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# UNIT 9 GROUP-CONTROLLED INSTRUCTION

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## 9.1 INTRODUCTION

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You have studied in the previous two units the teacher-controlled instruction and learner-controlled instruction. In Unit 7, you have studied various methods of teaching where the teacher performs the major responsibility of transmitting information. Lecture, demonstration, team teaching and activity-based instruction are the methods of teaching in which the teacher is more active than the students. In Unit 8, you have studied that there are some methods of learning where the students make efforts and generate/discover new knowledge. The students adopt the method of self-learning, of course, under the guidance and supervision of the teacher. Programmed instruction, computer-assisted learning, project work, etc., are self-learning methods in which the students play dominant role in enhancing their learning.

In this unit you will learn about group-controlled instruction. The instructional activities here are organised in a group or sub-groups where all the members interact with each other. It is through this interaction that the students attain certain objectives like critical ability to examine others' views, express their own views, development of creativity, etc. In addition to these, the ability to cooperate and get along with others are essential and the need of the day; these need to be developed in students. Group activities with potential to attain these objectives come under group-controlled instruction. In this unit you will study what group-controlled instruction is, how it is organised and how students' performance should be evaluated in the group-controlled instruction.

The main purpose of this unit is to give you an overall view of the different phases of organising group-controlled instruction and related issues. This has been done with specific reference to the skills required to organise group-controlled instruction at the secondary school level.

## 9.2 OBJECTIVES

After going through this unit you should be able to

- define and describe the concept of group-controlled instruction
- identify the elements of interactive sessions
- discuss pre-interactive, interactive and post-interactive session activities
- describe the advantages and procedure of organising cooperative learning
- describe the procedure of conducting group-investigation and group projects
- explain the procedure for evaluating group-controlled instruction.

## 9.3 GROUP-CONTROLLED INSTRUCTION (GCI) : THE CONCEPT

In Indian classrooms today there is lot of emphasis these days on cognitive development due to the instructional procedures adopted in the schools. This is mainly because we depend heavily on teacher-controlled instruction methods such as lecture, demonstration, etc. Due to this, the development of certain skills in students remains ignored. Therefore, it is essential, that group-controlled instruction be organised in schools. You may be keen to know what is this group-controlled instruction (GCI). Let us understand the concept of GCI more closely before we discuss the procedures to organise GCI at the school level.

### 9.3.1 Group-Controlled Instruction : Concept and Definition

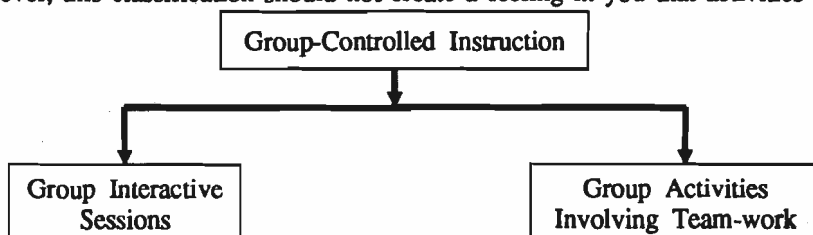
When instruction is organised in such a manner that students carry out the instructional activities together in a group it is called GCI. GCI is based on the fact that every member of the group actively participates in the instructional activity. Learning takes place due to interaction among the group members and learning by doing work in the group with the support of each other. Thus, learning in this mode of instruction is controlled by the interactive climate generated by the group working as a team with mutual support. Therefore, GCI may be defined as the mode of instruction wherein learning is dependent on group interaction or mutual support of group members. You might have noticed that in this type of instructional method, the group takes up the responsibility of organising learning tasks.

### 9.3.2 Importance of Group-Controlled Instruction

Both the teacher-controlled instruction and the learner-controlled instruction are effective modes of instruction mainly for cognitive and skill development of individuals. In these modes of instruction the individuals develop a feeling of competing with one another, defeating one another. It spoils the innocent fun of children and of young students. It also does not educate students on how to lead a harmonious life in the society. Therefore, it is important to supplement these two modes of instruction with group-controlled instruction. Group-controlled instruction provides deeper understanding of knowledge through participation in group work including discussion. It develops the power of expression, critical thinking, tolerance, belongingness, trust, team spirit, habit of helping each other, etc. Thus, GCI can help prepare knowledgeable and skilled humanbeings who could support a society with democratic values leading to harmonious life, prosperity and happiness.

### 9.3.3 Types of Group-Controlled Instruction

Considering the nature of activities organised under group-controlled instruction, GCI can be divided into two broad categories, viz., group interactive sessions and activities involving team work. However, this classification should not create a feeling in you that activities which



involve team-work do not have any interaction. These activities also have interaction. It is only the emphasis of interaction and team work and the nature of instructional activities on the bases of which classification is based.

In group interactive sessions, students make a presentation on some topic and discuss it in a group. Through interaction, they acquire the ability to clearly express their views, critically examine others' views, and tolerate others' views and reactions. Thus, students develop their expression power, tolerance, critical thinking, ability to argue without causing offence. Group activities involving team work develop the ability to work in teams. They also develop the spirit of togetherness, belongingness, trust and cooperation.

