

CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH

UNIT - 1

CLASSROOM ORGANIZATION

1. Write the meaning and purpose of classroom organization?

Ans. Introduction: Classroom Organization: Classroom management and organization are intertwined. While rules and routines influence student behavior, classroom organization affects the physical elements of the classroom, making it a more productive environment for its uses. How the classroom environment is organized influences the behavior in it. For example, actions as simple as color-coding folders, establishing fixed locations for lab supplies, maintaining folders for students to pick up missed work after being absent, keeping extra copies of "Back to School Night" items to share with new students, and designating specific places for other classroom supplies can have a dramatic effect on classroom organization and, consequently, on student learning. While these procedures and a multitude like them are simple matters, they nonetheless can be essential components for a smoothly operating classroom.

Definitions: Different educationists have defined this combined term of class organisation in various ways "Organization of the class is the administrative expression of educational theory". **Elsbrel Ryburn.** He has called the class a cooperative society. That is the society where many agencies cooperate in the interest of the students.

Purpose:

- ❖ Arrange the students in the classroom in such a way that you can make eye contacts with every student. Every student should feel they are being watched.
- ❖ If some students are frequently caught-up in laziness and happen to work with minimal efforts in a particular seat, then you can change their place and keep them in seats from where you can clearly observe them.
- ❖ Arrangement of desk, bench and other materials should be such that it provides you opportunity to reach each one

with ease. Students should also find it easy to move around especially when activities are conducted.

- ❖ Change the physical layout, arrangements whenever necessary to suit your teaching style and methods of teaching. The arrangements can be changed whenever students are involved in group activities and co-operate learning.
- ❖ When the materials within the classroom are arranged, care has to be taken to see that the exit door and windows are not obstructed.
- ❖ Students should be given the responsibility of keeping their classroom neat and tidy. Enforce them to dispose all the wastes into the dustbin. Clean classrooms stimulate good learning.

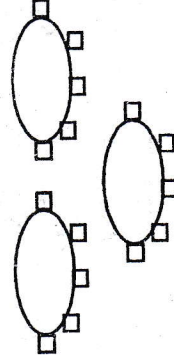
2. Discuss different classroom seating arrangement?

Ans. There are many different seating arrangements available. Best possible seating arrangement has to be provided to the students. When they feel that they are comfortably seated.

Class room seating arrangement for different purposes:

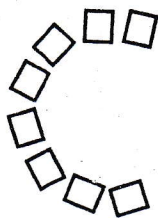
The following are some of the main student-centered seating

Cabaret style: Typically tables are arranged in small squares or rectangles with 4-6 seats around them. Nested tables are great for small group work and project work. It can be difficult to start classes when students are already sitting on small tables



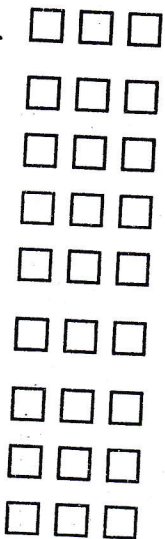
as some students will have their backs to you. If possible have the students sit so they're side-on to you and remember to move around the classroom when you need to give instructions or change activities. Surprise your class by popping up at different places around the class!

Circle Style: The circle formation is great for many games, group discussions, welcoming your students at the beginning of the class, taking the register and really talking to your students.



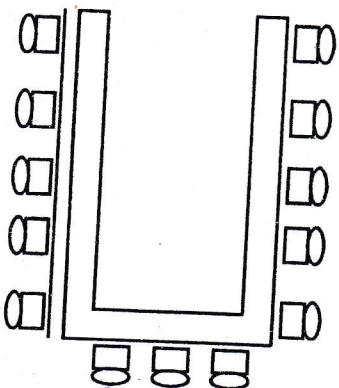
You should push the tables to the walls and have just the chairs in a circle. You can sit in the circle with your students. If they need to write at certain times of the lesson they can either go to work at the tables facing the walls around the outside or they can rest a folder on their knees and stay in the circle.

Theater style: Another set up that does not include tables is the theater layout. This layout is useful if you are planning on



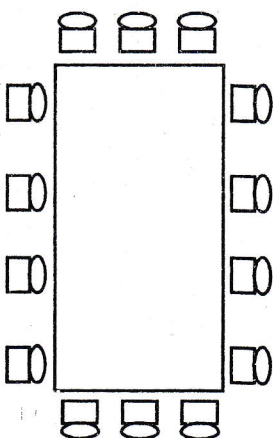
giving a lecture or an OHP presentation. Chairs can be arranged in a chevron (a wide V) to increase visibility.

Horseshoe Style: This layout is great if you are using visual aids, doing board work or speaking activities like whole-group discussion. All the students will be able to see you, the



board and each other and you will have a large space in the middle of the horseshoe and around the outside to monitor your student's work, distribute handouts etc. Breaking the group into pairs or dividing the students into 2 large groups can be easy with this set-up.

Boardroom Style: Placing rectangular tables up against each other to create a large rectangular table and then arranging the seats around the perimeter is called a boardroom set-up. The



shape can also take the form of solid or Hollow Square. This set-up is ideal for debates or when students need to act as one group to make decisions and discuss content.

