Appendix 2

Module

Module for student teachers / pre-service teachers

Focus: To shape their attitude towards community work

The present module aimed at shaping the attitude of the pre-service teachers towards community work. The investigator designed the module contents keeping in focus the needs of the community members as well as the needs of the student teachers. Hence the module is a need based module. The investigator has divided the module into two parts 'Module Component A' and 'Module Component B'.

The methodology used by the investigator to impart/implement these components was Focused Group Discussion (FGD). The data related to the module was collected through activity sheets and field notes maintained by the investigator. This data will be analysed qualitatively as well as quantitatively.

The Module Component A was based on the needs of the student teachers (identified using the pre-test) and focused on developing insights into the social nature of the teaching profession. The components included:

Component 1: Impact of Teachers on Society

Component 2: Preparing student teachers/pre-service teachers to partner with parents and community

Component 3: Meaning of Community

Component 4: FGD on Abraham Lincoln’s Letter to his son’s teacher

Component 5: Situation Analysis Tasks

The Module Component B is exclusively based on the needs of community (identified using the FDG for objective 2). The purpose of this module is to provide practical field based experience to student teachers. The components include:

Component 1: Environmental Awareness

Component 2: Vocabulary Enrichment
Component 3: Scientific concepts
Component 4: Fun with Mathematics
Component 5: Computer Fundamentals

The module component B was academic in nature based on the Gujarat State Board text books used by the children living in the community. The aim here was also to expose the student teachers to diversified learning and teaching styles. The multi graded teaching approach was used for the components. The details of which are mentioned in the successive module components.

Module component A

Component A- 1: Impact of Teachers on Society

The focus of the module component A-1 was to create awareness about the impact of teachers on the society.

Objectives: The objectives are mentioned below.

- To enable student teachers to learn (name the skills) the key skills of community work which are essential for an existing or a potential community worker (vis-à-vis teaching profession) and its importance.
- To sensitise the student teachers towards the malpractices done by teachers and its impact on society.

Methodology and content: The contents of the module included authentic materials. The module was imparted using group discussion cum analysis technique. The Module component A-1 included:

1. Passages from A.P.J Abdul Kalam’s books indicated the difference teachers can make to society
2. News paper articles that discussed a few malpractices, issues concerning teachers in India.

Articles used for analysis are mentioned below.
Article 1: Give Us Role Models

Source: The points in the passage are from the book, Ignited Minds, chapter 2.

Mahatma Gandhi said “Men often become what they believe themselves to be. If I become I cannot do something, it makes me incapable of doing it. But when I believe I can, then I acquire the ability to do it even if I didn’t have it in the beginning.”

I most important thing one must do (A teacher must do) is always assess his/her worth by the value of his/her contribution. The fundamental thing that each one must know is that all of us deserve good things of life, the benefits that God bestows. Unless our students and young believe that they are worthy of being citizens of a developed India, how will they ever be responsible and enlightened citizens.

When a child grows up s/he needs role models say until the age of 15. the best role models for school children are their parents and school teacher. They are people who can impart guidance to the child during this period.

Abdul Kalam in one of his speeches to the school teachers expressed, “I turn to the teachers and parents present there and I tell them that, they have a big responsibility. The full development of the child will only come from the parents and teachers.

My teacher Sivasubramania Iyer, was responsible for persuading my father to send me to school setting aside financial constraints.

School teachers are the child’s window to learning and knowledge. The teacher has to play the role model in generating creativity in the child. This triangle (Father, Mother and Teacher) is indeed the real role model I can think of. I would even go to the extent of saying that if parents and teachers show the required dedication to shape the lives of their children / young citizens of India, the India would get a new life. As it is said: Behind the parents stand the school, and behind the teacher the home.
Article 2: Impact of Teachers on Students

Source: the points in the passage are selected from the book, Wings of Fire, chapter 2.

