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**College of Education**

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**B.Ed. First Semester: 2023-25**

**CLASSROOM MANAGEMENT, LEADERSHIP  
AND ACTION RESEARCH**

**Prepared by**

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## **UNIT- Concept of Classroom Organization**

### **Introduction:**

Classroom organization refers to some form of arrangement that goes on in the classroom. The classroom accommodates students, furniture and facilities, all of which needs to be properly arranged for effective teaching learning process. The way a class is organized shows the relationship that exists between students and teachers.

### **Meaning of Classroom:**

The classroom is an immediate management environment for formal knowledge acquisition. Its also a shelter for both teacher and learners so as to engage in educative activities. Classroom is made up of the teacher, the learner, learning equipment and the environment.

Organization of classroom Activities:

- i. Planning of class time-table and lesson plan.
- ii. Availability of teaching and or learning resources
- iii. Sufficient recreational/period
- iv. Over-time and over-work should be avoided
- v. The type of weather should be taken into consideration.
- vi. Alternation or alternative of certain subjects
- vii. Making time table planning corporate
- viii. Organizing outdoor activities.

Purpose and Importance of Classroom Organization:

Classroom organization is important for teachers to do their work well. It consists of:

1. Classroom routine
2. Classroom layout
3. Decoration and wall display
4. Special jobs for children
5. Classroom cleaning
6. Behavior - good class habits for teachers and children

### **Classroom Routine**

Classroom organization begins before pupils enter the classroom. Children should be trained to enter and leave

the classroom as quickly and quietly as possible. Once children are in the classroom they should be able to settle as quickly as possible so that the lesson can begin. If a teacher has the class properly organized he or she will find the work is easier and teaching will be so much more efficient. Heads might encourage their teacher to use the following routines:-

### **Entering and Leaving the Classroom**

Children should assemble in classes in the playground and move in an orderly fashion to their classrooms when dismissed. Should this prove to be either too formal or not appropriate, children should line-up outside the classroom to await the instruction of the teacher. Children should enter the classroom in single lines and without noise. Teachers should lead lines of children rather than follow behind. When they sit down they should be ready to start the lesson. Pupils should not leave the classroom at the end of a lesson until told to do so by the teacher. When they are dismissed, children should stand and walk out quietly in a single-line. If pupils are allowed to rush into or out of classrooms there will be accidents and they will not be in the right mood to begin work.

**Marking the Register:** This should be done as soon as the children are settled at the beginning of both the morning and afternoon sessions. Children's names should be called and answers given politely. A count of heads provides a quick double check but it is often easier to count unoccupied desks to find the exact number present. Late-comers should be asked to apologise quietly to the teacher and to give the reason for their lateness. Punctuality makes a big difference to the school performance of some children. **Giving Out and Collecting Books and Equipment** This task should be done quietly and without fuss. If children are to leave their places it should be with the teacher's permission. The correct number of books or pieces of equipment should be allocated to each group or, where desks are in rows, placed on the front desk and passed back. The appointment of a group monitor might help with this. When work or equipment is given in, only monitors should actually leave their seats. Teachers should not throw books to children. Besides being impolite, it makes children believe that the proper treatment of books does not matter.

Text books should not be removed from the classroom by students. **General** Ask children to help you. Most children are willing helpers and anxious to please. Children learn the habit of offering help. Teachers can encourage shy or naughty children by asking for their help. **Classroom Layout** Depending on their design, desks can be grouped in fours or sixes. More traditionally, they can be placed in rows. Desks should be spaced so that the teacher can move around the class with ease, It is helpful to keep children in the same desks. This adds to their security and makes it easier for the teacher to learn their names. It is helpful to keep children in the same desks. This adds to their security and makes it easier for the teacher to learn their names. Children with poor eyesight should sit where they can see the blackboard more easily. The blackboard should be regularly painted. Children with poor hearing should be placed so as to be able to both see and hear the teacher as easily as possible. Children who have problems with concentrating for more than short periods should be seated close to the teacher. Other furniture should include:-

- a. Blackboard - large and fixed to wall as well as smaller boards with easels
- b. Cupboard(s) - out of the way
- c. Teacher's desk - out of the way and not too big
- d. Display-board - where ALL can see it.

**Classroom Displays and Decoration:** Children and teachers will be happier and more ready to work if the classroom is bright, cheerful and airy. Rooms are best painted with white or light colours so that light will be reflected rather than absorbed. Heads and teachers should encourage children to care for their classrooms by bringing & flowers or coloured leaves. Any visual-aids put up by teachers should be explained to the children and changed regularly. Teachers should always choose pictures and charts which are suitable for the age of the children in the class and which are educationally suitable. The displays which interest children most are often those that include their own work. Very attractive displays of children's work can be mounted. Good work from the child can, however, be spoiled by poor display-work on the part of the teacher. As with visual aids, displays of work should be changed regularly before they lose their colour and begin to look tom and unattractive. All displays are for the benefit of children and should be at a height appropriate for the age. Written work, in particular, should not be displayed where children have to strain read it. Where a display of work has both pictures and writing, the writing should be at close to eye-level as possible.

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No teacher can or should do everything in the class. Just as a Head must delegate some responsibilities to teachers, so each teacher will need the help of the children in the class. Being appointed a 'monitor' encourages a sense of responsibility in children. Duties can be rotated so that all the children can have a chance to show their merit.

Teachers should show monitors what is expected of them and then expect the highest standards possible. Children generally enjoy these extra duties and responsibilities and they allow more time for the teacher to do things that only he can do. Suggested jobs for monitors might include:-

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Blackboard monitors - to clean the board and the board duster. Lights and fans monitor - in schools where lights and fans are fitted, a lot of money can be saved by a monitor being instructed to turn these things off when the class is unoccupied at playtimes and lunch-time.

### **Classroom Cleaning**

Classrooms are best cleaned every day at the end of the afternoon session. Cleaning is made easier if any chairs are placed upside-down on the desks before the floor is swept.

### **Behaviour - Classroom Habits**

Successful classroom work depends on good habits. At first, children should be shown, slowly, clearly and patiently, how to adopt good classroom practice. With practice these habits will come to feel 'natural' and much valuable time will be saved.

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Teaching children good working habits is essential to the learning process. Children do not learn these habits

automatically. They have to be taught:

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to apologies quietly to the teacher and to give the reason their lateness. Punctuality makes a big difference to the school performance of some children.

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## **DISPLAY BOARDS**

Classroom displays are a wonderful way to liven up a classroom, allowing you to display children's work for everyone to see. Classroom display boards have been an integral part of schools for many years, allowing teachers to create a creative, encouraging classroom environment. However, classroom display boards also have their drawbacks – from being too distracting to creating confusion among students. The following infographic explores the pros and cons of classroom display boards, helping to establish whether or not they could be of use in your classroom.

### **The Different Types of Display Boards**

Display boards can be categorized into several different types, including:

Child Created Bulletin Boards

Decorative Bulletin Boards

Conceptual Bulletin Boards

Interactive Bulletin Boards

The type of bulletin board you choose can depend on a variety of different factors, including the age of the children and the primary subject taught in a classroom.

### **The Pros and Cons of Classroom Display Boards**

If you're considering installing some display boards in your classroom, you might be interested to learn about the pros and cons. Classroom display boards are a great way to get your students engaged, excited and working together, helping to maximize learning and personal skills. Additionally, display boards are a great learning implement for children who are visual learners, as it helps them to visualize exactly what is being told to them. Finally, one of the greatest advantages of classroom display boards is that students will begin to take even greater pride over their work with the incentive of having it displayed for all to see.

However, displaying work on the wall can leave some children feeling as though they're not as good as other students, potentially knocking their confidence. Equally, students might get distracted by the boards around the room, leading them to fall behind in certain lessons. This is also the case if the classroom display board appears cluttered and can also lead to confusion among students.

Overall, classroom display boards can make an excellent addition to any classroom. Not only do they encourage visual learning and interactive lessons, but they also help children to develop their personal skills and harness their creativity.

### **E-Classroom**

E-classroom is a form of online learning, offering various educational programs in an online form. This multimedia [classroom technology](#) provides a unique learning experience. It uses various educational platforms and communication tools to simplify the process. And day by day, it is expanding and will keep on growing in the future. The e-classroom promotes quality learning. It makes learning very innovative, effective, and engaging. The e-classroom aims to go beyond the blackboard and textbook approach and improve the [learning experience](#). It helps in connecting technology with education. Education is a base of human life, and learning helps in making the roots strong. E-classroom has transformed the traditional classroom completely.

So, e-classroom is all about bringing excellence in education. Also, it is environment friendly, as the students will not be using textbooks or copies. So, it will minimize the use of paper and save the environment too.

Apart from that, there will not be any need for infrastructure. So, it is very cost-effective too. This classroom is a fun activity and can help in minimizing stress. It even makes subjects like history, geography, and civics very interesting and engaging. The audio and video format makes it easier for students to understand and retain information.

## **Advantages Of E-Classroom**

You are able to link the various resources in several varying formats. It is a very efficient way of delivering courses online. Due to its convenience and flexibility, the resources are available from anywhere and at any time. Everyone, who are part time students or are working full time, can take advantage of web-based learning. Web-based learning promotes active and independent learning. As you have access to the net 24x7, you can train yourself anytime and from anywhere also. It is a very convenient and flexible option; above all, you don't have to depend on anyone for anything. Not only can you train yourself on a day to day basis, but also on weekends or whenever you have the free time to. There is no hard and fast rule. Through discussion boards and chats, you are able to interact with everyone online and also clear your doubts if any. The video instructions that are provided for audio and video learning can be rewind and seen and heard again and again if you do not happen to understand the topic first time around.

## **Disadvantages Of E Classroom**

There are not many disadvantages of eLearning, the main one being that you get knowledge only on a theoretical basis and when it comes to putting to use whatever you have learnt, it may be a little different. The face-to-face learning experience is missing, which may matter to some of you. Most of the online assessments are limited to questions that are only objective in nature. There is also the problem of the extent of security of online learning programs. The authenticity of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself. The assessments that are computer marked generally have a tendency of being only knowledge-based and not necessarily practicality-based.

## **LCD Projector**

Projectors can recreate visual material from various sources. Some use film; some, DVD recordings and other digital sources. Digital projectors are more modern technology. They come with other parts and some of them are even smart.

## **Parts of a LCD Projector**

### Incredible Low Noise

The new air duct design, the noise is weakened and absorbed in the air passage propagation, and the noise is reduced by 20%.



### Built-in Speaker

The built-in speaker offer: excellent audio support, Easy to set up without the need for costly external speakers.



### Cooling System

Two-channel air-cooled constant temperature cooling system, the machine performance is more stable and durable.



### Removable Dust Filter

Removable dustproof net easy to clean dust



Some parts of digital projectors include:

Color wheels and color filters. These are used in digital projectors. They help add color to white beams of light.

### Prisms

They include dichroic mirrors which filter white light. They reflect colored lights; red, green and blue. The same mirrors when inverted can be used to recombine light beams too.

### DMD chips and LCD panels

These are important parts of DLP and LCD projectors. They contain microscopic mirrors. The mirrors reflect or deflect colored light to create an image. Projectors with three panels or chips have better picture quality.



## How Do LCD Projectors Work?

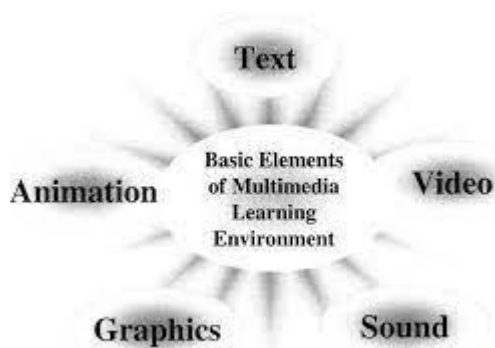
LCD projectors are digital devices. They use a form of projection technology called Liquid Cathode Display. LCD projectors make use of panels that contain thousands of tiny mirrors. These mirrors are called pixels. The mirrors are mobile; they are either in an off or on position. Depending on their position, they either reflect or deflect light. The most advanced form of LCD projectors is the 3LCD projectors. They use a total of 3 panels to create images. The light beam from the source goes to dichroic mirrors. It is separated into red, blue, and green beams. These different beams are reflected onto the three LCD panels. One for each different hue. The pixels on the LCD panels either reflect or deflect the colored light. They create the image in their different hues. The three different versions of the image; red, blue, and green; go through a dichroic prism. They are recombined in the prism to form one image. This image goes through the lens and onto the screen showing millions of colors. LCD projectors display data from various media sources like DVDs and computers. They do not consume a lot of energy. Also, 3LCD projectors do not have the Rainbow Effect. They have high contrast levels. The single-panel LCD projectors work a little differently. They may experience the Rainbow Effect.

## Multimedia

Multimedia is an advanced technology that facilitates integration of text, data, image, graphics, audio, video animation in digital form. It provides new ways to enhance the delivery of information and its impact on the user. Multimedia is information displayed in picture/sound form and it does not include plain text exclusively. Thus it includes pictures, audio and video which are captured and digitized by input devices to get the information ready for manipulation by the computer.

In other word we can say that Multimedia is a combination of text, graphics, audio and video. It is a new trend in one computer science because it combines different media in one computer application, it is called multimedia. This enables the computer to be used as an entertainment and educational tool besides just a business tool.

Computer stores multimedia information in a variety of standard formats. We can display multimedia information on output devices.



**Text:** Text is one of the most important parts of multimedia. The design and content of multimedia text are different from other types of texts like newspaper and book text.

Graphics: Pictures, photographic, images and other artwork are called graphics. Computer graphics deal with the generation, representation, manipulation and display of pictures with the help of a computer. Graphics is one of the most important components of multimedia because by it we can illustrate information in picture form.

There are two types of graphics

1. Line drawing

2. Images

1. Line Drawing Graphics: Line drawing graphics lie in the form of 2D and 3D pictures using mathematical representation of simple objects like lines, circles, arcs etc. The area of computer graphics that deals with this type of picture is known as generative graphics.

2. Images Graphics: In this graphics photographs composed of a collection of pixels, which are arranged in 2 D matrix. The area of computer graphics that deals with this type of pictures is called cognitive graphics.

**Animation:** Animation is one of the most dynamic forms of multimedia. An animation is created by recording a series of still image of drawings, objects, people etc. Animation consists of a series of drawings or photographs on paper that viewed with a mechanical device through a hand held sequence of images.

**Audio:** Audio is Speech, music and other types of sounds. Audio element is used to improve the normal multimedia environment.

**Video:** Video is display the sequence of images with recording. Each human being image in sequence is called a frame.

Use of multimedia in education:

- Multimedia has a huge impact on education.
- Many college or schools use different types of computer based teaching software based on multimedia.
- It is not necessary that teacher is available in class.
- Students in engineering colleges use interactive multimedia presentations to learn the basics of electronic, implement test and manipulate the circuit they design on a computer.
- Training/classroom multimedia, appropriately known as CBT (Computer Based Training/Tutorials) uses multimedia technology to teach academic curriculum.

### **Over Head Projector (OHP)**

An overhead projector (often abbreviated to OHP), like a film or slide projector, uses light to project an enlarged image on a screen, allowing the view of a small document or picture to be shared with a large audience.

In the overhead projector, the source of the image is a page-sized sheet of transparent plastic film (also known as "foils" or "transparencies") with the image to be projected either printed or hand-written/drawn. These are placed on the glass platen of the projector, which has a light source below it and a projecting mirror and lens

assembly above it (hence, "overhead"). They were widely used in education and business before the advent of video projectors.



Overhead projectors make use of mirrors and converging lenses. They are used to project the image on a transparency onto your screen. The image projected onto the screen is called a real image. This is because it is exactly like the original image on the transparency film. If you think about it, the image projected onto the screen should appear backwards. This is why DIY overhead projectors need to have their transparencies facing inwards. That way, the image will be projected correctly on the screen. Remember how your reflection in the mirror is facing you? The overhead projectors enable a mirror image projection instead of a direct one.

Overhead projectors flip the images of their transparencies. They do this with their mirror. The mirror does a vertical flip. This makes the left side of the transparency become the right side of the projection and vice versa.

Parts of an Overhead Projector and Their Functions:

To understand how the overhead projector works, we must first know its major parts.

The base

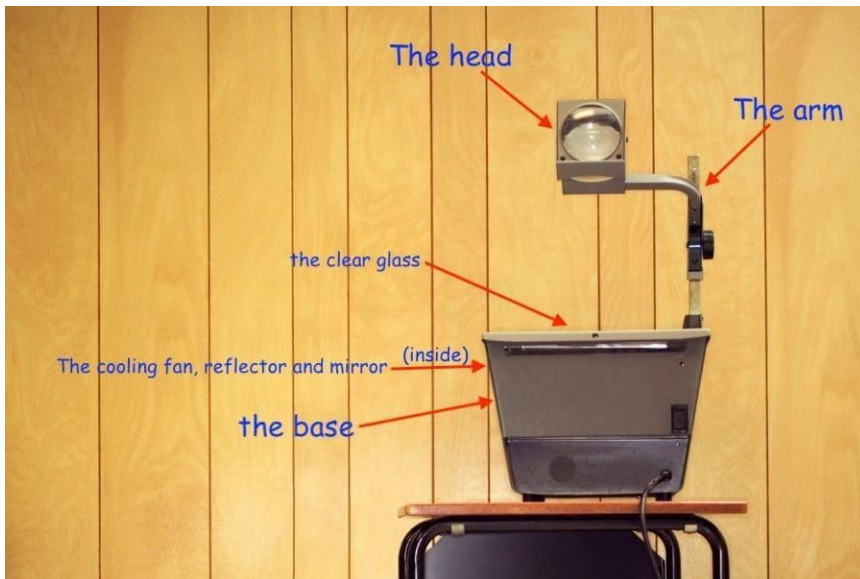
The reflector and mirror

The cooling fan

The fresnel lens

The arm

The head



### **The base**

The most important part of overhead projectors is called the base. This part contains a lamp. It also has a clear glass covering on top.

The glass covering is the surface on which the transparencies are placed. The lamplight escapes only through the glass cover. It lights up the glass cover and any transparencies on it.

The light will pass

through any image or text printed on it.



### **The reflector and mirror**

A reflector in the base directs the lamplight towards a mirror. It prevents the light from scattering and producing a dim image. The mirror in the base serves to reflect the light upwards and through the glass cover. It is angled at 45°. This enables it to capture light in its horizontal path and direct it upwards.

### **The cooling fan**

The fan in the projector is also of great importance. The fan is located in the base. It removes the heat that lamplight produces. If a projector overheats, it can cause damage to the system. Overheating can also make your projector shutdown while projecting.

## The fresnel lens



This is one of the two lenses used by an overhead projector. It is a circular lens located under the glass cover. The fresnel lens focuses light to one spot. In this case, it focuses the light in the direction of the head.

It bends the rays of light that spread outward from the glass cover. That way, all the rays from one spot on the transparency come back together onto one spot in the head.

For instance, if a transparency contains the single bold text ‘T,’ the fresnel lens makes sure that the projected image contains the same letter.

## The arm

The projector has an arm which is connected to the base. The function of the arm is to hold up the head.

This arm can be adjusted to help focus the image on your projection screen. Moving the head unit up or down can improve focus.

## The head



There is a mirror in the head of an overhead projector. The bottom of the head is open, allowing light to enter. On the inside of the head is an objective lens. Light passes through the transparency and into the head. The image on the transparency is projected through the lens and onto the mirror. The mirror then flips the image and directs it onto a projection screen. The image would be displayed on whatever the mirror is pointing towards. The Image Projecting Process Overhead projectors cannot work without transparencies. Anything to be projected has to be printed on the transparency. This is because transparencies support the light mechanism of overhead projectors. Light can pass through them. For your projector to work, it must first be connected to a power source. You can then turn it on and proceed to use it. The lamp in the base comes on and illuminates the transparency placed on the glass cover. The fresnel lens directs the light. It directs the light from the transparency to the objective lens in the head. Next, the image reaches the mirror in the head. The mirror flips the image and points the light in the direction of the screen.

