Low learning outcomes in Indian schools and the promotion of rote learning by their instructional systems have been documented time and again. Schools are therefore required to adopt India's National Curriculum Framework (NCF 2005) that includes guidelines for curriculum transaction. However, the learning outcomes and the kind of learning likely to be promoted by the instructional system of open schools in India, including the National Institute of Open Schooling (NIOS) remain excluded from these deliberations. So these two aspects of NIOS have been examined and it has been inferred that the learning outcomes are unsatisfactory; the instructional system is not designed for meaningful learning; and the self-learning material used for delivering instructions is a barrier to the adoption of the NCF guidelines.

National Curriculum Framework (NCF) Guidelines for Curriculum Transaction

The NCF (2005) aims to guide the development and transaction of curriculum in schools and to address the problems of transmission of information and rote learning. It includes guidelines for curriculum transaction to make learning active, social and meaningful. Schools are supposed to adopt these guidelines and the current five-year plan of the Indian government reiterates this.

The guidelines are as follows:

1. Connecting knowledge to life outside the school;
2. Ensuring that learning shifts away from rote methods
3. Enriching the curriculum so that it goes beyond textbooks;
4. Making examinations more flexible and integrating them with classroom life; and
5. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

The first guideline aims to contextualize learning and ensure that the content gets a broader perspective as it is linked to the life of the learners during the instructional process.

The second guideline intends that learners are enabled to link new and old learning so that they develop conceptual clarity and are encouraged to think critically and apply learning.

The third guideline aims to address the problem of considering textbooks as the sole and final source of knowledge. It is in fact an extension of the first guideline and requires that learners be introduced to various sources of knowledge. This will introduce learners to various views, sometimes even contradictory ones and help them to build a perspective that may accommodate diverse opinions.

The fourth guideline seeks to make assessment a formative process so that teaching and assessment determine each other and the meaningfulness of learning can be ascertained on a continuous basis.

The language of the fifth guideline is complex and so is its intention. It underscores the n... raise awareness, nurture a sense of identity and the ability for critical thinking on socio-poli... realities. It also intends that learners are helped in internalizing India's constitutional values... equality, justice, liberty and fraternity so that democracy does not remain only as a form of governance but becomes a way of life for them. Thus, while making learning an active process to be carried out through group activities, it seeks to impart training in citizenship for India, a democratic polity.

For implementing these guidelines the NCF suggests pedagogies involving activities of various kinds like reading, discussion, sharing experiences, creating things and so on, to be carried out collaboratively.

Course content selection and organization

You are working on a course design, and now it is time to decide on the content and how to organize it. As is often the case, we have far more to say about a topic than we can possibly cover in a term. One rule of thumb is to have students spending from 8-10 hours per week on your course, including in-class time. So how to decide? Following are some tips to help with these time-consuming yet crucial tasks.

Finding Content

- **Check in your department for past syllabi** if you are offering a pre-existing course. Also be sure to check your institution's course calendar and read the course description to ensure that your course meets that stated description.

- **Locate similar courses at other institutions** if your course is new (or you would like some new ideas). Talk to your colleagues in your discipline area or go to the Web to find courses.

- **Review textbooks in your discipline area.** This can be a very easy way to locate not only possible content to cover but also ready-made organizational structures. Publishers will send out texts for you to review. Keep your students in mind when choosing texts – not only their abilities and past experience with the topic areas but also their time limitations.

- **If texts are not available or not appropriate, you may need to create a reading package or course notes.** It will take more time to compile this type of resource, so set aside a few months for this activity. Also, be sure to factor in the time that may be needed to receive copyright clearance for copying and selling published materials. Your institution may have a copyright agreement which makes this less of an issue, but be sure to investigate what is possible in advance so you avoid basing part of your course on materials that you cannot easily secure for the students.

Selecting Content

Set some type of criteria to help select appropriate content for your course. Course design literature suggests the following criteria.

Course content should:

- Fit with your course learning goals
- Have importance in the discipline
- Be based on or related to research
- Appeal to student interests
- Not overlap excessively with student past experience or knowledge
- Be multi-functional (help teach more than one concept, skill, or problem)
- Stimulate search for meaning
- Encourage further investigation
- Show interrelationships amongst concepts

Organizing Content

Many variations on concept mapping techniques exist to help you decide on an organizational structure for your content. You can use a hierarchical approach or put the concept in the centre of the page and work out from there. For more linear thinkers, creating lists of headings and subheadings is equally effective.

Some suggestions for ordering the topics or concepts include:

- **Topic by topic** – There are no set relationships amongst the topics, so the ordering is not critical. This works well for courses that revolve around current issues, for example.