We shall discuss interactive sessions and group activities involving team work in Sections 9.4 and 9.5 respectively. You should clearly understand each type of these activities and try to equip yourself in organising both types of group-controlled instruction in your school.

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## 9.4 GROUP INTERACTIVE SESSIONS

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You should always remember that an intellectual discussion takes place in the group interactive session. In these discussion sessions the group members interact with each other by asking questions, seeking clarifications, giving their own views, examining others' views, arguing the decisions, etc. In other words, in group interactive sessions a theme or topic is presented or initiated by some one, either by a member of the group or a teacher. You as a teacher can initiate a discussion and then allow the members of the group to participate and manage the session. If you have to conduct an interactive session in your class, you should know its basic elements and the procedure of organising group interactive sessions. Let us discuss both these issues in detail.

### 9.4.1 Elements of Interactive Sessions

To organise an interactive session in a secondary or senior secondary school either all the students of the class can take part in an instructional task as a group or the class can be divided into smaller groups and given separate activities to work on. There are four main elements of interactive sessions:

- Chairperson
- Speaker
- Participants, and
- Recorder

In such a group activity one member from the group is chosen as the chairperson or coordinator of the session. The person conducts the proceedings of the session. The coordinator need not necessarily be the teacher or an expert. One of the students (group members) may act as the coordinator. The coordinator is one of the important elements in an interactive session. It may also be noted that students can not take part in discussion until they have some briefing about the topic. Therefore, it is essential that you should make the students aware of the instructional activity and present a brief note according to the requirement. This member of the group is called the speaker and is the second element of interactive session. Meaningful interaction can take place only when individual members of the group participate in the discussion. All members of the group are participants in the interactive session. These participants are the third element of the session. The proceedings of the sessions may be systematically observed and recorded by a member. This person is called the observer or the recorder and (s)he is fourth element of the interactive sessions.

### 9.4.2 Pre-interactive Session Activities

For organising interactive sessions at the secondary school stage one should keep in mind that our students are not trained in organising group-controlled instruction. The seating arrangements in our classrooms are also not suitable for interactive sessions. The importance of interactive sessions has not been adequately realised: because of this interactive sessions are seldom organised in our schools. Due to these reasons organising interactive session can be a challenge for you as a school teacher. Accept the challenge; you will be successful if you systematically follow the steps of organising interactive sessions. We present here the steps you should follow while organising group interactive sessions in your class. These steps are suggestive and you can modify them to suit the requirements of your students.

- i) **Assign separate weightage to interactive sessions:** In order to organise interactive sessions, it is necessary that the activity should be considered important in the school time table. This will give legitimacy and due weightage to interactive sessions. This will also make it a compulsory activity for all the students in your course and will develop seriousness on the part of teacher and students.
- ii) **Allocation of topics:** You should allocate the topic(s) to the students so that they can prepare for presentation. It is better to give students only a small portion which they can prepare and present in about 20 minutes. Lengthy topics should be presented by different students. You may also suggest some referene books to the students. The work of topic allocation may be taken up just after the reopening of the school, within first 10-15 days. This will enable students to prepare their topics in time to start interactive sessions at an early date, so that each student may get a chance to present. As a teacher, you should keep a record of the portions allotted to various students.
- iii) **Decide the dates of presentation:** The dates of presentation should be fixed for each student in the beginning itself. This may be notified also. Students may be asked to prepare the write-ups in advance. More confident and capable students should be given early dates.
- iv) **Guiding and motivating students for preparation of write-ups:** In order to ensure that every student prepares a write-up, you should encourage students to start work immediately, such as reading books on the topic, etc. You should guide the students regarding reference books and also in the preparation of write-ups. Providing continuous motivation to the students may be essential for you as a teacher.
- v) **Making seating arrangement:** You should remember that an interactive session requires a seating arrangement of the kind that enables all participants to see and listen to each other. For this reason circular arrangement is the most effective. The school should ideally have a room where furniture is arranged in a circular form. This room could be utilised by different classes during different periods. But, providing a room exclusively for this purpose may be difficult for many schools. It is, therefore, suggested that such room should be optimally used for various curricular and co-curricular activities in the school. Reshuffling of furniture is also easy in the same class. Seating arrangement for interactive sessions is shown in the Figure 9.1.



Fig. 9.1 : Seating Arrangement for a Group Interactive Class.