Abdul Kalam expresses ‘Once I settled down in at the Schwartz High School, Ramanathapuram, the enthusiastic fifteen-year-old within me re-emerged. My teacher, Iyadurai Soloman was an ideal guide for an eager young mind that was yet uncertain of the possibilities and alternatives that lay before it. He made his students feel very comfortable in class with his warm and open-minded attitude. He used to say that a good student could learn more from a bad teacher than a poor student from even a skilled teacher. During my stay at Ramanathapuram, my relationship with him grew beyond that of teacher and pupil. In his company, I learnt that one could exercise enormous influence over the events of one’s own life. Iyadurai Soloman used to say, “To succeed in life and achieve results, you must understand and master three mighty forces- desire, belief and expectation.” Iyadurai Soloman, who later became Reverend, taught me that before anything I wanted could happen, I had to desire it intensely and be absolutely certain it would happen. To take an example of my own life, I had been fascinated by the mysteries of the sky and the flight of birds from early childhood. I used to watch cranes and seagulls soar into flight and longed to fly. Simple, provincial boy though I was, I was convinced that one day I, too, would soar up into the skies. Indeed, I was the first child from Rameswaram to fly. Iyadurai Soloman was a great teacher because he instilled in all the children a sense of their own worth. Soloman raised my self esteem to a high point and convinced me, the son of parents who had not had the benefits of education that I too could aspire to become whatever I wished. “With faith, you could change your destiny” he would say.'
Article 3: Do we really need to train teachers?


Yes, the teachers need to be trained properly about how to behave with their students. Only a good-natured teacher can impart knowledge unto its students, since if the behavior and the conduct of a teacher are not good, then he/she can't have a good impression on their students. The bad impressions of a teacher in the minds of its students will be proved to be harmful to the students as they will not pay any attention to him/her, because of his/her misbehavior, which will result in the bad performance of his/her students in the examination. Hence, the teacher should be given psychological treatment. Moreover, only training and providing the teachers with psychological treatment would not be enough, but the teachers should also have to be accountable to their misconduct and misbehaviors with their students. In the view of recent developments in the schools about the mistreatment of teachers with their students, I would like to also add the point that the student should also be made aware about their rights and they also should be informed to concerned authorities in case teachers behave them with rigorous punishments etc. Western countries are much ahead to ensure the safety of children as compared to India. So we should follow their pattern in this regard to avoid harsh treatments of the students to ensure that the students would get education in a favorable and friendly atmosphere, so that they can learn with ease and peace of mind.


Regards, Mohammed Abuhuraira Akrami

Article 4: Why do kids misbehave in the classroom?


Being good or naughty in the classroom may not entirely be up to kids. Their poor overall reputations could come in the way of their being regarded as good, suggests a
study. Professor Maggie MacLure and Professor Liz Jones of Manchester Metropolitan University have found that once children's reputations are formed among teachers and other school staff, classmates and parents, they are used to read their everyday behaviour. "Once children's reputations have started to circulate in the staffroom, dining hall and among parents, their behaviour easily becomes interpreted as a sign of particular character traits," said Professor MacLure. "One of the main functions of the reception year is to form a crowd of individual children into a class and tolerance of diversity is generally low. Classroom discipline is a very public activity and children who do not conform to the rules will be publicly marked as different," added Professor MacLure. According to Professor Jones, "The research shows that classroom culture is an important factor in generating problematic reputations for some children. Disciplinary practices that produce social order and forge a collective identity may marginalize a minority. Some cherished principles of early years education may also have unintended consequences. The principle of strong home-school links, for instance, may contribute to certain families being identified as sources of their children's problematic behavior." The study was funded by the Economic and Social Research Council.