### **What is the function of an overhead projector?**

An overhead projector is used to project information onto a screen for an audience. The information has to be printed or written on transparent film or plastic sheets. The transparent film is the size of regular A4 paper but the projections are a lot larger.

### **Disadvantages of an overhead projector**

It can be quite demanding. It requires constant power supply and bulbs. An overhead projector generates quite a lot of heat. The cooling fan can be noisy and distracting. It can be hard to transport due to its size. It requires the use of print or written transparencies. This can be costly and inconvenient. The display options are limited. It only displays media you can represent on a transparency. You can't project audio or motion pictures.

### **SMART BOARD**

A SMART Board takes everything you need in a whiteboard and mixes it with the excitement of a touch screen to bring a teacher's lessons to life. A SMART board is a tool used by educators to project and connect with their content, videos, interactive lessons, presentations, and other digital media. Also known as an interactive whiteboard, the surface itself is a touch screen usually with four pens to write on it. Using their SMART software, teachers can create interactive lessons, combine video and other websites into the lesson as well as manipulate the text on the screen. Students can write on the board as well to solve problems, show evidence of an answer or anything else the teacher would wish for. When asking, what is a SMART board, the answer is so many, many things.

### **Interactive Whiteboards for Classrooms**

Just like many please say Kleenex when they want a tissue, SMART boards are a brand of interactive whiteboards. We often call interactive whiteboards for classrooms SMART boards, but many other brands make them, including Promethean, Clever, Hitachi and Vibe, just to name a few. All these brands include the similar idea of projecting a website or software and writing on or working with the interface to teach the class new information. The overall purpose of using interactive whiteboards in the classroom is to get beyond the typical writing notes on the board, or projecting something flat that cannot be manipulated. SMART boards come with a variety of tools such as timers, diagrams, pull tabs, random name generations, matching and more to keep students' interest peaked and learning the most that they can.



### How Does a SMART Board Work?



As technology continues to advance, so do the latest SMART boards. When asking, how does a SMART board work, most SMART boards are comprised of a board that is plugged into electricity and usually a USB cord to plug into a laptop or computer. Then there is usually a projector component that could be mounted to the ceiling or on an arm connected to the SMART board. Once the SMART board is connected and recognized by the laptop or computer and the image is projected upon it, the teacher or the students can now use the pens or their finger to write on the board, select anything from a website, underline, highlight or use whatever they could do on a touchscreen on the screen. The software includes the multi-touch technology that allows up to four students to write on the screen at the same time. This allows them to solve problems, work together to answer questions or take notes all together.

The newest model of SMART board known as the 6000S, MX, GX and 7000R series all work without a projector and use similar technology as a laptop screen. Also known as SMART displays, they can be wireless

or hard wired into the internet so they do not need to be connected to a computer, but teachers can sign into their account and use saved projects and lessons they created away from the SMART board. It also has multi-touch technology for students to write on it at the same time with most newer models having 10-20 touchpoints but the 6000S series can have up to forty touchpoints. It also has collaboration software for students to share their laptop or other online device with the screen.

### **SMART Board Software**

The main software for using a SMART board is called SMART Notebook. This is similar to a PowerPoint software where you create slides for a lesson. However, on each page you can create interactive lessons using tools in the software that can be manipulated, written on, or displayed for more information. There are also active learning tools available to help bring things to life such as diagrams or sorting activities which the students can interact with.

The newest software is called Lumio, and it allows teachers to take the SMART Board and bring it to students in a virtual way. Teachers share their lessons to students who learn from home online or to student devices at school. They can interact with digital materials, watch embedded videos, and use already made activities. How this software differs is the ability to have all students engage in the lessons. Students sign in and then can complete individual worksheets or collaborate on the lesson. Also, the Lumio lessons can be teacher-pacing where the teacher advances the lesson or student-pacing where the students move the lesson along when they want to when learning on their own. This software was created to help when many students were learning virtually and has continued to meet the needs of 21 century students.

### **Technology integration**

#### **Meaning:**

Technology integration is the well-coordinated use of digital devices and cloud computing as tools for problem-solving, deeper learning, and understanding.

Technology facilitates access to curriculum but is not the curriculum itself. Teachers guide their students in using technology as a tool for accessing and understanding educational content.

#### **Benefits of technology integration**

First, technology meets students where they are in the learning continuum by assessing their strength and weaknesses. Then, the programs identify appropriate learning objectives and establish learning pathways for each student.

Second, instructional software allows students to access their class work anytime. Students may extend their learning by working on programs outside of class: before school, during lunch time, or from home if they have access to the apps from their own devices.

Third, learners find technology responsive and engaging. In the classroom, students with access to technology have useful tools that assist with active learning and problem-solving. Integrated technology encourages engagement and exploration in a way that traditional textbooks can never fill. Classroom lessons are less about the technology itself and more about deep learning. Students use technology to achieve the task at hand: understanding content.



Additionally, software and digital voice assistants provide alternative, reliable sources of information or fact-checking. These programs patiently repeat directions and lessons, customizing instruction through differentiation.

Finally, as learners engage with software and other technology, certain algorithms can collect data about student achievement for teachers to analyze. This data allows them to better plan future lessons and attend to their students' needs.

## **Whiteboard**

Once completely dominated by chalkboards, the tasks of displaying, explaining and exploring information have now been passed on to the whiteboard in this generation's classroom.

### **School Whiteboards**

Our best-selling school whiteboard is a magnetic whiteboard with a super-smooth surface for writing on. This makes them really easy to use, and perfect for colourful magnets to make your classroom your own. This whiteboard is incredibly easy to install and can be used in portrait or landscape orientation. The board comes with a handy pen tray, and will look neat and tidy in your classroom thanks to concealed corner mounting.

### **Freestanding Mobile Whiteboards**

In a school, freestanding boards are a functional and smart choice. The practicality is unparalleled, giving you the option to move your board into a new room, down to a different area for greater visibility or simply push it out of the way at a moment's notice. There's a solution for you no matter what you're looking for, thanks to our wide range of mobile whiteboards.

### **Printed Whiteboards**

If you find yourself using your whiteboard for the same table over and over again, why not go for a printed whiteboard to save yourself the trouble of drawing it out every day? Whiteboards like the Month Planner can be used time and time again. These whiteboards come with a pre-printed design that you can fill in with a whiteboard marker. Then, when you've finished filling it out, you can just rub out your workings and fill it in all over again. This design is perfect for organising your school office or classroom.

### **Glass Whiteboards**

The most stylish way to display your message! Glass whiteboards are perfect not only for classrooms, but also for reception areas, bars and restaurants. With special chrome fixings and a steel back, our Coloured Glass Magnetic Whiteboards come in 11 bright colours to bring a little something special to your classroom walls. And don't worry – just because they're glass doesn't mean they're fragile! These are made from 4.5mm toughened safety glass, so they can stand up to just as much wear and tear as any other board.

### **Non-Magnetic Whiteboards**

Non-magnetic whiteboards gain their popularity because of their affordability and lightweight designs. They can be written on and erased easily thanks to the plastic material they're made of.

## **Whiteboard Easels**

Whiteboard easels offer many of the useful qualities associated with other mobile whiteboards, but with added storage space and a more attractive style. Ideal for teachers or older children, the Fold & Write Teachers' Whiteboard Easel is a single-sided magnetic whiteboard with an A-Frame style easel. The stand is guaranteed for 10 years, made from a sustainable and hard-wearing wood. Heavy duty locking wheels mean this easel is easy to move around despite its sturdy structure.

### **1.4 Characteristics of Classroom Environment- Learner Friendly and Inclusive**

#### **Learner Friendly**

Many schools are working to become “child-friendly,” where children have the right to learn to their fullest potential within a safe and welcoming environment. The aim is to improve each child’s participation and learning in school, rather than concentrating on the subject matter and examinations. Being “child-friendly” is very important, but it is not enough. Children come to school to learn, but as teachers, we are always learning, too. We learn new things about the world to teach our students. We learn to teach more effectively—and enjoyably—so that all students learn how to read or do mathematics, and we learn new things from our students as well.

A “learner friendly” environment is “child-friendly” and “teacher-friendly.” It stresses the importance of students and teachers working together as a learning community. It places children at the centre of learning and encourages their active participation in learning. It also fulfils our needs and interests as teachers. It enables us and encourages us to give all children the best education possible.

#### **Principles or Dimensions**

Child-friendly schools (CFS) are based on the same six principles or dimensions:

1. Rights-based, inclusive and child seeking
2. Effective – Focusing on the intellectual, social, emotional and physical development of all children
3. Healthy, safe and protective
4. Gender responsive
5. Community based and family focused
6. Child-friendly systems and policies – Child-friendly assessment and evaluation systems, curricula and support systems It is important to understand that no school can be child-friendly unless it is inclusive, no school can be inclusive unless it is child-friendly, and that no school can offer quality education unless it is inclusive and child-friendly.

#### **Steps**

To create a friendly, non-threatening classroom environment, here are some strategies gathered from seasoned educators who create a warm and welcoming environment for their students every day.

You can start on creating an environment that is conducive to learning and maximizing student social and academic growth in 10 easy steps:

Greet your students each day with enthusiasm. Find something positive to say as much as possible or as much as time will allow for.

Provide students with time to share happenings, events, or items with you. Even if you set a certain time frame aside each day for 3-5 students to share, it will help to create a friendly, warm, and welcome environment. It shows them you care and it provides you with opportunities to learn about what is important about each of your students.

Take the time on occasion to share something that is important to you. This could be the fact that your own child took their first steps or that you saw a wonderful play that you would like to share with your students. Your students will see you as a real and caring person. This type of sharing shouldn't be done every day but rather from time to time.

Take time to talk about differences within the classroom. Diversity is everywhere and children can benefit from learning about diversity at a very early age. Talk about varying cultural backgrounds, body image, body types, talents, strengths, and weaknesses. Provide opportunities for your learners to share their strengths and weaknesses. The child who may not be able to run fast may be able to draw very well. These conversations always need to be held in a positive light. Understanding diversity is a lifelong skill children will always benefit from. It builds trust and acceptance in the classroom.

Say no to all forms of bullying. There is no such thing as a welcoming, nurturing environment when there is tolerance for bullying. Stop it early and make sure all students know that they should report bullying. Remind them that telling on a bully is not tattling, it is reporting. Have a set of routines and rules that prevent bullying.

Build activities into your day that support students working together and building rapport with one another. Small group work and team work with well-established routines and rules will help in developing a very cohesive environment.

Focus on the strengths when calling upon a student. Never put down a child for not being able to do something, take some one-to-one time to support the child. When asking a child to demonstrate or respond to something, be sure that the child is in their comfort zone and always capitalize on the strengths. Showing sensitivity to each of your students is extremely important in protecting their confidence and self-esteem.

Promote two-way respect. I can't say enough about two-way respect. Adhere to the golden rule, always show respect and you will get it back in return.

Take time to educate the class about specific disorders and disabilities. Role play helps to develop empathy and support among classmates and peers.

Make a conscientious effort to promote confidence and self-esteem among every student in the classroom. Give praise and positive reinforcement that is real and deserved often. The more that student feels good about themselves, the better they will be toward themselves and others.

## **Inclusive Classroom Environment**

Over the years, the term “inclusive” has often come to mean “including children with disabilities” in “regular” classrooms for children without disabilities. “Inclusive” does include children with disabilities such as children who have difficulties in seeing or hearing, who cannot walk, or who are slower to learn. **HOWEVER**, “inclusive” also means including ALL children who are left out or excluded from school.

“Inclusive” means that as teachers, we have the responsibility to seek out all available support (from school authorities, the community, families, children, educational institutions, health services, community leaders, and so on) to finding children who are out of school and facilitating ALL children to learn.

Moreover, in some communities, all children may be enrolled in school, but some children still may be excluded from participating and learning in the classroom.

For instance, they may be children; • who get lessons and have to read textbook in a language that is not their first language (mother tongue); • who are never asked to contribute; • who never offer to contribute; • who can't see the blackboard or a textbook or can't hear the teacher; • who can't hear well; • who have difficulties with speech (speech impairment or “stuttering”), or; • children who are not learning well and no attempts are being made to help them.

These children may be sitting at the back of the classroom and may soon leave altogether (drop out). As teachers, we are responsible for creating a learning environment where ALL children can learn, ALL children want to learn, and ALL children feel welcome and included in our classrooms and schools.

## **IMPORTANT ELEMENTS OF AN INCLUSIVE AND LEARNER FRIENDLY ENVIRONMENT (ILFE)**

ALL children have the right to learn, as set forth in the Convention on the Rights of the Child (CRC) which is ratified by virtually all governments in the world, as well as the Afghan Constitution (2004) and the Afghan Education Law (2008). Moreover, all children can learn, without regard to their physical, intellectual, social, emotional, linguistic, or other conditions. This includes children with disabilities; street and working children; children of remote or nomadic populations; children from linguistic, ethnic, or cultural minorities; children affected by HIV; and children from other disadvantaged or marginalised areas or groups.<sup>1</sup> Furthermore, while all children can learn, they may not all learn the same things at the same time, at the same pace, and with the same results, but this is completely normal and acceptable and should not lead to children having to repeat classes or be expelled from school.

With so many individual differences, children need to learn in a variety of ways, not just by copying information from the blackboard onto a slate or into a notebook. Copying from the blackboard is probably one of the least effective ways for children to learn.

Teaching children with diverse backgrounds and abilities is often a challenge, so we need to understand how to teach these children. We will not learn everything we need to know in teacher training. Therefore, we also need to learn by observing and talking to experienced teachers, by going to workshops, by reading books, and by

exploring other resources such as this Toolkit. We then need to practice what we have learned in our classrooms. An ILFE is therefore important, not only for the development of ALL of our children, but also for our own professional development as teachers.

In an ILFE, everyone shares a common vision of how children should work and play together. They believe that education needs to be inclusive, gender-responsive and fair - girls should have the same rights and opportunities as boys, and non-discriminatory, sensitive to all cultures, religions, as well as relevant to the daily lives of children and their families. Teachers, administrators, and students should respect and embrace their different languages, cultural backgrounds, circumstances, and abilities.

An ILFE teaches children life skills and healthy lifestyles so that they can make informed decisions and protect themselves from illness and harm. Moreover, in an ILFE there is no verbal abuse (no name-calling, abusive language, teasing or ridicule), no physical punishment (no pinching, slapping, caning or other forms of corporal punishment), in other words, there is no child abuse. An ILFE encourages teachers and school administrators, children, families, and communities to help children to learn inside and outside the classroom.

In the classroom, children - and not just teachers - are responsible for their learning and actively participate in it. In an ILFE learning is linked to what children want to be in life (their aspirations), and it is meaningful for their daily lives. It is understood that learning helps children to develop new aspirations as their knowledge grows, and they can work towards a living future life that is better than the one they are living, and better than the lives their parents have lived.

An ILFE also considers the needs, interests, and desires of us as teachers. It gives us opportunities to learn how to teach better; it provides the best resources possible for teaching; and it celebrates our successes through appropriate rewards and recognition.

## **BENEFITS OF AN INCLUSIVE AND LEARNER FRIENDLY ENVIRONMENT (ILFE)**

### **Benefits for Children**

Through an ILFE children will among others learn how to;

- become more self-confident;
- develop greater self-esteem;
- take pride in themselves and their achievements;
- learn independently both inside and outside of school;
- ask good questions;
- be good observers;
- be more creative;
- improve their communication and interpersonal skills; improve the way they learn;
- understand and apply what they learn in school to their everyday lives (such as in their play and in their homes);
- interact actively, productively and joyfully with their classmates and teachers;
- value their native language (mother tongue);
- gain or regain self-respect as they learn to respect others;
- appreciate different cultures and traditions;
- embrace diversity of abilities and backgrounds;
- enjoy being with others who are different from themselves, including how to be sensitive to and adapt to these differences, and;
- how to learn together and value their relationships, regardless of the backgrounds and abilities of their friends and classmates.

### **Benefits for Teachers**

Teachers also receive important benefits from teaching in an ILFE. They will;

- have more opportunities to learn new ways to teach different kinds of students;
- learn how to explore new ideas by communicating more

often with teacher colleagues from within and outside their school through school clusters or teacher networks;

- receive valuable input and assistance from parents and community members;
- gain new knowledge, such as the different ways children learn and can be taught;
- learn how to find solutions and overcome challenges, instead of just seeing problems and obstacles;
- develop more positive attitudes and approaches towards children (and their families) as well as challenging situations;
- get more positive feedback from their students by applying these new ideas;
- experience a higher sense of accomplishment when ALL their students are succeeding in school to the best of their abilities;
- have more volunteers working and helping in their classrooms (which will reduce their workload) because parents, older siblings and other members of the community will be more likely to help when they understand that what the children learn in the classroom is important for the of children themselves, their families and the development of the community, and;
- they will discover (or rediscover) that teaching is a joy and a privilege, not a chore.

However, remember that “ALL children succeeding” does not necessarily mean that all children successfully pass a written examination. It means accepting diversity in the different ways children learn as well as how they show their success in learning; for instance, when they can successfully explain and apply a concept to the teacher or to the class, instead of answering questions about it on an examination.

### **Benefits for Parents**

Through an ILFE, parents will;

- learn more about how their children are being educated;
- learn how they can become personally involved in and feel a greater sense of importance in helping their children to learn;
- learn how to share their experiences when teachers ask them for their opinions about children;
- feel valued and consider themselves as partners in providing quality learning opportunities for children;
- learn how to assist their children better at home by using some of the techniques that the teachers use in school;
- learn how to interact with others in the community;
- learn how to understand and help solve each other’s problems, and;
- most importantly, they will know that their children are receiving a quality education.

### **Benefits for Community**

An ILFE can offer many benefits to the community, too. The community;

- develops a sense of pride as more children go to school and learn;
- discover that children are being prepared to become responsible future community leaders, which will help the community to develop and prosper;
- sees that potential social problems, such as petty crimes or adolescent problems, may be reduced; and,
- becomes more involved in the school, creating better relations between the school and the community.

### **Physical Resources**

Physical resources are the raw materials which are used to achieve an objectives or goals in an organization. They are resources that we can feel, move, smell, see, etc., these are normal resources that are made by man and helps us to do our daily activities much quicker and easier.

Physical resources are all the structures found in a school apart from human beings. Physical resources are school facilities which include all instructional and non-instructional facilities.

According to Encyclopedia of Education (2012), the school facilities consist of not only the physical structure and the variety of buildings systems, such as mechanical, plumbing, electrical and power, telecommunications,

security, and fire suppression systems.

Thus, physical resources include all instructional and non-instructional materials of a school needed for effective teaching and learning. From these definitions of the physical resources, one can conclude that they determine success or failure in the teaching and learning process. To make the teaching and learning process interesting, the teacher has to use teaching aids in a friendly environment.

### **Importance of Physical Resources**

The role a well-equipped school environment play in the educational system cannot be over emphasized. Some of the importance of physical resources (school facilities), such as buildings, ventilated and spacious classrooms, and furniture, instructional materials, electricity, toilet facilities, playing facilities, laboratories, libraries, aesthetics etc., as stated by Osuji (2016), are as follows:

It creates conducive environment for teaching and learning. • It helps the learners to develop skills through extra-curricular activities. • It motivates the school teachers in the execution of their duties. • It helps in the retention of teachers through friendly teaching environment and good allowances. • It helps to reduce vices, truancy and drop-outs among learners • It gives room for researchers to carry out research. • It enhances the activities of teaching and learning. • It makes room for continuity in education. • It helps to reduce the fear of insecurity in the school environment. • It gives job satisfaction to teachers. • It helps in the actualization of educational goals through learner's and teachers' high performance.