- **Chronological** – Moving from past to present is a very common and easy to implement organizational pattern.

- **Causal** – The course presents a number of events or issues that culminate in some final effect or solution.

- **Cumulative** – Each concept builds on the previous one(s).

- **Problem-centred** – Problems, questions, or cases represent the principal organizing features of the course.

- **Spiral** – Key topics or concepts are revisited throughout the course, with new information or insight developing each time.

Within each class, also consider how to organize your material so that students can both learn and retain it. Different philosophies of learning are represented. Some ideas to consider are:

- **Start with what students already know** and then move to the abstract model or theory.

- **Start with concrete examples,** such as cases, news items, or other real-world situations, then generate the abstract concepts.

- **Start with a solution, conclusion, or model** and work backwards to the question.

- 3 -

- Give students time to reflect, individually or through discussion, on what and how they are le...

- Build in practice time, with feedback, either in class or on assignments so that students learn to... with the concepts and can receive assistance with problem areas.

Individualized Instruction

What is individualized instruction strategy?

Individualized instruction is also known as differentiated instruction.

Individualized instruction strategy refers to those classroom practices of teaching which recognize the uniqueness of each student learner and thus provide for adequate tutorial guidance, and other support services suited to bring about a wholesome development in the person (mind, body, and spirit).

Individualized instruction is about using teaching strategies that connect with individual student's learning strategies. The ultimate goal is to provide a learning environment that will maximize the potential for student success.

Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

In this strategy the teacher shouldn't always stick to the same pattern of teaching rather they should adapt new ways such as teaching through audio, video, field trip, etc. so that students have multiple options for taking in information and making sense of ideas.

To differentiate or to individualize instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. The intent of individualizing instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. It provides the opportunity for students to learn at their own pace, in their own way, and be successful.

Purposes of individualized strategy

- **To enhance and develop listening habit**

Since most of the teaching is done through lecturing, the role of students are to listen and if felt necessary take note of them. The learning of the learners greatly dependent on their listening habit and sense of hearing, thus helping them in enhancing their listening habit.

- **Enables the teachers to explain a lesson or demonstrate a technique to small groups of students at a time.**

Here the smaller the number of students are the greater is the advantage of the teachers in teaching or explaining a lesson or to demonstrate a technique to their students. In short smaller the number of students, more efficient the teaching or demonstration will be.

- **Individualizing instruction allows each student to progress through the curriculum at his or her own pace.**

It aims at how much the learner learns and pace at which they learn. Less important is given to covering the topics in the curriculum. Vital importance is given to the progress the learner are making in the field of learner at his or her own pace (the rate and speed at which they learn).

- **Long term retention as they note down what they usually understand.**

While the teacher is teaching in the class, students are actively engage in taking note of what they really understand instead of what the teacher explain. They usually note down what they undarstand and are usually listed in their own words. So, this help them to retain the information for a longer period of time.

- **Importance is given to a child as a individual not as group, class and so on.**

The strategy is more concern about how much a single child is able to learn, retain and his or her progress not as a group, class and team. As the current phase of children education says 'no child is left behind'. So, the focus is on a child as an individual.

Principles of Individualized Instruction Strategy.

1. Make the students clear about the key points and generalization to make sure that all learners gain a powerful and strong understanding so that they can have a good foundation for their future learning. Teachers are encouraged to identify essential concepts and instructional focuses to ensure all learners understand.

2. Use assessment as a teaching tool to extend versus merely measure instruction. Assessment should occur before, during, and following the instructional episode. The assessment carried out before and during can be incorporated into classroom practice; it provides information needed to adjust teaching and learning while they are happening.

3. Emphasize and stress more on critical and creative thinking while designing a lesson. Whatever task and activities that we provide to the students should be up to the student's level and understanding, so that they can understand easily and will apply meaning. Instruction may require supports, additional motivation, varied tasks, materials, or equipment for different students in the classroom.

4. Engaging all learners is essential. We should engage and make the students participate in class activities. For that teachers should develop their lesson to engage and motivate the students.

-5-

5. Provide a balance between teacher-assigned and student-selected tasks. If there is a balance the task and activities that are assigned by the teachers and the tasks selected by the students learning will be most favorable and desirable.

Requirements of individualize Instructions.

1. Each student learn differently

Some students are kinesthetic learners, requiring a hands-on approach to learning. Some students learn visually, excelling when they can read or see photographs of the material. Finally, some students learn best through listening, learning best when they can hear and talk through a problem.

2. All students are talented in different ways.

While one student may be creative, another student may be analytical. While one student may be mechanical, another student may excel at writing. Teaching requires differentiated and individualized instruction in order to reach all students.