Article 5: Teacher snips off dalit students' hair in Ballia


Ballia (Uttar Pradesh): In a bizarre incident, two teachers snipped off the hair of eleven students in a school here for allegedly breaking the electricity board in the classroom. The teachers, Sushil Kumar Rai and Sarju Prasad Mishra cut short the hair of the students of Saraiya Junior High School for breaking the electricity board in the classroom. The two teachers allegedly locked the students in a room and thrashed them severely. Most of the victim students are dalits. One of the beaten students received arm fractured in thrashing. The teachers were also accused of misbehaving with the parents of the wards. The police arrested Sushil kumar Rai following complaints by the students whose hair was cut off. Charges against the two teachers were framed under SC/ST act including many other sections.
THIRUVANANTHAPURAM: Stern action would be taken against the school teacher accused of sexual harassment of 12 school children in Nadapuram in Kozhikode district, Home Minister Kodiyeri Balakrishnan assured the Assembly on Thursday. Opposing an adjournment motion sought to be moved by K. Babu and others of the UDF, Mr. Balakrishnan termed the alleged actions of the teacher a disgrace to the teaching community and said steps would be taken to ensure that he is suspended from service. The Government, he said, had taken the issue seriously and registered a case immediately on receiving the complaint. Mr. Babu said the teacher in question had indulged in sexual misbehaviour unheard of in the State. The police, he alleged, did not even care to register a case when the matter was brought to its notice on February 28. The accused A.K. Haridas, 38, was arrested on Wednesday. Leader of the Opposition Oommen Chandy welcomed the steps taken by the Government.
Module Component A-2: Preparing student teachers/ pre service teachers to partner with parents and community

(Please note: the content of the present module component is based on research studies cited in the present section.)

Many researches during the past have shown that teachers find it difficult to deal with parents. (Most of these researches are from the west.) Moreover, C.B. Flanigan (2007) stated that the partnership of schools, parents and community have become an educational priority. The major question that researches in the past decade have tried to answer is “How to prepare pre-service teachers to work with parents and community?”

The data analysis of pretest for student teachers further revealed the need to address the above said concern. Moreover, the student teachers expressed the need to interact with the society and 60% of the students were either unaware of the community resources or hesitant to interact with community resources.

Objectives:

- To create awareness of the importance of partnership of schools, parents and community.
- To help student teachers work with community.

Methodology: Lecture cum Focused Group Discussion was used to implement the present module component. This was followed by practical tasks in schools or in simulated settings.

Contents: The contents of the module included the following points from the respective researches cited below.

- Importance of partnership of schools, parents and community
  Research indicates that family involvement in schools increases student achievement (Henderson & Berla, 1994; Ballen & Moles, 1994; Epstein, 1995). The benefits of parent and family involvement include higher test scores and grades, better attendance, more completion of homework, more positive attitudes and behavior, higher graduation rates, and greater enrollment in higher education. Henderson and
Berla (1994) discuss the benefits of parent and family involvement for students, schools, and the parents themselves.

**Student Benefits:** "The studies have documented the following benefits for students:
(1) Higher grades and test scores (2) Better attendance and more homework done (3) Fewer placements in special education (4) More positive attitudes and behavior (5) Higher graduation rates (6) Greater enrollment in postsecondary education."

**School Benefits:** "Schools and communities also profit. Schools that work well with families have:
(1) Improved teacher morale (2) Higher ratings of teachers by parents (3) More support from families (4) Higher student achievement (5) Better reputations in the community."

**Parent Benefits:** "Parents develop more confidence in the school. The teachers they work with have higher opinions of them as parents and higher expectations of their children, too. As a result, parents develop more confidence not only about helping their children learn at home, but about themselves as parents. Furthermore, when parents become involved in their children's education, they often enroll in continuing education to advance their own schooling."

Hence, from the above findings the following importance were drawn. The student teachers were made to understand the importance of the research findings and its implications of teaching learning process and society at large.

- When schools regard their relationship with families as a partnership in which school and home share responsibility for children's learning, the result is an increase in the levels and types of parent involvement as well as the support that families demonstrate for the school. When this partnership is extended to include the larger community, the benefits are greater yet. Perhaps most important is that when responsibility for children's learning is shared by the school, home, and community, children have more opportunities for meaningful, engaged learning. Students are able to see the connection between the curriculum in the school and the skills that are required in the real world.
A partnership approach gives families and community members greater opportunities to determine options for school involvement, to participate in the wide range of involvement activities, and to assume key roles and responsibilities in school-improvement efforts, including participation in the school's decision-making processes. If a partnership is to succeed, it must be based on "mutual trust and respect, an ongoing exchange of information, agreement on goals and strategies, and a sharing of rights and responsibilities" (Ballen & Moles, 1994). Schools must be willing to involve parents, families, and the community at deeper levels and to support their participation.