### **School Site**

Selection of the school site is one of the most important steps in planning for a new school because the site will serve as the school center of the area for years to come. In selecting a site, you should take into account the possibility of future expansion. With the number of school age children increasing yearly, it is likely that you will want to add to your physical plant in the future. The site should be located as near to the center of the area the school is to serve as possible. The size of this area will vary according to the school's grade level. An elementary school will serve a smaller area than a high school because elementary-schoolchildren cannot be expected to travel as far to school as high-school students do. The school should also be conveniently located for use by the general public in attending such events as ball games, band concerts, dramatic productions, and perhaps evening classes for adults. The school site you select must be large enough to accommodate the various facilities you want to construct on it. There must be enough room for the school building or buildings without using up space for recreation facilities, outdoor classroom space, and space for parking lots and landscape development. Some space should be reserved for future expansion.

### **Building Design**

A master plan should be drawn up for the site as a whole. For this purpose services of a good architect should always be taken for the planning of the building. However teachers and head of the institution should also try to equip themselves for giving suggestions to architect or planner in order to make the school plant more useful and serviceable.

The level of the school should be high so that water-logging does not take place in the monsoon season. There should be a good drainage system.

Always it is advisable to have the buildings of one storey. The second storey can be constructed in future when future expansion is needed. So any type or design must therefore take note of this possibility of future expansion. So it is desirable that the school plant should be planned.

The building should be south-facing, so that sunlight can enter into the room in the winter and cannot enter directly in the summer. Provision should be made for the free circulation of air, proper light and a minimum area to accommodate a certain number of school children. The building must be planned with hygienic laws.

The school building must provide for certain amenities for the students such common room, sanitary conveniences, provision for mid-day meals, refreshments and in case of girl students retiring rooms with necessary facilities, accommodation for teachers with a common room available for them where they can meet one another, a reading room and a library; a visitors' room, a room for the headmaster, an office room and a well planned and equipped science laboratory to stimulate greater interest in science. But the planning and designing should be scientific and modern. The construction of all types of rooms in the building must be determined not by fancy but by utility.

Adequate space must be provided with classrooms, special rooms, school halls, staff room, office room, pupils' common room, library and reading room in every secondary school. Classroom should have 600 Sq ft floor areas (30' x 20'). The height of each room must be more than 15 feet.

Efforts should be made to have school buildings with a graceful look. The surroundings of the school building should be attractive and must provide a stimulating environment for children to study and conduct co-curricular activities more effectively.

As regards the type of the design, no single type can be recommended.

However, the school building can be of several types.

These are: i. The I Type – Consisting of a row of classrooms. ii. The L Type – L type with an extension on one side. iii. The T Type – T type with an extension on one side both ways. iv. The U Type – Two I type joined on one side. v. The E type. vi. The H Type.

Usually T.E.L.H and U types of buildings are preferred as they are convenient and beautiful to look at. There should be windows on opposite sides of the room opening to outside and giving cross ventilation. So ventilation, light and heating should be in accordance with the best practices. The building should be daily cleaned and annually washed and other repairs should be timely attended to.

### **Classrooms**

Classrooms should be sufficiently large, at least 25'X20' in dimension. Number of classrooms depends on the number of standards, courses, sections and the practical components which may require more than one room. Every classroom should be properly ventilated, have sufficient light, power connection and sufficient seating arrangements. Separate classrooms are ideal but a few classrooms could be located in a hall with movable partitions, so that they could be used for combined classes and for conducting school or public examinations if necessary. Classrooms should have verandahs (Passage ways) at the entrance side and backside.

### **Laboratories**



For a high school general science laboratory is enough. Laboratories should be equipped with the apparatus and materials to conduct experiments and demonstrations relating to the practical assignments suggested in the curriculum. They should be provided with adequate power, water and gas supply, necessary furniture like demonstration table, work tables for students, appropriate fixtures and fittings, fume cupboards, sinks, fire extinguisher, first aid box etc. Various registers like stock register, issue register and breakage register are to be maintained properly and inspected periodically in all the laboratories.

### **Play Ground**

Play is essential for the physical and psychological well being of children. It is a good recreation and has great socializing potential. Provisions should be made in the school to arrange for indoor games such as chess, carom, table tennis etc. Play ground is essential for conducting outdoor games like football, cricket, baseball, tennis, ball badminton, basketball etc. as well as for sports events, physical exercises and yoga practices.

### **Furniture**

Furniture made of wood or steel must be provided in adequate numbers. They should be arranged properly in the classrooms. They should be arranged in rows providing sufficient space in between to facilitate easy movement of students. They should be dusted periodically and repair work if any, should be taken up during holidays.

### **Material Resources**

#### **Equipments**

Two kinds of equipments could be used. Movable equipments include gadgets like overhead projectors, 0000radios, television sets, tape recorders, DVD operators, sanitary equipments, baskets, water tubs, buckets, fire extinguishers etc. Fixed equipments refer to light and sound systems; ventilators, water taps, and power points etc. equipments are to be periodically serviced and kept functional.

#### **Definitions of Classroom Management**

Effective classroom management is an indicator of student's success. The primary purpose of the classroom management is to get control on the students. Classroom management consists of practice and processes that a teacher uses to uphold an environment in which instruction and learning can occur smoothly. (Wong, H. K., 2004).

Classroom management refers to those methods and strategies used by the educators to maintain a helping classroom learning environment. Although there are various techniques involves in classroom management but the most important strategies are those which realize the students that they are in the environment which allow them to learn and achieve.

1. The term classroom management does not have just a single definition. Most commonly it refers to the procedures in which the teacher sets up the classroom in such a way that the students learn more effectively.

2. "Classroom management is a multifaceted process which depends upon an engaging curriculum, student's responsibility, appropriate teaching modeling, effective instruction, and management skills to work towards conflict resolution with individuals and the whole class." (Mallory, M.2008)

1. "The concept of the classroom management is broader than the notion of student discipline .it includes all the things teachers must do to foster student involvement and cooperation in

classroom activities and to establish a productive working environment”

2. “Classroom management can and should do more than elicit predictable obedience; indeed, it can and should be one vehicle for the enhancement of student self understanding, self-evaluation, and the internalization of self-control.”

3. “Classroom management describes the processes you use to keep a classroom organized, lessons running smoothly, and students engaged in the lesson. Although maintaining discipline is a component of classroom management, establishing procedures and rapport are just as important in keeping a classroom running efficiently.”

### **Importance of Classroom Management**

Good teachers manage their classroom through proper procedures and routine while ineffective teachers lack this aspect of classroom management .When the class is organized and disciplined, the teacher can allocate much time to teaching rather than spending more time on disciplining the students .There are some important features of classroom management which are discussed below. teacher. When the students get involve in their daily activities, meanwhile the teacher gains enough time for managing other routine activities such as attendance, arrangement of resources for activities in the class etc. In this way the daily agenda of the classroom does not effect.

### **Positive Atmosphere**

A well managed classroom has a positive atmosphere. The students know that their teacher is the leader and instructor of the classroom. A properly manage class runs through a systematic procedure by the teacher. Every student feels comfortable because they know that teacher is facilitating them in learning and is always ready and approachable for the answers of their questions. A friendly atmosphere provides opportunity to the learner to interact with teacher and peer groups, while on the other hand a stressful, negative and fearful atmosphere do not allow purposeful learning.

### **High Test Scores**

The rationale of the test is not to bring forth the students mistakes but to guide them for good performance in the class. Those teachers, who effectively managed their classrooms,inform the students on a very first day that what they will learn from the particular unit because it makes the students ready for learning. Expert teacher Julie Johnson says that she demonstrates what she wants them to do. They practice the skill together and then I test them the same way we practice in my class, test is not a bad word”. When students develop their confidence, it reflects from their test scores. (Harry K. Wong & Rosemary, 2009)

### **Student Impact**

Effective classroom management is important because it has a great impact on the overall performance of the students such as their behaviour, organization skills, attitude, discipline and achievement etc. If the teacher has good skills of management and who can communicate with students effectively, their student’s intellectual growth will be higher. A well managed classroom provides a favorable environment for the intellectual growth of the students.

### **Engage Students**

Classroom management is important for effective teaching because it engages the students in creative activities and makes them learn the material rather than memorizing them for classroom tests. A well managed classroom teaching involves the students in question answer, discussions and other motivating activities. When the teacher moves around the class while delivering the lecture, gives answer to the questions of the students and responds to students through verbal and non verbal methods ensure that students are paying attention to learning. It enhances the confidence of the students and makes the learning more effective.

### **Preparation**

Classroom management becomes more effective when the teacher is prepared before coming to

the class. When the teacher comes without preparation in the class it gives a time to the students for creating disturbance in the class, and it causes problems for the teacher in formulating daily plan. To avoid such disturbed situations, the teacher should have handy lesson plans which she /he can use in time of emergency. This is one of the most important tools of classroom management.

### **Importance of Goals by the Teacher for Classroom Management**

Goals and objectives set by the teacher for the classroom management is very important.

A teacher sets goals and objectives for mental and physical development of the students and to help them to achieve educational goals ultimately. Students are given objectives and they strive for its achievement. It realizes them to feel more organized and responsible in their educational career. Goals and objectives are important for the classroom management for the following reasons.

#### **Better Teaching**

The teachers who set goals and objectives for their teaching, they force to make a good lesson plan and always try to accomplish their objectives. When a teacher has specific goals in mind, he must carefully plan how to achieve those goals and objectives. For this purpose the teacher needs to have depth understanding of curriculum that how to proceed the planning to cover it with in proper time. Many subjects such as mathematics are cumulative subjects and need students to have master skills as they go on, because those skills are continuously require to the entire course. Students who have no command on those skills usually left behind, so by setting goals teachers carefully plan that how to teach the course while keeping all the students on the same pace.

#### **Student Focus**

Students, who are aware about the goals expected from them by the teacher, give a clear picture to them that where they have to focus their attention. The planned goals provide a chance to the students to learn more to reach to the already established criteria by a teacher for lesson. This achievement of goals gives a sense of accomplishment to the students.

#### **Teacher Goal-Setting**

Setting of goals by the teacher opens new gates of learning for the students. Students also learn how to set the goals and derive the objectives from them in the real life situation. It makes them goal oriented intellectuals. The teacher makes goals for lesson and tries to achieve them in classroom, and the students learn that what steps should be taken to reach to success in some activities.

#### **Motivation**

Motivation is one important principle of learning. The students cannot learn if they are not motivated. Motivation also plays an important role in the management of classroom, for example if the students are highly motivated to learning, they will carry on the daily activities with high zeal and the class will be automatically disciplined. Therefore, setting of goals in the classroom motivates the students towards highly academic achievement. This motivation of the students can be done by the teacher through material or verbal incentives. For further detail check the following website.

#### **Need and Role of Classroom Management**

Classroom management is essential for smooth running of teaching learning process. The managed and disciplined class leads to the maximum learning output. The need of the classroom management arises on the basis of following reasons.

1. Productive environment inside of classroom is very necessary for the students learning. This atmosphere of class can only be attained when the classroom is well managed. If the atmosphere of the classroom is positive the students will be sitting in the class without any fear and will be

able to concentrate on the learning. The management of classroom enables the students to remain cooperative, respectful, and on task with each other and with teacher. Students are more receptive as learners when guidance is more focused, and they behave better by virtue of respect for teachers instead of because of fear of consequences.

3. Organization of the classroom is the fundamental element for positive learning environment of the class. It minimizes the wastage of time as well as of other resources because every activity of the class goes according to the pre set organized way. The more organized a teacher is, the more effective he/she can be. Students, especially at higher levels of education, are likely to respond positively to structured and organized environments.

4. Planning and management both play an important role in effective teaching learning process. When the classroom is well managed, the planning made by the teacher for all activities of the classroom will be implemented successfully.

5. In an organized and manage class, the teacher attention remain focused and works with a senseof purpose in the classroom.

6. It becomes very easy for the teacher to engaging all the students in purposeful activities during school hours, therefore the management of classroom play very essential part in engaging the students in creative activities. Encouragement boost up the energies of students for effective learning, and it is only possible when the teacher gives attention to the students according to their level. A managed and control classroom makes this job very easy for the teacher.

8. The basic role of classroom management is to provide an opportunity to the teacher to motivate her/his students to meet the challenges and exceed expectations.

9. Collaboration stimulates the students for teamwork in all learning activities whether that held inside or outside of the classroom. Students help each other to learn while participating in constructivist learning activities.

10. Classroom management has important role in fixing the rules and procedures of the classroom. Without rules and procedures the learning environment cannot be fruitful.

11. Classroom management has a great contribution in the achievement of learning goals of a lesson deliver by the teacher. Because the students can learn far better in the discipline classroom environment.

12. It is very essential for the teacher to arrange the classroom seating according to the nature and requirements of the subject. Each subject demands different arrangement of seating in the classroom. So the skills of management of the teacher make it easy to arrange the seats of students according to the activities of the subjects.

13. The teachers and administrator need to have real estimate of resources need for a school and classroom activities, the management enables both teacher and administration to make the actual estimate of required resources for all activities.

14. The classroom management enables the teacher to remain consistent in his or her behaviour with students during classroom lesson. Through effective and consistent feedback to the students, teachers establish a positive relationship with individual students to realize them that they are valued.

### **Approaches:**

**1. Preventive approach:** Preventive approaches to classroom management involve creating a positive classroom community with mutual respect between teacher and student. The teacher adopting preventive approach should treat the student with warmth, acceptance and caring attitude.

**2. Assertive approach:** The Assertive approach to classroom management experts teacher to specify rules of behavior and consequences for disobeying them.

**3. Business Management Approach:** This approach was developed by Everton and-Emmer.

Accordingly the teacher must explain clearly to students work assignments, instructions for assignments detect students who are having difficulty and to encourage students to keep working. Moreover the teacher should chalk homework, tests. Completed assignments and pay attention to problems the idea is that when students are working on their tasks, there is little opportunity for disciplined problems to arise.

**4. Behaviour Modification Approach:** Behaviour Modification is rooted in the classic work of behaviorists like James Watson and B.F. Skinner According to them behavior is shaped by environment teachers using this behavior modification approach strive to increase the occurrence of appropriate behavior through a system of rewards and reduce the likelihood of inappropriate behavior through punishments. Students respond better to positive reinforcement than to punishment thus students who follow rules are praised or rewarded in various ways and students who break rules are ignored or punished immediately.

**5. Group Guidance Approach:** . It is primarily based on manipulating the floor conduct of students as people or as groups. To keep proper self-discipline the instructor should recognize the group its desires and interest. Redl is of opinion that disciplinary problem have three causes.

- **Individual case history:** The problem is associated to the psychological disturbance of the child.
- **Group conditions:** The problem reflect unfavorable situation in the groups.
- **Mixture of individual and group causes:** The hassle facilities round an man or woman however is caused by something in the group.

**6. Group Managerial Approach:** Jacob Kounin emphasizes that if a pupil misbehaves, the instructor should stop the misbehavior without delay so that it does not enhance into a serious problem. In addition to it, students engagement in lesson and activation's is the key to profitable lecture room management.

**7. Acceptance Approach:** This method is rooted in humanistic psychology and continues that each and every character has a high want for acceptance According to Rudolph Dreckurs who is the major consultant he holds that acceptance through friends and instructors is the prerequisite for terrific conduct in any other case if college students are now not profitable in receiving cognizance then they would possibly showcase delinquent behavior.

**8. Culturally responsive school room Management: (CRCM)** is an strategy to jogging school rooms will all children. It is a herbal extension of culturally responsive instructing which makes use of the historical past of students, prior expertise and gaining knowledge of patterns in every day lessons.

#### **Strategies involved in managing a classroom**

**1. Respect:** An important part of classroom management is respect. Mutual amount of respect should be developed between student and the teacher. Setting guidelines for the classroom will help develop the respect that is needed so that students can do their best.

**2. Consistency:** On orderly and well organized classroom have an impact on the students. Students should be familiar with a set of procedures and routines because this will help the

classroom run like a well-acted machine.

**3. Proximity:** Proximity helps the teachers manage what is going in the classroom so a teacher should walk around the room and stand next to students who may be causing problems. This aspect helps in managing the classroom effectively.

**4. Seating Arrangement:** the seating arrangement should be organized in such a way that the teacher can easily move around the room and monitor students behavior.

### **Managing different types of students- Leader, Follower, Passive**

A teacher has to control with different types of students in the class. Broadly speaking students can be put into several classes. A type of twenty students will probably have twenty different personalities at twenty exclusive locations academically what are one student's strengths will be any other are one student's weak spot and vice-versa. This is the most difficult element of being a teacher.

Therefore to control students in such a case is extraordinarily challenging. Thus the greatest instructors are exceptional at differentiating instruction. So it is essential that instructors use the starting of School year to discern out person Student's power and weaknesses. This can be accomplished thru hobby inventories, persona survey and benchmark assessments. Although having an array of personalities of college students can preserve a teacher's occupation interesting and challenging. If all college students had been the identical it would be a boring job. Managing and controlling the lecture room is integral so that teacher's can have peace of mind.

**1. Leader:** Leader is someone whom everyone looks up to. Leaders are normally particularly enthusiastic. They are like by all and are nicely rounded individuals. Leaders frequently lead by example. They frequently do warm even comprehend that other human beings seem up to them. They regularly land by examples. They have special potential to get humans to hear to then when they do speak. Natural leaders have an inborn capability to stand out like a rating thumb. They continually have desirable thoughts and recognize how to entice people. They act as position fashions for others to follow. That's why college students and instructors adore Natural leaders.

**2. Follower:** Productive followers are comfortable to get in and get the work done. They pay attention to what is requested and know what is required productive followers do what is fantastic for the team in the most wonderful way they additionally thrive on being given direction.

On the different hand submissive follower is greater likely to be completely happy going along with the flow to restrict conflict. They may additionally be shy personalities or be struggling from low self esteem and self confidence. It is the parent's accountability to construct up their self confidence. For these with a submissive follower the key is to construct self-esteem. The submissive follower has shut to zero self esteem so what instructors want to do is assist construct their self assurance in their very own opinions and thoughts. Teachers have to be encouraging and wonderful so that they construct up their capacity to believe and cost their personal selections and assist them grow to be a greater of "productive follower".

**3. Passive Students:** There are two specific types of students, passive and active Attitude, the quantity of power the teacher puts into the type and the first-class of word determines the types

of student. Attitude is the first element that determines the quality of a pupil a passive scholar is nearly constantly negative provide passive students tend to suppose that when they get hold of negative grade, it is because the instructor does not like them passive college students simply do not care about how properly they do in the class.

On the different hand an lively pupil has a very fine attitude. They attempt to examine as much as possible about what they are studying. The second component that helps decide the kind of scholar is the quantity of strength he or she places into work for their classes. A passive pupil is lazy because his/her mind-set is poor. An energetic scholar do as, simply the opposite they always study. They have their priorities. They make the time to learn about instead of going out and having fun. For instance they may additionally no longer go out with their pals when they recognize that a take a look at is coming up they are commonly inclined to assist others.

### **Corporal punishment**

All forms of corporal punishment including sexual abuse are harmful to the child. Currently, there is no statutory definition of corporal punishment of children in Indian law. Definition of corporal punishment can at best only be indicative. In keeping with the provisions of the RTE Act, 2009, corporal punishment could be classified as physical punishment, mental harassment and discrimination.