If you find that even this reshuffling is not possible, you can ask the students to spread a carpet and sit on the ground in a circle. This arrangement should be possible in all the schools. (See Figure 9.2)

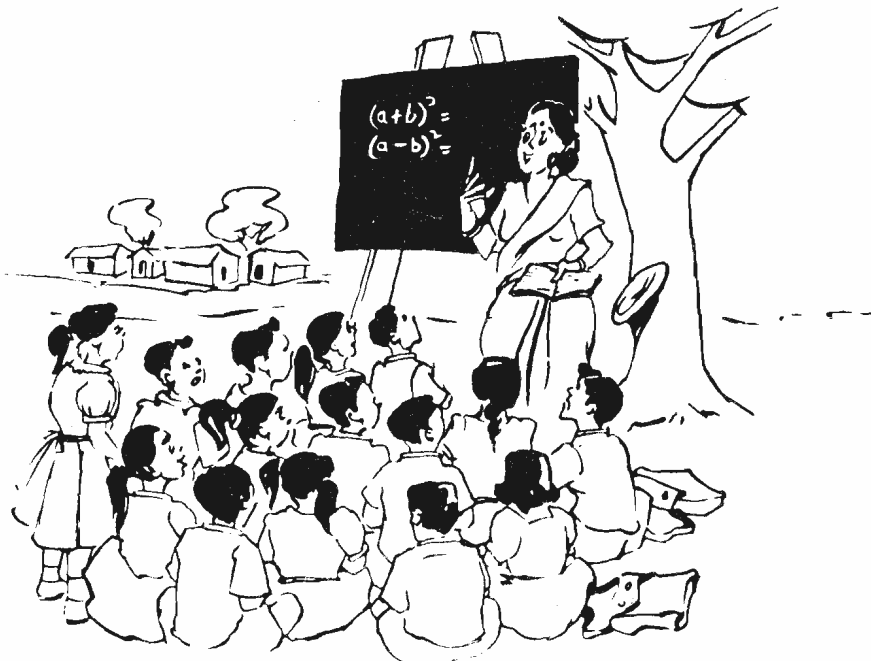


Fig. 9.2 : Sitting on the Ground.

- vi) **Orientation of the students:** For conducting effective interactive sessions at school, you should orient your students about the interactive session. You should state the purpose of the interactive sessions. You should clearly inform the students what they are expected to do during the interactive session. You should also tell them that they will be evaluated on the basis of the write-ups they prepare, presentation they make and their participation in the discussion. The students, therefore, should know their role and the process of evaluation.
- vii) **Circulating write-ups :** An interactive session requires that the student should prepare a write-up which may be brief or a detailed one. The write-up may be circulated among all the participants one or two days in advance so that they go through it and come prepared in the session. This responsibility may be assigned to the student who has to make the presentation.
- viii) **Demonstration involving team of teachers:** At the school stage, it is necessary that the first presentation should be made by the teachers. The chairperson and recorder also may be teachers. The students should be encouraged to take part alongwith the participating teachers. Students should be asked in the beginning itself to observe the entire proceedings of the session so that later on they can conduct the sessions independently in the same manner.

**Check Your Progress 1**

Notes : a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

i) List the pre-interactive session activities.

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ii)	Is it necessary to give separate weightage to interactive sessions? Why?
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iii)	What care will you take in allocating the topics and deciding dates for presentation?
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### 9.4.3 Conducting Interactive Sessions

Conducting an interactive session is the responsibility of the chairperson. In your class, it would be advisable that you should function as the chairperson to conduct the proceedings. School children may show a lot of hesitation in participating in group discussion. Your initiative, encouragement and guidance will ensure meaningful interaction in the group. You can function as an elaborator, moderator and controller. Once the students acquire confidence in them, they can be given responsibility to organise sessions independently. Nevertheless your role in organising group interactive sessions is very crucial. Some of the important activities that you may have to perform are as follow:

- i) **Initiator:** Interactive sessions should be a regular instructional activity in the school. Once it becomes a part of overall teaching learning strategies, the students would develop necessary skills to actively participate in pedagogic interactions and acquire knowledge. You can call upon the student who has to make presentation and introduce the topic raising one or two important issues to which the entire group may pay attention. For this you should go through the topic beforehand. After a brief introduction you should request the speaker to make the presentation. As soon as the speaker completes the presentation, you should help the participants to recall, in a nutshell, the main points of the discussion.

As our students are not acquainted with group interaction, you should tell them some rules for participating in and learning from interactive sessions. Some of these important rules are as under:

- Participants should raise their hands before asking questions and wait for the chairperson's permission.
- All the questions should be addressed to the chairperson.
- No participant will interrupt in another participant's talk and will speak only when the speaker has completed his presentation. In other words, students should take turns for speaking.

