B.ED NON FORMAL PROGRAMME
DE – 503 SCHOOL ORGANIZATION AND CLASSROOM MANAGEMENT (SOCM)

ASSIGNMENT # 2:

Q1:- What is student's classification and define its basis of classification?

Ans:-

Student classification is an indicator of the student's level of study. This information is term-specific because student classification may change from one term to the next.

A student's classification reflects his/her classification as of the beginning of a term. Courses taken during Term X are not reflected in Term X's classification.

A student's default classification is determined from his or her academic program, which is reflected in the APS entry. After the entry term (when default classification is used), the APS entry will reflect the updated classification from the student's academic term detail record.

The default classification for undergraduates is freshman. All students start as freshmen or whatever classification is asserted in the APS entry. Each time the Registrar's Office calculates grades, student classification is calculated based on the amount of credit the students have, and the classification changes automatically.

Some graduate academic programs keep students in the same classification throughout their program, so the classification is always the default classification.

Some professional academic programs have classifications that are changed manually from term to term. In these programs, students start at the default classification or whatever classification is asserted in the APS entry.

Q2:- How physical environment of classroom effects the learning process? Decorate your answer with suitable examples.

Ans:-

In this study, the relationship between student affective performance and classroom physical environment, social climate, and management style were investigated in a sample of classes in Hong Kong primary schools. The results of Pearson and canonical correlation analyses indicated that among the measures of classroom environment, perceived quality of physical environment and class master's expert power, personal power, and coercive power were the strongest predictors of affective performance. This finding supports the importance of class master's management style in the classroom environment. Students' attitudes toward school and teachers appeared to be most sensitive to variation in the classroom environment, and self-concept was the least sensitive among the seven student affective measures. Students' self-efficacy of learning and intention to drop out were moderately sensitive to classroom environment. Profiles of effective and ineffective classroom environments were also mapped. In effective classrooms, class masters care for students, pay attention to teaching, do not use force or punishment but do create a good classroom climate with their professional knowledge, personal morality, and personality. Physical environment and psychological environment are both important; a good classroom environment is highly correlated with student affective performance.

Physical Environment of Classroom

Warm, well-run classrooms begin with the room's physical layout — the arrangement of desks and working space, the attractiveness and appeal of bulletin boards, the storage of materials and supplies.

Arranging Space

The physical layout reflects your teaching style. If you want students to collaborate in small groups, for example, organize them around tables or clusters of desks. For frequent whole-group discussions, try a circle or U-shaped desk configuration. If you plan on an individualized, self-paced curriculum, you might set up learning stations.

The physical layout should also reflect you. Don't hesitate to give the room your personal touch with plants, art, rugs, posters, and maybe some cozy pillows for the reading corner.

Author and educator Mike Hopkins points out that personal teaching style and specific educational needs should largely determine how you design your classroom space. Hopkins urges teachers to forget about the way things have always been done and to visit museums, libraries, other schools, and colleagues' classrooms to identify different ways of organizing learning space.

Many teachers prefer to create different areas within the classroom. For example, a classroom might feature a quiet reading corner, a music area where students can play soft music while completing work, a discussion/conversation center, a large table for cooperative projects, spaces for wet or messy projects, multimedia spaces, learning centers or stations, and individual work areas.

Easily accessible materials and supplies can eliminate delays, disruptions, and confusion as students prepare for activities. In poorly arranged classrooms, students spend a lot of time waiting — waiting in line, waiting for help, waiting to begin. To eliminate some waiting, store frequently used items such as scissors and paste in several different areas.

Desk Placement

In many classrooms, the largest amount of space is devoted to the arrangement of individual student desks. Teachers vary greatly on their preferred arrangements, but most agree that the days of 30 desks lined in neat rows and facing the teacher's desk up front are long gone. Instead, some teachers like to arrange desks in cooperative groups of four, while many others prefer a U-shaped configuration, where everyone has a front row seat.

Environmental Preferences

Other important environmental features include temperature, lighting, and noise level. These factors affect students in different ways and are directly related to individual learning styles. Studies suggest that when teachers adjust the environment to students' preferences, the students perform better academically and are better behaved.