#### **Physical Punishment**

Physical punishment is understood as any action that causes pain, hurt/injury and discomfort to a child, however light. Examples of physical punishment include but are not restricted to the following:

- Causing physical harm to children by hitting, kicking, scratching, pinching, biting, pulling the hair, boxing ears, smacking, slapping, spanking or with any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving electric shock etc.);
- Making children assume an uncomfortable position (standing on bench, standing against the wall in a chair-like position, standing with schoolbag on head, holding ears through legs, kneeling etc.);
- Forced ingestion of anything (for example: washing soap, mud, chalk, hot spices etc.);
- Detention in the classroom, library, toilet or any closed space in the school.

#### **Mental Harassment**

Mental harassment is understood as any non-physical treatment that is detrimental to the academic and psychological well-being of a child. It includes but is not restricted to the following:

- Sarcasm that hurts or lowers the child's dignity;
- Calling names and scolding using humiliating adjectives, intimidation;
- Using derogatory remarks for the child, including pinning of slogans;
- Ridiculing the child with regard to her background or status or parental occupation or caste;
- Ridiculing the child with regard to her health status or that of the family – especially

HIV/AIDS and tuberculosis;

- Belittling a child in the classroom due to his/her inability to meet the teacher's expectations of academic achievement;
- Punishing or disciplining a child not recognising that most children who perform poorly in academics are actually children with special needs. Such children could have conditions like learning disability, attention deficit hyperactivity disorder, mild developmental delay etc.;
- Using punitive measures to correct a child and even labelling him/her as difficult; such as a child with attention deficit hyperactivity disorder who may not only fare poorly in academics, but also pose a problem in management of classroom behaviours;
- 'Shaming' the child to motivate the child to improve his performance;
- Ridiculing a child with developmental problems such as learning difficulty or a speech disorder, such as, stammering or speech articulation disorder.

## **Discrimination**

Discrimination is understood as prejudiced views and behaviour towards any child because of her/his caste/gender, occupation or region and non-payment of fees or for being a student admitted under the 25% reservation to disadvantaged groups or weaker sections of society under the RTE, 2009. It can be latent; manifest; open or subtle. It includes but is not restricted to the following:

- Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability/disability;
- Assigning different duties and seating in schools based on caste, community or gender prejudices (for example, cleaning of toilets assigned by caste; task of making tea assigned by gender); admission through 25% reserved seats under the RTE; or non-payment of any prescribed fees;
- Commenting on academic ability based on caste or community prejudices;
- Denying mid-day meal or library books or uniforms or sports facilities to a child or group of children based on caste, community, religion or gender;
- Deliberate/wanton neglect.

In India, corporal punishment is banned in schools, daycare and alternative child care institutions. However, there are no prohibitions of it at home. The National Policy for Children 2013 states that in education, the state shall "ensure no child is subjected to any physical punishment or mental harassment" and "promote positive engagement to impart discipline so as to provide children with a good learning experience". Corporal punishment is also prohibited by the Right to Free and Compulsory Education Act 2009 (RTE Act). Article 17 states: "(1) No child shall be subjected to physical punishment or mental harassment. (2) Who ever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person." The Right of Children to Free and Compulsory Education Rules 2010 provide for implementation of the Act, including awareness raising about the rights in the Act, procedures for monitoring implementation, and complaints mechanisms when the rights are violated. In 2014, the Ministry of Human Resources Development issued guidance ("Advisory



for Eliminating Corporal Punishment in Schools under Section 35(1) of the RTE Act 2009") which sets out the national law relevant to corporal punishment in schools, the international human rights standards, steps that may be taken to promote positive child development and not resorting to corporal punishment, and the role of national bodies in implementing the RTE Act, stating: "This advisory should be used by the State Governments/UT Administrations to ensure that appropriate State/school level guidelines on prevention of corporate punishment and appropriate redressal of any complaints, are framed, disseminated, acted upon and monitored." However, corporal punishment is still widely prevalent in schools in Indian rural communities.

### **Long-term consequences of corporal punishment**

It is now globally recognized that punishment in any form or kind in school comes in the way of the development of the full potential of children.

When adults use corporal punishment it teaches their children that hitting is an acceptable means of dealing with conflict. The more children are hit, the more is the anger they report as adults and consequently the more they hit their own children when they are parents, and the more likely they are to approve of hitting.

Corporal punishment leads to adverse physical, psychological and educational outcomes – including increased aggressive and destructive behaviour, increased disruptive behaviour in the classroom, vandalism, poor school achievement, poor attention span, increased drop-out rate, school avoidance and school phobia, low self-esteem, anxiety, somatic complaints, depression, suicide and retaliation against teachers – that emotionally scar the children for life.

Children subjected to punishment prefer aggressive conflict resolution strategies with peers and siblings and they do not consider it a violation of their rights.

There is an association between corporal punishment meted out to children and maladaptive behaviour patterns in later life, such as aggression and delinquency.

The effects of various forms of mental harassment or psychological maltreatment have shown that Combinations of verbal abuse and emotional neglect tend to produce the most powerfully negative outcomes;

Psychological maltreatment is a better predictor of detrimental developmental outcomes for young children than the severity of physical injury experienced by them; It is the indicator most related to behaviour problems for children and adolescents; and Psychological abuse is a stronger predictor of both depression and low self-esteem than physical abuse. A chronic pattern of psychological maltreatment destroys a child's sense of self and personal safety. Subtle and overt forms of discrimination are also known to have a negative effect on the emotional and intellectual health of children.

In recognition of the harmful consequences of corporal punishment on the child, the General Comment on corporal punishment stated that, "There is no ambiguity: 'all forms of physical or mental violence' does not leave room for any level of legalized violence against children.

Corporal punishment and other cruel or degrading forms of punishment are forms of violence and States must take all appropriate legislative, administrative, social and educational measures to eliminate them.”

## **DISCIPLINARY PRACTICES**

“Discipline is the bridge between goals and accomplishment”.

Discipline plays an essential role in keeping up a healthy social life. A disciplined life helps to eliminate hindrances for growth and other confusions that stand in the way of success. Since schools play an important part in character development and shaping behavior, discipline in school is pivotal and of paramount importance.

Every school will have a set of norms and codes of conduct. School discipline is an arrangement of these specific implicit rules, conduct, and behavior for keeping the students in check and making them efficient individuals.

School discipline is a system of a certain code of conduct, behavior and punishments for regulating students and making school well organized. For making teaching learning process effective, the classroom environment must be favorable and opportune.

In order to make the teaching-learning process effective and useful, the classroom environment must be great and ideal. Discipline helps to create a healthy classroom and a healthy classroom ensures discipline. It works both ways.

Here are the **ten awesome tips to manage discipline issues:**

### **1. Be Organized**

If there is no proper organization in the classroom, kids feel bored and starts to misbehave. It will be better if the lessons are properly planned, make supplies ready and thus be organized in everything as possible. Always think about items that can be displaced and figure out a system that help to keep track of those items.

### **2. Deal with Problems Right from the Start**

It is advisable to deal with problems before they become too large to handle. You can address each and every small issue happening in the classroom. A tiny mistake in discipline issue can be a nightmare in the future.

### **3. Have Good Control Procedures**

Certain good control procedures are developed to prevent problems. For instance, a cover sheet can help prevent children from cheating during written exams. Such procedure should be easy as possible for the students to choose the right thing and be difficult as possible for them to misbehave or take imperfect decisions.

### **4. Teach the Procedures Well**

Making good and appropriate procedures is not enough. They should be taught to the students properly as well. **Four steps involved in teaching them are:**

- a. Clearly explain the procedure
- b. Practice it with children
- c. Correct the parts that were done incorrectly
- d. Repeat it constantly until they do it in the right manner.
- e. If you don't take time to teach procedures properly, students may not follow them which leads to utter frustration.

### **5. Keep your Students Engaged**

The more students are engaged in activities, the less they cause problems. Make sure you give interactive classes and teach the students passionately. It is better to make students involved than just giving lectures. Hence it would be advisable to make the students write while teaching.

#### **6. Move Around the Classroom**

Most of the teachers stand at the front of the room without even moving their position. It would be a good idea to walk around as you teach. It is not only a different approach of teaching, but also helps to keep an eye on what the students are doing.

#### **7. Develop a Rapport with the Students**

If we want students to follow us, they not only need to respect us, but also create an impression that we care about them. Always be genuine, kind, approachable and ready to admit mistakes. Also, students must be given compliments, and show that you love them. With the above qualities, you will be able to create a good rapport with students.

#### **8. Be Professional**

Rather than becoming a too friendly teacher, try to become a good mentor. Interactions must be made friendly but not familiar.

#### **9. Require Students to Clear their Desks**

Students should be asked to keep only the required items on the desk. When desks are cleared, teachers will be able to know exactly about the activities done by their students. Teachers will have better control of students.

#### **10. Establish Structure First**

Train students to work and do their activity in a structured environment. Once they understand the structure, they should be able to work in an unstructured environment without losing control. All these tips help to manage disciplinary issues in school. No institution can be operated successfully without proper maintenance of discipline. Hence, discipline should be given top priority.

#### **Classroom Management Mistakes Made by Teachers**

**Inconsistency :** Teacher appears to act from a subjective-reactive set of criteria and or lacks a transparent and consistent set of principles from which to make decisions.

**Chronicling Student Failure :** Teacher focuses on what is not going well, the misbehavior and the problematic aspects of the students, actions, rather than giving a clear set of expectations for successful behavior and clear feedback related to progress toward academic and behavioral goals.

**Use of Punishments :** Teacher responds to unwanted behavior with penalties intended to give short-term discomfort and send the message that they are unhappy with a particular behavior, rather than providing consequences that are non-personal, related to the problem behavior and are intended to teach long-term lessons.

**Use of deficit models :** Teacher uses a feedback system that assumes students begin with an adequate behavioral level with each act of misbehavior leading to a lowering of the level on a chart

**Consistent and perpetual use of Extrinsic Rewards :** Teacher gives students tangible or quantitative rewards for desired behavior. This has the long-term effect of addicting students to these rewards, and shifting their locus of control externally. The result is a lower level of intrinsic motivation and the promotion of a view of work as a means to an end as opposed to a valuable for its own sake.

**Short-sighted focus :** Teacher focuses on what will stop the problem today and relieve the current crisis or stop the unwanted behavior, as opposed to taking action intended to change or eliminate the problem in the long term. The problem seems to go away for a while but comes

back again in a short time. Upon reflection the teacher might consider if the goal of the intervention is to feel better, or to get results. Common examples include bribes, guilt and shame, dramatic episodes, sarcasm, put-downs, and punishments.

**Personal Praise for Desired Behavior** : Teacher gives general and emotional messages to students for doing what the teacher wants. See comparison of healthy and unhealthy praise in course pack.

**Victim and/or external LOC language** : Teacher uses an excessive amount of language that projects a plea to student to change their behavior because the teacher had been wronged or does not deserve to be treated with such disrespect.

**Ignoring Students Basic Needs** : Teacher thinks and acts with an orientation based on how student behavior effects their interests, where it is either good or bad depending on how much trouble it gives them, rather than examining all student behavior within the context of meeting a need of some kind.

**Passive-Hostility**: Rather than taking action (the only thing that changes behavior), the teacher expects students to respond to anger, lectures, threats shaming and random punishments . Teacher assumes that student behave because the teacher has been forceful or repetitive enough to make them aware of how they should act. The result of this strategy is a long term deterioration of the teacher-student relationship, lower levels of motivation and an increase in behavioral problems, especially from student with negative identities

Teachers and educators across the country have to deal with more behavioral challenges in the classroom than ever before, all of which cause a variety of obstacles toward creating and maintaining safe and productive learning environments.

### **Reasons for behavioral challenges**

There are many factors that can lead to behavioral challenges in the classroom, including increased class size and staffing issues, the inclusion of special needs students in general classrooms, pandemic-related stressors, and an increase in mental health issues driven by conditions in the home such as food and housing insecurities, parent-related problems, and financial difficulties. A common factor among many students exhibiting behavioral challenges is an inability to communicate effectively. This frustration can escalate quickly and cause significant disruption to a classroom. Communication and self-expression are fundamental human needs; not being able to meet those needs, or feeling uncomfortable doing so, can create an enormous pressure and preclude a student from being able to learn and cooperate—particularly in a classroom setting where communication is generally controlled and moderated by an instructor.

## **Behavior problems in the classroom**

It is important to know the types of behavior problems in the classroom to deal with them to improve classroom performance. A child who is unable to express their stress, create common classroom behavior problems. They become rule-breakers and inattentive students. Dealing with these types of students can be disheartening for teachers. It is the teacher's responsibility to know how to handle behavior problems in the classroom.

Behavior problems make the classroom environment disturbed, which leads to teaching and learning issues. To stop these behavior problems teacher, make effective strategies for rule brokers. It may be minor or not, rule is a rule.

### **Types of Behavior Problems In The Classroom**

**The following are the top 10 classroom behavior problems and ways to handle them effectively:**

#### **1. Aggression**

Aggressive behavior is a serious problem in the classroom and it is also disruptive to the safe learning environment.

Physical fights can be drastic, even between students, both of them can get hurt, and they may become enemies. They can fight again in the classroom and their fight will disrupt all other activities. Which leads to negative effects on teachers and other students. These types of students do not follow the rules and show rude behavior to everyone in the school.

#### **2. Inappropriate Language**

Some students use impure language to affect their classmates and they have a bad impact on their behavior development. They try to get the teacher's attention by using inappropriate language.

On the other hand, students use the unseemly word to show failure or anger, while some students use this type of language because it is normal, in their home environment. They do not know about the norms, how to talk to their classmates and teachers.

#### **3. Inattentive Students**

Those students who never miss the class, but chose the last seat to remain inattentive during class. In certain cases, students may experience a lack of attention known as hyperactivity disorder, which causes them to have difficulty controlling their behavior.

These types of students experience difficulty in doing their school work. So, they take more time to do their tasks and sometimes they cannot understand their lesson and they become frustrated and stressed. These children usually need special attention from their teachers.

#### **4. Frequent Use Of The Bathroom**

Some students frequently use the bathroom during class. They drink water again and again, then asking for a bathroom. Disturbance creates when the teacher teaching and the student request for the washroom. The whole class has to wait for him until he comes back.

The teacher should create bathroom passes. Also, put a limit on how many they can use throughout the day. By doing this, students will have to learn the rule and regulations of the classroom.

#### **5. Constantly Seeking Attention**

Most of the students in the classroom are naughty and undisciplined. They create a mess in the whole class and interrupt teaching. The mischief with other students such as snatching pencils, teardown the copy, beating, pinching, and hitting, etc.

The teacher should call them to the front bench and warning them about their behavior.

#### **6. Overconfident**

Some students are overconfident to the teacher and cause hassle and bustle in the classroom. They do not care teachers will punish them or students will disturb by their behavior and they feel that they can do everything. Their overconfidence leads to missing opportunities and a lack of preparation.

#### **7. Crying**

Sometimes kids cry because they miss their parents and they did not know that they disturbing the whole classroom environment. Teacher and student are bound to wait for it to stop crying. Some are crying because they have to worry about a hard day at school.

The shy students do not want to read aloud in class. When the teacher told them to do a reading, they start crying and make a disturbance.

#### **8. Lateness And Leaving**

Some students have a habit of lateness and they came late and made a disturbance in the classroom. When they come late, they did not know about early learning. Then they make the excuse of assigned homework. Every day miss the first period leads to their studies down. Some students make reason take leave to disassociate their studies. They excuse stomach pain, fever, headache, and giddiness, etc.

#### **9. Continuously Moving**

Students who are continually moving during the class cause disturbance. They have non-develop manners or can be mentally disturbed and stressed and they have not wanted to read and write. They try to make a friend that also has no interest in classroom studies.

To control their annoying behavior, Provide them different manipulative. Such as stress balls or sketchbooks to draw and get relief from stress.

#### **10. Students Who Are Retentive**

The one student of every class is monitor, that beneficial in many respects. But they become independent through classroom responsibilities like; taking messages down to the office, paper passers, and collector, and many others. In these responsibilities, he or she cannot do their studies properly. They always busy in union meetings and their arrangements and lead to the failure of their studies.

#### **How To Stop Behavior Problems In The Classroom?**

Modification in behavior takes time. It needs patience and stays connected to your target. The classroom is the environment, where teachers trained the students for their future. A good teacher does their mentoring by discipline, rules, and regulations. There are some methods that teachers should use in the classroom. Be punctual itself and guide students to be punctual.

Display the rules and regulations in the classroom. Mention to follow them.

Be polite with shy students and encourage them to be confident.

### **Classroom Rules and Routines**








#### **Rules**

Defined rules and routines are important components of educational programming for all students (Swanson, 2005). Rules and routines are two different strategies for establishing behavioural boundaries and expectations. Routines can help support the development of functional skills. When designing rules, it is important to determine what rules will be taught, ensure that the rules are concrete and comprehensible, determine how the rules will be taught and what structures and supports will facilitate understanding, and finally determine how the rules will be enforced.

It is suggested that the list of guiding principles and behavioural descriptors should follow a path either of induction or deduction using a process of brainstorming, with as much student

involvement as possible, depending on students' age and maturity. With younger children, whole-class brainstorming is appropriate (with considerable teacher guidance and input), while secondary teacher can employ independent small-group brainstorming (Arthur, Gordon & Butterfield, 2003).

- **Example of Classroom Rules**
- **Our Classroom Rules**
- • Follow directions
- • Keep hands, feet and objects to yourself
- • Listen to others and don't interrupt
- • Speak appropriately
- • Move safely
- • Use equipment with care
- • Honor time limits
- • Be open to new ideas
- • Participate fully, take risks
- • Respect everyone and everything around you
- • Be helpful and responsible
- • Take care of classroom and school property
- Providing individualized visual supports, such as picture representations or written copies of the rules, can enhance instruction as well as provide students with an accessible reference.

	I listen to my teacher.
	I put up my hand and wait when I want to talk.
	I use a quiet voice inside the school.
	I line up when I'm walking with my class.
	I keep my hands and feet to myself.
	I do my work.
	I put my things away when it's time to clean up.

### **The Importance of a Set of Rules or Code of Conduct**

In schools the code of conduct is the standard of expected ethical behavior for the students', teachers and the other related staff. It is about holding oneself to the highest standards of ethical behaviour. Typically Codes talk about expectations to obey the law, conflicts of interest, preserving confidential information, bribery, corporate opportunities, competition and fair dealing/unbiased attitude among other things. The school managers and teachers have the duty to create an environment conducive to ethical behavior. This is sometimes called "tone at the top". A Code of Conduct is the cornerstone of setting the proper tone at the top for the school culture. There is a major difference between breaking school rules and breaking the law. The purpose of any Code of Conduct is to set forth the school rules, standards of behaviour, rights and responsibilities of students, parents and staff, and appropriate consequences. The Code of Conduct in itself is not the enemy, but an important ally. Be aware when a Code of Conduct is misused or misapplied, or if due procedures are disregarded or skipped by school administrators, this is where the "railroading" starts. Therefore, the rules and the code of conduct is necessary to create the conducive learning environment, it's a prime duty of the school administration to help

the students learning, so to eradicate the things that distract the students from learning. If there is no code everyone may have his/her own justification for the behaviour and lengthen the matter, consequently consuming the time on non learning issues.

## Routines

Classroom routines are the key to maximizing instructional time, improving class management and providing students with the consistency they crave. When designing routines it is important to determine which activities or behaviours to target by teaching a routine, perform a task analysis of the routine, determine how to teach the routine and what structures and supports will support that instruction, and determine how inevitable changes in routine will be addressed.

Routines are especially useful in supporting the development of functional skills. Activities related to independent living skills can easily be broken into individual steps and taught as routines. For example, creating a routine with visual supports for the toileting process helps minimize prompting and promotes independence.

