

# Beyond the Classroom



## Contents

Introduction.....	1
Objectives.....	1
General Information.....	1-2
Excursion Management Plan .....	2-4
Study Tours and Subject Learning .....	4-5
Monitoring, evaluation and reporting requirements .....	5
A trip can be many things.....	6-8
Suggested Expenditure.....	9-10
Timeline of the Programme.....	11-12



## Introduction

School excursions provide children with an ideal 'outdoor classroom' setting that is not within their routine learning experience. This is used so that students have hands on experience in experiencing all that they have learnt in the class. Though the excursions visits are meant for fun, they are also meant to provide a structured learning experience in which students can develop their individual talents, interests and abilities through an experience that allows them to innovate and experiment. Excursions are part of quality teaching and learning programs because they deliver the teaching content through experiences that are not available in the school.

School excursions vary in terms of the curriculum focus, the students involved, the duration of the excursion and the excursion venue(s). The student group participating in the excursion may be composed of different groups who have different interests or goals. An excursion can range from a brief visit of less than one hour to a local point of interest, to an extended journey occupying a number of days or weeks requiring overnight or long term accommodation.

## Objective

- An extension and expansion of outlook beyond the classroom. The older the student the more important is the link to the specific unit of work.
- The opportunity for experiential learning as a contrast to classroom learning.
- The opportunity to broaden the social experience of the students
- The opportunity to link the experience with the curriculum so that learning becomes holistic
- This also provides the child the opportunity to experience the art, craft and culture of the place of visit

### **Audience:**

The audience is the students who come in with all of their varied interests. They may be divided into groups as per their interests.

### **They are surrounded by the:**

Class Teacher  
Subject Teachers  
Principal  
Administrative Personnel  
Accounts Person

## General Instructions

- Determining the educational value of an excursion must take account of the needs and resources of the school, the needs of the students and the total learning program.
- Excursions are inclusive, and all students are to be given the opportunity to participate.
- A duty of care is owed to students while on excursions. The school's duty of care owed to students for the duration of an excursion cannot be delegated from the school to parents, volunteers or employees of external organizations.



- The obligation to report suspected risk of harm to children and young people applies throughout all stages of an excursion
- Signed consent forms granting permission for students to participate in excursions and a medical information form are to be obtained from parents
- Safe transport or a safe walking route is to be organised for excursions.
- The school should have an alternative plan if the weather conditions change suddenly and are unsuitable for the excursion.

Under RMSA, local Tour and Tours out of the state are both supported. Places of educational interest should be explored. But the problem may be that there may not be museums, planetariums in every district. The Headmasters and teachers would have to proactive and plan how even if it is an excursion to a local picnic spot it can be made activity oriented. This programme would require connecting to the classroom by making the children reflect on the visit and make presentation and some activity so that learning may happen

The financial norms for local tour is Rs. 200/- per student per year and Rs.2000/- per student per year for tour outside the state.

### Excursion Management Plan

#### At the level of the District and State Office:

- The District Education Department should be actively involved in the Planning, coordination and the implementation of the tours.
- The District Office would have to designate two officers who would be in-charge of the tours. These officers would have the responsibility to organize, monitor the tours as well collect and collate the reports that would be coming from the schools.
- The schools are required to submit their plan for the year to the District Office. This Plan should not only have details of the logistics but also plans of how each tour would have an impact on the learning of the child.
- A risk assessment is to be conducted and a risk management plan developed by the District office.
- Detailed plans academic, on logistic, administrative, risk management and finance should be collated by the State Education Department based on the district and school plans. These plans should be a part of the State Annual Work Plan & Budget.

#### At the level of the School:

**Assessing students' interests:** The Planning for study tours would begin with the assessment of students' interests. The students should be encouraged to choose the topics from their textbooks that they would like to explore beyond their classroom. The teachers would have to take those choices into account and the activities would have to be designed to suit the different interests and the topics that the children chose.



**Choose the Location:** The schools would have to plan for the place where they would like to take their students. This can be a local area of interest or a tour outside the state and the district.

**Assess the environment:** The location would require to be evaluated whether it is suitable for the kind of learning envisioned for the students. The area should also be assessed in context of the risk that students may face during the tour.