- ii) **Motivator:** You may find that many students do not take active part in the discussion. At the school level it is mainly due to the reason that students in the beginning can not gather up enough courage to speak in a group. Some students generally feel shy and hence withdraw themselves from active participation in discussion. Some students do not interact because of the fear that they may commit mistakes. As a result, many students prefer to become just passive listeners. In order to ensure that every student participates in discussion, you should make some effort to motivate the students. You should invite, by name, those participants who are passive listeners and ask them whether they have anything to contribute. You should remain alert and read the facial expression of the individual student whether he/she feels like asking questions but does not raise his/her hand. Such students should be motivated to express their ideas. You should encourage them to participate in discussion. You should be polite in your behaviour. You should

- appreciate the views expressed by the students. This, in turn, will ensure their willing participation in the teaching-learning process.
- iii) **Facilitator:** The students may expect you to clarify the issues and ideas, and occasionally raise questions when these are not clear to the group. You should summarise the ideas expressed by the participants. Sometimes when arguments and counter arguments start on a point of discussion and different participants give almost the same views, you can give your judgement and conclude, and ask the students to proceed to the next issue. But it should also be kept in mind that you should not become the main speaker; you should rather be an attentive listener than a compulsive speaker.
  - iv) **Elaborator:** At the school stage you may find that many participants face difficulty in expressing their ideas in proper words. They may not have mastery over the subject. Sometimes the participant may express a concept which is not correct. In such a situation you should elaborate the views expressed by the students. In other words, you should facilitate them in asking questions or raising points. You should clarify the questions which are not clear to the group.
  - v) **Moderator:** As a moderator one requires the ability to moderate the time taken by the participants to express their thoughts, feelings, opinions, directions and suggestions. You are required to moderate the overall environment of interactive sessions with a view to maintaining the warmth of the interpersonal feelings and providing all participants a chance to take part in discussion.

In order to provide each participant reasonable opportunity, you should decide the policy regarding organisation of interactive sessions and inform participants about it in the beginning of the session. You should keep the total time allotted to the interactive session in mind and organise the session in such a way that every student get a chance to express his/her ideas. If the ideas expressed by a participant are novel, he/she may be permitted to speak a little longer. Repetition of the views should be avoided.

At times, the points on which interaction is taking place may create tension and generate a few intense (if not bitter) feelings among participants. It happens in all such situations where participants tend to identify themselves with certain views. When such bitter feelings are created, you should maintain neutrality and in your capacity as the moderator, you should mediate and sum up without hurting anybody's feelings.

- vi) **Controller:** An interactive session can be considered successful when it is organised systematically and purposefully. At times the discussion goes beyond the context, in such a situation you should bring participants back to the main theme of discussion. You have to control and regulate the conflicting view points which arise due to dogmatic opinions of the participants. (Please refer to Figure 9.3)

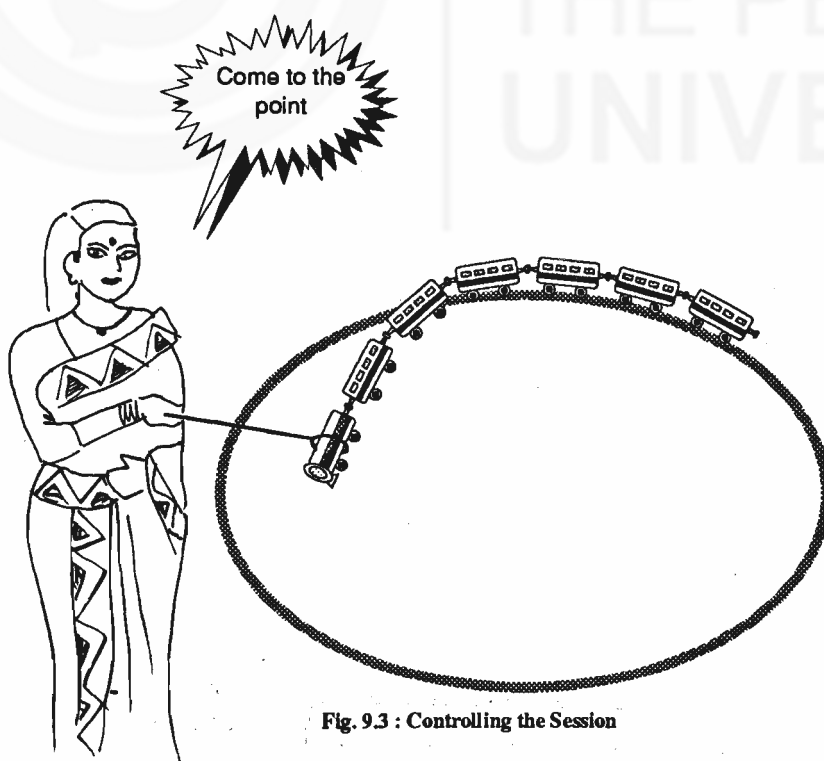


Fig. 9.3 : Controlling the Session

**Closing the interactive session:** You should close the session within the time allotted or when the participants have nothing more to contribute. Before closing the session, it is desirable that you should highlight and summarise the views and arguments expressed during the discussion. For this purpose, you should take notes during the session. You should also make some remarks on the conduct of the session as well. This may be done without any personal references and without hurting the feelings of participants. You should commend desirable behaviours and caution against undesirable ones.

### 9.4.4 Interactive Sessions Conducted by Students

When group-controlled instruction becomes a regular feature in your school, you may find that one period is too small for an interactive session. It would be essential to divide the class into smaller groups and discuss the assigned topic or the problem in a more satisfactory manner.