 Washing hands
 Water on
 Hands wet
 Rub hands with soap
 Rinse
 Water off
 Dry

### ➤ The Importance of Establishing Routines

The use of rules is a powerful, preventive component of classroom organization and management plans. Rules establish the behavioural context of the classroom by specifying what behaviours are expected of students, what behaviours will be reinforced, and the consequences for inappropriate behaviour. If rules are stated or worded positively to describe the expected behaviour, rather than what not to do, problem behaviour is more easily prevented (Kerr & Nelson. 2002).

Educators have identified important guidelines for the construction of classroom rules:

- Rules should be kept to a minimum to allow students to remember them.
- Rules should contain language that is simple and appropriate to developmental level of the students and classroom
- Rules should be positively stated
- Rule should be developed for various situations or contexts as needed (e.g. physical education class, field trips).

In addition to establishing rules, effective teachers also incorporate routines into their efforts to organize the classroom. Routines for turning in homework or engaging in small groups activities allow the classroom to run effectively with fewer disruptions from students, thus enabling the teacher to attend to other aspects of instruction. Highly effective teachers teach rules and routines systematically-not only at the beginning but also throughout the school year. They emphasize



these rules and routines on occasions when increased violations are likely to occur (e.g. before school breaks) or if warranted by inappropriate behaviour. This type of instructional approach to social behaviour neutralizes the reactive or extreme approaches to behaviour management that ultimately are ineffective (Colvin et al, 1993).

### **Difference between Rules and Routines**

Rules and routines are not the same. Each is a different strategy for establishing behavioural boundaries and expectations. Rules are statements defining behaviour permissible in given situations or environments, whereas routines detail the steps required in carrying out certain actions. For example, a rule in the home environment may be that an individual, Waqar, can answer the telephone when it rings. A routine establishes the steps involved when Waqar answers the phone (pick up the phone from the base, press the "talk button," say "hello," wait for a response, etc.).

Rules are for undesirable behaviours that have set consequences while procedures are expected classroom behaviours with no set consequences for a violation. Anytime a student violates a rule in your classroom, you must act and a consequence must occur.

### **Strategies to Promote Student Use of Rules and Routines**

After classroom rules and routines are established, strategies to acknowledge and encourage students' appropriate use of these rules and routines must be incorporated into the classroom management plan. Arranging consequences in order to increase desired behaviour is a critical component of effective classroom organization and management. A large number of behavioural strategies are effective (Brophy, 2006), including specific, contingent praise; a token economy system, in which students earn rewards for behaviour (Higgins, Williams & Mc Laughlin, 2001); and behaviour contracts. Like all behavioural reinforcements however, these strategies are effective only if they provide initial reinforcement in close temporal proximity to occurrences of the desired behaviour, also, they are more effective if they are linked to the classroom rule and expectations.

Highly effective teachers are able to implement such strategies appropriately to manage class-wide behaviour, the behaviour of targeted groups of students, and the behaviour of individual students as part of a comprehensive classroom-management plan. They also understand that no single strategy will be effective for every student at all times and in all contexts. Effective classroom management requires teachers to be adept at employing multiple strategies and to be skilled at recognizing when current strategies are ineffective and modification is necessary. Practice with feedback from a supervisor or mentor is useful in developing these skills.

### **Background of violation of child rights**

Violation of child rights occurs at every socio economic level, crosses ethnic and cultural lines, and is present within all religions and all levels of education. There are multiple types of violation in the form of abuse like social, physical, emotional and sexual. And the subject of child rights violation is still a taboo in India. Very often children do not even realize that they are being exploited. Some of the backgrounds of such crime are like: Ignorance of the society,• Innocence led the children more vulnerable to crimes,• Illiterate villagers never bother about the special rights• of their children, Children belonging from lower social and economic• status are more open to vulnerabilities, Gender discriminatory practices,• Lack of parental control and care,• Lack of awareness regarding the human rights of• children and the presence of various children welfare laws.

### **Rights available to children**

The nation's children are supremely important asset. Their nurture and solicitude are the responsibility of the State. Equal opportunities for the development of all children during the period of growth should be the primary aim, which will serve the larger purpose of reducing inequality and ensuring social justice. Thus to fulfill these aim the children are provided with some of their basic rights, which their family, State and Society are bound to provide, such as:

- Right to education
- Right to health
- Right to an adequate standard of living
- Right to be protected from abuse and harm.

### **Indian constitution and other Indian legislations to protect child rights:**

**1. Indian Constitution:** The founding father of the Indian Constitution, Dr. B.R Ambedkar was far a head in his wisdom which was projected in the directive principles, including the children as beneficiaries. The deprivation has deleterious effectn the efficacy the democracy and the rule-of law. Children are the future of our country and they need special care and protection because of their age, physical and mental condition. And they also seriously need to be protected of the social curse like the abuses against the children.

Thus our Constitution has conferred enabling powers on the Govt. –

To make special provision for women and child,2• To provide Free and compulsory education for all• children of the age of 6 to 14 years;3 To prohibit the traffic in human beings and forced• labour.4 Prohibition of employment of children in factories, etc. • -No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment;5 That the state shall, in particular, direct its policy• towards securing:

The health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter occupations unsuited to their age or strength; 6 etc.

**2. Indian Penal Code:** Generally various provisions were put in force that criminalizes the offenders against women and children in our Indian penal code (IPC).Thus IPC deals with the particular crimes relating to women and child. It defines and punishes offences and offenders against children

**3. The Factories Act of 1948:** The Act prohibits the employment of children below the age of 14 years in any factory. The law also placed rules on whom, when and how long can pre-adults aged 15–18 years be employed in any factory.

**4. The Mines Act of 1952:** The Act prohibits the employment of children below 18 years of age in a mine.

5. The Immoral Traffic (Prevention) Act, 1956 (ITPA): In 1986, the Government of India amended the erstwhile Suppression of Immoral Traffic in Women and Girls Act 1956 (SITA), and renamed it as the Immoral Traffic (Prevention) Act (ITPA) to widen the scope of the law to cover both the sexes exploited sexually for commercial purposes and to provide enhanced penalties for offences involving children and minors. "Child" under ITPA means a person who has not completed the age of sixteen years and the Act also clarifies that, a child or minor found in a brothel, on medical examination, detected to have been sexually abused, it shall be presumed, unless the contrary is proved, that the child or minor has been detained for purposes of prostitution or, as the case may be, has been sexually exploited for commercial purposes; Thus this Act is also there dealing with the particular crime against children.

6. The Child Labour (Prohibition and Regulation) Act of 1986: Child labour is the practice of having children engage in economic activity, on part or -time basis. The practice deprives children of their childhood, and is harmful to their physical and mental development. Poverty, lack of good schools and growth of informal economy are considered as the important causes of child labour in India. The Act prohibits the employment of children below the age of 14 years in hazardous occupations identified in a list by the law.

7. The Juvenile Justice (Care and Protection) Act, 2000: Various legislatures dealing with the problem of child right violation are there, the Juvenile Justice Act, 1986 is one of them. It was enacted to provide care, treatment, protection and rehabilitation of neglected and delinquent children. In the year 2000, the Act widened its scope covering various other vulnerable sections of children. The present Act thus came into being as, the Juvenile Justice (Care and Protection of Children) Act, 2000. Earlier the Act of 1986 provided for the provided for the protection of two categories of children i.e., the neglected and delinquent children. But now the present Act of 2000 took a boarder view and came out with protectionary measures for the juveniles in conflict with law and "child is need of care and protection". Under these categories various types of children suffering from various abuses are included. Section 2(k), mentions the age of 'Juvenile' or 'child' as a person who has not completed the age of 18 years.

8. The Child Rights Act, 2005, established the National Commission for the Protection of Child Rights and the State Commissions for the Protection of Child Rights are also serving towards the protection of children in a very fruitful manner applying various policies of their own.

#### **National commission for the protection of child rights**

The National Commission for the Protection of Child Rights was set up in March 2007, under the Commission for Protection of Child Rights act, 2005. The main objective of the establishment of the commission is to monitor and supervise all the plans, policies and programmes for the protection of the child rights, as enshrined in the constitution and other acts. The national commission observed that more and more children are vulnerable and marginalized today. A large number of children are trafficked, exploited and abused. It has also researched that the girl child are the more victims of cruel market forces, lack access to protective schemes, child marriages, and sexual exploitations both at home and outside home. Thus on several thematic issues, the commission has been intervening using several methodologies one of those issues is relating to the violation of rights of the child. The national commission also established a

division linked with POCSO to examine and monitor the implementation of the act in April 2013. Some of the child jurisprudence as observed by the national commission is such that, children need special measures at every stage of the process of justice. These measures should be applied both for child victims and child witnesses. The commission also viewed that the children should remain protected and not victimized. NCPR for the sake of those unfortunate children has taken various measures. One of those measures is that it has made recommendations to the state govts for registration of FIR in the cases of missing children and child tracking system. The national commission also functions for protecting the children from sexual offences by –Examining and reviewing the application of laws available against abuses of children.

Inquiring into violation of child rights. Examining all factors leading to trafficking of children, maltreatment, torture, sexual abuses, child prostitution, etc. Recommending appropriate remedial measures to the victim girls and her families, Spreading awareness relating to the childrights.

### **State commission for the protection of child rights**

The state commissions for the protection of child rights (SCPCR) were to be established in each state as per the provisions of the commissions for protection of child rights act 2005. The objective of those commissions is to protect the children from various types of exploitation and to supervise the application of laws, regulations and policies in the states. Thus briefly the aim of its establishment is to protect, promote and defend child rights in each state.

### **The Prohibition of Child Marriage Act, 2006**

Child marriage is also a form of abuse or violation of the rights of children. In Rajasthan on Kashia Tritiya Day, which is popularly known as the Akha Teej, hundreds of child marriages are openly performed. Akha Teej is regarded as the most auspicious day for celebrating marriages. Even infants who have just been born or are only a few years old and cannot even sit or walk are married on this day. The Supreme Court of India, on February 14, 2006, made it mandatory for all marriages to be registered. It directed authorities across the country to amend their rules so that its order could be implemented within three months. This judgment could have a significant effect on child marriages because as we know child marriage is also a severe form of child rights violation.

### **The Right to Education Act (RTE)**

The Right to Education is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010.

### **The protection of children from sexual offences Act 2012**

The protection of children from sexual offences Act, 2012, has been passed by the Lok sabha on May; 2012. For the first time a special provision has been passed to address the issue of sexual

offences against children. The Act considers every person below the age of 18 years as a child. This interpretation is a victim oriented step and does much to do away with the debate over the clash of age of consent of the child in various legislations. Furthermore, in this Act; an offence is treated as aggravated when committed by a person in a position of trust or authority of a child. The Act deals penetrative sexual assault on a child or gang penetrative sexual assault on a child.

Some other National legislation for protection of child rights violation in the country is: Hindu Adoption and Maintenance Act, 1956• Probation of Offenders Act, 1958• Bombay Prevention of Begging Act, 1959 etc.,

## **Legal Consequences**

Punishments under other statutes

### **Indian Penal Code**

There are several provisions under the Indian Penal Code, 1860 that are offences and a violation of child rights, some are as follows:

#### **Murder**

Section 300 (murder except in case of culpable homicide), Section 301 (culpable homicide by causing the death of a person other than a person whose death was intended), Section 302 (punishment for murder) and Section 303 (punishment for murder by life-convict) of the IPC discusses murder. Everything ranging from what is murder to the punishment of murder is talked about in these Sections. These provisions are applicable to the offenders who kill/murder a child or minor, as well.

#### **Abatement to suicide**

Section 305 (abatement of the suicide of child or an insane person) and Section 306 (abatement of suicide) in the IPC is that of abetment of suicide under 18 years of age, or by any insane or a delirious person, or an idiot person or an intoxicated person and the punishments applicable thereof. Offences causing miscarriage, exposure of infants, etc

Section 312 (voluntarily causing a woman with a child to miscarry), Section 313 (miscarriage without consent) and Section 314 (causing the death of a woman with intent to cause miscarriage) discuss the offences relating to causing miscarriage.

Whereas, Section 315 (mala fide act with intention of preventing a child from being born or likely to cause its death) and Section 316 (causing the death of a quick unborn child) discuss the injuries born to unborn children.

Further, Section 317 discusses the exposure and abatement of a child under 12 years of age by parents or guardians. Section 318 discusses the intentional concealment of the birth of a child by secretly burying it or disposing of it.

Kidnapping, abduction, slavery and forced labour

Section 359 to Section 374 of the IPC comprises kidnapping, abduction, slavery, sale of minors and forced labour.

Section 359 states that kidnapping is of two types:

Kidnapping from India (Section 359-360 & 363),

Kidnapping from lawful guardianship (Section 361-363).

Section 360 discusses kidnapping from India and Section 361 discusses kidnapping from lawful guardianship. Whereas Section 362 talks about abduction (taking someone to a place against their will), Section 363 discusses the punishment for kidnapping, Section 363 A talks about kidnapping or maiming a minor for purposes of begging, Section 364 talks about kidnapping or abducting in order to murder, Section 365 discusses kidnapping or abducting with intent secretly and wrongfully to confine a person, Section 366 discusses kidnapping or abducting a woman to force her into getting married or to have intercourse, Section 367 discusses kidnapping or abducting a person to expose a person to serious injury, slavery, etc., Section 368 discusses the repercussions for illegally concealing or keeping in captivity, kidnapped or abducted person, Section 369 discusses the kidnapping or abduction of a child below 10 years of age with an intent to dishonestly obtain any property from its (child's) person, Section 370 discusses importing, exporting, buying, selling or disposing any person as a slave, Section 371 covers punishment for habitual dealing in slaves. Further, Section 372 talks about the sale of any minor for prostitution, etc., Section 373 talks about buying a minor for prostitution, etc., and lastly, Section 374 states that any individual who forces another individual for labour against the will shall be punished.

## **Rape**

Section 375 of the IPC deals with rape against will, with or without consent when she is under sixteen years of age, etc. A note must be taken that after the 2013 Amendment, sexual intercourse or sexual acts performed by a man with his own wife, the wife not being under fifteen years of age, is not rape.

## **Protection of Children from Sexual Offences (POCSO)**

The Government of India enacted the (POCSO) in 2012 to safeguard children from crimes such as sexual abuse, sexual assault, sexual harassment and pornography. This act prescribes strict penalties for the crime. The maximum penalty under this Act is life imprisonment and a fine.

Offences against the POCSO Act are:

### **Sexual assault**

Section 7 of the POCSO Act defines sexual assault as the act of touching the vagina, penis, anus or breasts of the child with sexual intent or making the child touch the aforementioned body parts of such person or another person or performing any act involving physical contact without

penetration. Section 8 of the Act states that committing such a crime shall attract a punishment of imprisonment of a term not less than 3 years, which is extendable up to 5 years along with a fine.

### **Aggravated penetrative or aggravated sexual assault**

Section 9 of the Act covers aggravated sexual assault performed by either a police officer, a member of the armed or security forces, a public servant or jail staff, etc. Section 10 of the Act states that a person committing such an act shall be punished with an imprisonment of a term not less than 5 years, which can be extended to 7 years, and also be liable to a fine.

### **Sexual harassment**

Section 11 of the Act states that any person who passes any sexual remarks, or makes any gestures with an object or part of the body or makes a child do so or anything that involves sexual intent shall be termed to have perpetrated sexual harassment. The punishment for such activity stated under Section 12 is imprisonment of up to 3 years and also a fine.

### **Child pornography**

Section 13 of the Act states that any person who is involved in sexual gratification of a child or involves a child in representing its sexual organs or uses the child for engaging in real or stimulating sexual acts (with or without penetration) or is representing the child indecently or in an obscene manner in any form of media (print, TV channel advertisement, etc) is termed to be guilty of an offence of using a child for pornographic purposes. The punishment for the same as per Section 14 of the Act is imprisonment for a term not less than 5 years or 7 years (depending on the event) and also fine.

Note of information : In 2019, Parliament passed the POCSO Bill, 2019. This bill aimed to improve the criminal provisions related to sexual offences against children by including the death penalty in the provision of the law.

### **Information Technology Act, 2000**

The Information (IT) Act, 2000 contains sufficient provisions for combating the prevailing cyber crimes. In particular, Section 67B of the Act specifically provides for strict penalties for publishing, browsing or transmitting child pornography electronically.

In addition, Section 79 of the IT Act and the Information Technology (Intermediary Guidelines) Rules, 2000 require that the intermediaries shall observe due diligence while discharging duties and shall inform the users of computers resources to act accordingly.

## **2.5 Strategies to manage behavior problems – PREVENTATIVE, SUPPORTIVE and CORRECTIVE**

### **Preventative Teaching Strategy**

It is about establishing expectations, guidelines, and classroom rules for behavior during the first days of lessons in order to proactively prevent disruptions.

Teachers with effective classroom management strategies establish expectations, guidelines and rules for behavior during the first few days of class. Clearly explaining expectations is an essential component to preventative discipline. The goal of preventative discipline is to provide proactive interventions to potential disruptive behaviors by clearly explaining to students what behaviors are and are not appropriate.

The most basic component is a concise outline about classroom expectations for students as well as for teachers; students need to know what is expected of them for the remainder of the class. Such guidelines might include rules regarding talking, homework or language use in the classroom. A preventative discipline strategy also establishes the types of consequences that will follow a forbidden act or behavior. Preventative discipline strategies create a safe, non confrontational classroom atmosphere in which students feel that they understand what is to come.

### **Supportive Teaching Strategy**

It comes in the case of a transgression. It is usually a verbal warning or a suggestion for the correction of behavior.

Even the best laid preventative discipline strategies may fail periodically throughout the school year. When a teacher offers a verbal warning or a suggestion for correcting behavior while a student is disobeying an established classroom rule, the teacher is using supportive discipline. Supportive discipline is distinct from punishment in that it provides a student with suggestions and options for correcting a behavior before a consequence is necessary. For example, if a student is wandering around the class after a teacher has announced it is time to sit down, the teacher may say, "I made the announcement that it is time to sit down. Find your seat so we can get started or I will need to hold you after class." The student has been given the option to accept or avoid further punishment; the behavior has been redirected through a teacher's supportive discipline strategy. Reminders, redirection and nonverbal communication are all examples of supportive discipline.

### **Corrective Teaching Strategy**

It comes into play when a student has failed to change his or her behavior after repeated attempts at supportive discipline. It mostly refers to the consequences delivered following an infraction.

When a student has failed to redirect her behavior after repeated attempts at supportive discipline, a teacher may opt for a corrective discipline strategy. Corrective discipline refers to the set of consequences delivered to students following an infraction. There is a wide degree of variation among corrective discipline strategies, some more effective than others. For example, engaging in a verbal altercation with a student is a corrective discipline technique, but it may escalate a volatile situation and undermine your authority as a teacher and leader. Corrective discipline strategies should be adapted to the students' age or grade level; though placing students in a time out may be effective for kindergarten, high school students are much less



likely to comply with such provisions. Consistent application of consequences is an essential component of corrective discipline strategies.

### Self Evaluation by Teacher

#### Identifying Types of Discipline

It is helpful to divide the subject of classroom discipline into three types: Preventive, Supportive, and Corrective. Although you may find one category more suitable to your personal teaching style than another, circumstances will often call for alternate disciplinary approaches. When developing your own classroom management plan it is important, therefore, to carefully consider the appropriate role of each type.

**To Do:** Click on the radio buttons to select which type of discipline matches the actions on the left. Then click "Submit."

Characteristic	Your Answer	Correct Answer
Make your curriculum as worthwhile and enjoyable as possible.	<input type="radio"/> Preventive <input type="radio"/> Supportive <input type="radio"/> Corrective	
Redirect misbehavior in positive directions.	<input type="radio"/> Preventive <input type="radio"/> Supportive <input type="radio"/> Corrective	
Learn to catch students' eyes and use head shakes, frowns, and hand signals.	<input type="radio"/> Preventive <input type="radio"/> Supportive <input type="radio"/> Corrective	

Remove distracting objects such as toys, comics, notes, and the like.