3. Educating children with special needs.

Special Education is a specialized area of education which uses unique instructional methods, materials, learning aids, and equipment to meet the educational needs of children with learning disabilities.

Remedial instruction aims to improve a skill or ability in each student. Using various techniques, such a more practice or explanation, repeating the information and devoting more time to working on the skills, the teachers guide each student through the educational process. A student that might, for example, have a low reading level might be given remediation.

4. It is to meet the unique educational needs of the child.

The IEP is intended to help children reach educational goals more easily than they otherwise would and must especially help teachers and related service providers understand the student's disability and how the disability affects the learning process.

5. Teaching requires differentiated and individualized instruction in order to reach all students.

Differentiating does *not* mean providing separate, unrelated activities for each student but does mean providing interrelated activities that are based on student needs for the purpose of ensuring that all students come to a similar grasp of a skill or idea.

6. Careful and continuous assessment of individual progress can be carried out.

Advantages:

1. Student-Centric
2. Raises the peace
3. Meeting the needs and interests of diverse learners.
4. Provides the opportunity for students to learn at their own pace, in their own way, and be successful.
5. Recognizes students' varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.
6. Maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.
7. Helps in providing for the uniqueness of each child in terms of his/her particular learning style, talents and potential, handicaps and deficiencies, etc.

Disadvantages:

1. Time constraints and chopped-up schedules are an obstacle.
2. Class size and teaching load are two of the biggest constraints.
3. Teacher Preparedness.

Distance Learning Mode

This mode allows the students to learn at their own pace & at their own place this mode is also useful for the students who do not have a personal computer. This is helpful for professionals, working executives to complete their studies and higher studies along with their current jobs.

Distance learning is gaining popularity among adults who are keen to upgrade themselves for better career opportunities. Distance learning provides an alternative for people to further their education without having to undergo the traditional classroom learning. Nowadays, more adults are becoming interested to pursue higher education in order to compete more effectively in the job market. In response to this growing interest in higher education, education providers are creating new courses using new technologies to meet the demand. Many distance learning online courses are developed to meet this increasing need.

Many people choose the distance learning mode of study because of the flexibility and freedom it provides. Some of them enroll in distance learning courses because they are working full-time and could not afford to lose their jobs. They need their income for their own as well as their families living expenses, and leaving their jobs would bring about financial problems. They have to find a way to fit learning into their schedule of family and job demands. Some people take up distance learning courses because they live far away from the school and attending classes is inconvenient. For some, this problem arises because the program they want to study is not offered by a nearby school and they have to choose a school far away from their residence. Traveling to a campus far away is inconvenient and time-consuming. Some people have family commitments which make attending class difficult. These people may have elderly or kids at home to look after and are not able to attend classes. Studying through distance learning can enable them to look after their family while they study. There are some

people who are keen to do a certain course but feel shy about joining a class. Hence, they choose distance learning courses because these courses do not require them to attend classes.

Distance learning has several benefits in which the classroom learning lack. One of the benefits is that a learner can learn at his or her own pace. In classroom learning, the faster learners need to wait for the slower learners to catch up with the lesson before the teacher can move on to the next topic. They have to slow down their pace for the sake of the slower learners. With distance learning, the faster learner can go on to the next topic any time he or she wants. Furthermore, in classroom learning, a learner has only one chance of listening to a class lesson. However, with distance learning, the learner can re-play a portion of the audio tape or video, or read again the notes for a particular module.

In classroom learning, each module of the course is given the relative amount of emphasis and time that the teacher deems necessary. In distance learning, students have the flexibility to spend the amount of time they choose for each module. They can spend less time on the modules that they are familiar with and spend more time and attention on modules which are new to them. The distance learning mode of study allows the students to use their time according to their needs.

One of the advantages of distance learning is that the student can have access to learning at any time and any place. There are no restrictions imposed on their study time and location. Students can easily fit learning into their family and work life. They do not need to adjust their family and work commitments in order to attend fixed class schedules. Besides, distance learning enables students to save on travel time and travel costs. They can spend more time and money on other areas.

Distance online learning creates interactions that stimulate understanding and exchange of ideas. Online programs require the student to actively participate in the learning process. Throughout the course, the student is presented with opportunities to interact with the course instructor as well as other students via website forums, chat rooms, Internet conferencing and emails. Online course developers try to get the student to participate and engage as much as possible.

Some research studies have shown that distance learning education can be as effective as campus-based education. These research studies reported that distance students can perform as well as or better than campus-based students. Many students who have succeeded in distance learning education have reported that they have a positive experience with distance learning courses.

