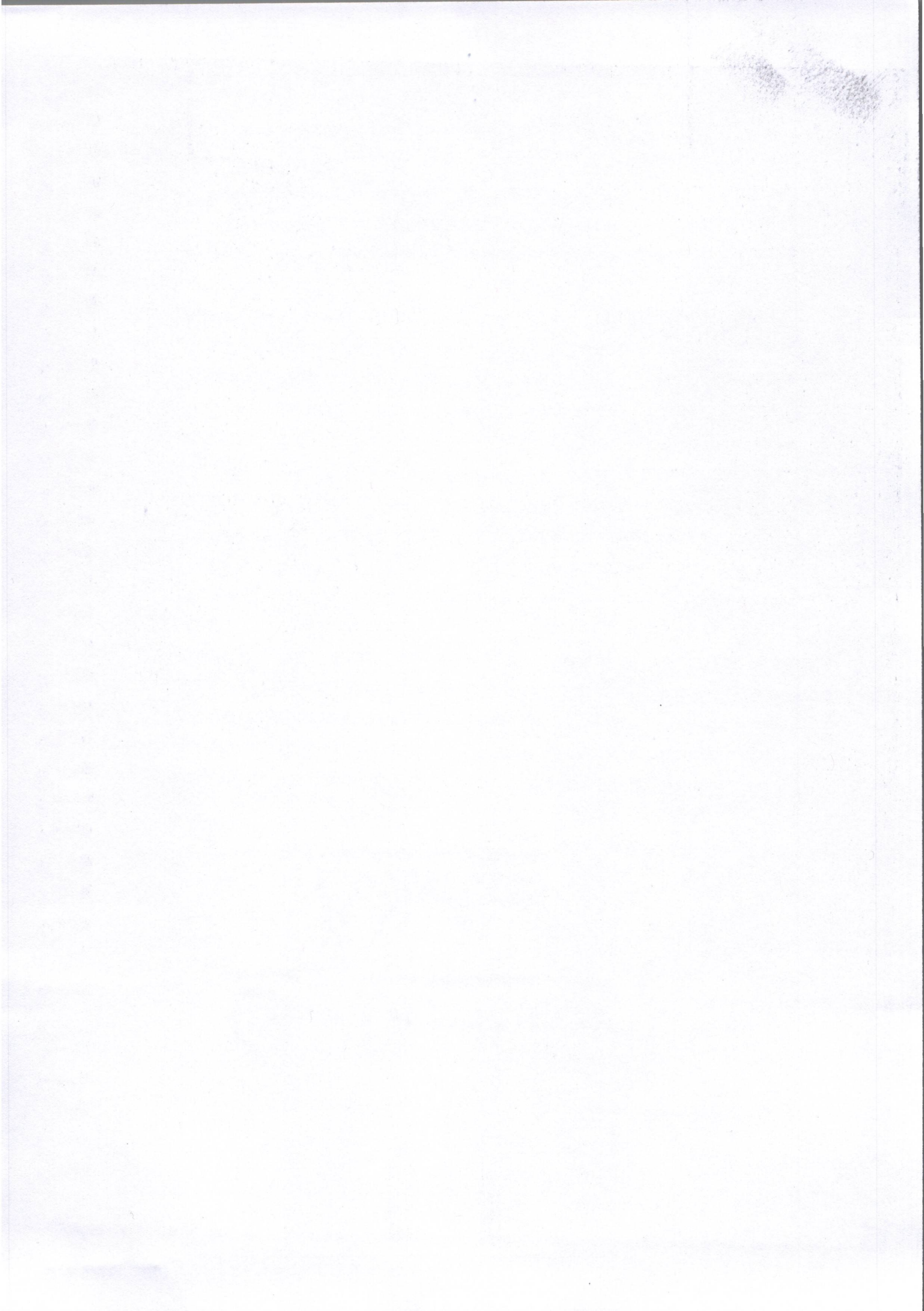
Co - Curricular Activities

Co-Curricular activities are activities that take place outside the classroom but reinforce or supplement classroom curriculum in some way. They are ungraded and do not offer any form of academic credit, but they do provide complementary learning of some form.

Examples of co-curricular Activities might include National Honor Society, Student Student Council, School Sports teams, math clubs, chess clubs, talent shows, spelling bees, mock trials, school newspapers, debates and drama productions.

All of these activities take place outside the traditional classroom and offer no grade or academic credit, but they provide supplementary and complementary instruction and education for students.

Co-Curricular activities promote the growth of diverse mental and personality dimensions, including intellectual, emotional, social, moral and artistic development.