How can you address environmental preferences in the classroom? Here are some tips from research and practice:

- **Establish informal furniture arrangements** where students can sit on soft chairs or pillows, or lounge on the carpet. Another myth is that children learn best when sitting up straight in hard chairs. About 75 percent of the total body weight is supported on only four square inches of bone when humans sit up straight in a hard chair, so it is easy to understand how the resulting stress on the buttock tissues causes fatigue, discomfort, and the need for frequent changes in posture. Research supports the common-sense notion that many students pay better attention and achieve higher grades in more comfortable settings.

- **Establish listening stations** with headsets for children who need sound, **and quiet study areas** for those who work best in silence. Many children disprove another commonly held conception: that silence helps kids concentrate better.

- **Help students become aware of their own temperature preferences and** encourage them to dress accordingly. Temperature preferences vary

dramatically, and most children can't concentrate when they are either too cool or too warm.

Q3:- Write a note on the following:

(a) School Building
(b) Play Ground

Ans:-

(a)   School Building

A **school** is an institution designed for the teaching of students (or "pupils") under the supervision of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students progress through a series of schools. The names for these schools vary by country (discussed in the Regional section below), but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught is commonly called a university college or university.

In addition to these core schools, students in a given country may also attend schools before and after primary and secondary education. Kindergarten or pre-school provide some schooling to very young children (typically ages 3–5). University, vocational school, college or seminary may be available after secondary school. A school may also be dedicated to one particular field, such as a school of economics or a school of dance. Alternative schools may provide nontraditional curriculum and methods.

There are also non-government schools, called private schools. Private schools may be for children with special needs when the government does not supply for them; religious, such as Christian schools, hawzas, yeshivas, and others; or schools that have a higher standard of education or seek to foster other personal achievements. Schools for adults include institutions of corporate training, Military education and training and business schools.

In home schooling and online schools, teaching and learning take place outside of a traditional school building.

School ownership and operation

Many schools are owned or funded by states. Private schools operate independently from the government. Private schools usually rely on fees from families whose children attend the school for funding; however, sometimes such schools also receive government support (for example, through School vouchers). Many private schools are affiliated with a particular religion; these are known as parochial schools.

Components of most schools

Schools are organized spaces purposed for teaching and learning. The classrooms, where teachers teach and students learn, are of central importance, but typical schools have many other areas, which may include:

- A Cafeteria (Commons), dining hall or canteen where students eat lunch and often breakfast and snacks.
- Athletic field, playground, gym, and/or track place where students participating in sports or physical education practice
- Auditorium or hall where student theatrical and musical productions can be staged and where all-school events such as assemblies are held
- Office where the administrative work of the school is done
- Library where students consult and check out books and magazines and often use computers
- Specialized classrooms including laboratories for science education
- Computer labs where computer-based work is done and the internet accessed

School security

To curtail violence, some schools have added CCTV surveillance cameras. This is especially common in schools with excessive gang activity or violence.

The safety of staff and students is increasingly becoming an issue for school communities, an issue most schools are addressing through improved security. After mass shootings such as the Columbine High School massacre and the Virginia Tech incident, many school administrators in the United States have created plans to protect students and staff in the event of a school shooting. Some have also taken measures such as installing metal detectors or video surveillance. Others have even taken measures such as having the children swipe identification cards as they board the school bus. For some schools, these plans have included the use of door numbering to aid public safety response.

Other security concerns faced by schools include bomb threats, gangs, vandalism, and bullying.

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(b)   Playground

Combination playground structure for small children; slides, climbers (stairs in this case), playhouse

A playground or play area is a place with a specific design for children be able to play there. It may be indoors but is typically outdoors (where it may be called a tot lot in some regions.)

Modern playgrounds often have recreational equipment such as the see-saw, merry-go-round, swingset, slide, jungle gym, chin-up bars, sandbox, spring rider, monkey bars, overhead ladder, trapeze rings, playhouses, and mazes, many of which help children develop physical coordination, strength, and flexibility, as well as providing recreation and enjoyment. Common in modern playgrounds are "play structures" that link many different pieces of equipment.