**Tasks for Student Teachers: Orientation of ways to facilitate partnership with community**

Background: Teacher preparation can equip teachers with the skills to develop two-way learning between home and school. Teachers can promote family involvement in children's learning and development by acting as facilitators rather than experts. They can recommend activities that help parents promote their children's learning, including reading to their children, creating a physical setting conducive to study, and showing an interest in their children's schoolwork. Equally importantly, teachers can learn from parents about childrearing practices and family skills and resources and tailor suggestions for involvement activities to meet the individual circumstances of each family.

**PRACTICAL TASKS:** The tasks done by student teachers will do as a part of this module component are depicted below.

1. Orientation to Parents Teacher Meetings and Observation of Parents Teachers Meeting (PTM) in schools
2. Community based experience (*vis-a-vis Module Component B*) In programs that prepare teachers to work in urban schools or in communities with linguistic and cultural diversity, community experiences tend to be emphasised. These experiences allow prospective teachers to see children in a variety of settings, become more visible in the community, and understand children's socio-cultural contexts.
3. Simulated situations and role plays (Role play requires students to act out situations that they might face when working with parents. Role play gives prospective teachers simulated experience in communicating, handling difficult or threatening situations, and resolving conflict. By dramatising situations, prospective teachers become emotionally engaged and learn in a "hands-on" manner about the situations that they will face in their classrooms.)

4. Self-reflection techniques (Self-reflection techniques include journal writing and other assignments that ask teachers to think about their own family backgrounds, their assumptions about other families, and their attitudes toward working with families. The goal is for prospective teachers to consider how their own perspectives will influence their work with families, especially those very different from their own.)

Module Component A-3: Meaning of Community

The data analysis of pretest for student teachers indicated that the student teachers were not aware of the term community and its meaning. 76% of the student teachers merely indicate that the community is a group of people. Hence, it is essential that the STs understand the meaning of the term community and its context with respect to schools.

Objectives

- To enable student teachers to understand the meaning of community.
- To enable student teachers to identify the community resources that can be used in the schooling process

Method: Focused Group Discussion and Presentation

Content

• "A set of interrelationships among social institutions in a locality" (Bell and Newby, p.19).

• "A community is said to exist when interaction between individuals has the purpose of meeting individual needs and obtaining group goals...a limited geographical area is another feature...the features of social interaction, structures for the gratification of physical, social and physical needs, and limited geographical area are basic to the definitions of community.” (Sussman, in Bell and Newby, pp. 29 and 30).

• "Community is, first, a place, and second, a configuration as a way of life, both as to how people do things and what they want, to say, their institutions and goals” (Kaufman in Bell and Newby, p. 30).

• "Community is a number of families residing in a relatively small area within which they have developed a more or less complete socio-cultural definitions imbued with collective identifications and by means of which they resolve problems arising from the sharing of an area” (Sutton and Kolaja, in Bell and Newby, p. 31).

• "Community refers to a structure of relationships through which a localized population provides its daily requirements” (Hawley in Bell and Newby, p. 34).

• "Community is a collection of people who share a common territory and meet their basic physical and social needs through daily interaction with one another” (in Allan Johnson, Human Arrangements, Harcourt Brace Jovanovich Publishers: Orlando, 1986, p. 692).

• "Community is a social group with a common territorial base; those in the group share interests and have a sense of belonging to the group” (Robert Stebbins, Sociology. The Study of Society, Harper and Row: New York, 1987, p. 534).

• "Community is a body of people living in the same locality...Alternatively, a sense of identity and belonging shared among people living in the same locality..., Also, the set of social relations found in a particular bounded area” (Sylvia Dale, Controversies in Sociology. A Canadian Introduction, Copp, Clark and Pitman: Toronto, 1990, p. 562).
Along with the above definitions the student teachers also studied the following handouts in groups (five student teachers in each group).