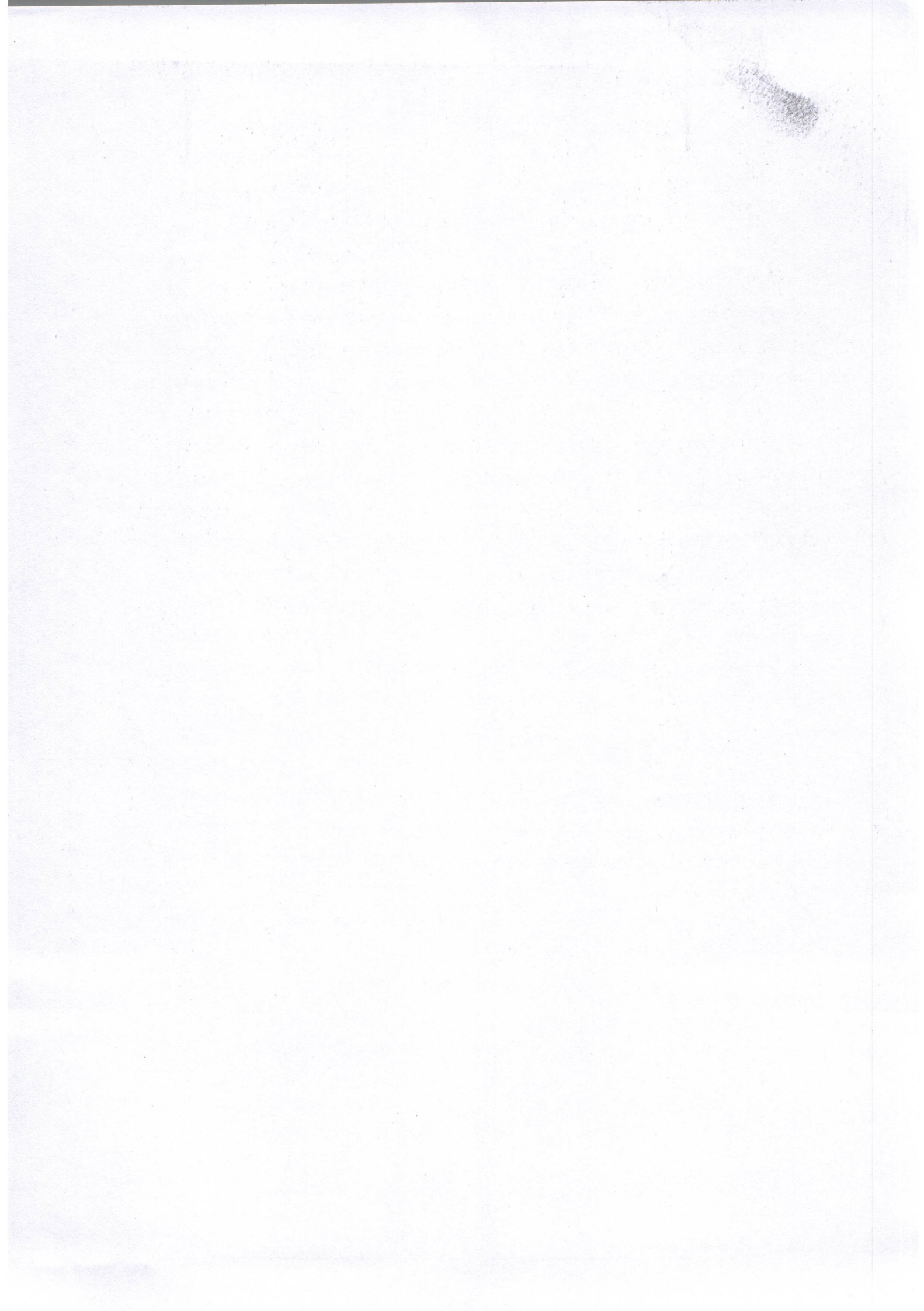


These activities help students to develop problem-solving, reasoning, critical thinking, creative thinking, communication, and collaborative abilities.

* Co-Curricular Advantages

There are many advantages to involvement in co-curricular activities including:

- Allowing students to explore strengths and talents outside of academics.
- Helping students develop stronger time management and organizational skills.
- Teaching the importance of following through on commitments.
- Giving students the opportunity to build friendships and participate in group activities outside of the tight circle of the regular classroom.
- Helping to build confidence and self-esteem.
- Providing a way to keep students supervised outside of school hours.
- Channeling their energies in positive directions rather than towards drug ~~ab~~ abuse or crime.
- Building skills that are not necessarily taught in the classroom but are still important for the future.
- Looking good on a school transcript or college application.