Fishbowl: If the group is too large to get around a U-shaped layout or a board-room table, the "fishbowl", with concentric circles of students, maximizes the possibilities of discussion. Clearly this works better without tables, and it is useful to make efforts to ensure that over several sessions, everyone has their turn in the "inner circle".

For sessions involving small group working, it is useful to arrange tables at which four or five students can sit, to promote the easy formation of the small groups from the start of the session. It avoids the disruption caused by people moving about half-way through (although that is sometimes a useful "punctuation mark" in the session).

3. Write a short note on 1.Chalk Board 2.O.H.P
- 3.White board 4.Display board's 5.smart Board
- 6.Multimedia 7.E-classroom?

Ans. Chalk board: The chalk board or more commonly named as black-board. This is probably the most widely used visual

device. Prof Struck observes "It should be regarded as a medium to be used by both teacher and pupils."

Chalk-Board-Needs and uses:

- i. To explain and illustrate certain difficult points in a lesson
- ii. To provide motivation in the class and to enlist pupils attention to pertinent aspects of Instruction.
- iii. To provide group instruction. Its size, location and economical use makes it an indispensable teaching device.

One using chalk-board:

The following points may be kept in mind while using the chalk-board

- i. The teacher should present the material in brief, concise and simple statements.
- ii. It is good to plan the chalk-board layout a head of time and not in your lesson plan
- iii. Use coloured chalk for emphasis, beauty and aesthetic appeal
- iv. Important points may be underlined and explained with the help of a pointer.

2. Over head projector:

The overhead projector would be evident that in Over Head transparency Projector, the projected image is obtained behind and over the head of the instructor. The over Head Projector reflects images coming from a powerful light that shines through a transparency on a screen by means of a titled, highly polished mirror and lens assembly.

The screen image is brilliant enough to be seen even in a lighted room. The projector area ranges from 3' x 3' to 10' x 10'. Normally overhead projector are composed of a projection lamp to act as a source of light, considering lenses to concentrate all the light into usable beam, a polished mirror and lens assembly and blower for cooling the system.

Over Head Projector should not be kept on continuously for long periods. To use it as a chalk board is a very costly affair.

Operation of OHP: Rolls of triacetate film of minimum thickness are available for use as transparency in OHP. It

is rolled over the illuminated stage, while matter required for instruction can be written using ruling pen, acrylic markers with special ink or wax pencils. These impressions can be removed after usage by wiping with a dry cloth or sponge dipped in soap solution. Transparencies required can be prepared or plastic carbon or cellophane sheets by tracing, drawing, and writing and by photo graphic reproductions.

Advantages:

- * Simple and convenient to operate the equipment.
- * A large image in a minimum projection distance is obtainable.

White Board: A white board also known as marker board, dry-erase board (or) dry-wipe board. The popularity of white boards increased in the mid 1990's, the term white board is also used to refer to interactive white boards.

Uses:

- * Material may be erased and board used again
- * Easily used for a wide range of graphic representations range.

Limitations:

- * Two dimensional only
- * Cannot show motion.

Display Boards: Display Boards are as follows

- a. **Bulletin Boards:** These are used to display bulletins, new items, interesting events etc for the attention of all students. These are usually kept under lockable glass windows uses;
 - a) to arouse student interest, b) to develop subject matter.
- b. **Flannel Board:** A flannel board is a piece of rigid material covered with cotton, flannel, felt or wool when objects like pictures, drawings, signs, symbols are backed with strips of sand paper, they will adhere to the flannel board. Flannel board provides a unique basis for presentation of ideas and facts. It saves time during class presentation. It encourages visual presentation of ideas and concepts. It shows movements and arrangements. It shows accumulative processes.

Advantages:

- ✦ No chalk dust.
- ✦ Most of advantages of black board.
- ✦ Material readily available.

Limitations:

- ✦ Does not show motion
- ✦ Limited audience.

Magnetic chalk board: the magnetic chalk board adds a new dimension and increased flexibility to class room presentations. It is steel-based porcelain-surfaced chalkboard. Both chalk drawings as well as instructional materials fitted with magnetic holders may be used on this board. The porcelainized surface takes chalk well, permits ready removal of pencil or crayon marks and can be cleaned easily by using a damp cloth.

A variety of instructional materials equipped with magnetic holders is available. Small magnets can also be purchased separately to be glued on special items used in teaching, possibly of movements. Three dimensional objects over the surface on the magnetic board are valuable technique of instruction.

Smart Boards: The smart board is an interactive white board that uses touch detection for user input in the same way as normal PC input devices. The smart board 800 series interactive whiteboard introduced a "Click and Scroll" feature.

Technology: The smart board interaction white board operates as part of a system that includes the interactive white board, a computer, a projector and white boarding software smart meeting pro software for business.

Software: Smart note book software is included with the smart board and allows users to compile notes, images and other media into virtual note books which can be projected and edited using the smart board itself.