**Handout 1: The meaning of community**

It was Aristotle who first defined the word 'community' as a group established by men having shared values. The initial definition has been refined and expanded through years. We have come, for example, to recognize that people can belong to a number of different 'communities' simultaneously — communities of place, cultural communities, community of memory, in which people who may be strangers share "a morally significant history" and psychological communities of face to face personal interactions governed by sentiments of trust, cooperation and altruism. The world we are in is contracted to be a 'global village'. One of the effects of this contraction is the bringing together of hitherto isolated people, allowing for the development of new patterns of civilization— but also creating new tensions. Thus, challenges now confront communities at local, national and global levels. For example, new information technologies have created 'networks' and 'cyber' communities in the world of the Internet that link individuals and organizations around the globe without regard for national boundaries; small communities around the planet are affected by urban migration or by degradation of the natural and built environment. Ironically, while the emergence of a global community wielding effective power is seen by many as a necessity in order to combat the ill effects of unfettered market economies, the whole idea that a real global community can ever come into existence is met with deep misgiving or complete skepticism by others. How, then, can we understand 'community' at the end of the 20th century and what will be the future in the next millennium? A number of significant challenges have arisen from developments in global information technologies.
Task based on handout 1

1. Read the above passage carefully and write the major points discussed in the passage.

2. Why do you think we need a community?

3. Imagine if there were conflicts between community members. Describe how such a community would be.

4. What do you think are the characteristics of an ideal community?

Handout 2: The meaning of community

Read the following definitions of community carefully.

Definition 1: a body of people having common rights, privileges, or interests, or living in the same place under the same laws and regulations; as, a community of monks.

Definition 2: A group of people having ethnic or cultural or religious characteristics in common. The Christian community of the apostolic age for example was well known throughout the Catholic community.

Task based on handout 2

Discuss the meaning of community in your group and provide illustrations of the community/communities around you.
Module Component A – 4

LETTER FROM ABRAHAM LINCOLN TO HIS SON’S TEACHER

Objective: The module component A-5 aimed at enabling the student teachers to understand the expectations of parents and society at large from the teachers.

Methodology: The letter was read aloud for the student teachers. Later, the text of the letter was given to the student teachers in groups and they were instructed to read and underline the key words. This was followed by a discussion.

Content: Letter from Abraham Lincoln to his son’s teacher

“My son starts school today. It is all going to be strange and new to him for a while and I wish you would treat him gently. It is an adventure that might take him across continents. All adventures that probably include wars, tragedy and sorrow. To live this life will require faith, love and courage.

So dear Teacher, will you please take him by his hand and teach him things he will have to know, teaching him - but gently, if you can. Teach him that for every enemy, there is a friend. He will have to know that all men are not just, that all men are not true. But teach him also that for every scoundrel there is a hero, that for every crooked politician, there is a dedicated leader. Teach him if you can that 10 cents earned is of far more value than a dollar found. In school, teacher, it is far more honorable to fail than to cheat. Teach him to learn how to gracefully lose, and enjoy winning when he does win.

Teach him to be gentle with people, tough with tough people. Steer him away from envy if you can and teach him the secret of quiet laughter. Teach him if you can - how to laugh when he is sad, teach him there is no shame in tears. Teach him there can be glory in failure and despair in success. Teach him to scoff at cynics. Teach him if you can the wonders of books, but also give time to ponder the extreme mystery of birds in the sky, bees in the sun and flowers on a green hill. Teach him to have faith in his own ideas, even if everyone tells him they are wrong.

Try to give my son the strength not to follow the crowd when everyone else is doing it. Teach him to listen to everyone, but teach him also to filters all that he hears on a screen of truth and take only the good that comes through.
Teach him to sell his talents and brains to the highest bidder but never to put a price tag on his heart and soul. Let him have the courage to be impatient, let him have the patient to be brave. Teach him to have sublime faith in himself, because then he will always have sublime faith in mankind, in God.

This is the order, teacher but see what best you can do. He is such a nice little boy and he is my son.
**Module Component B**

The module component B included the community work. The focus here was on service learning in community (community based learning experiences). Service-learning may be described as both a philosophy of education and an instructional method. As a philosophy of education, service-learning reflects the belief that education should develop social responsibility and prepare students to be involved citizens in democratic life. As an instructional method, service-learning involves a blending of service activities with the academic curriculum in order to address real community needs while students learn through active engagement. A growing body of research indicates that carefully planned and implemented service-learning projects can contribute to both K-12 students' and pre-service teachers' learning and growth (Conrad & Hedin, 1991; Root, 1997).