We can see from the above that distance learning has many advantages. It provides a great opportunity for people to obtain higher education for their career advancement. If you are interested in taking up a course to upgrade yourself, you can consider a distance learning course.

Activity-based learning

Activity-based learning or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to explore by their own and provided an optimum learning environment then the learning becomes joyful and long-lasting.

David Horsburgh: Pioneer of Activity-based learning

Activity-based learning started some time in 1944 around World War II when a British man David Horsburgh came to India and finally decided to settle down there. He was an innovative thinker and charismatic leader. He started teaching in Rishi Valley School. He joined the British Council and worked in Chennai and Bangalore for many years. After his voluntary retirement, he located a 7-acre (28,000 m^2) site in Kolar District and opened his school, Neel Bagh. Neel Bagh was based on an innovative idea of Horsburgh and known for its creative methods in teaching well-planned learning materials. With his wife Doreen and his son Nicholas, Horsburgh developed a diverse curriculum, which included music, carpentry, sewing, masonry, gardening, as well as the usual school subjects, English, mathematics, Sanskrit, and Telugu. These pedagogic materials were systematically planned, with sketches and drawings and an occasional touch of humour. Later Horsburgh created a magnificent library in Neel Baugh that was accessible to teachers and students. This initiative of Horsburgh was later proved to be one of the pioneer and milestones in ABL. In modern time ABL is the method of education followed in the Corporation schools of Chennai, from 2003, as an effort to provide special schools for children who had been freed from bonded labour.

States and Organizations initiative on activity-based learning.

The ABL in its contemporary form was first undertaken by the Chennai Corporation in 13 schools on a trial basis in 2003, has been adopted by all the 270 primary schools in the district. First designed and tested by the Rishi Valley School in Andhra Pradesh in the '90s, the Activity-Based Learning system has been successfully implemented in several Indian states and union territory, including Karnataka, Kerala, UttarPradesh,Gujarat,MadhyaPradesh,Haryana. Maharashtra, Chandigarh. In Tamil Nadu, UNICEF supported the Chennai Corporation to introduce the ABL methods in the Government schools. There are many organizations which cultivate and follow the principles of activity-based learning. Digantar Siksha evam Khelkud Samiti in Rajasthan, Sumavanam

Village School in Andhra Pradesh, Walden's Path in Telangana and Vikasana School in Karnataka are the places which were established on the principles of activity-based learning.

Philosophy

The philosophy of ABL finds its antecedents in the common notion that learning can [...] when it is initiated by the surrounding environment and motivated by providing opti[...] opportunities to learn. A fearless and freedom to express environment always adds to best learn[...] outcomes.

Impact on India

Under Activity Based learning education main focus is on child or we can say that it is one of child centered approach. It develops self-learning skill among the learners and allows a child to study according to his or her skill. Activities here can be in the form of songs, Drawings, Rhymes, Role play to teach a letter or a word, solve mathematical problems, form a sentence, and understand social science or even concept of science. The learner takes report Card only after completing all the steps in a subject. If a child is absent even a single day he starts from where he left unlike in the old system and the child had to do self learning of the missed portions.

The key feature of the Activity Based Learning (ABL) method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his or her aptitude and skill. ABL serves as one model of child-centered, child-friendly education, which is the mandate of the Right of Children to Free and Compulsory Education Act (RTE) Act in India.

The Sarva Shiksha Abhiyan Scheme by Government has introduced many initiative and creative methods to bring about changes in teaching method for both- Teacher as well as learners. In state of Tamil Nadu, the elementary schools have taken initiative to use methodology called Activity Based Learning through Sarva Shiksha Abhiyan.

Characteristics of activity-based learning

The key feature of the ABL method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill. Under the system, the curriculum is divided into small units, each a group of Self Learning Materials (SLM) comprising attractively designed study cards for English, Tamil, maths, science and Social Science. When a child finishes a group of cards, he completes one "milestone". Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence, do maths and science, or understand a concept. The child takes up an Exam Card only after completing all the milestones in a subject. If a child is absent one day, he/she continues from where he/she left unlike in the old system where the children had to learn on their own what they missed out on.

According to observers, the ABL method has created a visible improvement in children's learning and psychology. Children learn to make independent decisions at a young age, from choosing their activity card for the day, to marking their own attendance. Under the system, the curriculum is divided into small units, each a group of Self Learning Materials (SLM) comprising attractively

designed study cards for English, Tamil, Maths, Science and Social Science. When a child finishes a group of cards, he completes one 'milestone.

Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence, do maths and science, or understand a concept. The child takes up an Exam Card only after completing all the milestones in a subject. If a child is absent one day, he continues from where he left unlike in the old system where the child had to learn on his own what he missed out on. Integrated in the curriculum are activities to create awareness about the environment, sanitation, health, and nutrition. These are brought across through innovative methods like Bommalattam (a puppetry show) in Tamil and through song and rhymes.

SUGGESTIONS FOR ENRICHMENT OF THE ABL METHOD

1) India is a country with tremendous diversity in every aspect. When one has a generalization about any fact in India, an exception to it will crop up immediately. In the school curriculum, the experiencing of the vastness of the cultural spectrum must find some place. The 'empty slots' must seek to bring originality and variety. Towards this end, the training of teachers should be strengthened.

2) Music, as it seems to be taught, is a collective effort by children to sing rhymes and songs at the top of their voices. In this activity, there is no sign that much has changed from an earlier era. This needs to be modified and moderated. Children can learn to sing softly, to sing in tune and to take turns to sing. One does not get the idea that they understand what they are singing. There is a sense of enjoyment, of course and that is good, but a feeling of competent singing will be a value addition.

3) Flexibility is allowed in pace of learning and this is a boon. A certain level of flexibility must be available for the occasional re-grouping of children. The practice of forcing children to compete and ranking them according to their performance is shunned by most enlightened educators. And the ABL is quite child-friendly in this respect. Here it is important to see that having children of the same age together in an activity does not necessarily entail competition. Also it is possible to introduce a small element of competition without hurting anyone, a strategy which has been tried with success. Children of the same age are divided into two or three groups. The quiz question or alternatively, the athletic task is given to the group. Every child must have one chance, but can get help from others in the group.

4) The shadow puppet stories are good. They are simple enough for all children to know the entire dialogue by heart, as we observe from watching a performance. There is scope for introducing other themes for shadow puppets and also other styles of puppetry and dramatization. Hand puppets, glove puppets, finger puppets and a host of other kinds of play materials will bring joy to the children. Drama enables them to cultivate the imagination and enhances their ability to speak clearly and articulately, to express feelings and to convey messages directly and indirectly. Expanding the scope and variety of theatre-based activity is strongly recommended.

- 11 -

5) Every school should have a Dictionary in Tamil and one in English. Children should be "dictionary skills". Knowing the order of the alphabets is certainly the first step. Likewise, Encyclopaedia in one of the languages would be a tremendous asset for their learning. In the ABL, it not clear what a child, who has completed the ladders, can do with his time. In other words, there must be access to other kinds and higher levels of knowledge. The information ceiling must be raised to provide room at the top.

6) Story books for reading in class and out of class must be provided in large numbers. This should be treated as a priority.

7) The Rishi Valley rural schools, which provided the template for the ABL schools, had one very important part of education i.e. being sensitive to the environment and conserving water, growing plants and creating a green space around the school. That aspect has been totally neglected in the city schools which we visited. Just outside the school room, there was rubble and dying grass. No attention had been given by anyone in the system, to keeping it clean or attractive. Since manual labour of any kind is totally absent in the set of school activities, it might be a matter to take up after the first rains.

8) Many of the formal sports, which would be ideal for young children, require space and equipment. And lack of funds may be cited as the reason for their conspicuous absence. But athletics can be introduced at very little cost. A good sand pit and a few meters of rope can take care of High Jump and Long Jump. As for running, one needs only some safe space, preferably adjoining the school.

9) This system is better than any other which one would come upon in India, to handle the problem of understaffed schools. The inadequate 16 number of teachers in our rural schools is a constant problem. On one hand, there are thousands of trained teachers waiting to get employment and on the other, there are a number of Primary schools which are short of two or even three teachers. The ABL can be used with advantage, but its success in the long run, will be determined by the children's access to a teacher in the classroom.

10) The educational scene in Tamil Nadu has many positive ratings to its credit. ABL must build on the strengths. There are many achievements to be proud of, but one cannot afford to be complacent. There must be an annual review of the materials, the methods and the learning processes to ensure success and to reach even higher levels. This educational initiative could well be a forerunner for a positive change in educational standards across the country. We are now at the threshold of a silent revolution.

Merits of ABL Method
1. No Home work
2. Timetable is in units of half day
3. Scope for teacher creativity
4. Clarity of lessons
5. Greater degree of involvement.