Uses:

- ✦ To develop subject matter.
- ✦ It can reach a large class.

Multimedia: Definitions and meaning: Weidong X hang (2003) says that multimedia is a hot topic in education

because it represents the latest technology and introduces into the class room whole new ways of thinking about curriculum. Interacting with students and even the nature of learning itself.

Nature: Multi' - Many

Media'- Methods or Techniques.

In multimedia approach, several media and techniques are used as powerful means of communication.

Multimedia approach uses a number of media, devices, techniques in the teaching learning process.

Education Implications:

- ✦ Multimedia provides the students the flexibility of any where anytime learning.
- ✦ Multimedia can bridge language barriers since audio is not the only means of communications.

E-Classroom: E-classroom is an online internet mediated class room where the teacher and students are connected to share a common work space. E-Class room is defined here as a computer accessible on-line learning environment intended to fulfill many of the learning facilitation roles of a physical class room.

Advantages:

- ✦ Students can access the course material and activities in the virtual class room at a time that is most convenient to them.

4. Explain the characteristics of class room environment?

Ans. Learning Friendly: A "learning 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.

Child-friendly schools (CFS) will look different from country to country, district to district, and from school to school, but they are all 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.

Inclusive: Over the years, the term "inclusive" has often come to mean "including children with disabilities" in "regular" classrooms for children without disabilities. In this toolkit, "inclusive" means much more.

"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.

An inclusive and child-friendly education system ensures that all children have equal access to quality education regardless of their gender, age, abilities, disabilities/impairments, health conditions, circumstances, as well as socio-economic, religious, ethnic, and language backgrounds.

Afghan Ministry of Education Definition of Inclusive Education

"Inclusive" means that 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.

5. **What is a school complex? Explain the functions of school complex?**

Ans. A school complex is a cluster of schools. It is a group neighbourhood schools, comprising a number of primary, upper primary, secondary schools which function together in an integrated way as one educational unit.

Characteristics of school complex:

1. **Neighbourhood:** School complex consists of a number of neighbourhood schools in which some schools are grouped together.

2. **Unit for educational reform:** School complex can be understood as a compact unit of educational reform or development.

3. Cooperation.

4. Guidance.

5. Solution of problems.

Objective of a school complex:

1. **Breaking the isolation:** A school complex aims at breaking the isolation that exists between one school and the other.

2. **Sharing resources:** It will make possible the sharing of available resources and make their best possible use.

3. **Collective effort:** It will promote joint and cooperative effort among all the functionaries working in these schools.

Functions of school complex:

1. **Providing academic guidance:** A school complex can discover experts among its teachers and head masters and harness their services for providing academic guidance to the member schools in the following areas

- a. Teaching

- b. Co-curricular activities

- c. School improvement projects.

2. **Providing Equipment:** Arrangement and exchange of equipment is the second important function of a school complex.

3. **Supervisory Role:** The head of the Nucleus school, heads of the member schools and senior teachers of various subjects can constitute a supervisory team to supervise the Instructional work, organisational work and other activities of the constituent schools and give their suggestions for improvement.

4. **Evaluation function:** the school complex will ensure improvement in the evaluation work of the member schools also.

5. **Inservice training:** It will also look after the inservice training, professional growth and updating of the teachers.

UNIT - 2

CLASSROOM MANAGEMENT

1. Write the concept, need and approaches of class room management?

Ans. Class Room Management Concept: managing a class room is an integral part of the teaching-learning process. Classroom management has a closer relation with student's accomplishment of learning objectives (Christian 1991). Classroom management depends on establishing positive teacher-student and peer relationships that help meet student's basic psychological needs. Students learn more effectively in an environment that meets their basic personal and psychological needs.

Need: A teacher can know his students needs by conducting needs assessment, by contacting parents by organising out-of-class activities or by collecting information about their previous knowledge/performance based on tests.

Approaches/Techniques of class room Management: The approaches of class room management can be many. It depends upon the teacher to evolve his own technique of class room management.

1. Behaviour modification: the basic assumption behind this technique is that student behaviour is the direct result of teacher behaviour popular activities can be used to bring about desirable changes in the student behaviour.

2. Student responsibility: This technique of managing a class room advocates self-discipline among the students the teacher understands his/her student's problems and can help them better understand themselves and work cooperatively with the teacher and their peers.

3. Group activities: the teacher's responsibility here is to give the student some group activities and create a competitive environment in the class. The teacher can encourage desirable behaviour among students through appropriate rewards/reinforcement.

4. Skill in maintaining student's attention: All effective continuously monitor their students for signs of inattention and are sensitive to their needs. Sometimes humor should be used to break the monotony and to create a lively environment.

2. Managing with different types of students-leader, follower, passive? How to behave with students of different types in class room?

Ans. Generally students in classroom are of different kinds. Some students are sharp, some are average and some are below par. Teacher should give training to them considering all these things.

A. Leader: Student who is liked by more number of other students can be termed as leader. Zeal, confidence, creativity and decision making are the main skills of a leader. Teacher should encourage students who are having capable leadership qualities.