* Social Development Activities

Most individuals spend the majority of their life at academic institutions. Social skills are important for the personality development of an individual.

Taking part in various co-curricular help them to develop their social skills, such as empathy, communication, accountability and responsibility.

Following are some examples of non-academic activities focused on social development:

- Organising cultural events
- Collecting funds for non-profits
- Celebrating Cleanliness Day
- Volunteering for social work

* Recreational Activities

Such activities help cultivate a creative mentality among young individuals as their minds are most capable of learning. Recreation and enjoyment are vital components of education. Taking part in enjoyable non-academic activities can assist individuals in discovering their creative potential, exploring their talents and cultivating their hobbies.

Following are some recreational extra-curricular activities:

- Picnics
- Mountain hike
- Museum visits
- Seminars

* Culture and value-based Activities

Students who are weak in academics but thrive in non-academic activities get confidence and self-esteem from such activities. Many institutions organise various festivals and cultural competitions which offer individuals the opportunity to improve and showcase their skills.

Some of the culture and value-based activities are:

- Dance competitions
- Cultural festivals
- Singing competitions
- Folk art workshops

* Arts and Craft-based Activities

Taking part in art and craft impacts a substantial positive effect on an individual's mindset. Whether it is sketching, drawing, painting or craft. Arts and crafts-based activities also help in improving concentration and learning new ideas.

Some of examples of arts and craft-based Activities:

- Doll making
- Poster Drawing
- Sketching pot portrait
- Spiral crafts
- Flower decoration
- Clay Modelling

* Importance of Co-Curricular Activities

School activities play a significant part in the development of students. Co-curricular activities have become a fundamental part of school life and aid in improving students' learning at school. These activities are mandatory & necessary for every student to participate. Co-curricular are structured and balanced with the scholastic educational/academic curriculum so that every student gets the opportunity to learn beyond studies.

Co-curricular activities are intended to bring social & intellectual skills, moral, cultural & ethical values, personality development, and character advancement in students. It includes athletics, social occasions, library activities, science lab activities, classroom (study hall) activities, creative arts, meditation etc.

Co-curricular activities help develop students' holistic development and assist in developing critical skills and abilities to be ~~help~~ successful. Co-curricular Activities help students to develop problem-solving, reasoning, critical thinking.

These kinds of activities with the academic curriculum so that students develop skills beyond the knowledge of subjects. Co-curricular activities offer them an opportunity of thinking unusually & getting the innovative ideas of their own.

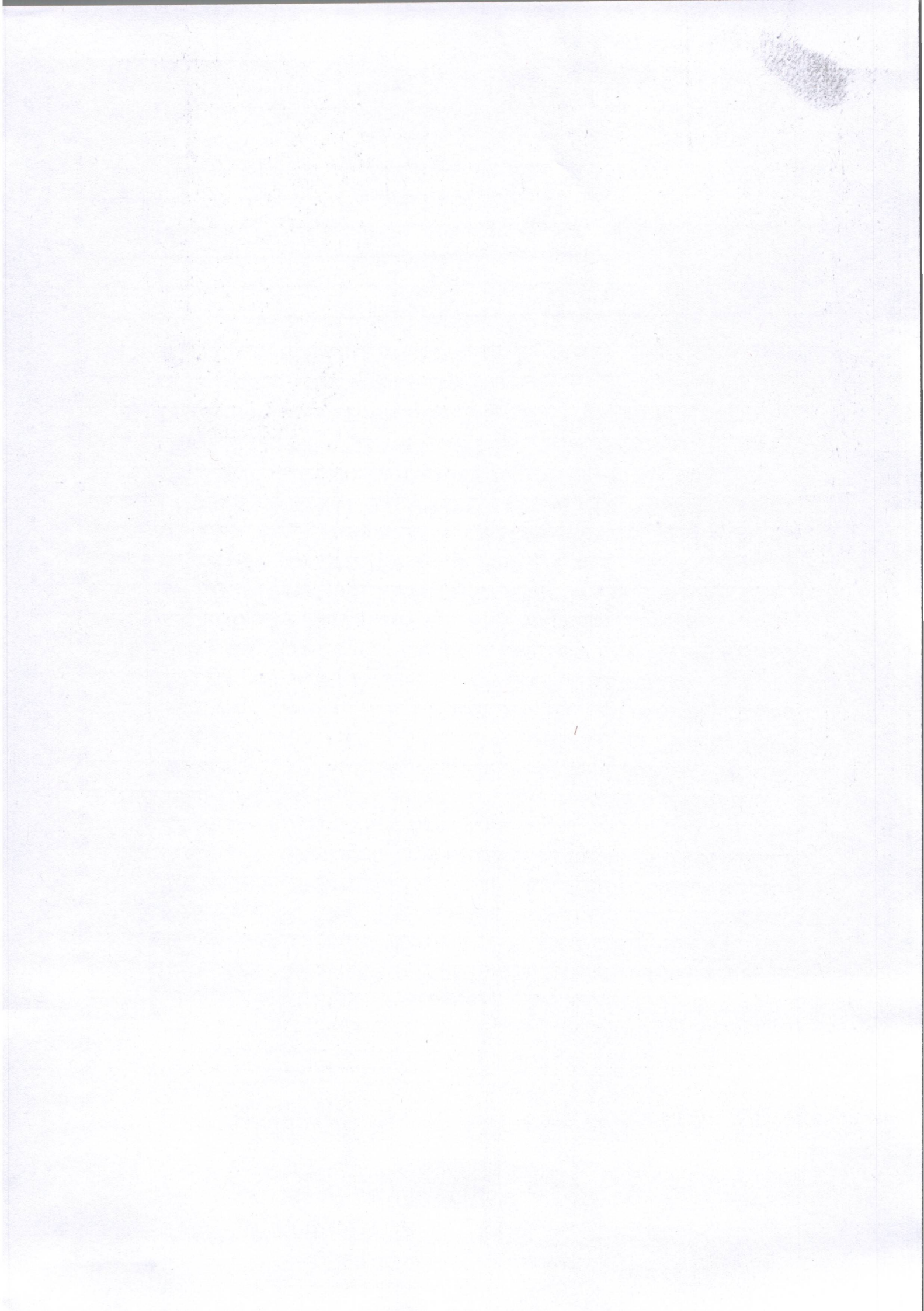
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The core aim of education and learning should be to foster holistic development. However, the importance of co-curricular activities cannot be overlooked in fostering holistic development. Holistic development essentially means intellectual, physical, emotional, and social development, which can be achieved only through proper education.