The steps indicated below were followed for the module component B

**Step 1: Orientation Phase**

During the orientation phase the investigator exposes the student teachers to the needs of community and the contents of the module component B. The student teachers are trained to implement the module in the community. This is done using instructions and demonstrations.

**Step 2: Implementation Phase**

During this phase the student teachers implement the various components in the community under the observation of the investigator.

**Step 3: Evaluation Phase**

The investigator evaluates the learning outcomes of the student teachers as well as the community members through FGD and field observation.
Module Component B-1: Environmental Awareness

Subject area: Environmental Education, Science and Social Studies

Standard: VII to IX

Objectives

1. To make the community members aware of the environmental problems.
2. To enable student teachers to identify the community resources that foster teaching learning process.
3. To enable the students to use the identified community resources.
4. To develop the communication skills and managerial abilities of student teachers.

Content and procedure

The present component is activity based; it consists of a series of tasks represented below.

Task 1 To identify the environmental problems of the community

The student teachers visited the community, interacted with the community members, observed the surroundings of the community and recorded the problems related to environment. The following guide sheet/check list was provided to the student teachers in order to make focused observations.

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Activities done by the community members</th>
<th>Yes/ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Burning of wood, coal, fuel</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cutting of trees in the near by areas</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Discarding/disposing food, garbage, plastic bags, papers in open space/area</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Discarding excretory products in open areas</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Unnecessary use of vehicle horns</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Black smoke emitted from vehicles</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Task 2 Identifying the community resources that can be used to educate the community members about environmental pollution

The student teachers were engaged in the following activities during this task.

1. Student teachers shared and discussed their finding of task 1.
2. Thereafter, the students discussed the probable solutions to the environmental problems.
3. The student teachers made a list of the community resources that can be used to educate the community members about environmental pollution, its effects and importance of conserving the environment. While doing so, the student teachers list the following
   a. Name/s of Environmental Club/s active in the locality.
   b. Name/s of people/activists working for conserving the environment.
   c. Name/s of educational institutions/ departments and social organizations in the vicinity of the community that impart environmental education.

The student teachers represented the summary of the discussion in the table shown below.

<table>
<thead>
<tr>
<th>Activity done by the community members</th>
<th>Category of the activity (air pollution/ water pollution/ land pollution, etc)</th>
<th>Community resources and probable solution/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. The student teachers were expected to plan a programme for creating environmental awareness among the community members. While doing so the students kept in view factors like availability of the community resource, tentative activities namely documentaries, discussions, skits, street plays, etc that could be imbibed in the environmental awareness programme.

(During this step the student teachers contacted the social organisations, environmental clubs, activists, etc listed previously. In addition, student teachers communicated the details of the community members, specific environmental
problems and other necessary details of the environmental awareness programme for community members.)

5. Once the schedule for the respective programme was finalised the student teachers focused on implementing the programme effectively.

The environmental awareness programme was spread over a period of six months to ensure constant progress and measure its impact.

Module Component B-2

Vocabulary Enrichment

Subject: English  Standard: III to IX

Objectives

1. To enable the student teachers to interact with the children from the community and thereby improve their classroom interaction skills.
2. To make the student teachers sensitive towards the community.
3. To enhance the speaking skills (oral communication) of children residing in the community.

The present module component consisted of numerous tasks presented below. The focus here is to enable children from the community to understand and speak functional English.

Task 1 Vocabulary enrichment through flash cards

50 flash cards were used by the student teachers to teach the children from community English through observation of flash card i.e. pictures on the flash card. The tasks like observe and say, connect the two flash cards, etc enabled students to speak words as well as sentences in English. Simple to complex maxim of teaching will be used for this task.