This arrangement will ensure that all the students take part in discussion. In a small group, students themselves can choose one of them as the chairperson who will take the responsibility of conducting the session. In the absence of the teacher some students who otherwise do not take part in discussion due to fear of committing mistakes, etc., may take part in the discussion. However, such an arrangement should be made only when the students have observed 8-10 interactive sessions chaired by you. It would also be advisable that in some sessions you should be present as a participant and allow the students to chair the sessions. During such sessions you should, however, guide the interaction and provide feedback to the chairperson. This would enable the students to conduct the interactive session by themselves.

#### Check Your Progress 2

- Notes:** a) Write your answers in the space given below.  
 b) Compare your answers with those given at the end of the unit.

i) State the main roles of a chairperson in an interactive session.

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ii) State your role as a facilitator and elaborator of an interactive session.

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iii) What will you do as a moderator?

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iv) What will be your role when an interactive session is being organised by students?

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### 9.4.5 Post-interactive Session Activities

Interactive sessions organised under group-controlled instruction in the school are an integral part of the entire instructional process. The objective of post-interactive session activities is to integrate these activities with the entire instruction. You, being the organiser of an interactive session, should have a clear idea about what precedes and succeeds an interactive session. You have to undertake some of the post-interactive session activities in the school. Chief among these activities are the following:

- Organising lecture-discussion
- Providing references and encouraging them to use library resources and prepare notes.
- Organising practical or field-based activities, if necessary these may be discussed.
- Assessing the gain in their knowledge, skills and attitude.

The post-interactive session activities include collection of students' reactions, opinions and suggestions on the conduct and effectiveness of the interactive sessions. You can use your students' views for modifying and improving interactive sessions.

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## 9.5 GROUP ACTIVITIES INVOLVING TEAMWORK

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As stated earlier, group-controlled instruction is of two types, one involving interactive sessions which you have just gone through and the other based on group activities involving team work. In this section you will study those activities which involve team mode and the process of their organisation. These activities can be organised regularly for various subjects like maths, science, social studies and languages. Considering the nature and the procedure of organising these activities, there are three methods of learning involving team work, viz., cooperative learning, group project and group investigations. Let us discuss each of these methods in detail.

### 9.5.1 Cooperative Learning Methods

In order to develop in students the skill of cooperation, belongingness and team spirit and to reduce individual competition amongst them, you should adopt the cooperative learning methods. Cooperative learning is not individual learning but group or peer learning. In cooperative learning, students work together to achieve a common goal. There is greater participation and involvement of the students in cooperative learning. Cooperative learning generates more intrinsic motivation than does individualised learning. The feeling of belongingness produces positive attitudes and team spirit in the students. Cooperative learning is specifically useful for learning various skills and knowledge. You should, therefore, be familiar with the process of organising cooperative learning in your class or school. You may follow the steps suggested below:

- i) **Organising cooperative learning:** For organising cooperative learning, you should ensure that students work in groups and each group member works in a cooperative manner to achieve the common goal. The specific activities you have to organise are as follows:
  - a) **Formation of groups :** You should divide the class into small groups. While forming groups, you should keep in mind the heterogeneity among students in respect of sex, intelligence, religion, etc. Each group should consist of a cross-section of the class: boys, girls; above average, average and below average students in terms of intelligence. You should try to form groups by including students from different communities.
  - b) **Preparation of cooperative learning sheets:** You should prepare these sheets for all the topics to be taught through cooperative learning. These learning sheets consist of objectives, activities to be done by the group members in accordance with the content of the topic and evaluation items based on the objectives.
  - c) **Orientation to the students:** As students are used to working individually, they have to be oriented properly to work together. You should inform them about how cooperative learning will be organised. Every learning point should be discussed collectively. A student who does not understand could be explained well by another student. They should work as a team to achieve the set goals. They should be informed that they will not be evaluated individually; rather the entire group

performance will be assessed. The group as a whole should ensure that every individual members of the group learns every concept. Average performance of the group will be the index of group learning or progress.

- d) **Conducting the cooperative learning session:** You should allot time for cooperative learning sessions and distribute cooperative learning sheets to the groups. All groups should carry out learning activities according to guidelines given in the sheets. These learning sheets should provide flexibility to the students. The students may modify the activities according to the requirement of the group members. They may discuss the problem, ask questions, explain concepts and solve problems according to their convenience. Every member may be evaluated by the group. If a member commits mistakes, he may be helped by others. At this stage you should observe how cooperatively the groups are working. You should give feedback to each group about whether they are proceeding in the right direction and gaining from the session. Finally, the group should report about what they have done and how they have performed. The performance reported should be the average performance of the group.

ii) **Advantages of cooperative learning:** In cooperative learning an informal situation is created based on mutual dependence, feeling of being-accepted, liked and supported by fellow students. They have the freedom to explore their ideas, discuss with their friends and sharpen their thinking and actions, get help and provide support to others. Thus cooperative learning is quite advantageous to students. The main advantages of cooperative learning are as follows:

- Students are often able to translate the teacher’s language into their own language and enrich their understanding.
- Students learn by actually participating in the teaching-learning process. The students have to organise their thoughts to explain ideas to their mates. They engage themselves in cognitive elaboration that greatly enhances their understanding.
- Students can provide individual attention to and get assistance from one another. As they can freely seek assistance from fellow students in cooperative learning, their achievement will be much higher.