THE SCOPE OF ALM

The aim of ALM is empowerment of the learner in such a way that he or she is confident and able to function in many contexts. In the middle school years - (classes 6-8) such learning can be blended into the curriculum of any school easily. It includes:

• learning to affirm oneself and one's learning style –The ALM classroom

• learning to be healthy and safe ---Biology curriculum enrichment

• learning to think skilfully, recognise and deal with one's feelings and be resourceful in a variety of situations - Learning for Life Units

• learning to live in social systems - living and working together with other people, good citizenship skills, being able to participate in the debate of our times--- (Civics curriculum enrichment)

• learning to live in and interact with a physical environment – finding environmentally viable responses in terms of lifestyle and choices (Environmental Education and Biology curriculum enrichment) Above all the Active Learning Skills will help students negotiate the world of knowledge with skill and enthusiasm, confident of their own abilities and opening widening newer avenues to learning.

UNIQUE ADVANTAGES OF THE ACTIVE LEARNING METHODOLOGIES

• Active engagement on the child's part; (Learn to play the cello by playing it John Holt)

• Provides a template for learning, and learning to learn

• The child is not subjected to endless passivity

• Applicable in large classrooms and schools with few teachers

• Requires no special aids or special equipment

• Children can be resources for each other through paired and group activity

• The teacher can devote some time to children who need special help

• Allow the child to check her/his work against the teacher's and thus save the teacher endless corrections while ensuring accuracy in child's learning

• Works at child friendly and realistic assessment formats

• The beauty of the process is its simplicity

• Allows room for all children's voices to be heard through discussions and presentations

ROLE OF A TEACHER

Are you creating that strange atmosphere where actual learning takes place? J.Krishnamurti, Letters to schools while it has been recognised that the best teacher is one who is willing to learn, there is not much evidence of this in the way schools run. The learning of the teacher is left to individual

motivation and chance. The individual teacher needs to be open to learning, not just to the ~~s~~ also to alternate approaches to the class, the group, the individual. This is an uncomfortable teachers. The times require a teacher to go to class and do things completely differently, from th teaching happened till last year, last month. There is much anxiety and irritation as is inevitable.

School administration will have to offer support to teachers in these difficult and interesting times. It may be good to use the phrase "Educator Learner" and thus legitimize the learning component of the role. In keeping with the ideas mentioned in the previous sections of this manual the teacher is viewed as a facilitator in the learning context.

The teacher's role with students must cover the following:

- to set the context and the tone...
- to watch over the interactions and responses of the students
- to help students share and internalise the intentions of the academic\
- program in life term
- to respond to the information, difficulties and unusual events humanely and with fairness.
- to report unusual events and problems with a view to finding sensible and humane solutions.
- to ensure effective teaching - learning processes with assessment and support.
- Set the context
- Watch over interaction
- Help the students to internalize intentions of the academic programme.
- Ensure effective teaching - learning process
- Find solutions to unusual events ad problems.

There are many sources from where a teacher can learn. Books and magazines have been available in the past. The internet today offers a rich repository of experiences and perspectives.

THE ALM CLASSROOM

In the classroom where it is established that active learning will happen, the educator will be visible as a moving presence, much like the ABL classrooms, but less engaged with students, as the students will be more engaged in using their capacities and engaged in discussion among themselves. The teacher may join a small group occasionally, but this is not a necessary requirement. This does not mean the educator will not be heard at all. On the contrary, the educator will be heard at the end of the student endeavours. For the ALM classroom to happen purposefully, the students would need a clear introduction on what to expect and why this is thought to be a good move ahead. There is the view that students may not understand the full complexity of ALM. It is important nevertheless that they are oriented at the beginning.

The important variations are as follows:

- In the traditional classroom the teachers gives the instructions orally. The ALM classroom will begin with students reading the instructions. This is an important first step as it • builds on existing capacity to read • allows the pace of reading to suit the individual and not one pace for all • will require the teacher to withhold his / her training.

- In the traditional classroom the teacher introduces the topic. In the ALM classroom, occasionally the teacher introduces the topic, but mostly the student accesses the material through reading. Permits space for self pacing and use of existing capacity

- In the traditional classroom the teacher provides a view of the topic and more exploration happens through the questions of the teacher. In the ALM classroom the student raises questions first and then is exposed to several views through discussion.

- In the traditional classroom the student write answers to teachers questions. In the ALM classroom the student writes his own questions. • This offers space and opportunity for pondering and thinking and taking oneself seriously.