Task 2 Feel it and Say

The task feels it and say it enables students to describe an object. The procedure to be followed is mentioned below.
a. The student teachers collected various objects like pen, erasers, stick, sponge, stone, elastic, rubber bands, etc and puts them into a jute bag or a cotton bag.

b. The children from the community were then instructed to feel the objects, describe them and thereby identify the object based on the descriptors.

c. The student teachers kept a track/ note the words/ vocabulary generated while describing the object. The student teachers recapitulated/ recalled the vocabulary generated and provided adequate explanation of the terms/ words if required.

**Task 3 Discussing words**

The task discussing words aimed at understanding the meaning and use of selected words (i.e. words identified by the group). The procedure is as follows.

a. The student teachers instructed the children from the community to write at least two difficult words each.

The student teachers then collected all the words and discuss them in detail.

**Task 4 Word Chain**

a. The student teachers instructed the children to sit in a circle.

b. One child was then instructed to say a word in English and the next child gave another word beginning with the last letter of the previous word. Thus each child gave at least one word.

The student teachers then discuss the meaning and use of words stated during the game.

**Task 5 Introduction of one’s self**

Children from the community were asked to introduce themselves in English (Name, Std, School, hobbies and ambition)
Module Component B-3 Scientific Concepts

The content of module component B-3 included numerous concept building activities and presentations on the following scientific concepts:

1. Sound
2. Health and Nutrition
3. Human activities and its impact on environment

Objectives:

1. To enable the student teachers to develop insights into the teaching learning process.
2. To enable the student teachers to communicate in an informal classroom setting and develop insights into classroom interaction process.

Contents: The contents of the module component included experiments and presentations on the above mentioned scientific concepts. The student teachers along with the investigator prepared the contents depicted below.

Concept I: Sound

Experiment 1: Wonder Waves

The aim here was to understand sound experiment aims at explaining the meaning of a sound wave. The activity explained and illustrated that: ‘When you start a vibration, it moves out in all directions like the ripples in a puddle. This is called a sound wave.’

Procedure and methodology: The student teachers will demonstrate the following activity and taught the meaning of sound waves to children from community. This will be followed by demonstration cum observation in groups. The procedure followed is indicted below.

1. Fill the pan half way with tap water.
2. Break the toothpick into 3 or 4 pieces. Put these pieces on top of the water. Be sure they are not touching the pan or each other. They will represent water molecules.
3. Get the paper towel very wet but not dripping. When the water in the pan is still, gently squeeze the paper towel so one drop falls in the middle of the pan. You should see ripples. Which way do the ripples go? Do the toothpicks move as fast as the ripples?

Experiment 2: Bouncing Salt

The aim here was to understand that sound waves can perform work and energy conversion is possible i.e. sound energy to mechanical energy.

Procedure and methodology: The student teacher performed the experiment indicated below and explained that ‘the salt bounces because the plastic is vibrating. The plastic is vibrates because of the sound waves hitting it. Sound is vibrations that travel through the air’. Thus student teachers explained concept of sound and its properties. The procedure followed is indicated below.

1. Pull the plastic tightly over the open end of the large can and hold it while your partner puts the rubber band over it.
2. Sprinkle some salt on top of the plastic.
3. Hold the small can close to the salt and tap the side of the small can with the ruler. What happens to the salt?
4. Try tapping the small can in different spots or holding it in different directions. Find out how you must hold and tap the can to get the salt to move the most.

Concept 2: Health and Nutrition

Content: Power Point Presentation on Keys to a Healthy Body (Refer CD – Appendix 7)

The main points included in the PPT are indicated below.

- Health is a state of complete physical, mental and social well being and not merely an absence of disease or infirmity.
- A diet containing all the nutrients required for proper body functions in appropriate quantity and quality is called a balanced diet.
- Balanced diet consists of
  1. Carbohydrates (Roti, Rice)
2. Proteins (dals, cereals, milk)
3. Minerals and vitamins (fruits)
4. Fats (cream, ghee, milk)
5. Water
6. Roughage (fruits, raw vegetables)

- Regular exercise is necessary to keep our body healthy and fit. Exercises vary with age, physical condition and nature
- Another necessity for health is regular sleep and relaxation. Relaxation improves the working capacity of a person. An activity or recreation which provides a relief from the work of exertion is called relaxation
- Maintenance of personal and domestic hygiene and proper food habits are very essential for keeping good health e.g eating fresh cooked food, keeping food covered, using clean utensils, washing hands before eating.