- i. Improve leadership qualities by co-circular activities.
- ii. Motivate the students.

- iii. **Guidance and counseling:** Teacher should give guidance to students and give counselling to students to rectify their faults.

- iv. **Improve moral values:** Improve moral values and social responsibility in students.

B. Followers:

In a classroom few students will follow either teacher or students leader. Students are highly influenced by them. Follow below strategies to improve followers in class room.

- i. **Explain Flaws:** Analyse strength and weakness of followers and improve them.

- ii. **Improve leadership qualities:** Rather than following group, train students to behave independently and train them to become leader.

- iii. **Improve decision taking capability:** Inculcate decision taking capability rather than following other decisions.

- iv. **Improve Attitude:** Improve helping nature among students.

C. Passive Learner:

Passive learner will stay away from group and behave independently. Passive learner will lose attention. Passive learner should follow the below

- 1) **Right desire level:** Identify desire level of student by analyzing their strengths, interest and weakness.
- 2) Show affection towards students.
- 3) **Take them to group:** Try to mingle with other students in the group.
- 4) **Prepare special plan:** Prepare special plan and give proper training to the passive learners.

3. How to explain indiscipline to the students and elaborate how to eradicate in discipline?

Ans. Discipline plays a crucial role in student's life. Indiscipline will hamper student's carrier. In present education indiscipline becomes the major hurdle to teacher. Teacher should identify the reasons for indiscipline and find out resolution to resolve them.

Social reasons:

✦ Unemployment ✦ Political parties involvement

School related reasons: ✦ Conjusted class rooms

✦ Teachers with bad behavior

Family reasons:

✦ Divided family ✦ Indisciplined parents

Actions to resolve indiscipline in students:

- ✦ Introduce diversified courses which will be useful to enhance the skill set of students.
- ✦ Improve self discipline in students.
- ✦ Mandate N.C.C, N.S.S programmers.
- ✦ **Take special care of exceptional students.**

4. What are the restrictions to be followed in class room?

Ans. By implimenting rules to the students will results in positive altitude and good behaviour. Students will feel responsible as a result of rules.

Some progressive class room rules are:

- ✦ Be well mannered, polite and co-operative with everyone
- ✦ Don't damage or write on classroom walls or furnitures.
- ✦ Use class room only for your learning activities, not to play.
- ✦ Keep your place neat and tidy and all the class room resources in its place ✦ Render your sincere help to others and ensure our co-operation to your class monitor.

5. Violation of rights of children and consequences? Explain violation of children rights and judiciary consequences?

Ans. Indian constitution implemented few rights for children rights violation.

Teaching based on individual differences: Teaching is generally done in groups rather than based on individual differences. By keeping group in mind and teaching based on that would led to violation.

Violation of rights due to over discipline: Extreme punishment in schools causes fear in children. Physical punishment to students will lead to indiscipline and negligence.

Lack of freedom cause violation: Parents are deciding the subjects to be selected, school campus etc without considering students opinion.

Time table causes mental stress: hectic time table will cause both physical and mental stress to the students. There is no space for sports and cultural activities in time table.

Education not based on students choice: Parents wants their students to achieve what they are not able to which results in mental stress to the students.

Teachers behaviour causing inferiority: Teachers behaviour towards each students will results in inferiority complex in poor students.

Legal Consequences: Indian government introduced commission for protection of child right ct-2005 to protect child rights. National commission of protection of child rights introduced to safe guard the rights of children between 0-18 years.

Acts: Factories Act-1948

Children's Act -1960

Children's Legal Act - 1986

Protection of Rights - 1995

Establishment - 1988

RTE - 2009

6. Describe the strategies to manage behavioral problems?

Ans: Students with behavioral issues will obstruct classroom. A teacher should below strategies in order to overcome students' behavioral issues.

Strategies to manage behavior problems;

1. Supportive: A teacher should encourage students who are suffering with behavioral issues.

1. Teacher should behave in a manner such that students realize their mistakes. Teacher should allow them to rectify their mistakes.

2. Teacher should not punish students for their behaviour and explain them ~~clearly about their attitude and behaviour~~.

3. Importance will be given to the students who are having behavioral issues and give priority to them.

2. Prevention:

Effective prevention programs are based on the premise that early response to learning, behavioral, and emotional problems can lead to better outcomes for students. Prevention strategies are built into the school's foundation as part of the regular school program. They are accessible to all students - not just those students who qualify for special programs such as special education.

Two types of universal prevention approaches fit well at the school level. These are:

Classroom and school wide structural strategies.

Practitioners provide consistent environments in classrooms and throughout the entire school. These approaches are designed to benefit all students by building uniform structure and a positive

climate that promotes and supports appropriate behaviour. Structural approaches, both those found within individual classrooms and those that are implemented school wide, typically address prevention from a multidimensional perspective that includes behavioral management, social skills instruction, and academic enrichment.

School as a pathway to family and community agency partnerships. Although classroom and school wide structural strategies provide a stable and positive environment for most students, some students need additional support. Sound prevention strategies at this level establish linkages between the primary aspects of students' lives: home and family, school and classroom, and community and social service agencies. Family, school, and community agency partnerships can provide temporary assistance that can preempt the need for more intensive interventions.