Students also get improved fitness and develop a variety of beneficial attributes as a result of co-curricular activities. This allows them to broaden their social circle and maybe form new friendships outside of their normal circle.

Participating in co-curricular activities encourages a student to commit to something for a longer period of time. Furthermore, many students participate in the same events year after year, giving them the opportunity to develop better leadership skills. Students develop skills for dealing with non-routine situations as they try new things. They'd be venturing into domains they had never ventured into before. When they become accustomed to new facts of life, they will eventually become self-assured and well-molded.



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Teaching

What is Teaching?

Teaching is one of the instruments of education and its a special function is to impart impart understanding and skill. The main Function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very ~~clo~~ closed related.

According to HC Morrison, Teaching is an intimate contact between the more mature personality and a less mature one.

According to Jackson, Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect ~~or~~ certain changes in the other participants (students).

According to JB Hough and James K Duncan, Teaching is an activity with four phases, a curriculum planning phase, an instructing phase, and an evaluating phase.

According to N. L. Gage (Democratic point of view), Teaching is interpersonal influence aimed at changing the behaviour potential of another person.

According to Clerk, Teaching refers to activities that are designed and performed to produce in student behavior.

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In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'what is teaching' is to look at what those called 'teachers' do - and then to draw out key qualities or activities that set them apart from others. In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

This is an action done by both teachers and learners and gaining different concepts and skills in educational environments.

Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learners. Learning is internal to learners.

Maxims of Teaching

1. Known to Unknown:

Before teaching, the teacher should ask and know how much knowledge the students have towards that lesson. By knowing, the teacher gets to know the level of the class. When you know about their knowledge, you have to teach it to children who do not know it.

2. Easy to Complex:

First the teacher should present simple compositions and then a little higher level than that and at the end should present difficult compositions. Because if the teacher presents difficult compositions in the beginning, then the confidence of the children is shaken.

3. Specific to general:

The teacher should present the specific form of the text first. After that its normal form should be presented because children have a habit of paying more attention to the particular form.

4. Concrete to abstract:

The child first focuses on the object placed in

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front of him. After that, you can also focus on removing them. The child cannot think logically on things that he has not seen before, so children should show things first and then talk to remove them and focus on them.

5. Whole to partial:

The teacher should first give information about the whole part, then later should give information about its small parts, for example first tell about the car and then its parts.

6. From uncertainty to certainty:

The child is always confused about any new phenomenon. Considering the illusion of children, knowledge should be given to them so that they can be sure about it.