Playgrounds often also have facilities for playing informal games of adult sports, such as a baseball, adiamond, a skating arena, a basketball court, or a tether ball.
"Public" playground equipment refers to equipment intended for use in the play areas of parks, schools, child care facilities, institutions, multiple family dwellings, restaurants, resorts, and recreational developments, and other areas of public use.
A type of playground called a playscape is designed to provide a safe environment for play in a natural setting.
Recognizing the need for such, former President Theodore Roosevelt stated in 1907:

> City streets are unsatisfactory playgrounds for children because of the danger, because most good games are against the law, because they are too hot in summer, and because in crowded sections of the city they are apt to be schools of crime. Neither do small back yards nor ornamental grass plots meet the needs of any but the very small children. Older children who would play vigorous games must have places especially set aside for them; and, since play is a fundamental need, playgrounds should be provided for every child as much as schools. This means that they must be distributed over the cities in such a way as to be within walking distance of every boy and girl, as most children can not afford to pay carfare.

Professionals recognize that the [social skills](#) that children develop on the playground become lifelong skill sets that are carried forward into their adulthood. Independent research concludes that playgrounds are among the most important environments for children outside the home. Most forms of play are essential for healthy development, but free, spontaneous play—the kind that occurs on playgrounds—is the most beneficial type of play.

Playground safety

Sometimes the safety of playgrounds is disputed in school or among regulators. Over at least the last twenty years, the kinds of equipment to be found in playgrounds has changed, often towards safer equipment built with modern materials. For example, an older jungle gym might be constructed entirely from steel bars, while newer ones tend to have a minimal steel framework while providing a web of [nylon](#) ropes for children to climb on. Playgrounds with equipment that children may fall off often use [mulch](#) on the ground to help cushion the impact.

Risk Factors

- On public playgrounds, more injuries occur on climbers than on any other equipment.
- On home playgrounds, swings are responsible for most injuries.
- A study in New York City found that playgrounds in low-income areas had more maintenance-related hazards than playgrounds in high-income areas. For example, playgrounds in low-income areas had significantly more trash, rusty play equipment, and damaged fall surfaces.

Q4:- How Audio-Visual Aids help a teacher to enhance and accelerate the teaching learning process at Secondary School Level.

Ans:-

The Uses of Audio-Visual Aids in Teaching

Audio-visual aids in the classroom can enhance teaching methods and improve student comprehension. Today's technology offers many choices to the informed educator who wishes to capitalize on a new generation's appetite for multimedia presentations. Lesson plans that incorporate the use of audio-visual aids should be consistent with curriculum objectives and not segued improperly.

1. Auditory Learners and Aids
o Auditory learners focus more on the spoken word rather than the written one. Taped recordings of lectures or movies are helpful to auditory learners because they pick up on speech nuances such as tone and pitch. Computers with speech-recognition devices will also help auditory learners to process and retain information better than just reading from a textbook. Students with hearing disabilities will also benefit from teachers who use microphones while lecturing.

Visual Learners and Aids

o Slide projectors have given way to PowerPoint presentations in the modern classroom, but the concept is the same. Visual learners understand meaning through graphic portrayals such as charts, illustrations and diagrams. Teachers that take the time to compose or find visual supplements to accompany their lectures help to greatly augment learning potential. The old adage that "a picture is worth a thousand words" still rings true, especially in today's image-submerged society.

Movie Clips

o Incorporating a YouTube moment or any other instructional video clip into a lesson plan can greatly increase understanding as well as enjoyment during the learning process. If an interactive white board with Internet capabilities is not available, many video clips from the web can be downloaded and embedded in a PowerPoint presentation for classroom purposes. Be sure to prepare students before watching the clip by telling them what to expect or what to look for and then following up with discussion questions that tie in to the lesson plan.

Special Education Students

o Students with special needs often require information to be presented to them in several different formats before they can adequately understand a concept or process information. Playing a book on tape while

simultaneously reading together in class is a good way to reinforce material. Videos that deal with the targeted subject matter can be shown afterwards to further augment learning.

Q5:- Define Co-Curricular Activity and explain basic principles of organizing Co-Curricular activities at School Level.

Ans:-

Definition

A co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. Co-curricular activities are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits. It is the intent of the School Committee by this policy to encourage academic effort and achievement by the students of the Portland Public Schools.
"Co-curricular activities" means activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board of Education; "co-curricular activities" also includes the pupil clubs, associations, and organizations that conduct those activities. "Co-curricular activities" does not include athletic competitions or practices or athletic teams or organizations.

Co-curricular activities (CCAs), previously known as Extracurricular Activities (ECA) are activities that educational organizations in some parts of the world create for school students. They are activities which all school students must attend alongside. In Singapore, the policy was introduced by the Ministry of Education, which believes extra activities for school students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence. At higher levels of education, CCA participation may even translate into academic points.