**Preventive**

**Supportive**

**Corrective**

Ask your students for input and help.



**Preventive**

**Supportive**

**Corrective**

Make sure consequences are consistent when students break a class rule.



**Preventive**

**Supportive**

**Corrective**

Reach clear understandings with your students about appropriate class conduct.



**Preventive**

**Supportive**

**Corrective**

Restructure difficult work by changing the activity or providing help.



**Preventive**

**Supportive**

**Corrective**

Discuss and practice the behaviors to which you have jointly agreed.



**Preventive**

**Supportive**

**Corrective**

Use physical proximity when non-verbal signals are ineffective.



**Preventive**

**Supportive**

**Corrective**

Invoke a consequence appropriate to any particular misbehavior in accordance with class rules.



**Preventive**

**Supportive**

**Corrective**

Be the best role model you can be by showing concern, etiquette, courtesy, and helpfulness.



**Preventive**

**Supportive**

**Corrective**

Inject humor into lessons that have become tiring.

**Preventive**

**Supportive**



**Corrective**

Speak with students privately about reasons for troublesome behavior.



**Preventive**

**Supportive**

**Corrective**

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### **Preventive**

Preventing misbehavior is obviously preferable to dealing with it after it has occurred. Most experts contend that the best way to prevent classroom misbehavior is to provide a stimulating curriculum that involves students so successfully that they spend little time thinking of misbehaving. As you plan your discipline system, emphasize preventive discipline by giving strong attention to the following:

- Make your curriculum as worthwhile and enjoyable as possible.
- Remember that students crave fun, belonging, freedom, power, and dignity.
- Be pleasant and helpful.
- Involve and empower your students by asking them for input and help.
- Reach clear understandings with your students about appropriate class conduct.
- Discuss and practice behaviors to which you have jointly agreed.
- Continually emphasize good manners, self respect, and respect for others.
- Be a role model.

### **Supportive**

All students may become restive and subject to temptation at times. When signs of incipient misbehavior appear, bring supportive discipline into play. This facet of discipline assists students with self-control by helping them get back on task. Often only the student involved knows it has been used. The following tactics are suggested for supportive discipline.

- Use signals directed to a student needing support.
- Learn to catch students' eyes and use head shakes, frowns, and hand signals.
- Use physical proximity when signals are ineffective.
- Show interest in student work. Ask cheerful questions or make favorable comments.
- Sometimes provide a light challenge: "Can you complete five more before we stop?"
- Restructure difficult work by changing the activity or providing help.
- Give hints, clues, or suggestions to help students progress.

- Inject humor into lessons that have become tiring. Students appreciate it.
- Remove distractive objects such as toys, comics, notes, and the like. Return them later.
- Acknowledge good behavior in appropriate ways and at appropriate times.
- Use hints and suggestions as students begin to drift toward misbehavior.
- Show that you recognize students' discomfort: ask for a few minutes more of focused work.

### **Corrective**

Even the best efforts in preventive and supportive discipline cannot eliminate all misbehavior. When students violate rules, you must deal with the misbehavior expeditiously. Corrective discipline should neither intimidate students nor prompt power struggles; but rather should proceed as follows:

- Stop disruptive misbehavior. It is usually best not to ignore it.
- Talk with the offending student or invoke a consequence appropriate to the misbehavior in accordance with class rules.
- Remain calm and speak in a matter-of-fact manner.
- Follow through consistently on promised consequences.
- Redirect misbehavior in positive directions.
- If necessary, talk with students privately about misbehavior. Ask how you can help.
- Be ready to invoke an insubordination rule for students who refuse to stop misbehaving.

### 3.1 TEACHER AS A FACILITATOR OF LEARNING

Teacher is a most important factor in nation building. Students are a wealth of our country competent, knowledgeable, skillful student should make by teacher therefore teacher should think positively about that .present era is global era. Various new changes and trends are coming in field of education. In global era the role of teacher is changing. Teacher should understand and concentrate on four pillars of education i.e. learning to live, learning to know, learning to do, and learning to be. The role of teacher is changing in smart and active learning methodologies. Now teacher is as a facilitator in learning. Teaching and learning are being modified due to innovations in education. In this article I am discussing about teacher's role in changing learning environment. Teaching is the well known word for teachers. Teachers know the meaning of this word and know how to perform teaching. Sometimes they do not know the difference between teaching and facilitating in learning and it make a distance between the students and teachers. We have to understand the difference between teaching and facilitating in learning because the both words are correlated with each other. Teaching is an activity which is helping the student in learning. In several classes teachers go to the class, teach the students, supply the homework and do some daily routine activities and finish. Instead of to help the students in learning or facilitate the students in learning is a quite fascinating and gentle concept. If teacher think that every student should be sound in his subject is his duty than teaching-learning process become innovative, active and interesting, Teachers should become mentors and they should make students learn. Teaching means teacher is doing the act of teaching. Learning means students are doing the act of learning.

#### **Methods of learning**

In learning process teacher are important factors therefore teacher should accept and use new learning methods.

#### **Active learning methodology**

In active learning methodology, teachers help the students in learning. Thus the entire classroom environment is changed. Actually active learning methodology focuses on helping in learning and facilitating in learning. Active learning methodologies include several activities in classroom; such as reading, making mind maps and group presentation and engage the student whole time. Active learning methodologies are very effective to find out students creativity and talent. Active learning methodologies are very smart methodologies very helpful to students in learning.

#### **Active learning classroom Method :**

Active learning classroom techniques provide very smart teaching learning opportunities to teachers. If teacher is able to create an active learning environment in his class, he has to help the students in learning in various ways. Active learning methodologies are able to make teaching very smart and easy. Teachers may use collaborative learning and try to do an exciting experiment in his class. In modern learning environment, we see that learning is a more popular word than teaching. Teachers have to understand the modern trends in teaching learning process. Teachers have to make learning more interesting and interactive, so that students may learn better.

#### **Project based learning method:**

In this method a unit which involves various types of activities is selected. The project is completed in social environment and through co-operation, and by performing objective based activities. The students themselves select the curriculum, the subject unit and the teaching techniques. This method is based on two principles, viz. self study and learning by doing. Student realizes the dignity of labour since they themselves work. The attitude for cooperative work is developed. Students learn through doing .it develops the habit of accurate observation. Scientific thinking for problem-solving is developed .it develops constructive and creative thinking. Teacher facilitates to student through project based learning method nicely.

### **Qualities of facilitator as teacher**

#### **Guide**

Teacher is guide philosopher and friend of student's teacher should guide to student enthusiastically. Mostly time students live in school and front of teacher. Therefore teacher find out which is qualities in our students. And teacher should give opportunity to student's qualities. Teacher can involve to student in various programmes in the school

#### **Counselor**

Some problems is there of the students .teacher understand students problems. Study habits problems, lack of poor achievement, frustration, economical problem, family problem teacher help to students in these problems as counselor.

#### **Information provider**

Teacher should update in our subject and education system, around the country, and around the world. Teacher should understand new trends and research field of education. Teacher enhances general knowledge of our students. Teacher give information to students inters school competition –essay writing, elocution, sports, cultural etc.

#### **Inquirer**

Teacher should inquirer in school for our students. Various background students come in our school. Some student come from slum area, some students come from rural are some student comes from urban area, some students not come in school regularly. Teacher should inquirer always to students.

#### **Facilitator**

Teacher can do important role in school as facilitator. Teacher facilitate to students our subject material, teacher facilitate to students magazines, newspaper, motivational story book.

#### **Social model**

Teacher serves as an important function as a model that exposes students to adult forms of behavior. This exposure is necessary if social learning through imitation is to take place. When the teacher plays the role of social model he is serving as the representative of the society, the person who is charged with the responsibility to transmitting the values and standards of the community and of the culture in general and who is perceived by students as a representing or embodying these values.

#### **.Artist in human-relation**

In addition to the teaching techniques the teacher also has to develop the sensitivity for the needs and feelings of the pupils and their groups. They have to work with dynamic, changeable, complex media like human relationships and have to take to decisions on the basis of general goodness.

### **Subject-matter expert**

The teacher has to be a better idea of the depth of what is to be learned. He should perceive himself as the man to guide the experiences of the students and help them at their difficult stages of learning and suggest enriching experiences for those who learn more rapidly than others.

### **Disciplinarian**

The teacher is the person to see that the classroom group and its members to stay with in the limits set by the society, the schools and the needs of the group.

### **Youth group worker**

The role of the teacher as an organizer of learning in out- of -class activities is becoming increasingly important as the demarcation between curricular and no curricular activities is vanishing rapidly.

### **Group builder**

Effective teacher perceive their jobs as one of building the classroom through helping students to understand and accept one another, work together co-operatively, share experience and material and communicate more effectively with one another , work together co operatively, and share experience and material and communicate, more effectively with one another and as well as with the teacher.

### **Parent figure**

Children tend to look up on teachers as Parental figures. Teacher has to play the role of part time parent by giving the learner love, affection, sympathy, care, security, guidance, motivation etc.

### **Interpreter to the public**

Teacher has to Interpret to the public about schools programmer, the country's plans, and educational policies.

### **Mental-hygiene worker**

Effective teacher should cultivate in his students the importance of mental hygiene and the ways to cultivate them in his life.

### **Activities to facilitate learning**

#### **The following will help the teacher to facilitate his pupils learning:**

**Creating confidence-** giving support to those who are lacking confidence, assuring the timid ones, not rejecting but redirecting an answer, helping to locate answers , giving chance to elaborate ideas and to relate own experience.

**Enhancing pupils aspiration-** requiring only that of which a pupil capable or just a little more to provide to challenge him, with holding sarcasm, and ridicule, , making the child aware of the positive side of his personality and so on.

**Developing positive feelings-** showing belief in the child, listening to him attentively, accepting his ideas, helping the child to gain competence and being patient with him.

**Developing communication skill-** seeking for the child's opinion and experience, giving him opportunities to use many media of communication, providing books and other materials, seeking child's own idiomatic responses in writing and other expressions, encouraging non-verbal communication of feelings and attitude.



### 3.2 Perspective Planning and Co Ordination with Authorities for support

#### **Co Ordination with Authorities for support:**

A trusting relationship between school administration and teachers is a crucial component of the educational process. A school climate without trust is an unhealthy climate and ultimately affects the students' opportunity to grow. However, a climate with trust gives opportunity for everyone in the school to grow and thrive. The responsibility of building trust and healthy professional relationships between all parties usually begins at the top with the administrator.

#### **From Contract to Departure:**

It is the responsibility of an administrator to ensure that once a teacher is brought on board that they feel it is a journey together with student excellence as the ultimate goal. Administrators must show teachers they support them and they genuinely care about the teachers' growth and development.

This support process is essential in building trust with those an administrator hires. Teachers should never feel like the "courtship" is over as soon as the contract is signed. From a personal standpoint, I want my teachers to literally feel like they are part of an "educational family" from the day they walk in the door until they depart for other opportunities or retirement. This is also key to ensuring staff morale stays high.

#### **Professionally Personal:**

Administrators must engage their teachers on a personal level from time to time. How we do that can go a long way in determining how much trust is built. Teachers, like everyone else, have personal lives and sometimes personal situations that demand a response from the administrator. When the situation is dire or traumatic, it is imperative that we show empathy and immediately take measures to help in any way we can.

A caring administrator can and should make sure that they support their teacher through tough times. There is nothing wrong with asking a teacher how a sick child or close family member is doing. Also, it can go a long way toward building trust to attend the funeral of a loved one of a teacher. Likewise, celebrating personal or family accomplishments with a teacher is also a great and easy way to build trust. The main gist of being professionally personal is simply showing that you care.

#### **Empowerment Builds Trust:**

The administrator that listens to their teachers and empowers them to try new and innovative approaches in the classroom builds trust and confidence. When a teacher comes forward with an idea, we should listen to them and, through collaboration, allow teachers to "go for it". When an administrator refuses or doesn't have time to listen to their teachers' ideas, they are telling them their ideas and desires to enhance student achievement are not important.

On the other hand, when we empower teachers to be innovative in their classrooms, we are telling them we value their opinions and, yes, their ideas. After all, who has a better feel for how to help students achieve than those we have put in charge of their achievement in the classroom? We must guard ourselves, though, that we don't "pull the plug" on their new ventures if they hit stumbling blocks along the way. If the idea the teacher had in the beginning was good enough to

pursue, it is important to support them as they tweak the idea along the way. No innovative ideas or new accomplishments ever just started on their own. Someone had an idea which they thought through to a concept and ultimately a functioning way to do something productive.

We must allow our teachers to think for themselves and, within the context of our overall vision, seek new and innovative ways to teach. Allowing this kind of freedom will build a spirit of collegiality with you and your individual teachers and hopefully your entire staff.

### **The Evaluation Process:**

The evaluation process is probably one of the most dreaded procedures we go through each year with teachers and administrators. Let's face it, nobody enjoys being evaluated and, ultimately, having their shortcomings brought to the forefront. Through excellent communication between administrator and teacher, the evaluation process can be an excellent teaching tool for truly motivated, inspired teachers.

As we build trust through the other ways we have discussed, proper preparation for evaluation time can actually be a mutually satisfying tool for everyone. We must convince our teachers that evaluations are a tool to help them become better teachers. We must make evaluations positive and meaningful. We must give feedback immediately, and always use any shortcomings as a means for teacher growth. We must strive to never give the impression that the evaluation process is a "gotcha" time to use as justification not to renew a teacher's contract.

As administrators, we should be sure that teachers know exactly what is expected of them throughout the school year, and then the evaluation process is "just another day at the office". By using the evaluation process as a way to celebrate great teaching and to help teachers in areas that need improvement, we can build the trust needed to continue growing as a teaching community within our school.

### **Accountability**

Accountability is a concept of ethics and governance with several meanings. It is often used synonymously with such concepts as responsibility, answerability, Blameworthiness, Liability. As result the concept of "Accountability of teacher's has completely disappeared into cold bag not leaving behind even a faint clue. For the last three decades, all the committees and commissions appointed to suggest reforms in higher education had recommended the regular teacher's performance evaluation and ensuring their accountability:

In 1986, S.R. Sen Committee while recommending higher pay scales had added the need for code of (professional ethics) to be made a part of it.

In 1986, National Policy of Education and also its programme of action (POA) had recommended for annual performance appraisal of teachers of education institutions to ensure their accountability.

In Dec. 1988, the U.G.C. Issued a notification regarding Accountability in higher education' for all the universities that self appraisal performance of the teacher is to be made mandatory as a requirement of Career Advancement Scheme (CAS) for award of new pay scales and be implemented with a year. Rastogi committee (1977) while emphasizing the need for account ability in teaching profession suggested self-appraisal by teacher', assessment by students in appropriate manner, periodic performance appraisal, work load and code of professional ethics should be taken in to consideration while ensuring accountability of the teachers.

In 2008, UGC's latest pay review committee headed my professor G.K. Chadda recommended "multiple parameters like regularity in classroom teaching, holding tutorials, availability to

students for consultation, participating in faculty meetings, guiding and carrying our research and participating in other academic activities like seminar, workshop etc. should taken in to consideration while assessing a teachers academic accountability.

#### Professional Accountability

Professionalism in any sector is a result of the extent of accountability on the part of individuals. Teaching, being a profession, assumes that every teacher needs to be accountable towards his job. The following are the expected teacher behavior in the form of accountability:-

Accountability towards students – Teacher and students are the two main pillars of the teaching learning process. The progress and development of the learners can be possible only when the teacher is sincere, hard work, sympathetic. For achieving optimal learning of students, the teacher should be accountable and should take care of the student’s progress according to his ability.

Accountability towards Society – The most important role of teacher is to bring the students into educational fold, coordinate various activities of the society and motivate the weaker sections of the society to learn because he can develop confidence to link between the school and the society. Hence the teacher should be accountable towards the society, which is beyond the classroom teaching.

Accountability towards Profession – A teacher should think various ways and means to help the students to acquire the knowledge, to develop academic potential and to sharp their future through the process of teaching- learning. Professionally accountable teachers adopt various methods and techniques of teaching follow the code of conduct, set the examples for others apply new ideas in classroom situations. Thus a teacher can achieve profession enrichment and excellence which which is beneficial for national development.

Accountability towards lifelong teaching and learning – A teacher should devote his whole life to teaching as well as learning for the future of humanity as his role is multidimensional and multifarious.

#### **Why Teachers Accountability is importance in the Classroom**

The liability of teachers in the education scenario matters a great deal, and teacher’s accountability has become an essential addition in the public education sector. The responsibility of a teacher towards the student’s learning process is significant. School administrators, educational organizations, parents, the general public and teachers themselves use this term frequently.

So what is a teacher’s accountability in the classroom, and what is its importance? To understand this first, we need to get familiar with the primary responsibilities of a teacher. How a teacher influences a student and what role they play in the overall personality development of a child. The things a teacher teaches in the classroom should benefit the student in the real world as well. Here enlisted are some essential responsibilities and roles of a teacher in a school:

- Imparting education and ensuring that everyone gets the benefit of the program.
- Establishing equality in the classroom environment and making sure that no one is devoid of any opportunity.
- Following the guidelines and rules of the school and teaching as per all the requirements of the syllabus.
- A teacher should always follow an unbiased approach in the evaluations of student’s papers and assignments.
- Sincerely and regularly attend classes.
- Have good knowledge of their area of said expertise.

These are some essential responsibilities of a teacher in best residential school in India or a classroom. A teacher is liable to be held accountable for functions, as mentioned above. Hence, we can conclude that a teacher’s accountability is his/ her dedication to his/ her job. Parents and

students who invest their time and money in education always desire for the best services. Hence, it is the prime responsibility of a teacher to enhance the classroom environment, fulfilling their essential duties for the benefit of all.

### **SIGNIFICANT ACCOUNTABILITY OF A TEACHER**

In addition to the basic responsibilities, there are several aspects that a parent may not be aware of. Hence, it is up to a teacher to indulge in an in-depth analysis. The school administrators and other authorities can also aid in this perspective by monitoring the teacher's activities. Here are a few things that should be taken care of:-

- A teacher should be well-versed in their course of specialization.
- Teachers should be well aware of the average required mental ability of their students and work under that parameter. Weak pupils should be provided extra attention. The concern of the students is essential.
- A teacher should actively participate in societal concerns and provide their inputs. Responsibility towards the general public must be felt.
- A teacher should continuously work towards improving their skills. Teacher-research can come in very handy in this particular scenario.
- A teacher also plays a significant role in developing the ethics and values of the students. Hence virtue lessons from every teacher in a classroom are important. A child's major part of the day is spent in a classroom, and therefore a classroom influence can significantly contribute towards shaping his/ her character.
- A good rapport with the students and an overall more interactive classroom environment should be promoted.
- A teacher should be able to convey their message to the students efficiently. This includes applying a practical approach and experimentation in the teaching methodology.
- Inclusion of advanced tech and equipment in the learning procedure can improvise the process.

### **EFFECTS AND IMPORTANCE OF TEACHER'S ACCOUNTABILITY**

Here are some productive results of the teacher's accountability.

- Teachers help in implementing the goals and the groundwork set by the school and the administration, parents and the community. They shape the academic, oratory, characteristics and personality, spiritual and virtuous capabilities of the students.
- When the teacher is held accountable, a student experiences greater freedom in putting forward their concerns. They do not feel burdened.
- A teacher works in honing their skills and also correctly plans and executes their activities.
- A teacher is also able to avail proper facilities and analyze the needs of the classroom.
- A teacher experiences greater freedom as they are held accountable for the curriculum they set. In this way, a teacher can also adjust the things in favor of the students.
- The teaching program becomes inclusive, unbiased and non-discriminatory. A teacher is expected to assess every student based on their capabilities and not based on their culture, gender, traditions or preferences.
- Quality education is insured, and public resources are put into proper usage. If a better performance out of the teachers is expected, they are funded and salaries accordingly.
- The administrators, counselors, as well as the principal, start to work in coordination and provide their inputs as well.