7. Differentiation analysis to Synthesis:

Analysis means breaking into pieces and Synthesis means adding. For example - When we translate a poem, we break it down by writing one word and when we give its conclusion, we tell the ~~the~~ extract of the whole poem.

8. Psychological to logical:

First, the teacher should prepare the children in a psychological way that they have to study, if they have to build a psychological basis, then they can present the argument with interest.

Stages of teaching

1. Planning Stage: As the name suggests, planning how to teach is done in this phase. It includes all the activities that a teacher needs to perform before and during the classroom session. It includes:
 - Identifying the objectives of a chapter
 - Deciding the teaching methods and strategies
 - Identifying the available teaching tools.

It involves the determining the teaching objectives, selection of content, sequencing for presentation, identification of instructional methodology, determine the usage of teaching strategies.

2. Executive stage: This phase is about executing the plans made in the first phase. The teachers offer a learning experience to the students through different teaching modes. Everything will take place in a predetermined learning environment. The prime purpose of this phase of teaching is to encourage constructive interaction between the teacher and the students. So, whether it is a classroom, library, or laboratory, the teaching environment is planned and designed by the teacher.

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Some examples of this stage are -

- Providing academic explanations
- Asking questions
- Seeking a response from the students
- Offering guidance

3. Evaluation cum Feedback stage: It is the final stage of teaching. This stage occurs when the teacher is done with the classroom session and looks back to assess the entire process.

It includes:

- Evaluation activities like quizzes, assessments, instructional situations, and observing students' reactions.
- Summing up the teaching session. The teacher will ask a few questions from the students to evaluate their knowledge achievement.

Learning

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in certain plants. Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulate from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved.

Learning is not something done to students, but rather something students ~~will~~ themselves do. It is the direct result of how students interpret and respond to their ~~ex~~ experiences. Learning is a process that leads to change, which occurs as a result of experience and increases the potential of improved performance & future ~~to~~ learning. It is the process of gaining knowledge and expertise.

Learning is defined as "any relatively permanent change in behaviour that occurs as a result of practice and experience".

Stages of Learning

1. Prior Knowledge - Prior Knowledge is the Knowledge the student has prior to you starting the topic. Our understanding of how the brain makes memories tells us that ~~you~~ your student can only understand what ~~you~~ you are telling them if they can link it to something ~~they~~ they already know.
2. Presenting New Material - These step includes methods and ~~important~~ important considerations to use when presenting new materials to your students.
These include:
 - Linking to prior Knowledge to help students make connections which lead to good long-term memories.
 - Using a Multi-Sensory approach to make use of more parts of your students' brains for learning.
 - Linking Abstract ideas to concrete examples to enable students to understand the more difficult ideas you teach.

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3. Feedback - These are methods to show the students how to improve. Note the importance that they implement the feedback, not simply receive it!

There is no 'best' way to give (and receive) feedback. you could give it verbally or written. Students get feedback by marking their own (or another student's) work.

4. Repetition - These are methods which give the student the opportunity to develop long-term memories by revisiting the new material over time. The evidence, both from the classroom and from neuroscience, is that spaced repetitions are vital to create long term memories.

Teaching - Learning

Process

It is a combined process where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work, and assesses the outcome of the instruction. Teaching is the process of heeding to people's needs, experiences and feelings and interfering so that they learn specific things. The major function of education is to make learning beneficial and meaningful. This process would get completed as an outcome of teaching.

So, the processes are nearly related to each other. Teaching is a method of in which one individual teaches or advises another person. The role of the teaching learning process is very significant in the modeling of ~~adult~~ adolescents to serve better human beings in the nation as they are going to direct society once they are mature. This process exemplifies the channel of contact through which the individual strives to develop the methods, skills, proficiency, attitude, integrity, and appreciation, attitude, integrity, and that are vital for enduring in the information age. The teaching-learning process, therefore, serves

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as a process by which changes in behavioral structures are produced. ~~procedures is rendered~~ through occurrence. The teaching-learning procedure is rendered ~~thru~~ through teaching, the teaching process is the configuration of the atmosphere within which the learners can interact and ~~study~~ study how to learn.

* Different Phases of Teaching are -

1. Pre-Active Phase - refers to Planning
2. Interactive Phase - refers to the conduct and management.
3. Post-active Phase - refers to the follow-up and consolidation.

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Classroom Observation

A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow instructors or instructional consultants, classroom observations are often used to provide instructors with constructive critical feedback aimed at enhancing their classroom management and instructional techniques. Classroom observations, an integral part of enhancing teaching and learning in the classroom, usually consists of a pre-observation consultation, in-class observation, a post-observation discussion, and finally a reflective practice.