**Meeting for the Tour:** The teachers should have dedicated meetings to create a plan for the tour. The principal would have to ensure that the planning is not just logistic planning. There must be one nodal teacher for each subject that would be experienced through the excursion. The teachers would have to help the students choose the topics that would be studied through the tour and make an appropriate plan.

**Assess transport arrangements:** The schools should make arrangements for the kind of transport that would take the students to the venue. All venues should have dedicated areas for safe embarkation/disembarkation of buses. Buses will need to remain on site to transport excursion participants to different areas of a venue since students may have to go to different areas to study different things.

**Supervision strategies:** The school is required to bring the minimum number of adult supervisors. The minimum requirement for supervision is one teacher for every 30 students. The other criterion is to group students as per the topic chosen and allot a subject teacher for every group of 30 students. The District officers in charge of the tour may also make a plan to visit some of the sites that have been chosen for excursions.

#### **Develop Communication Strategies:**

- The SMDC should be involved in the planning of the Tour. The logistic planning of the tour may be done by the SMDC along with the teachers.
- The Parents may be informed on the reason of the tour. The details of the tour have to be shared with the parents particularly if the tour is outside the state.
- Consent Forms may be sent home with the students to the parents and the Parent Teacher meetings may be forums where the tour details may be share.
- During the tour, all teachers should have a mobile phone with them if possible to keep in touch with the drivers of the bus, with the schools and the District office.

**Briefing of students:** Before leaving the school, the teachers would have to brief their respective groups about the rationale of the excursion visit. Students of the secondary classes would

**Risk Management:** The following would be required to be kept along at all times:

- Water
- Medicine Box
- Medical History of each student
- Wheelchair access
- Medicines of Students with special medical



have a specific purpose for the visit. On reaching the venue the students may be reminded as to what kind of observations they would have to engage in. Detailed instructions on the expected outcome may be elaborated.

**Duration:** Local Excursions may run for Six hours (from 10am to 4pm). Travel outside the state would extend to 4 days with 2 days dedicated for the study.

**Retain excursion records:** Since students would have specific topics which they would be required to study and maintain observations on, the teachers would require maintaining a diary of general observations of the study tour. The teachers are not there for administrative purposes. They are facilitators of the "Study Tour" and hence they would have to guide the students with their observations and their questions during the tour.

### Study Tours and Subject Learning

Study Tours give the teacher an excellent opportunity to show students that different academic subjects can be studied simultaneously and that learning does not have to be an isolated experience. In-order to do this:

**Rationale:** Teachers would require linking their excursions to relevant syllabuses and topics. This not only enhances the students' learning opportunities, but also helps to justify the relevance of the excursion to principals and parents.

**Context:** The students would require to be divided as per their interest in a particular topic. The chapters would be analyzed and the teachers and students would have to decide which of the chapter would be the focus area and the trip planned around that topic. The teachers would have to set the context for the topic:

- by giving students some brief background information on the topic
- by posing focus questions to introduce the area students will be investigating
- by previewing the activity - this includes explaining the purpose of the activity, so students know exactly what they are doing and why

Ideally this context setting will occur as a pre-visit activity before the students actually visit.

**Orienting:** This would be through structured observation of the site visited. If a museum has been visited in-order to learn a particular period in history or a garden is visited in-order to learn about Reproduction in Plants, teachers would have to facilitate through examples so that students are able to comprehend the topic.

If the state of Nagaland has proposed to acquaint children with the historical places of the state like Khezhakeno in Phek district- a traditional Naga village believed to be the place from where all Naga tribes migrated to different parts of the state, the teachers would have to explain the reasons for the visit and prepare so that once the place is reached, the teachers can provide information through guided observations so that students are encouraged to record information about some of the things that they observe.



**Finding links:** Having completed their orientation, the students should be asked to reexamine the information they have recorded to establish links between their observations. At this stage, students would have to be guided step by step into systematically developing a deeper understanding of the topic they have been brought out to observe. The Students observing the

Naga Village may be helped to observe and to establish links as to how the Nagas have migrated to other places and the reasons for doing so. This understanding may be linked to other such incidences where people have moved from their place of origin and have had to shift to a different place. Not only should this topic be explored but linkages established so that students may understand broader perspectives.