**Check Your Progress 3**

Notes : a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

i) State, in 5-6 lines, the meaning of cooperative learning.

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ii) Main activities to be carried out by the teacher to organise cooperative learning are:

a) ..... b) .....

c) ..... d) .....

iii) What criteria will you keep in mind while forming the groups?

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iv) What does a cooperative learning sheet consist of?

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v) What role a teacher will perform in conducting the cooperative learning session?

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vi) State the main advantages of cooperative learning.

- a) .....
- b) .....
- c) .....

## 9.5.2 Group Investigation

At the school stage certain topics are such which raise doubts and questions in the minds of the students and for those they do not find answers in the textbooks. To answer such questions requires investigation into the phenomenon. Problems/questions whose answers are not readily available require investigation. Some of the problems are such that no individual student can investigate these by himself. It is, therefore, desirable to carry out group investigation in such a situation. The process in which a group of students selects problems/questions and tries to find out their solutions collectively in a scientific manner is called group investigation.

**Organising a group investigation:** In order to take up group investigation as an instructional activity at the school stage and to make it successful your guidance to students is very much essential. Do you know how a group investigation should be carried out? It is necessary for you, as a teacher, to know what are the different phases through which group investigation proceeds. A class engaged in a group investigation will through the following phases:

- **Selection of problem:** You may indicate some exemplar problems and guide the groups to select a suitable problem for investigation.
- **Cooperative planning:** The members of the group will plan their work regarding collection of evidence, sources of evidence, and allocation of work among members. They should also estimate the time to be devoted to investigation work. Besides collecting data from various sources, the group should also plan about how data will be analysed and who will do the analysis. They should also decide the way the report on the investigation will be prepared. For each activity, time must be estimated.
- **Implementation:** Work should be started according to the plan. Every member should try his/her best to complete the activities within the stipulated time. Evidence from all the sources and areas should be collected.
- **Analysis and synthesis:** The collected evidence should be analysed and synthesised logically in order to arrive at valid results.
- **Preparation of report and presentation:** A brief report of the work done should be prepared by each group. The report should include information about how the work was done and what findings were arrived at. The report should not be of more than a few pages. It should not be a very technical report but just a write-up which should be presented by the coordinator of each group.
- **Evaluation:** You should evaluate the work of each team on the basis of your observations of the group's way of solving the problem. You should judge, whether evidence collected are adequate and valid and solutions arrived at are logical and based on facts. You should provide feedback to the group.

The group investigation, as a group-controlled activity, requires a lot of your guidance to be successful. The knowledge gained through this type of instruction promotes deeper understanding of how children learn in groups as well as individually.

### 9.5.3 Group Projects

You have studied in the preceding sub-section about group investigation as a group-controlled method of learning. In some situations, group investigation may be a project work. Thus project work is a broader concept which includes investigation or any other activity which may be completed in itself. At the school stage there are several activities which can not be completed by an individual and which require a group of students to work together. For example, the activities presented below can be taken up as group projects:

- Presentation of models of different types of houses in a particular region of the country
- Models of hydro-electric power generators
- Models of different types of dams
- Plantation and care of house-hold plants
- Study of a country's location, climate, crops, people and industries, and presenting them in the form of charts, maps, etc.
- Preparation of models of different organs of the body
- Conducting market surveys, etc.

A group project means a planned set of activities which are undertaken by a group of students with defined objectives and which results in a finished product or practical accomplishment. In a group project, students learn by developing collectively a plan of action related to the subject matter to be learnt through their whole-hearted involvement in the activities. The course of action should be complete in itself. There are definite, but not rigid, steps to be followed in completing a group project work.

**Steps in a group project:** A group project involves the following steps:

- **Formation of groups:** The whole class may be divided into small groups of 5-7 students, keeping in mind the heterogeneity criteria.
- **proposing:** At this stage the decisions are made about what is to be done. The objectives of the project are stated explicitly. The students may need your guidance in selecting the project and stating its objectives.
- **Planning:** In group project various means to attain objectives are considered and the most appropriate means are selected. Some action plan is also chalked out according to the group decisions. Appropriate activities are identified and allotted to different members of the group. Project work is planned in such a way that involvement of all the members of the group is ensured.
- **Implementing:** project activities should be carried out by the members of group according to the plan. Students should be encouraged to discuss their allotted activities frequently and help each other in completing their activities. The group as a whole should come out with a finished product or an accomplishment.
- **Evaluation:** The success of the group project should be evaluated on the basis of the attainment of the set objectives. In addition, you should observe how closely and cooperatively the group has worked to accomplish the project and prepare a finished product. It is also advisable to arrange an exhibition of the products and accomplishments and invite 1 or 2 teachers who could judge and evaluate the projects.