Both types of prevention - working in tandem and on a consistent basis - are necessary.

Comprehensive school-based prevention strategies at the elementary level are relatively new. However, in most cases administrators will have some prevention strategies already in place. They can use these structures as building blocks as they work to establish a more comprehensive approach.

3. Corrective: Prevention approaches in classrooms focus on what students need to be successful (Dodge & Bickert, 1996). They extend the practitioner's reach in helping students before corrective measures are necessary (Henley, 1997). Prevention has two important advantages over corrective, after-the-fact discipline. First, it tends to be cost effective - it is much easier to prevent inappropriate behaviors than it is to correct them. Second, there are no negative consequences for children who behave appropriately.

In most classroom and school wide prevention approaches, there is an emphasis on:

...Behavior management systems that teach and reward appropriate behaviors.

...Social skills instruction as an integral part of the curriculum.

...Academic enrichment to ensure that students master key knowledge and skills.

7. Discuss about time management in a classroom?

Ans: Time Management: Time constitutes an important component in classroom management. The teacher should plan class room time in such a way that it facilitates student learning and solves a number of managerial problem. Researchers have concluded that the amount of information learnt is a function of time allowed or what is now called opportunity to learn. The opportunity to learn depends on the amount of time a student spends on a particular subject.

Time can be divided into six categories. These are:

1. Available Time
2. Allocated Time
3. Engaged Time
4. Academic Learning Time
5. Pacing (or Curriculum and Lesson) Time
6. Transition Time

Allocated Time: Allocated time is the time allotted to a teacher to transact teaching learning activities. This time is generally the time of a class period. Careful management of allotted time minimises the complexity of classroom teaching.

Engaged Time: Engaged time is the amount of time the student is actively involved in learning tasks such as writing, listening and responding to the teacher's questions. Quality of time used is more important than the quantity of the time used.

Academic Learning Time; Academic Learning time (ALT) is the time a student uses for a academic tasks which give rise to an academic out come. ALT is an important variable for teachers. One, it is an indication of whether the teacher is able to put his pedagogic activities together. Second, lack of time planning causes management problem.

Instructional Time: The time teachers are actively teaching is known as Instructional time.

UNIT - 3

ROLE OF TEACHER IN SCHOOL FUNCTIONS

1. Teacher as a facilitator of Learning - Discuss.

Ans. For many years teachers have been viewed transmitters of knowledge with students as the receipts. Now there is shift in the characters of this relationship. The teacher is recognised as the facilitator of learning experiences. The students then become active participants. Mastery of learning is developed in an open environment. Teachers and students together developed leaving contracts on objectives levels of performance and productivity. Thus the students are involved in the education decision making.

Traditional modes of teaching are invariably bound up with the teacher's exercise of authority but the innovative approach to make the teacher as facilitator of knowledge. This requires successful transition with the attendance change in both the conception and the exercise of per-service and In-service training.

Schooling the Paris-sub-urbs called a source practiced this change as teachers, as facilitator of learning. It was also practiced at Countesthorpe College in United Kingdom. In both the above two institutions the teacher student relationship become a more genuinely co-operative one. The teachers will need to explore new ways of sharing responsibilities with students. The students in turn will need to learn how to accept increased responsibility for a major portion of their learning experiences. The evaluation of the learning experience will be more of a shared responsibility finally approaches to learning will have to be such as to encourage the acquisition of skills for continued and independent enquiry.

The change from teacher as knowledge given to facilitator of knowledge will not lessen the importance of the teacher role. There is increased demand on the teacher's time, initiative and energy. The major responsibility for the management of the learning situation rests with the teachers.

2. Write the role of teacher in perspective planning and coordination with authorities for support?

Ans. Teacher role in maintaining healthy relations with all coming into his contact is definitely very important. The school exists for teacher human staff.

Teacher relations with his superiors: The efficient working of an institution depends upon the organised efforts of a number of individuals. These individuals are the teachers, the headmaster, the inspecting officer, and the other departmental officers. The teacher must look upon those above him as his friends. Loyalty to them and adherence to their policy is an important need. If a teacher does not see eye to eye with his superiors, this does not mean that he should withhold his cooperation or sabotage the work of the institution. Still he should be ready to defend the policies and programs and work for their success.

With the headmaster, who is his immediate boss, a teacher should stand on a good footing. He should develop and maintain perfect understanding with him. Often the headmaster may have to take decisions suddenly having no time to explain the position to the teachers. This situation may keep in mind, and misunderstanding should not be allowed to arise.

Teacher relations with his colleagues : In order to maintain cordial relationships, healthy climate and good reputation of an institution, the relations between co-workers is very important factor. If the relations between the teachers are very poor, the pupils may also fall victims to the same malady. The relations between the teachers are bound to influence all the various inter-relations in the school community.