**Conclusion:** Finally students should be involved in synthesizing their results. To do this they should be guided by their teacher in examining their results and drawing conclusions. The students should be encouraged to present their findings in their class or in the assembly so that learning may be widely shared.

#### Monitoring, evaluation and reporting requirements

- District Education officers in charge are required to monitor school compliance with all the guidelines that have been issued.
- Schools are to regularly review and update their procedures for the safe conduct of excursions on the basis of implementation experience and the evaluation of teaching and learning outcomes.
- Principals are to report controversial issues or incidents occurring while staff and students are on excursions.





## A trip can be many things

### Let's Take a Trip to the Sunderbans:

Did you know that the history of the Sunderbans may be traced back to the 200-300 AD? That the Sunderban has the largest delta in the world? A complex network of tidal waterways, mud flats and small islands of salt tolerant mangrove forests intersect Sunderban. The area is flooded with brackish water during high tides, which mixes with fresh water from inland rivers. There are islands on the rivers made of semi-solid silt which are temporary and can be washed away after a few days due to erosion and deposition.

The flore of the region is also an interesting study. Since plants grow well in damp heat, soon they have to fight for sunlight. Lianas loop around trees in order to reach sunlight. Epiphytes just perch on another trees' branch for sunlight.

How about the fact that special adaptation is seen in the diets of many animals? For instance tigers have developed a tolerance for fish and monkeys eat crabs and mollusks, as they are easily available in that area.

Unfortunately, the Sunderbans have been affected heavily by the Climate change. As scientists predict, the sea level is rising fast. As of now 2 islands of the Sunderbans have already vanished in the sea, one is half submerged.

How do people sustain themselves in such an adverse place? They do. Fishing, Honey and lacquer Collection, Shrimp Farming and Tourism are common occupations that people are involved in.

Well the Sunderbans are a land of such diversity that one would be able to study all aspects ranging from history, geography, culture, food habits, climate and weather, biology, growth in population, age composition, migration from the area, literacy rate, occupational structure, health, adolescent population.

And that is the aim of any study tour. Teachers would have to prepare as such so that all aspects of the place they visit may be explored. Sunderbans is just an example of the wholistic learning that can take place in one visit.





## Visiting the Zoo

A visit to the zoo poses several questions in our mind:

*Are zoos a place where animals are kept in small enclosures or are they making a difference for wildlife and wild places by creating a passion for conservation?*

*Does a zoo's value lie in having a vast selection of different animals on show or more in the "experience" of animal life as such, that it can offer to its public?*

*How do zoos contribute to people's understanding and perceptions of animals and their conservation?*

*How do zoos contribute to people's personal and emotional connections to animals and their conservation?*

*How do zoos contribute to the ways people act and behave toward animals?*

*Zoos provide the students with the option of learning:*

- *Habitat and Adaptation*
- *Climate and weather in which these animals survive in the wild*
- *Concepts of Animal Behaviour: innate and learnt behavior*
- *Animal Behaviour including reproduction and biological cycles in the animal world*
- *Recognise the Flora and fauna of the country and the need for assuring their conservation*
- *Causes of Extinction*
- *Issue of illegally trading endangered animal species*
- *Spaces shared by these animals with humans and its impact*

The ZOO provides various educational options and the learning in the field may be extended into the classroom. Work sheets may be provided to each student along with a specific biological problem and its connection with other issues such as climate, physiographic etc. Each assignment should be solved separately, but interlink ages with other assignments should also be explored so that a chain of separate assignments which when combined cover several subjects. The worksheets should have those questions that may be answered through observations in the zoo and questions that would be connected and would require more enquiries into the topic leading to more wholesome learning.



## Museums on learning

Books are good but a more practical knowledge may be gained through perception of the objects about which we are learning. The history of art would be meaningless for one who had never seen even some examples of ancient, mediaeval or modern architecture or visited monuments where the art & architecture is visible. Similarly, someone reading textbooks on natural history could scarcely claim to know his subject if one has never seen the vegetable and animal species whose nomenclature and characteristics one has learnt blindly. Some will find this visual instruction a useful supplement to learning acquired through books, while; for others with less learning it will open up a new world.