**Concept 3: Human activities and its impact on environment** (Refer CD attached – appendix 7)

**Content:** Documentaries ‘Jal hi Jivan’ and ‘hame Jine Do’

Both these documentaries focus on human activities and its impact on environment. This concept is a part of the environmental pollution topics present in the science text books of Gujarat State Board.

**Methodology:** Movie View and Review- discussion method was used for imparting this section of module component B-3.

**Module Component B-4**

**Fun with Mathematics**

The content of module component B-4 included numerous concept building activities and presentations on the following mathematical concepts:

1. Banking
2. Special types of quadrilaterals

**Objectives:**
1. To enable the student teachers to develop insights into the teaching learning process.
2. To enable the student teachers to communicate in an informal classroom setting and develop insights into classroom interaction process.
3. To enable the children from the community to understand the mathematical concepts related to banking.

Content and Methodology:

The contents of the module component included following Power Point Presentations and origami activities. A set of questions related to the above mathematical questions were asked to the children from the community in order to understand their level of understanding and concept clarity.

Concept 1: Banking

A Power Point Presentation was used to teach the process of banking. Mock situations were also created in group in order to explain banking process. (Refer CD attached - annexure) Children from the community were made to visit banks with their parents and observe the transaction processes.

Concept 2: Special types of quadrilaterals

The special types of quadrilaterals namely parallelogram, rhombus, trapezium, square and rectangle was explained to the children from the community by using origami activities. The student teachers explained the following properties of the respective quadrilaterals using paper folding and cutting activities. In addition a Power Point Presentation was also used to illustrate the concept. (Refer CD- Appendix 7)

- PARALLELOGRAM
  If the line-segments in each pair of opposite sides of a quadrilateral are parallel, then the quadrilateral is called a parallelogram

- RHOMBUS
  If all the sides of a parallelogram are congruent, then it is called a rhombus. Each rhombus is a parallelogram. All the four sides of a rhombus are congruent.
• RECTANGLE
If all the angles of a parallelogram are right angles, then the quadrilateral is a rectangle. Each rectangle is a parallelogram. All the four angles of a rectangle are congruent.

• SQUARE
If all the sides of a rectangle are congruent, then it is called a square. A Square is a parallelogram, a rhombus, and a rectangle.

• TRAPEZIUM
If in a quadrilateral, line-segments in one pair of opposite sides are parallel and the opposite sides in the other pair are not parallel, then the quadrilateral is called a trapezium.

Component B-5

Computer Fundamentals

The module component B-5 included the computer basics namely MS Office.

Objectives:

1. To enable the student teachers to be techno savvy themselves and also teach the computer fundamentals.
2. To orient the children from the community about MS Office.

The fundamental functions mentioned below were a part of this module component.

Content and Methodology:

Microsoft Paint: The student teachers followed the following steps.

• Orient the children from the community to MS paint.
• Demonstrate the use of the tool box available in Paint.
• Provide guidance and Practice to draw in Paint.
• Test the competence and learning of the children from the community by giving them a task. (To draw a house, a flower, etc.)

Microsoft Word: The student teachers followed the following steps.

• Orient the children from the community to MS Word
- Demonstrate the use of the MS Word.  
  This includes the following operations
  
  1. To create a file.
  2. To write and draw.
  3. To insert images.
  4. to save the file and retrieve when needed.
- Provide guidance and Practice to draw MS Word.
- Test the competence and learning of the children from the community by giving them a task. (A paragraph including text and images will be given for the same.)

**Microsoft Power Point:** The student teachers followed the following steps.

- Orient the children from the community to MS Power Point
- Demonstrate the use of the MS Power Point.
  This includes the following operations
  
  1. To create a file.
  2. To insert and delete slides.
  3. To insert images and text in the slides.
  4. To save the file and retrieve when needed.
  5. To make presentations in slide show mode.
- Provide guidance and Practice to draw MS Power Point.
- Test the competence and learning of the children from the community by giving them a task. (A topic assigned and presentations of same will be viewed in slide show mode.)