Classrooms are complex learning environments where the instructor, students, content, and activities all intersect to foster learning. Observing an instructor in the classroom requires a high level of awareness from the observer. The observer specifically watches the interactions focusing on areas discussed with the instructor during the pre-observation consultation. The observation provides an opportunity to capture concrete and specific information about what is happening in the classroom that the instructor might not be able to see while they are teaching.

What is the Purpose of Classroom Observation?

Classroom observation has many valid and important educational purposes. This section summarizes three important purposes or areas where systematic classroom observation has been widely used:

1. Description of instructional Practices:

One of the fundamental purposes of classroom observation research is describing the current status of instructional practices and identifying instructional practices and identifying instructional problems. As Tom Good puts it, one role of observational research is to describe what takes place in classrooms in order to delineate the complex practical issues that confront practitioners. There have been many observational studies that have been specifically designed to describe specific educational phenomena.

2. Investigation of instructional inequities:

In investigation of instructional inequities such as that of Elizabeth Fennema Fennema and Penelope Peterson, have found that some groups or types

of students are treated differently by teachers in classrooms, and that these inequitable patterns of teacher-student interaction in classrooms result in differential learning outcomes for students. For example, that have found gender imbalances in teacher's internal interaction patterns in the classroom.

3. Improvement of teacher's classroom instruction based on Feedback:

Improvement of teaching practices using observational methods has yielded important information that has practical implications for the improvement of teaching practices. One of the traditional problems hindering teachers' classroom instruction has been the lack of valid and accurate information that teachers could use in order to facilitate their professional growth. Feedback from individual classroom profiles derived from systematic observations has been found to help teachers understand their own strengths and weaknesses and have consequently enabled them to significantly improve their instructions.

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How to Manage Classroom?

The five components of effective Management Strategies for the best chance of succeeding at managing their classrooms:

1. Allow Students to participate in Rule-Making:

Most humans, from employees to students, comply better to set rules when involved in decision-making. Teachers can use this classroom management technique to ensure willful rather than forced compliance with classroom rules throughout the calendar year.

2. Never generalize the entire class:

Teachers should avoid punishing the entire class for a mistake made by several students. Instead, they should identify and call out the bad-behaving students after the class and try to discover the cause of their bad behavior to see if they can come up with a solution.

3. Have a Friendly Aura:

Teachers should generally be social and approachable human beings. Even on bad days, teachers should try to be the most optimistic in the classroom environment and not let their bad moods radiate to the rest of the class.

4. Let students Thrive at what they excel in:

In every classroom, some students are gifted in academics while others have strengths in other areas, such as art. Teachers should support learners of all students in areas they show interest and passion.

5. Talk to students in a positive light:

Parents often hear from teachers only when their child has done wrong in school. Teachers should also contact parents with positive information or a ~~good~~ good word about the children for better student-teacher and parent-teacher relationships.

Community living

Community living is where a group of people reside among one another to form a community that is based on certain shared demographics, interests or ideologies. In some cases, lots of people live under the same roof sharing everything which is usually referred to as a commune. Therefore, it differs from simply living in a town or city close to other individuals but who you have no meaningful interactions with.

Although most people do not engage with in community living for environmental reasons, there can be some benefits in this regard. Firstly, where a community is living together, and resources are shared, for example, ~~from~~ from food being thrown away. This is known as Community living.

* Components of Community living

1. Self-Determination
2. Human & Legal Rights
3. Inclusive Employment
4. Social Capital
5. Health and Wellness
6. Valued Social Roles

Nature of Community Living

Community organisation derives from a unique frame of reference, which assumes a distinct form due to a particular value orientation that stems from traditional religious values which have been expanded to form the basis of social work philosophy; a specific conception of the problems confronting a modern man in the community and certain assumptions that influence the method.

Some experiences of Community living are as follows:-

1. Communities of people can develop a capacity to deal with their own problems - This implies that the community people may confront situations where they feel disenfranchised and hopeless. Still, they can nevertheless develop attitudes and skills which permit them to work towards shaping their community appropriately to meet their needs.
2. People want change and can change - This implies that communities of people constantly change their ways of life and are interested in making their lives better. The will to change is often paralysed by challenging social forces, but

if blocks to free-thinking and feeling are removed, all people will participate in changes that aim to meet their needs more adequately.

3. Changes in community living that are self-imposed or self-developed have a meaning and permanence that imposed changes do not have. In the community, people, as they strive towards achieving their goals, modify and develop capacities consistent with these goals. In the process, the culture adjusts to the changes that are taking place. Changes such as these are self-imposed and determined last longer than those externally imposed. In the latter situation, the community does not feel any sense of participation or conscious planning for adjustment to such changes.