Teacher relations with the parents of the children: In the present circumstances, the teacher has to extend the sphere of his relations to the parents of the children also. In the interest of child's education, there is need for the teacher to have the intimate knowledge of every pupil. He may be better able to know the pupil if he gets to know his parents and his family background. For establishing these relationships, he may use the medium of parent-teacher association, inviting of parents to school

functions, visiting the homes of the students, inviting of parent to, discuss the problems of the children, and sending progress reports. The two can join hands for solving the problems of the following nature: (i) making up deficiency in learning (ii) difficulties of the student in doing his home work regularly (iii) late arrival or frequent absence of the student from the school (iv) deficiencies in health (v) mid-day meals (vi) procuring stationery and books at the concessional rates (vii) arrangement of conveyance for coming and going (viii) financial inadequacy. The parents may also have their own problems with the child for which they may need the teacher's cooperation.

Teacher relations with his pupils: He must be efficient in cultivating and maintaining cordial relations with his pupils. The relation between the teacher and the taught should be that of a parent and child. In order to ensure good relations he must first of all understand the child well and come to know his abilities, aptitudes, interests, likes and dislikes. There should be no question of any misunderstanding between the two. Secondly, he must respect the individuality of the child, sympathise with his instinctive needs and problems and take genuine interest in him.

3. Explain Accountability and self assessment of teachers and feedback mechanisms?

Ans. There are different types of feed backs that is feed back by students, feed back by self, feedback by colleges feed back by the parents, feed back by management, and feed back by the educational authorities. In advanced schools all the five types of feed backs are being employed to get proper feedback.

1. Feedback by students: In this process the student's feedback teacher's performance as they know the teacher intimately. Students feedback is some kind of feedback we receive students feedback is not concerned just with classroom performance but with all the Organizational relationship a teacher has with his students.

2. Self assessment: It is the most difficult form of feedback to undertake. It requires considerable self-discipline and careful review of one's own work. The purpose of self assessment is not to glorify one self but to lead to some sort of action.

3. Line feedback: Line feedback is the most common form of feedback by his management and officials of the education department. It requires a level of trust between the two. This kind of feedback will give us various shades of opinion about teachers by different people.

Self-assessment is one of the best forms of feedback to judge teachers performance related to the job unbiased. However Institutions can use a mix of the above strategies according to their needs, their development stage and individual duties of teachers.

4. Describe the conducive school environment?

Ans. Effective teaching learning process will provide a good environment. Head master, teachers will play key role in this process. Head master and teachers should work as a team in order to develop transparency, self esteem.

Team work: Team work will improve skills of students. Collective decisions taken by teachers and head master will help students in a great way.

Characteristics of team work:

- ❖ Common aim ❖ Result oriented ❖ Healthy competition
- ❖ Honesty, understanding between team members.

Transparency: Head master and teachers should hold responsible for students activities. Everyone in school should be transparent. As a result of transparency. It would be easy to analyze the facts and control the difficult situations.

Self esteem: Teachers should follow different strategies to develop self esteem in students. Different strategies to improve self esteem:

- ❖ Teacher should give hope to students.
- ❖ Allow students to think independently
- ❖ Stop students from bunking class.
- ❖ Students should feel comfortness.

UNIT - 4 TEACHER AS A LEADER

1. Write the concept, nature and characteristics of a leader?

Ans. Concept of Leader: A leader is a person who influences a group of people towards the achievement of a goal. The word leader first appeared in English Language in the 1300s. It stems from the root leader meaning to travel or show the way. According to Ralph, M. Stogdill a leader is one who engaged the people towards fulfilment of goals which are set before by influencing the activities of the group.

Nature of Leader: Questioning. A natural leader will not hold back with questions when they have doubts about what they are asked to do. This may be challenging, and dealing with the disruption may distract from understanding the reasons behind it.

Forward thinking. With the questioning come the suggestions. The natural leader will instinctively problem-solve, even when others don't see a problem that needs solving. They will suggest new methods of approaching challenges and ways of improving processes.

Helping others. A natural leader may have a tendency to correct others on their mistakes and to try to motivate those who are lagging, even when not asked for help.

Being asked for help. The natural leader doesn't have to be an expert in what they are doing for others on the team to go to them for guidance and advice. If you see a member of your team being repeatedly asked for support, consider the reasons that this person is being singled out.

Being noticed. The natural leader will stand out from the crowd, and it's likely that they will be noticed by other people within your organization, e.g. other managers and directors. Making an effort to notice what is noticed by others can give you a heads-up about this person's nature.

Personal life. Another sign of a natural leader is what information they volunteer about their personal life. Does it seem that it's always them who organizes their friends to get together? Are they the one who initiates after-work team drinks on a Friday? What people are like in their personal life is a big clue to their true nature - they may be trying to quash some of their personality traits at work.

Characteristics of a leader:

Leaders possess the following characteristics

- a) **Self-confidence:** They have faith in their own abilities and believe in themselves. They are persistent and continue to work towards persistent and continue to work toward the goal despite problems and setbacks.
- b) **Emotional Maturity:** Leaders emotionally mature and stable. They are not self-centered and have greater self-control.
- c) **Cognitive ability:** Leaders have a high ability to interpret large amounts of information.
- d) **Honesty and Integrity:** Leaders are trustworthy and reliable and open.
- e) **Optimistic:** Most leaders are highly optimistic.
- f) **Intelligence:** Leaders are generally intelligent than the followers.