#### Check Your Progress 4

Notes : a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

- i) Define in 2-3 lines the term group investigation. Why do you need group investigations in classroom instruction?

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 ii) Different phases in the organisation of group investigation are:

- a) ..... b) .....  
 c) ..... d) .....  
 e) ..... f) .....

iii) What specific activities do the students carry out in the second phase, viz., cooperative planning?  
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iv) What do you understand by group project?  
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v) Differentiate between group investigation and group project.  
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vi) State the steps involved in organising group projects.

- a) ..... b) .....  
 c) ..... d) .....  
 e) .....

## 9.6 EVALUATION OF PROGRESS IN GROUP-CONTROLLED INSTRUCTION

Evaluation in group-controlled instruction is done through observation of group interaction and group activities. You have to keep record of various anecdotes that take place when students work together or are involved in interaction. However, the emphasis in group interactive sessions and group activities involving team work is on different objectives and the nature of learning experiences is also different. Therefore, evaluation of students' progress is separately discussed for both types of group-controlled instruction.

### 9.6.1 Evaluation of Group Interactive Sessions

In interactive sessions the students are expected to prepare a write-up, make presentation on the topic and participate in interactive session by asking questions, clarifying reactions, critically examining others, views and expressing their own views. Thus from instructional point of view, you should take into consideration the quality of the following activities while evaluating the interactive sessions :

- Write-up prepared
- Presentation made, and
- Participation in interactive sessions by the students.

Now let us discuss the procedure of observation and grading the performance of the group interactive sessions.

- i) **Observation of interactive sessions :** To observe the sessions you have to undertake certain activities. Some important activities are as follows:
- Write the names of the students who participate
  - Judge the questions asked, reactions made and their relationship with the theme, topic of presentation, clarity of thoughts, etc.
  - Judge the clarity of language, power of expression and tone, etc.

It is difficult for any one to observe all the groups closely, when they are divided in small groups and discussing at different places. You can assign the responsibility of observing and recording the name of the participants to the group leader. The group leader may also examine the relevance, logic, clarity of thoughts, expression, etc. The leader may grade the performance of the participants of his/her group.

- ii) **Grading the performance:** For grading the performance of each individual in an interactive session, you should examine the record of daily sessions and find out the frequency of participation of each student. This indicates the quantity of participation of each student in the interactive sessions. The grade to be awarded will depend on the following points/activities.
- Quantity of participation of the student
  - Quality of participation on the basis of daily observation
  - Presentation by the student
  - Write-ups prepared by the student

The performance may be assessed on an 11-point scale, ranging from 0 to 10. An 11-point scale is better as it provides finer discrimination and is most feasible for conversion into 101 point scale. Please see the grade points:

Grade point	A+	A	A-	B+	B	B-	C+	C	C-	D+	D
Numerical point	10	9	8	7	6	5	4	3	2	1	0

After grading each student's performance, you should consider the grades awarded by student leaders and determine the final grade for each participant.

### 9.6.2 Evaluation of Group Activities Involving Team-work

For evaluating the performance of each group, you have to observe each group for how cooperatively they planned and executed the activities. Individual member's involvement in the activity and help extended to others should also be recorded for final evaluation.

You should examine the reports or products prepared by the groups. In this way you have to consider the following two aspects:

- Observation of team work i.e. cooperation, coordination, involvement, helping each other, etc., and
- Report or product prepared by the team

You should consider both the aspects and grade the performance of each group on an 11-point scale as described above.

Peer evaluation: The cooperation and feelings of belongingness can be judged by the students themselves. Therefore, each member of the team should grade the cooperation extended and received in their own groups. Each student should grade the performance of the group on an 11-point scale.

The final grade will depend on the following three aspects:

- Teacher's observation of team work

- Student's own observation
- Report or product of the group

Considering all the three aspects you can award the final grade for group performance.

## 9.7 LET US SUM UP

Group-controlled instruction provides students a deeper understanding of the content. In addition to this, it develops the ability to present, power to express, ability to initiate and examine others' views, tolerance, cooperation, belongingness and team spirit. Instead of individual competition, the students learn to work in a group through group-controlled instruction.

The mode of instruction where learning is dependent on group interaction or mutual support of group members is called group-controlled instruction. GCI is classified broadly in two categories : group interactive sessions, and group activities involving team work.

Main elements of interactive sessions are the chairperson, the speaker, the participants and the recorder. For organising interactive sessions effectively, pre-session activities should be completed systematically. These are : assigning separate weightage to interactive sessions, allocating topics, deciding dates of presentation, making seating arrangement, orienting the students, circulating write-ups and demonstrating. While conducting the sessions, main roles of the chairperson are as initiator, as motivator, as facilitator, as elaborator, as moderator and as controller of the session. In group-controlled instruction small group discussions are conducted by students themselves.

Group activities involving team work are mainly of three types: **cooperative learning** which is mainly peer learning or group learning, **group investigations**, and **group projects**. Learning, in all these situations, takes place with the mutual support of group members and together they achieve the set goals.