Principles Of Organizing Co-Curricular Activities
Looking at the list of various types of activities, the question will arise in your mind is how do these activities help us in achieving the objectives of education. Also what is the need and importance of these activities? Let us first discuss the advantages. Curricular activities have a number of values like;

1. Educational value,
2. Psychological Values,
3. Development of Social Values,
4. Development of Civic Values,
5. Physical Development Values,
6. Recreational Values,
7. Cultural Values,

Let us discuss them one by one.

1. Educational Value

These activities have great "educational" potential. All classroom teaching is theoretical.
Practical knowledge can be imparted through co-curricular activities.
Excursions and tours provide firsthand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc.
Language and expression improves through debates and recitations. . Teaching of History gets vitalized by dramatization.
Practical lessons in civics can be given through student self-government.
School magazines teach students the art of writing forcefully and effectively.
Celebration of functions develops organizational capacities and leadership qualities in students.
Projects provide direct learning opportunities.

2. Psychological Value
These activities as the name suggests meet the psychological needs of the students, mainly with reference to social demands of the pupils. They help in expressing personal behavior and provide a vehicle for creative thinking.

a) These Activities act as Agent for Sublimation of the Instincts
Co-curricular activities are a means of channelizing students' instincts into healthy and fruitful channels e.g. instinct of curiosity can be fruitfully channelized by library, stamp and coin collection etc. The instinct of gregariousness can be directed through self-government, social service and other group work.

b) Emotional 'Health
A student is a bundle of innate urges or drives. It is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide valuable opportunities in which these drives may be capitalized for educational benefit.
But fortunately or unfortunately, they may not come up to the required expectation e.g. some students who are backward in studies develop inferiority complex and find school life disgusting and can get emotionally unbalanced. Such activities provide a means of emotional adjustment for students.

C) To' Increase the Interest of Students
A student who gives his time and effort to his school is, therefore, more interested in it, because of his contributions e.g. the athlete talks about school spirit.

d) Recognition of Individual Differences Co-curricular Activities
By providing a number of co-curricular activities, we can ensure the expression of potential capacities of each individual e.g. writing, public speaking, dramatics, painting, different games and sports, organization of functions etc. which provide training in different aspects of personality of students. These activities, thus, cater to aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation.

3. Development of Social Value
Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach through school subjects like Languages, Mathematics or

Social Sciences. By 'participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group.

Through team activities, students learn social cooperation. They develop group spirit, 'we' - feeling, belongingness, unity and ability to be co-operative.

4. Development of Civic Value

In group activities students learn the value of doing one's duty. For example, students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Co curricular activities offer many opportunities for the development of self-discipline e.g. NCC and ACC. They develop in students a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace.

Secondly, the school is a miniature society and the activities of the school should have direct relations with the activities of the society.

Qualities like initiative and leadership are not always developed in a classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision-making, judgment, tolerance etc. These qualities are required for a democratic society. Many girls and boys have little practice in controlling themselves and in directing their own affairs.

They have not developed the ability to do these things. As a result, when they are placed in settings that demand self-direction, they are lost. Co-curricular activities provide numerous situations in which students may gradually get increasing responsibilities for their own direction.

The settings for developing these carry-over values must be definitely provided. A school must be a workshop in democracy.

The traits and qualities of leadership are developed in students, when they organize these activities by themselves under the guidance of teachers. Students learn to plan, organize and

I execute the plan that has been developed. This develops in them initiative, planning, thinking and power of independent judgment.

These activities provide excellent moral training. Through these activities are learnt the importance of obeying the law, rules and regulations, love for truth and above all, these activities develop moral consciousness by providing moral experiences. For example, a boy in charge of finances has to act honestly. On the play field, one has to show sportsman spirit.

5. Physical Development Value

While games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contribute to it. These activities provide a useful channel for the growth and development of the body.

6. Recreational Value

Lack of ability and training in proper utilization of one's leisure time is one of the major defects in our present system of education. By providing and organizing various activities, we provide wholesome opportunities to our students, rather than to spend their spare time in undesirable activities e.g. Movies, **TV,** idle talk etc. Hobbies developed at the secondary school stage become lifelong habits.