The expectations of the parents and the public can sometimes be a burden on the teachers as well. A parent cannot leave the entire responsibility of their ward on the school and the educators. Constant communication should be established between the teachers and parents so that a child experiences the best growth and learning environment.

## **Self-assessment**

Self-assessment is a process of continuous reflection, self-monitoring, and self-judgment, to review an individual's strengths and weaknesses and helps to discover areas which need improvement. It involves an individual's learning from his experiences, by judging his personal, educational as well as his professional performance. Self-assessment enables teachers to get control over their progress. It can serve as one of the most influential tools for the measurement of teacher quality.

### **Purpose of Teacher's Self Assessment**

Assessment plays a key role in schools' improvement and teachers' development. A teacher, who does not reflect on and introspect his/her methods and actions in the classroom/school, would tend to be repetitive in the future. He/she may teach a concept in the same way and may use the same examples and activities again and again in the class irrespective of the performance of the students. Once the teacher starts looking at himself/herself and analyses what has yielded results and what has gone wrong in the teaching-learning process and other school activities, he/she will be able to identify the areas which require further improvement. This process will help the teachers to identify their strengths and weaknesses, and thereby, motivating them to improve their performance which will ultimately help to achieve the objectives, such as schools' improvement and accountability of teachers.

### **Self-Assessment: An Essential Aspect of Formative Assessment**

Teacher evaluations are basically of two types: summative and formative. The summative evaluation aims to measure and rate teachers. It determines tenure, promotion, awards, merit raises, and dismissal. On the other hand, formative evaluation emphasizes on teacher development and growth. Teachers are considered as "participants in, not recipients of, their evaluations" in formative evaluation. The aim of formative evaluation is the improvement of instructional practices as well as continuous professional development. It is collaborative in nature which promotes self-reflection and goal setting. Self-assessment serves as an essential aspect of formative assessment, which encourages teachers' development and provides an opportunity for reflecting on their teaching practice. It enables them not only to self-assess but also discuss their judgments with their peers, supervisors, and mentors without fearing that the assessment might not be misused in the making of the high-stakes decision. Self-assessment must be systematic instead of being haphazard. It demands perseverance and discipline, and the results should prove its worth.

### **Feedback**

Effective feedback is designed to determine a learner's level of understanding and skill development to plan the next steps towards achieving the learning intentions or goals. Feedback is a key element of the incremental process of ongoing learning and assessment. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. It involves the provision of information about aspects of understanding and performance and can be given by practitioners, peers, oneself and from learners to practitioners. Effective feedback assists the learner to reflect on their learning and their learning strategies so they can make adjustments to make better progress in their learning.

Reporting to parents commonly occurs at least twice per year in a formal written statement from the school. Involving parents in the learning process by providing them with more frequent feedback about their child's learning progress and strategies they may use to assist their child to improve is effective in improving student achievement.

### **Purpose of feedback**

Effective feedback is designed to determine a learner's level of understanding and skill development to plan the next steps towards achieving the learning intentions or goals.

### **Giving and receiving feedback**

Feedback provides the practitioner and learner with evidence about current knowledge and skill development. Understanding the learner's progress and level of achievement enables the practitioner to make decisions about the next steps to plan in the learning program. It enables the learner to reflect on their learning strategies to confirm them or make changes to improve their learning.

### **Feedback**

Feedback is one of the most effective teaching and learning strategies and has an immediate impact on learning progress. High-quality feedback is specific and ongoing. When delivered on time, Hattie's research shows feedback has an effect size of 1.13 on learning achievement.

### **Feedback from practitioner to the learner**

Effective feedback from the practitioner:

- focuses on the quality of the learner's work product and/or processes
- motivates and challenges the learner to further develop their knowledge and skills
- does not give praise, reward or punishment
- recognizes that which the student has done well and identifies what has been misunderstood or not understood
- focuses on the quality of the work and is specific
- is directly linked to the learning intentions and success criteria
- May be spoken, a gesture or formalized in writing.

### **Feedback from learner to practitioner**

Listening to answers to questions and looking closely at the work of learners on learning tasks provides practitioners with powerful feedback about the level of learner understanding and their practice. This evidence supports reflection and can provide strategies to more effectively assist learners to make progress with their learning.

### **Feedback from and to peers**

Feedback often comes informally from and to peers. It can be improved and used productively if learners are taught concrete strategies for evaluating one another's work against the learning intentions and the success criteria and providing appropriate feedback. Knowing the questions to ask when evaluating learning assists learners in the process of self-assessment.

### **Characteristics of effective feedback**

#### **Feedback improves learning**

Feedback is designed to bring about an improvement in learners' performance and achievement.

Feedback can be given by the practitioner or by peers. It can be either formal or informal. It can be oral or written, it can be formative or summative, but overall it must provide the learner with specific advice on how to improve their performance.

### **Feedback starts with learning intentions**

The process of giving feedback begins with the practitioner and learner clarifying the learning intentions (or goals) for the activities they are undertaking and the success criteria by which they will assess the level of achievement to be demonstrated by learners. This enables the learners to measure their performance in terms of both mastery of the set task and the processes inherent in it. It also helps them to be clear about future goals.

### **Elements of a good learning intention**

Learning intentions explicitly state what the learner should know, understand and be able to do by the end of an activity, unit of work, or a lesson and they are expressed in language learners understanding. The learning intention should answer the learner who asks “Why are we learning this?”

Sharing and providing clarity on what the learner will learn is the purpose of the learning intention. Clearly stated skills, knowledge or understandings are the focus of the learning Intentions and are written in a language the students can understand.

A learning intention is not what task the learner should be able to do; it is not ‘Write an essay’ but rather ‘Explain why people migrated to Australia (Victorian Curriculum F-10 History, level 9). A learning intention is what students should learn as a result of the teaching and learning activities. The medium by which learners demonstrate their learning is the essay but it is not the goal.

Another example is from Music (Victorian Curriculum F-10 level 4) where learners may create a sound picture. The Learning Intention is to ‘understand variation in rhythmic patterns. The medium by which learners demonstrate their learning is a sound picture.

Learners may also set their learning intentions.

The success criteria set the performance by which achievement of the learning intentions will be measured. The success criteria are made known to the learners and for learning to be most effective the success criteria are co-constructed with the learners.

Effective feedback informs the learner about their progress towards meeting the success criteria. A useful model for feedback is presented by Hattie as ‘Feed Up, Feed Back, Feed Forward. In this model the learner considers three questions:

#### ***Feed Up***

1. Where am I going (what are my learning intentions?)

#### ***Feed Back***

2. How am I going (what does the evidence tell me?)

#### ***Feed Forward***

3. Where to next (what learning activities should I do to make better progress?)

Read more about the feedback model in [The power of feedback](#)

### **Feedback is timely**

Feedback needs to be timely. It needs to be given while there is still time for the learners to act on it and to monitor and adjust their learning.

It can be ‘in-the-moment’ in the case of classroom dialogue and discussion. The practitioner will receive feedback from the way learners answer questions and the questions asked by them. To

effectively gather evidence from questioning about who does and who does not understand it may be necessary to vary the way, questions are asked in the classroom to ensure all learners can participate and provide evidence of their level of understanding. This evidence should indicate whether it is necessary to reteach, provide more varied discussion and practice, use peer teaching or move the learners forward.

### **Feedback is clear and focuses on improvement strategies**

Feedback on learning tasks also needs to be regular and provided as soon as possible after completion. Written, descriptive comments need to be in the language that is accessible to the learners and should refer back to the preliminary discussion of learning goals and success criteria. Effective feedback provides specific guidance on how to improve learning outcomes and it enables the learner to think about the learning involved in the task and not just the activity of completing the task.

### **Feedback encourages reflection**

The amount of feedback needs to be limited to what learners can reasonably accept. Effective feedback does not merely correct learners' errors but actively requires them to reconsider their work and think about why, for example, spelling and punctuation may be incorrect, where a mistake has been made in mathematical workings or an idea or situation has been misunderstood.

### **Errors measure misunderstandings**

It is recognized that making errors is a fundamental point in improving learning. Feedback on where the misunderstandings and misconceptions are occurring assists learners to move to greater understanding and success, to become more self-directed and to believe in their ability to complete tasks and reach goals.

### **Feedback is more than a grade**

Feedback on formal tasks that just include marks or grades or comments that discuss the level of performance and suggest that the learning journey is finished should be avoided. This can prevent the learner from fully considering and acting on the feedback. Multiple forms of feedback, such as comments, questions, and discussion provided frequently during learning encourage engagement and motivation to succeed.

### **Effective feedback tips**

Effective feedback is understood by the recipient and motivates them to want to learn more effectively.

### **Giving effective feedback**

When practitioners develop sound professional relationships with learners based on mutual respect, feedback is a two-way process that supports progress in learning for the learners and understanding about where the learners are on the learning continuum for the practitioners.

### **Tips for giving effective feedback to learners**

- Explain to the learners that you are focusing on helping them to understand the assessment of their learning
- Encourage learners to ask questions about their feedback
- Make a regular time to discuss feedback with learners on an individual or small group basis
- Advise learners that they will have an opportunity to ask questions about their assessment



- Encourage them to note down their questions
- Try to give feedback as close to the learning and assessment task as possible
- Be specific and explicit about feedback, providing examples where possible
- Establish that the student understands what is being discussed
- Ask the student what they think they need to improve on
- Offer your advice about future steps for improvement
- Invite conversations by asking learners to discuss the work with you and/or with their peers

### **Digital portfolios**

Digital portfolios or ePortfolios are useful tools for enabling learners to maintain a permanent record of their learning journey and they provide practitioners with a readily accessible record of the learner's self-assessment and reflections on their learning strategies.

A digital portfolio is a carefully crafted presentation of a student's learning journey using digital artefacts as evidence of learning. It has a clear purpose and is well organised. It both develops and demonstrates learning through effective student reflection. The learner uses the higher-order metacognitive skills to consider what they learned and self-assess what they need to focus on next to progress their learning. Digital artefacts can be derived from learning activities across all learning domains. An effective digital portfolio can be used to celebrate achievement, demonstrate progress through comparison over time and guide future learning.

The production of a digital portfolio encourages a partnership between students and their teachers and increased student ownership and accountability for their learning. A digital portfolio provides students, their parents and teachers with a rich record of learning. A digital portfolio is not a collection of all student tasks, but careful selections that demonstrate growth and new knowledge such as two artefacts that show progression in learning over time.

A digital portfolio can be used in many ways. In a more sophisticated form the digital portfolio can be developed over several years and used as an ongoing record of progress, perhaps presented at "Student-Led conferences" and used to inform future learning plans. Best practice portfolios would integrate student goal setting, self-assessment and reflection on learning with the presentation of learning examples. Portfolios could also refer to expected student learning outcomes. The practitioner uses the evidence provided by the portfolio to reflect on the effectiveness of their instruction and to make adjustments to their teaching practice.

### **Create a digital portfolio**

#### **How to create a digital portfolio**

A digital portfolio consists of:

##### ***The digital artefacts within the portfolio***

Digital artefacts may be audio, video, images, text and presentations constructed using any of the thousands of creative tools. Software such as Word/Pages, PowerPoint/Keynote, Excel/Numbers, movie maker/iMovie and free edustar products can be used. Online WEB2.0 services like SlideShare, Prezi, voki and mind42 and more recently iPad/android Apps are being used in schools to create digital artefacts.

##### ***The presentation platform used to organise and display the portfolio***

The portfolio and its artefacts might be stored in the 'Cloud' in a student account. Portfolios can be organised and presented using software, web services or apps. Common software products such as Word/Pages, PowerPoint/Keynote and MS: OneNote can be used to construct digital portfolios. Current Web-based options include the Department's own Global2 and services such as Wikispaces, Evernote, Dropbox, Google-Apps for education, Prezi for Education, Weebly.

There is also an increasing range of android/IOS apps such as Flowboard, Evernote, Voicethread, Open School portfolio, Three Ring, Kidblog, Weebly. Also, some learning management systems have the functionality to facilitate a digital portfolio.

### ***Web-based***

- Global2
- Wikispaces
- Evernote
- Dropbox
- Google-Apps for education
- Prezi for Education
- Weebly

### ***Android/IOS apps***

- Flowboard
- Evernote
- Voicethread
- OpenSchool eportfolio
- Three Ring
- Kidblog
- Weebly

### ***The processes used to construct it***

In all effective digital portfolio programs, teachers need to provide support to students in the process of creating digital content and effectively selecting, reflecting and presenting this content through the portfolio.

### **How to use a digital portfolio**

A digital portfolio can be used in many ways. In a more sophisticated form the digital portfolio can be developed over several years and used as an ongoing record of progress, perhaps presented at "Student-Led conferences" and used to inform future learning plans. Best practice portfolios would integrate student goal setting, self-assessment and reflection on learning with the presentation of learning examples. Portfolios could also refer to expected student learning outcomes (Victorian Curriculum F-10).

The portfolio could be used by teachers as an assessment vehicle for the Victorian Curriculum F-10 domains mentioned above. It could be used by students for employment purposes.

3.4 Conducive School Environment – Team Work, Transparency, Self Esteem Among Head Teacher, Teachers, Students.
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The conducive school environment is one in which teachers establish a learning environment where students feel physically, psychologically, socially, and culturally secure. In a conducive school Environment teachers work independently and cooperatively to make their classrooms and school stimulating learning environments. They maintain acceptable levels of students' conduct and use discipline strategies that result in a positive environment conducive to student learning.

Conducive school environment helps in creating a favorable atmosphere to ensure an effective teaching and learning process to take place. So one of the most essential features in creating a

conducive school environment is a good classroom organization and management making an atmosphere conducive to learning free in the hands of a teacher. So he/she should first prepare well-planned lessons with relevant teaching aids such as charts, visual aids, and many more preparing a lesson plan is important, as it gives the teacher to make a conducive environment where their opportunity to there would be fewer behavioral problems.

Also, organizing a classroom requires good time management skills. Smooth flow in teaching or transition previous during activities will ensure that previous time is not wasted as the time allocation for each subject may be limited to 35 to 45 minutes when planning an activity the teacher should take into consideration the right amount of time required.

The second aspect of creating a conducive environment is by having an attractive physical classroom environment. The physical environment is important as an attractive environment that will foster effective learning physical layout is the seating arrangement in the classroom is a key feature in creating a conducive environment colorful charts, posters, diagrams, theme-based displays, and attractive' also add to the conducive environment for learning.

**Characteristics that impact the learning climate are as follows;**

1. Accessibility to resources
2. Dissuading biases
3. Inclusive setting
4. Instructional techniques
5. Knowledge of sociolinguistics
6. Supportive ambience

1. Accessibility to resources:

Teachers must ensure that chalks, charts, models, equipment for demonstration, etc are made available to students in every session.

2. Dissuading biases:

Teachers can create a positive difference in the life of the socio-culturally disadvantaged students. The teacher should be caring so that students start liking their classrooms and perform well in their student

3. Inclusive setting:

Teachers must create an inclusive environment in the classroom in which all the students feel at home, develop self-confidence, and be able to develop their potentialities and talents.

4. Instructional techniques:

Depending on the need of the students, a teacher should be flexible enough with their instructional techniques so that all the students are set on the path of learning.

5. Knowledge of sociolinguistics:

Creating a conducive environment for learning demands that a teacher should have the knowledge of sociolinguistics of students.

6. Supportive ambience:

Students co-operate whole heartedly in the teaching-learning process if the teacher is caring and

affectionate. An empathetic approach on the part of the teacher makes students feel comfortable. All the above factors impel the students to be serious about their lessons and co-operative whole heartedly with their mentors in accomplishing the targets and work hard in achieving expectations so as to create a conducive school environment.

### **Benefits of a conducive school environment**

Having a good early school environment has lasting effects that carry through to adulthood. Some of these effects include:

- Being more socially adept.
- Initiating and maintaining successful relationships in life.
- Greater capacity to show empathy to others.
- Greater self-confidence and higher self-esteem due to having a supportive environment in childhood.
- Having healthy attitudes towards learning.

### **TEAMWORK**

Teamwork can be defined as a group of people interacting and co-operating in a work-related activity. It involves hands-on working together.

Teacher teamwork has received increased attention from researchers and policymakers as a way of school improvement. The teacher's teamwork is based on the view that teachers work together. With the rising enrollment of students with disabilities and other special needs, increasing numbers of English language learners, shortage of teachers are just some of the factors that make the need for a dynamic school team more necessary than ever so to be successful, teachers must view themselves as teams and partners in the educational process.

Thus teamwork can be defined as a process among persons who share mutual goals and work together to achieve the goals. Teamwork allows people to do their work together and, as a result, to grow professionally. All members working in a team must have a clear understanding of the team goal.

- (a) What to be achieved
- (b) How will we know when the outcome has been reached
- (c) Time factor

Thus effective administrators ensure that teachers can work together to plan, share the idea, and support each other.

### **TRANSPARENCY**

Transparency in education is important for a variety of reasons. Transparency education is required as it helps the parents, universities and related organizations to see what is happening in the classroom. Information on student learning can be presented in language that is understandable by the audience. It should be updated regularly.

A fully transparent celebrity should contain

- Student learning outcomes
- Assessment plans and procedure
- Evidence of student learning

Today the internet, in particular, has become a powerful tool for sharing what was once seen as restricted. This has altered the teaching profession in numerous ways. It is also enabling teachers to open up their classrooms and bring more transparency to their practice.

The teacher can also give parents access to information that helps. They better understand the

day-to-day operations of the classroom. Via learning-management systems, class websites, and online grade books, parents can become better informed about course content and routines, as well as their child's progress.

By creating an open dialogue with parents and administrators, teachers can accept parent suggestions and change aspects of their program as needed. Thus transparency is one of the important aspects to create a conducive school environment.

### **SELF ESTEEM**

Self-esteem is a psychological concept. It is the positive or negative evaluation of the self, as in how we feel about it. Self-esteem is an important part of success.

#### **Positive self-esteem among teachers:**

Enhances their confidence and other abilities thereby play a contributing role in facilitating a conducive school environment

People with high self-esteem are realistic about their strengths and weaknesses and can set goals and work towards them with optimism and humor. They also feel competent in the area. They consider important and do not take other people's negative impressions of them too seriously.

Self-esteem is eminent for the head master, teachers do that they may be proceeding in their profession with confidence, attachment devotion & without any fear of failure.

Teachers can enhance self-esteem both through their day-to-day contact with the pupils and through their teaching methods.

### **LEADERSHIP**

“Leadership is the quality of behavior of individuals whereby they guide people or their activities in organizing efforts” - Chester I. Barnard.

“Leadership is the ability of a superior to induce subordinates to work with confidence and zeal” - Koontz and ‘Donnell.

“Leadership is the process by which an executive imaginatively directs guides and influences the work of others in attaining specified goals” - Theo Haimann.

Leadership may be defined as a position of power held by an individual in a group, which provides him with an opportunity to exercise interpersonal influence on the group members for mobilizing and directing their efforts towards certain goals. The leader is at the centre of group's power structure, keeps the group together, infuses life into it, moves it towards its goals and maintains its momentum.

He may emerge in a group by virtue of his personality characteristics and qualities or by virtue of common consent by group members. In the latter case, the leader derives his power from the group members. He continues in the leadership position at the pleasure of group members collectively. Leadership position exists in most group settings irrespective of the size of the group.

Leadership is an influential process. The leader is in a position to shape, regulate, control and change the attitudes, behavior and performance of his group members. The latter are supposed to comply with the former's desires and directives and partially suspend their own judgment and

discretion. There exists a particular relationship between the leader and his group members which is characterized by interpersonal and social interaction.