- In the traditional classroom the teacher introduces the topic and sums up (teacher may need to be speaking almost the whole time 25 to 40 mins). In the ALM classroom, occasionally the teacher introduces the topic, but almost always has a concluding session that address the questions the teacher has brought up and adds from the educator's experienced perspective. (The teacher is required to speak a maximum of 12 to 15 mins to the whole group.) • This makes for enhanced student receptivity and less need to order the full class • the teacher's voice is a valued contribution and looked forward to rather than the taken for granted voice in the classroom. •

The important processes in the traditional classroom are listening to the teacher and following oral instructions. In the ALM classroom the important processes are reading, writing, questioning, discussing with peers and listening to the teacher. •

The important assumptions in the traditional classroom are that listening to the teacher is most important and one must follow oral instructions. An important assumption the ALM classroom is that one begins with exercising one's capacities and to learn from the teacher one needs to have been active first with all the capacities and resources one has one's disposal. In our experience, students grasp the processes in a very short time and this enables them to take ownership of the process and participate in the running of the class. • One way for the methodologies to sink in is to offer students the opportunity of running a class after about 3 or 4 weeks. • The teacher will see at once how much of the process has sunk in. • The student's understanding, like the educator's, will grow and deepen with time and practice of the processes.

- 15 -

Overview of ALM

School is structured around transacting subjects, in the way knowledge has been organized through history. The Industrial Revolution made many things possible. It also brought in mass schooling that was built around the dominant view of the time - that students were like empty vessels and knowledge had to be poured into them. Access to knowledge meant having a teacher 'tell' and 'explain'. This was thought the most 'efficient' way of 'transacting' the required knowledge. And schools trying to communicate the 3Rs, had to have order. The classrooms have been largely passive for the past 150 years except for the odd school that tried something different.

Premises of the OLD order: Children do not know how to lead their life properly and need to be taught. They can then go out into the adult world and apply their knowledge. This has meant acquainting them with historical knowledge and then assuming that this preparation will lead them to college and jobs, and hence security and happiness.

Premises of the NEW order: Children and adults are no different in the psychological realm. They can learn the art of learning, living intelligently by doing so, not by preparation. If one knows how to learn, how to be collaborative and how to handle knowledge, one can live intelligently in the now. The processes of education are not different from the processes of intelligent living.

Constructivism had been offered as a meaningful approach to education, but did not manage to dent the structure of schooling. The knowledge revolution, with knowledge doubling every 5 years, 4 years and now every 2.5 years, has brought forward a rearrangement of ideas and fresh thinking, and a push for greater efficiency.

Reading and writing are individual activities, unless one is reading aloud for others to hear. Reading involves comprehending words. Reading also demands listening to what the writer wishes to communicate. Understanding means gathering relevant details and getting a sense of what one has read. Alertness and attentiveness demand that one understands whatever one is listening to, or reading, is another's viewpoint.

ALM sequence

Class works in small and large groups for discussions

Teacher is a facilitator or learning then the conveyor of information

Teacher introduces the topic

Children read the lesson on their own with sufficient time provided

Discuss among themselves in groups and ask clarifications

Depict the concept in the form of mind map

Each child able to understand, query and explain a concept

Steps in lesson planning in ALM

Introducing the content

Understanding the content

Reading the content

Constructing mind map

Summarizing

Assessment

Revisiting the content

Curriculum Transaction approaches

- Group works
- Project works
- Seminar presentations
- Assignments
- Symposia
- Discussions
- Workshop practices
- Preparation of learning materials
- Self and peer evaluation
- Micro teaching sessions
- Club activities
- Citizenship training camp
- Study tour
- Buzz sessions
- Use of ICT
- Portfolios
- Quiz
- Debates
- Peer teaching
- Brainstorming
- PowerPoint presentations
- Book reviews
- Research Colloquium

- Note making
- Note taking
- News reading in the morning assembly.
- Verse Recitation
- Thought for the day presentation by the students.
- Gardening
- Extension activities
- Panel discussion
- Extempore Speeches
- Paired leaning
- Criticism and discussion classes
- Album preparation
- Role play and simulation
- Black board sketches
- Co-operative learning
- Study circle
- Tutor-ward system
- Remedial Teaching

Computers and the Internet

Many people use computers and the Internet as a way of communicating with the outside world. Others surf the Internet to buy things while some people create Web sites as part of their business.

Listen to the words below and consult a dictionary if you need a definition. Write a sam[...]
for each word to learn how it is used in context. You can use the Internet to find sample sen[...]
related information.

Role of Computers in Education

Computer technology has a deep impact on the education sector. Owing to memory capacities of computers, large chunks of data can be stored in them. They enable quick processing of data with very less or no chances of errors in processing. Networked computers aid quick communication and enable web access. Storing documents on computers in the form of soft copies instead of hard ones helps save paper.

The advantages of computers in education primarily include:

Storage of information

Quick data processing

Audio-visual aids in teaching

Better presentation of information

Access to the Internet

Quick communication between students, teachers and parents

Computer teaching and interactive learning play a key role in education. Computer technology is integrated into the modern education system.