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Report

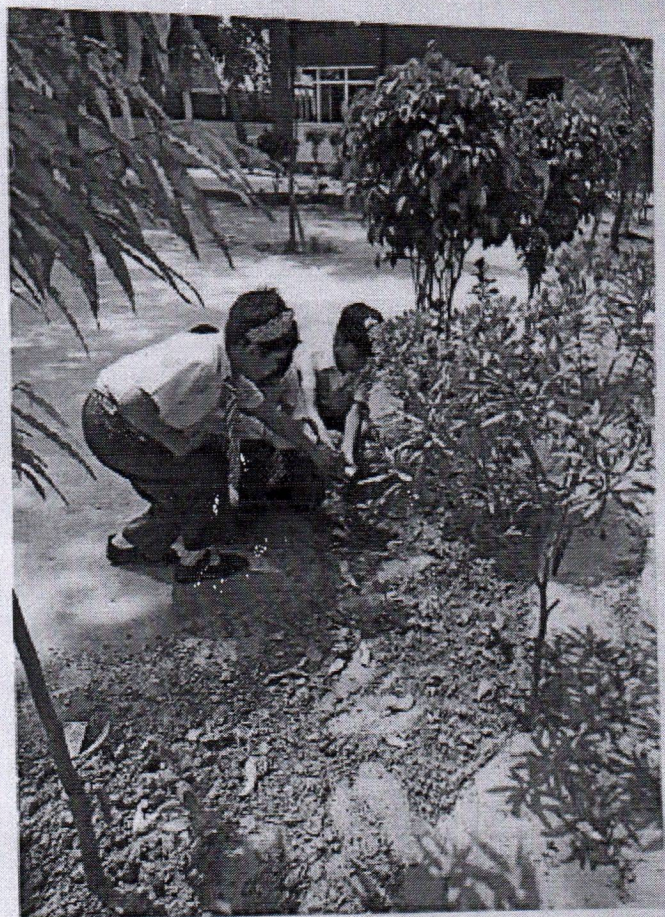
Topic - Planning and executing Quiz Competition
Date - 4 May, 2023

I went to 'New Vision SR. Secondary School' for the School Attachment and Community living programme. I have been engaged there with class I for this activity.

Students of Class I participated in Quiz competition. Students were divided into three groups i.e. A group, B group and C group. Engaging in Quiz competition is very fun. In this activity, students gain points according to their answers. Quiz activity help to build more confidence in students. Questions were asked from their syllabus only.

By this activity, students tend to read the material that had been done in the classroom. Students grow curious about the answers.

Students were very interested in playing Quiz in teams. Everyone gets a chance to answer the questions. Students joyfully participated in this activity. Students also learn new and interesting things.



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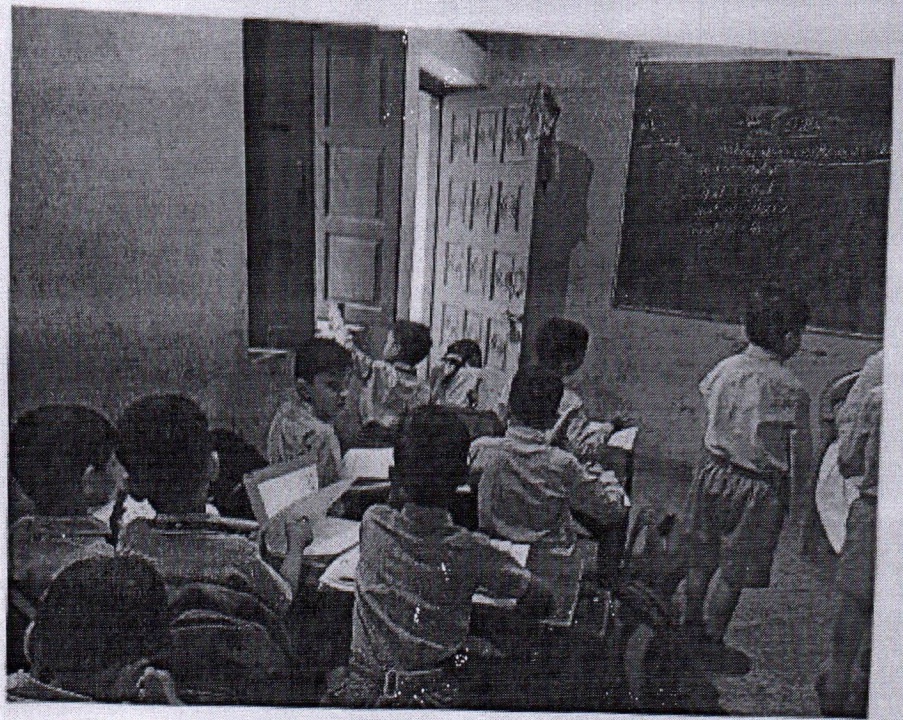
Report

Topic - Planning and executing Social event (cleaning)
Date - 6 May, 2023

I went to 'New Vision SR. Secondary School' for the School Attachment and Community living programme. I have been engaged there with class I for this activity.