2. Detail types of leadership?

Ans. Leadership behaviour depends on the nature of the group, characteristics of the members, and on several other factors. Accordingly it can be classified as

1. Directive leadership
2. Supportive leadership
3. Participative leadership
4. Achievement oriented leadership

1. Directive Leadership: It is work oriented or authority oriented leadership behaviour. All the decision-making power will be with leader. The leader directs the member on their functions and supervises their performance. The leader plans and executes everything and the members have to obey the leader in a way the

member is expected to work like machines and complete the task. This type of leadership is directed leadership or authoritarian leadership. This type of leadership can be considered as effective leadership or more acceptable one. This type of leadership behavior either at the school or at the home leads to discontent or displeasure of the members.

Characteristics:

- ✦ Planning is centralized.
- ✦ The leader is ego centered.
- ✦ All the decisions are made by the leader.

Advantages:

- ✦ It is time saving leadership.
- ✦ The type of leadership generates discipline.
- ✦ It enhances productivity and assures quality.

Limitations:

The interest of the members to please the leader may affect productivity.

II. Supportive Leadership: Support is the help or assistance given to others either to encourage them or to make them happy. In this type of leadership the leader maintains a supportive role by encouraging and helping the team members to finish the tasks in a cordial and conducive environment. The leader tries to understand the needs of the members and sympathetic towards their limitations or problems.

The leader tries to encourage cooperative activities. They involve the team mates in the discussions, planning and in the decision making process. The leader does not try to use their authority or power. They are not aggressive in their approach. They try to understand the problems of the members and try to provide guidance and counseling as and when needed. They do not hesitate to share their experience or expertise with the members of the group.

Advantages

1. The leader is humanitarian in their approach. So he wins the love and admiration of the members.
2. As the members are given an important position in the

organization they taken personal interest in the group activities.

3. As the leader comes forward to help and support the members they forget their limitations and problems and work enthusiastically.

Limitations

- ❖ Some members may take undue advantage of the humanitarian attitude of the leader.
- ❖ The cooperative and generous nature of the leader may be treated as his weakness.
- ❖ Group members may become dependents on the leader.

III. Participative Leadership:

This is also known as democratic leadership. In this type of leadership decisions are taken collectively after extensive consultations and discussions. The opinions of the team members are respected and they are encouraged to share ideas and shoulder responsibilities. This sets in cohesiveness in the team functioning.

Advantages

1. It provides a plat form for collective decisions.
2. It recognizes the creative talents of each and every member.

Limitations

1. As a leader mingles with group frequently, the leader's status may get downgraded.
2. As all the members are given the freedom to talk and act it may lead to administrative complications differences of opinions.

IV. Achievement oriented Leadership:

Every organization needs achievement oriented leader. The oxygen or life line for any organization or institution is achievement. This type of leadership aims at the goals set and prepares strategies to reach the targets. The leader uses foresight and vision in fixing goals and in directing the member to achieve the targets. The present competitive world depends mostly on this type of leadership. This type of leadership is common in schools and colleges.

Advantages:

- ❖ Members work constructively
- ❖ It promotes cooperative work culture

Limitations:

- ❖ They high degree of competition may lead to un necessary problems.
- ❖ The importance given to achievement may have negative consequences.

3. Discuss the different strategies to develop leadership qualities?

Ans. According to La Piere and Farms worth "Leadership is a behaviour that affects the behaviour of the other people more than their behaviour affects that of the leader. It is essential to know the qualities of good leadership. So that we can train the children for effective leadership.

1. Vision: The success of any leader depends upon the clear vision that he is desirous of only when there is foresight, there will be urge for success, commitment, planning and achievement. The teachers as leaders must have a vision and communicate that to the students and encourage them to participate as a unit to accomplish it.

2. Passion: Passion is the strong feeling or emotion. Every successful leader has a mission which will be sustained only by passion. People follow the passionate or enthusiastic leaders because it will be "Infectious stimulating and attractive to them.

3. Self sacrifice: When a person leads a group or an organization, he should be in a position to sacrifice at any level to safe-guard the Interests of the group or the organization. He should have the mental readiness to self-sacrifice for the welfare of the group. To achieve the desired goals, the leader should work with fighting spirit and selflessness.

4. Confidence: Confidence in one's own strength and power. Leader must instill confidence in the other members of the group.

5. Role-modelling: The personality of the leader should be a model to his group. His behaviour, attitude, approach should present him as an example or role model to the members of his group.

6. Maintain a positive attitude: No one respects a grumpy or negative person. With a positive attitude you are looking at the bright side of life. ~~People are naturally attracted to you~~ when you have a positive attitude. By being positive, you will lead a happier life, as well as be surrounded by other positive people. You will also magically attract exciting offers and possibilities.