Computers – A Brilliant Aid in Teaching

Students find it easier to refer to the Internet than searching for information in fat books. The process of learning has gone beyond learning from prescribed textbooks. Internet is a much larger and easier-to-access storehouse of information. When it comes to storing retrieved information, it is easier done on computers than maintaining hand-written notes.

Computers Gave Impetus to Distance Education

Online education has revolutionized the education industry. Computer technology has made the dream of distance learning a reality. Education is no longer limited to classrooms. It has reached far and wide, thanks to computers. Physically distant locations have come closer due to Internet accessibility. So, even if students and teachers are not in the same premises, they can very well communicate with one another. There are many online educational courses, whereby students are not required to attend classes or be physically present for lectures. They can learn from the comfort of their homes and adjust timings as per their convenience.

Computers Improve Presentation of Information

Computers facilitate effective presentation of information. Presentation software like PowerPoint and animation software like Flash among others can be of great help to teachers while delivering lectures. Computers facilitate audio-visual representation of information, thus making the process of learning interactive and interesting. Computer-aided teaching adds a fun element to

-18-

education. Teachers hardly use chalk and board today. They bring presentations on a flash drive, plug it in to a computer in the classroom, and the teaching begins. There's color, there's sound, there's movement - the same old information comes forth in a different way and learning becomes fun. The otherwise not-so-interesting lessons become interesting due to audio-visual effects. Due to the visual aid, difficult subjects can be explained in better ways. Things become easier to follow, thanks to the use of computers in education.

Computers Enable Internet Access

Internet has information on literally everything and computer technology enables easy access to it. Internet can play an important role in education. As it is an enormous information base, it can be harnessed for retrieval of information on a variety of subjects. The Internet can be used to refer to information on different subjects. Both teachers and students benefit from it. Teachers can refer to it for additional information and references on the topics to be taught. Students can refer to web sources for additional information on subjects of their interest. The Internet helps teachers set test papers, frame questions for home assignments and decide project topics. And not just academics, teachers can use web sources for ideas on sports competitions, extracurricular activities, picnics, parties and more.

Computers Allow Efficient Data Storage

Computer hard drives and storage devices are an excellent way to store data. Computers enable storage of data in the electronic format, thereby saving paper. Memory capacities of computer storage devices are in gigabytes. This enables them to store huge chunks of data. Moreover, these devices are compact. They occupy very less space, yet store large amounts of data. Both teachers and students benefit from the use of computer technology. Presentations, notes and test papers can be stored and transferred easily over computer storage devices. Similarly, students can submit homework and assignments as soft copies. The process becomes paperless, thus saving paper. Plus, the electronic format makes data storage more durable. Electronically erasable memory devices can be used repeatedly. They offer robust storage of data and reliable data retrieval.

This was about the role of computers in education. But we know, it's not just the education sector which computers have impacted. They are of great use in every field. Today, a life without computers is unimaginable. This underlines the importance of computer education. Knowledge of computers can propel one's career in the right direction. Computers are a part of almost every industry today. They are no longer limited any specific field. They are used in networking, for information access and data storage and also in the processing and presentation of information. Computers should be introduced early in education. It won't be an overstatement to say that computer education is as fundamental as learning English.

Computer Technology

For Children

For children, computer technology has provided an indescribably wealth of resources, information and knowledge; since the introduction of the internet, students are now able to access

information on whatever subject they want, wherever they want. Resources include journals, articles, e-books, practice tests and examinations, model answers and research findings. Research has also suggested that computer technology has helped students to improve their grades in other subjects, most notably science, practically, students can work much faster using a computer which enables them to do more study in the same period of time.

For Staff

Computer technology has enabled teachers to make their lessons more interactive and therefore more interesting and rewarding; this method has also been shown to improve pupil performance as lessons are more memorable and therefore students are able to retain information more effectively. Teachers, like students, can also find a whole host of resources on the internet which can provide inspiration and advice for classes; teachers are also able to recommend good resources to student to further encourage and stimulate their learning.

Practical improvements

Computer technology has enabled systems of obtaining and recording information much more efficient and effective; computer records are much harder to misplace than realms of paper records. Additional changes such as submission of work via email and responding to enquiries online save time and energy.

Media technology

In addition to computers, many schools and colleges are using new methods of technology to enhance the learning experience; these include digital television channels. DVDs, digital radio and television allow students to access a wealth of different channels which cover a vast range of different subjects including languages, science, history, and geography to name just a few. Children are used to new technology as they have grown up with it; it is therefore undoubtedly beneficial that they have the option to use it to increase their learning capacity and pursue their interests. Educational programmes and podcasts are now widely available to download to your computer or MP3 player; this makes education more, modern and multi-faced.

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