Students of class I participated in social event like cleaning, gardening etc. This is a healthy and fun activities for students. Students develop new skills and get more knowledge about the nature. Students were engaged in planting, gardening and cleaning the area. I observed that students were having a lot of fun during these activities.

Students were taking initiatives. They all get a chance to learn about the outdoor activities environment in a safe and pleasant place. They also plant flowers and very interested in this activity. Students were watering the plants, digging and they also clean the area by picking the waste. ~~St~~ The students were very enthusiastic.



Observation Report

I have observed 1 English lesson, I am analyzing the below -

School Name - New Vision SR. Secondary School

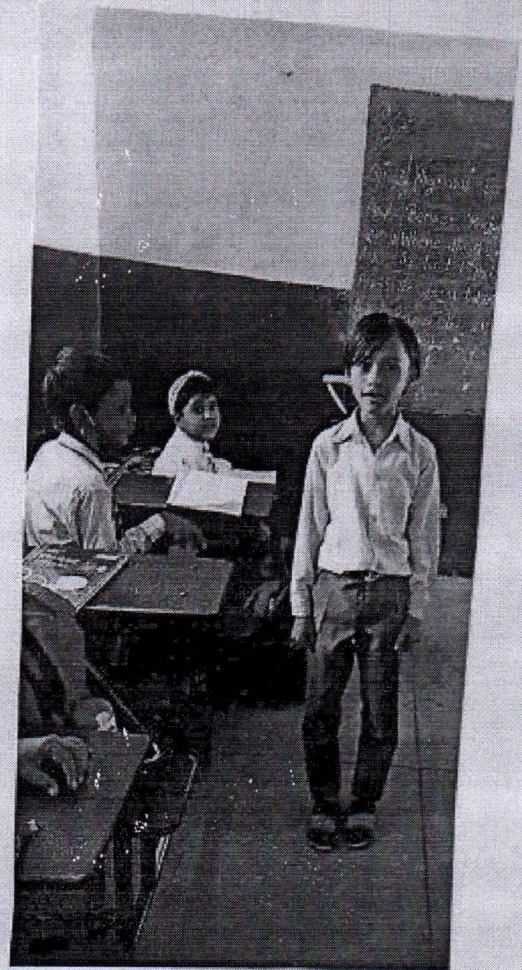
Class - I class

Time - 10:00 Am

Topic - English chapter-5 (One little Kitten)

Location of class - ~~Class~~ Classroom

Firstly, the teacher loudly read the chapter. After that she slowly explains the meaning of every word carefully. Then, the students repeat the poem with the teacher. Students were responding to teacher's questions. Lesson was delivered with the help of using different skills like chart of little kitten drawn on them. The teacher was fully confident. Her voice was loud and ~~clear~~ clear. Explanation of the topic was appropriate. Students were taking interest in the poem and answering questions when they were asked to give answers. Class was fully controlled. She explained the topic ~~very~~ very well. Recapitulation was done. Home-work was assigned to the students. Overall presentation was good.



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Report

Topic: Organizing a competition on Speech

Date: 8 May, 2023

Class: I class

I went to 'New Vision SR. Secondary School' for the School Attachment and Community living programme. I have been engaged there with class I for this activity.

Students of Class I participated in Speech Competition. In this game, students were given topic and they had to speak on it without any hesitation, repetition or deviation. Students performed very well in this activity. This activity tests students creativity, presence of mind, and command over language. It helps to portrays the body language of the students. It increases the level of confidence in students.

This competition help students to elevate and strengthen one's speaking skills. The student joyfully participated in this activity. They learn many new things about this game and having fun while performing this activity.

Conclusion

The School attachment programme of the month of May is one of the most memorable experiences of my life. During this month I have got various experiences of real life classroom situation. I have come to know about the Supervision and monitoring system of New Vision S.R. Secondary School. I got the opportunities to take classes at the school. I am satisfied with the helpful behaviour of the persons who are associated with the school and my Inter-ship programme.

References:

<https://education.stateuniversity.com>

<https://www.researchgate.net>

<https://study.com>

<https://>