Performance in group-controlled instruction is mainly based on observations of the group work, reports or the other products of the group. These constitute the criteria for evaluation.

## 9.8 UNIT-END EXERCISES

1. Ask one or two students to prepare write-ups and conduct the interactive session. Evaluate the performance of these two students who have prepared the write-ups and presented and also the participation of other students.
2. Prepare a cooperative learning sheet for one topic in your school subject and organise cooperative learning for your students.
3. State at least two problems from the subjects in your school curriculum which can be resolved through group investigation.
4. Formulate the title of four Group Projects which can be taken up by secondary level students.

## 9.9 ANSWERS TO CHECK YOUR PROGRESS

- 1) i) The pre-interactive session activities are : a) assigning separate weightage to interactive sessions, b) allocation of topics, c) deciding dates of presentation, d) guiding and motivating students for preparation of students, e) making seating arrangements, f) orientation of the students, g) circulating write-ups and h) demonstration involving team of teachers.
- ii) Yes, it is necessary to give separate weightage to interactive sessions as it would bring interactive sessions in the regular time-table of the school and would make it compulsory for all students. It would become an important activity in the school curriculum.
- iii) In allocation of topics take care that students are given only a small portion to prepare and present and tell them the reference books. Good candidates may be given a chance in beginning to present so that it sets the trend.

- 2)
  - i) The chairperson works as an initiator, motivator, facilitator, elaborator, moderator, controller, and also concludes the interactive session.
  - ii) As a facilitator one clarifies the issues, ideas and raises questions when these are not clear to the group. When a point is repeatedly discussed and supported with same argument, you could conclude it group to go. Ask the next point. As an elaborator, you may elaborate those points which the participants find difficult to express. Thus, You can facilitate them in asking questions and expressing ideas.
  - iii) As a moderator I shall moderate :
    - the time taken by each participant.
    - feelings and views expressed so that nobody feels offended.
    - the direction of discussion so that it always close to the main theme.
    - suggestions so that it remains relevant and practical.
  - iv) The interactive sessions being organised by the students, the teacher can guide the interaction and provide feedback to the chairperson.
- 3)
  - i) The method of instruction where students are divided into groups and the students of each group learn with the support of each other. They try to achieve the goal as a group. Due to this there is greater participation and involvement of students. This method of instruction is called cooperative learning.
  - ii)
    - a) Formation of groups
    - b) Preparation of learning sheets
    - c) Orientation to the students
    - d) Conducting the session
  - iii) While forming groups, you should keep in mind the heterogeneity among students in respect of sex, intelligence, religion, etc.
  - iv) A cooperative learning sheet consists of objectives, activities to be done by the group members and evaluation items.
  - v) While conducting a cooperative learning session, the teacher allots the time for the session, orients the students what they are expected to do, distributes the cooperative learning sheets. The teacher observes the group work and provides feedback to each group. Finally, the teacher evaluates the performance of each group.
  - vi)
    - a) Students express themselves in their own language.
    - b) They learn by actually participating in the teaching-learning process.
    - c) Students can provide individual attention to and get assistance from each other.
- 4)
  - i) The process in which a group of students selects problems/questions and tries to find out their solutions collectively in a scientific manner is called group investigation.  
Group investigations are needed for the problems and questions which do not have readymade solutions in the text-books and which can not be solved by individual students.
  - ii)
    - a) Selection of problem
    - b) Cooperative planning
    - c) Implementation
    - d) Analysis and synthesis
    - e) Preparation of report and presentation
    - f) Evaluation
  - iii) The group members decide work regarding collection of evidence, sources of evidence and allocation of work among members.
  - iv) A group project means a planned set of activities which are undertaken by a group of students with defined objectives and which result in a finished product or accomplishment.
  - v) In group investigation members discover solutions to the problems or questions. A project, on the other hand, is a broader term which could be applied to a group investigation or an activity to be done by students which should be complete in itself.



- vi) a) Formation of groups
- b) Proposing
- c) Planning
- d) Implementing
- e) Evaluation

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## GLOSSARY

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**Aims :** Ultimate goals which are proposed by the education system of a country.

**Affective domain :** This domain is related to feelings, emotions, interests, attitudes etc. It is also called the 'feeling aspect' of behaviour. This domain contains five sub-categories.

**Behavioural objectives :** A statement indicating the performance or learning outcomes expected from a student as a result of learning.

**Cognitive domain:** This domain is related with intellectual activities. It is also called the 'thinking aspect' of behaviour.

**Instructional objectives:** An intent communicated by a statement describing a proposed change in the students' behaviour.

**Objectives :** Objectives are the milestones to achieving the aims or end-points of the educational system of a country. The teacher tries to achieve one or two objectives in a period of 45 minutes in classroom.

**Psychomotor domain :** This domain is related with the coordination of mind and body while performing physical (motor) actions. This is also called the 'doing aspect' of behaviour.

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