In a group, the leader and his followers play the roles expected of them and thereby seek to justify their respective positions. Some leaders may be able to play their role effectively whereby they succeed in getting the willing cooperation and commitment of their followers, beyond the normal call of duty.

## **FACTORS OF LEADERSHIP**

**There are four main elements of the Teacher as a Leader. They are:**

### **1. Leader:**

You need to have an honest appreciation of who you are, what you know, and what you can do. Also, notice that it is the followers, no longer the chief or anyone else who determines if the chief is successful. If they do not believe or lack self-assurance in their leader, then they will be uninspired. To be profitable you have to persuade your followers, not yourself or your superiors, that you are benefits of being followed.

### **2. Followers:**

Different humans require distinctive patterns of leadership. For example, a new recruit requires greater supervision than a skilled worker does. An individual who lacks motivation requires a one-of-a-kind strategy than one with an excessive diploma of motivation. You should understand your humans. The imperative beginning factor is having an appropriate grasp of human nature, such as needs, emotions, and motivation. You ought to come to recognize your employees' behavior, know, and do attributes.

### **3. Communication:**

You lead through two-way communication. Much of it is nonverbal. For instance, when "set the example, that communicates to your human beings that you would no longer ask them to function whatever that you would no longer be inclined to do. What and how you talk both builds or harms the relationship between you and your followers.

### **4. Situation:**

All conditions are different. What you do in one scenario will now not continually work in another. You should use your judgment to determine the pleasant direction of motion and the management fashion wished for every situation. For example, you may also want to confront a worker for inappropriate behavior, however, if the war of words is too late or too early, too harsh or too weak, then the consequences may additionally show ineffective. Also, a word that the scenario usually has a higher impact on a leader's motion than his or her traits.

This is due to the fact whilst qualities can also have an extraordinary steadiness over a length of time, they have little consistency throughout conditions (Mischel, 1968). This is why a range of management students suppose the Process Theory of Leadership is a greater correct than the Trait Theory of Leadership.

**Various forces will affect these 4 factors. Examples of forces are:**

- your relationship with your seniors*
- the abilities of your followers*
- the casual leaders inside your organization*
- how your employer is geared up*

## **PRINCIPLES OF LEADERSHIP**

To help you be, know, and do, follow these eleven principles of leadership these principles and provide equipment for implementing them:

- 1. Know your self and are seeking for self-improvement-** To be aware of yourself, you have to recognize your be, know, and do attributes. Seeking self-improvement capability always strengthening your attributes. This can be executed thru self-study, formal classes, reflection, and interacting with others:
- 2. Be technically educated** – As a leader, you have to comprehend your job and have a strong familiarity with your employees’ tasks.
- 3. Seek duty and take duty for your movements** –Search for approaches to inform your agency to new heights. And when matters go wrong, as they frequently tend to do faster or later do now not blame others. Analyze the situation, take corrective action, and go on to the subsequent challenge.
- 4. Make sound and well-timed selections** – Use true hassle solving, selection making, and planning tools.
- 5. Set the example** – Be an accurate function mannequin for your employees. They have to no longer solely hear what they are predicted to do, however additionally see.
- 6. Know your humans and appear out for their well-being** – Know human nature and the significance of definitely caring for your workers.
- 7. Keep your employees knowledgeable** – Know how to speak with now not solely them, however additionally seniors and different key people.
- 8. Develop experience of accountability in your employees** – Help to increase proper personality features that will assist them to raise out their expert responsibilities.
- 9. Ensure that duties are understood, supervised, and carried out** – Communication is the key to this responsibility.
- 10. Train as a crew** – Although many are so-known as leaders name their organization, department, section, etc. a team; they are now not surely groups they are simply a team of humans doing their jobs.
- 11. Use the full abilities of your corporation** – By growing a group spirit you will be in a position to appoint your organization, department, section, etc.

#### **Nature / Functions of a Leader**

A leader has to perform many functions. The functions or the different roles that a leader has to perform depend on the type, structure and goal of the group. The functions that a general of the army has to perform are quite different from the functions that a political, social, or religious leader has to perform. Some of the many different functions that a leader has to perform are:

- 1. Policy Maker:** An important function of the leader of any social group is to plan out the group goals objectives and policies. He has to lay down specific policies and objectives and inspire subordinates to work towards the attainment of the goal.
- 2. Planner:** The leader also functions as a planner. He decides the ways and means that are to be adopted to achieve the objective of the group. He draws up both long-term and short-term plans. Based on it, he prepares a step-by-step plan to achieve the group’s objectives. He also plans for contingencies or unexpected events.
- 3. Executive:** Setting goals and drawing plans is of no use until and unless they are implemented. In his executive function, the leader has to ensure that the plans are executed. The leader has to coordinate the activities of the group. As an executive, the leader does not carry out work or activities him but assigns it to other group members and ensures that they implemented.
- 4. External Group Representative:** The leader has to assume the role of representative of the

group in its external relations. All incoming and outgoing communications are channeled through the leader. Members of other groups deal with the leader as a representative of the particular group. He is the official spokesperson of the group.

**5. Controller of Internal Group Relationship:** The leader controls the internal relations among the members of the group. All communication in the group is channeled through him. He tries to establish good relations among the group members. He encourages team spirit and tries to develop the group into a cohesive unit.

**6. Controller of Reward and Punishment:** The leader uses the power to give rewards and punishments to motivate, discipline and control group members. He rewards members who contribute and work towards the attainment of group goals and punishes those who obstruct the group's progress. Rewards may be in the form of cash rewards, appreciation in public, promotion, increased status etc. Punishment may be in the form of scolding, taking away responsibility assigned, penalties etc.

**7. Arbitrator and Mediator:** The leader acts as an arbitrator and mediator when there are conflicts or differences in the group. He must resolve disputes in a fair and just manner. He tries to establish good inter-group relationships, reduce tensions in the group and establish harmony.

**8. Exemplar:** The leader serves as a role model to the members of the group. He must serve an example for others to follow and set high standards. The leader must 'walk the talk.' He should practice the ideology, beliefs, values and norms laid down in the group,

**9. Father Figure:** The leader has to sometimes play the emotional role of a father figure for members of the group. He has to be a source of psychological and moral support to the followers. He guides his followers not only in work-related issues but also helps in their personal life. He sometimes acts as a punching bag for the frustrations of the followers. The followers vent out their feelings on him.

**10. Scapegoat:** The leader is accountable for the performance of the group. Hence when the group does well the leader gets a lot of credit for it. However, when the group performs poorly or fails the leader is held responsible for it even though the leader did everything possible. Thus he has to play the role of a scapegoat.

### **Characteristics/Qualities Of A Leader**

- 1. Vision**
- 2. Passion**
- 3. Self Sacrifice**
- 4. Confidence**
- 5. Role Modeling**

**1. Vision:** Vision refers to the ability to understand and predict the future and its requirements, ability to have specific goals to achieve, plan carefully in advance, and respond to unexpected events or emergencies. All effective leaders have a vision of what they must accomplish. They want to accomplish and have foresight and wisdom in planning. With foresight, there will be a commitment, proper planning, and achievement.

Leaders perceive the events of the future relating to their organization and frame statements of vision, visionary actions, set goals, motivate, build concept and predict an innovative role for the



future success as a leader depends on a clear vision that one is passionate. The leader communicates his vision to the team and passes on his enthusiasm and passion. The leader does not simply lead the community but plan and prepare for the future of the community. Former Prime Minister Rajiv Gandhi had a vision of developing India, through the spread of electronic media. There are many great people in their areas. All the great personalities are not born great but the vision or dream they have in their plans, ideas lead them to the greater heights.

**2. Passion:** Passion is a powerful feeling or emotion. It includes a dedication to work and duties and commitment to fulfill the task by putting in full energy, time, and efforts. A leader with passion can overcome all hurdles to achieve one's goal and excel. Every successful leader has a mission which can be fulfilled only by a passion.

Leaders who live with great enthusiasm are passionate people. Mahatma Gandhi has a passion for bringing independence to India through non-violence, whereas Subhash Chandra Bose has a passion to attain the same through violence. Gandhi had a passion for simple living and all through his life he maintained simplicity. Our present Prime Minister Shri Manmohan Singh also had a passion for simple living and wants to see India as a great developed country. A leader will dream to build a better society. The leader cannot make the right decision and implement them, without passion.

Passion is the essence of leadership. It is the internal urge of a man that makes the improbable as possible. Passion is a key component of success, apart from vision and purpose in a successful organization.

**3. Self-Sacrifice:** A good leader has a strong sense of self-sacrifice i.e. He matures from a concern for personal goals and agenda to a commitment to common values and obligations for quality, respect, excellence, and fairness. A leader sacrifices himself, his comforts, position, health, family, etc, when time demands, for the welfare and upliftment of the group, or to safeguard the interests of the organization. He will have mental readiness to self-sacrifice for the welfare and achievement of the desired goals of the group.

Mrs. Indira Gandhi the former prime minister sacrificed her life in implementing the Blue star operation for supporting terrorism. The defense people, Army commanders sacrifice their lives for the country.

**4. Confidence:** Effective leaders have self-confidence with a strong sense of themselves. They are persistent, diplomatic, popular, conscious, venturesome in problem-solving pursue goals, vigorously, and tolerate frustrations. Confidence in leaders is drawn from a Basic sense of respect that leaders have for themselves and other people! A confident leader is one who shows genuine interest in listening to the other group members and conducts debates and discussions on all important issues.

Successful leaders are those who enjoy total self-confidence. A leader with low self-confidence will often exercise close supervision over followers, which may lead to resentment from the workforce.

Decisions or take harmful decisions or make no decisions at all The leader, therefore, must have confidence in himself and his members to carry out the tasks entrusted to him. He should not doubt the capabilities of his followers

**5. Role modeling:** a good leader is an ideal role model for his subordinates and followers. He can perform his duties well and to command respect and win the confidence of others. He is an expert in his field of subject and his behavior is always impartial.

The behavior, attitude, approach, mannerism, should present a leader as an example or role model to the members of his group, so that they may be inspired to initiate him. The leader must

instill love and respect towards him among his followers.

Mother Teresa set an example throughout the world by her selfless sacrificial life for the upliftment of poor and downtrodden peoples. Mahatma Gandhi, the Father of Nation has sacrificed his life for the liberation of the country.

**To this list, we add these 6 essential qualities:**

1. possess the respect of colleagues and supervisors
2. understand the culture of the school
3. are trustworthy
4. are open to the views and ideas of all, non-judgmentally
5. are non-threatening
6. respond positively and actively to colleagues seeking feedback, new ideas, and methods.

### **1. Autocratic Leadership**

Autocratic leadership is defined by a top-down approach when it comes to all decision-making, procedures, and policies within an organization. An autocratic leader focuses less on collecting input from team members and tends to make executive decisions that others are expected to follow.

#### **Pros**

Can be efficient, especially when it comes to decision making

Keeps teams cohesive and consistent since one person is taking charge

May make everyone's individual roles clearer since they'll be delegated specific duties and won't be encouraged to step outside of that role

#### **Cons**

Can stifle creativity, collaboration, and innovation

Doesn't lead to diversity in thought

May lead to disengaged individuals and teams who feel like they don't have a voice

Doesn't allow any room for mentorship or professional growth

### **2. Transactional Leadership**

Transactional leadership is defined by control, organization, and short-term planning. Leaders who adopt this style rely on a system of rewards and punishment to motivate their followers. As you can see, there are many similarities between transactional leadership and autocratic leadership. The main difference is that transactional leadership, as the name implies, involves a clear exchange between the leader and the team members. For instance, in exchange for compliance and high performance, an employee might be rewarded with a promotion.

#### **Pros**

Can be an efficient way to reach short-term goals

Clearly defines expected behavior from team members due to system of reward and punishment

Provides structure and stability

## **Cons**

Limits creativity, growth, and initiative

May not be impactful on people who aren't driven by extrinsic motivation

Can be discouraging for those who are looking for professional and personal development opportunities

## **3. Bureaucratic Leadership**

Bureaucratic leadership relies on a clear chain of command, strict regulations, and conformation by its followers. As the name implies, this is a leadership style that's commonly found in government entities, as well as military and public organizations.

### **Pros**

Stable in terms of job security and outcomes

Removes favoritism from the equation

Very clear roles, responsibilities, and expectations

A highly visible set of processes and regulations

### **Cons**

Inefficient since everything has to go through a chain of command

Doesn't encourage an individual's personal or professional growth

Stifles creativity, innovation, and free thinking

Doesn't foster collaboration or relationship building within teams

Can make it difficult to respond to change.

## **4. Charismatic Leadership**

Charismatic leadership is defined by a leader who uses their communication skills, persuasiveness, and charm to influence others. Charismatic leaders, given their ability to connect with people on a deep level, are especially valuable within organizations that are facing a crisis or are struggling to move forward.

### **Pros**

Highly inspirational and motivating

Encourages a sense of camaraderie, collaboration, and union

Makes followers feel heard and understood

Creates movement toward positive change

### **Cons**

Can become more focused on themselves than their people

Has the potential to become self serving

Frequently viewed as shallow or disingenuous.

## **5. Transformational Leadership**

Transformational leaders create a vision based on identified needs and guide their teams toward that unified goal through inspiration and motivation. The main difference between transformational leadership and the other styles we've covered so far is that this one is focused on changing the systems and processes that aren't working – unlike transactional leadership or bureaucratic leadership, which don't aim to change the status quo.

### **Pros**

Motivating for the team

Conducive to building strong relationships and encouraging collaboration

Gives team members autonomy to do their jobs  
Can lead to more creativity, growth, and empathy on teams

**Cons**

May not be the best fit for specific organizations (i.e. bureaucratic)  
Can cause feelings of instability while disrupting the status quo  
Lots of pressure on the leader, who needs to lead by example  
Recommendation rating: 5 out of 5 (most likely to recommend)

**6. Coaching Leadership**

Coaching leadership is a style defined by collaboration, support, and guidance. Coaching leaders are focused on bringing out the best in their teams by guiding them through goals and obstacles.

**Pros**

Encourages two-way communication and collaboration  
Involves lots of constructive feedback  
Facilitates the personal and professional development of individuals  
Focuses on being supportive, not judgmental  
Creates opportunities for growth and creative thinking

**Cons**

Resource intensive since it requires a lot of time and energy  
Doesn't always lead to the fastest, most efficient results  
May not be the ideal choice for high-pressure or strictly results-driven companies  
Recommendation rating: 5 out of 5 (most likely to recommend)

**7. Democratic Leadership**

Democratic leadership, which is also commonly known as participative leadership, is about letting multiple people participate in the decision-making process. This type of leadership can be seen in a wide range of contexts, from businesses to schools to governments.

**Pros**

Encourages collaboration  
Inclusive of a variety of opinions and ways of thinking  
Leads to higher group engagement and productivity  
Can result in more creative solutions  
The outcome is supported by the majority

**Cons**

The minority opinion is overridden  
The involvement of multiple people can lead to more communication gaps and confusion  
Can take a longer time to come to a decision  
An unskilled or untrained group can result in more decision making  
Recommendation rating: 4 out of 5 (likely to recommend)

**8. Collaborative Leadership**

Collaborative leadership is focused on encouraging people to work together across functional and organizational boundaries. The purpose of this leadership style is to encourage collaboration with other teams and departments to accomplish shared goals.

**Pros**

Can lead to more creative, innovative ways of thinking  
More opportunities for diversity  
Can strengthen cross-team relationships

Builds trust within an organization

**Cons**

May lead to ambiguity in roles and responsibilities

Can create cross-team conflict

Potential power struggle between leaders

Recommendation rating: 4 out of 5 (most likely to recommend)

**9. Servant Leadership**

Servant leadership puts the needs and wellbeing of followers first. In other words, these types of leaders adopt a serve-first approach and growth mindset to prioritize their organization, employees, and community above themselves.

**Pros**

Focuses on the development and growth of others

Can lead to improved performance, innovation, and collaboration

Creates a safe environment where people aren't afraid to fail

Reduces turnover and disengagement

Increases trust with leaders

**Cons**

Servant leaders can become more easily burnt out

Resource intensive

Difficult to train other leaders in the serve-first mindset

Can take longer to see results or reach goals

Has the potential to be perceived as 'weak'

Recommendation rating: 4 out of 5 (likely to recommend)

**10. Laissez-Faire Leadership**

Laissez-faire leadership takes a hands-off approach to leadership and gives others the freedom to make decisions. While leaders still provide their teams with the resources and tools they need to succeed, they remain largely uninvolved in the day-to-day work. This is a leadership style you'll commonly find in creative settings, such as advertising agencies or startups, due to its encouragement of independent thinking.

**Pros**

Empowers individuals to practice their leadership skills

Can lead to increased creativity and innovation

Less fear of failure

Encourages trust between team members and leader

Instill a sense of independence

**Cons**

Can result in low productivity

Conflict amongst team members is common

May lead to confusion about roles and responsibilities

Won't be effective with an unskilled or unmotivated team.

## UNIT-5

### Uses and Limitations of Action Research

Action research is a systematic investigation which is conducted by a teacher or group of teacher researchers, principles, school counsellors, or other stakeholders in an educational institution to collect information about their own practice so as to improve it through necessary action. This type of research is conducted with the purposes of gaining understanding, developing reflective practice, carrying out positive changes in educational institutions, and improving student outcomes as well as effecting professional development.

#### Uses of Action Research

Thus action research can be used to-

1. Professionalize the work of teachers and thereby increasing its efficiency.
2. Comprehend the teacher or the practitioner own work or practices.
3. Find out ways and measures to make one's teaching or other practice better.
4. Find out ways to bring changes that are thought necessary to make one's teaching or practice more effective.
5. Work on or deal with problems identified by teachers and principles themselves.
6. Make the work of teachers and principles more effective.
7. Meet the needs of divergent student body on the basis of research.
8. Encourage teachers to study and evaluate their own teaching and to think about improvements.
9. Encourage collaborative work by teachers and principals.
10. Effect professional development of teachers and principals through continuous learning and progressive problem solving.
11. Develop theoretical problem-solving and expanding scientific knowledge leading to better future decisions and actions.
12. Enhance competency of the teacher researcher through a learning processes that is integrated to the action research project.

#### Limitations of Action Research

Though action research can be very useful for teachers and academic researchers in the solution of their teaching problems and to evaluate and improve the effectiveness their teaching, as an approach to research action research has certain limitations. Following are a few of such limitations of action research-

- a. Action research is often carried out in a hurry which makes it impossible to maintain the rigour that is characteristics of the research process.
- b. Unfamiliarity with research methods among researchers is another limitations of action research. Action research is usually carried out by classroom teachers or practitioners who are not trained in the methodology of research.
- c. Gibson (1985) suggested that action research tended towards the heavily ironic situation of little self-critique.

- d. Despite the fact that most action research studies use descriptive designs of research, they attempt to draw conclusions about the effects of an action on some outcome. However, such conclusions and cause and effect relationships can be drawn only on the basis of experimental design of research.
- e. Since most action research is limited to one classroom or school, the result of action research cannot be generalized beyond that external validity and hence not useful for making policy decisions.
- f. Action research is also criticized for researcher bias in data collection, analysis and interpretation since researchers themselves are interested parties in the research process.
- g. Action research can make very limited or no contribution to the advancement of knowledge.
- h. Mertler and Charles (2009) hold that, action research does not conform with many of the requirements of conventional research with which one may be familiar- it is therefore less structured and more difficult to conduct.
- i. They also hold that, because of the lack of fit between standard research requirements and the process of conducting action research, one may find it more difficult to write-up the results. Thus, action research is an informal research conducted by teachers researchers are not by academic researchers. Although action research cannot match the reliable and validity of fundamental research, it can be of great use and significance in educational field since it helps teachers to know about their teaching and improve it.