There are many types of museums and historic sites. Museums include collections related to history, prehistory, art, and science.

History museums include historic sites that preserve building and landscapes associated with a person, family, or event of local, state, or national significance.

Art museums feature paintings, sculpture, drawings, photographs, or other creative expressions.

Science and natural history museums include planetariums, environmental centers, aquariums, and zoo.

The main reasons to visit a museum are, of course, the objects on exhibition. These objects not only offer information about artistic or scientific phenomena, but also embodying cultural heritage. The co-operation of schools and museums is expected to contribute to the use of museums in teaching and learning in a school.

Trips planned to museums can be done on the basis of topics priorly selected by the students that would decide which museum would be visited by group. Since there are art museums, natural history museums, railway museums and the list can run long, each group may chose the type of museum they would visit depending on the topics selected. The programme should link the expertise of teachers with that of museum educators so that additional guidance may be provided to students while visiting the museum.



### Suggested Expenditure for Study Tour

Study Tour within the state				
Total Number of Students=150(30 students per batch)				
Unit Cost per child= Rs. 200				
Total Amount for a batch of 150 Students= Rs. 200*150=30000				
Components	Physical	Unit Cost	Financial	Remarks
Travel+ Parking	150	30	4500	Three buses for 150 students and 5 teachers
Lunch	155	70	10850	Each batch of 30 students is to be accompanied by 1 teacher
Water	155	10	1550	
Medical Box			200	
Snacks	155	50	7750	
Tickets to Venue	155	10	1550	
Note Book & Pen	155	20	3100	
Miscellaneous			500	
Total			30000	



### Study Tour outside the state

Total Number of Students=150(30 students per batch)

Unit Cost= Rs. 2000

Total Amount for a batch of 150 Students= Rs. 2000\*150=300000

Components	Physical	Unit Cost	Financial	Remarks
Travel (from the school to a central point from where all students will disperse)	155	50	7750	In-order to travel out of the state, all students would have to meet at some central point and then disperse from there. It could be a bus or a rail ride.
Travel (From the venue and back)	155	300	21400	Train Journey has been considered. As per the Railway norms, each student will get a 75% concession. Calculation of teachers travel has been done as per the actual fare.
Internal Travel (inside the city to be visited)	150	30	9000	Three buses for 150 students and 5 teachers
Boarding & Lodging	155	600*2	186000	This would include stay, breakfast and dinner
Lunch	155	50*2	46500	Lunch would be taken separately from the hotel as children would be in the field.
Medical Box		500	500	
Snacks	155	50*2	15500	
Tickets to Venue	155	15	2325	
Note Book & Pen	155	20	3100	
			7925	
Total			300000	



### Timeline of the Programme for Study Tour

- Assessing students' interests
- Choose the Location
- Assess the environment:
- Planning for the Tour
- Submission of the Plan to the District Office

One Year Ahead

- Strategic Meeting of the Teachers and Identification of Topics to be studied through the Tour. Logistic planning that would include Teachers' in charge of the tour and other members who will accompany the tour.
- Meeting between the Community, Parents and Teachers. SMDC Members to be actively involved in the meetings

6 month before the Tour

- Tickets to be booked if the trip has been planned outside the state.
- If there is an inter-state visit, State Education Department of the state where the tour planned must be contacted. Bookings for lodging must be made and local transport must be arranged.
- Consent Forms to be sent home for Signature

3 month before the Tour



- Topics identified by the school would be introduced to the students
- Discussions and debate amongst students and one topic to be chosen by each child
- Teachers would require explaining how the venue of the tour would add on to the existing knowledge of the student.

1 month before the Tour

- Students would require preparing in details on the topic they have chosen. Teachers would have to take classes in explaining in details the project that would be expected from each student.
- Consent Forms to be received back from parents
- Some alternative dates to be decided on in lieu of weather conditions
- Confirmation of Travel Details

1 month before the Tour

- Students would have to be briefed
- Bus Ride to the Venue

On the day of the Tour

- Students would have to write short paper, make a presentation, prepare a skit on the topic of research and present it to the school community

After the Tour