7. Improve communication skills: Having great leadership skills includes your being able to clearly and specifically communicate your vision, goals, skills, intentions, and expectations to others. This also includes your ability to listen to what other people are consciously or unconsciously communicating. To become a great communicator, continually strive to improve your verbal, nonverbal, and listening skills.

8. Motivate others to greatness: The greatest leaders are those who include everyone in their sphere of influence by recognizing each person's greatest value. To be one of ~~these~~ leaders, look beyond the obvious and see others with insight and compassion. Many of history's greater leaders have admitted that they rose to the top because another leader recognized and harnessed their potential.

4. Write the role of a teacher as a leader in managing class room dynamics?

Ans. Dynamics means change. Group dynamics means the change of behaviour through interaction in the group. It refers to the forces which operate in group situations. It studies the structure of the group and the other phenomena which emerge out of group interaction. The behaviour of members who constantly interact undergoes continuous changes because human behaviour is not static.

Group Relationship in the class: Analysis of sociometric studies shows the following patterns of relationship among the students of the class:

- ❖ **Stars:** Stars are the students in the class whom majority of the students like.
- ❖ **Isolates:** The students whom no member of the class likes or wants to associate. They are rejected by all.
- ❖ **Mutual pairs:** There are the students who like each

other. There is reciprocal relationship among mutual pairs of students.

Teacher's role:

In group dynamics the teachers can provide a leadership role. The role of the leader is now shifting from authoritarian to a democratic and participatory one. Teachers must, therefore, encourage participation of students in all the school activities. To improve the climate of the classroom students should be taken into confidence and decisions taken democratically.

Teacher's role is to facilitate the learning process. They are no more the instructor and the director of learning; they are facilitators of learning of their students. In teaching-learning process teachers should act as guides to promote learning. They should motivate students to participate in learning activities. Students' participation in learning activities individually or in groups enhances their learning.

❖ **Teachers' behaviour:** Teachers are models for the students. Their behaviour should be impartial. The whole climate of the classroom as a social group can be changed with emotions.

❖ **Discussions:** To improve the classroom's emotional climate, free discussions should be occasionally arranged for the group. Suggestions should be invited from students to improve upon the existing classroom climate.

❖ **Effective communication:** Lack of proper communication causes disruption in class. You should help students understand each other in formal and informal meetings. They can be encouraged to meet each other and also the teacher freely. If there is any misunderstanding, it should be immediately clarified. The classroom communication should be a two-way process.

❖ **Cohesiveness:** You can encourage feelings of cohesiveness among students through effective communication.

❖ **Counselling:** Recent research studies on group dynamics emphasise the role of counselling. Proper counselling can improve the emotional climate of your class.

❖ **Tours and visits:** Co-curricular activities such as tours, etc., give students opportunities to understand each other and improve the emotional and social climate of the group.

UNIT - 5

ACTION RESEARCH IN EDUCATION

1. What is Action research? Justify its need in the field of education? Discuss the scope of action research?

Ans. Action research is a method for improving and modifying the working system of a classroom and a school. The teachers and the principal are able to study their problems of teaching scientifically. It is an objective oriented method. The action research project does not contribute to the fund of knowledge but it improves and modifies the current practices.

Action Research Defined:

Action research has been defined by experts in the following ways:

1. **View of Stephen M. Corey:** Action research refers to the process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions.
2. **View of John W. Best:** According to J.W. Best, Action research is focussed on the immediate application, not on the development of theory. It has placed its emphasis on a real problem here and now in a local setting.
3. **View of R. Mukerji:** In the words of R. Mukerji, Action research is an interactive process related to an ongoing activity by the participants.

4. **View of A.W. Foshey and M.R. Goodson:** "Action research is the name of a process intended to improve action systematically."

5. **View of Mc Garthete and Others:** "Action research is organised, investigative activity aimed towards the

study and constructive change of a given endeavour by individuals or groups concerned with such change and improvement."

Need and Importance of Action research:

1. **Work on scientific and objective lines:** The importance and value of action research lies in the fact that it helps the schools to work on scientific and objective lines.

2. **Desirable Reforms in the system :** By offering practical solutions to the pressing problems, action research helps in bringing about desirable reforms in the system itself.

3. **Solutions easy to comprehend:** The solutions offered by action research do not involve much of the statistical trimming and so, they are easy to comprehend and adopt.

4. **Suitable to implement research findings:** The most obvious value of action research lies in the fact that "any change in teacher behaviour and teaching practice must be preceded by a corresponding change in the thinking and in the attitudes of the teacher." Thus, action research is more suited to implementation of research findings. The persons engaged in action research themselves plan, conduct and evaluate their findings which, in turn, pose no difficulty when they are implemented.

5. **A reassurance to teachers:** action research helps the teachers to face their problems with a broad outlook. It gives them a reassurance when they find that their counterparts have problems similar to theirs and that to have problems is in no way a sign of incompetence. Many a time, problems which involve action research cannot be solved without the whole-hearted participation of the whole faculty.

6. **Insight into nature of educational problems:** Again, discussions on the planning stage of action research are nearly very helpful in providing teachers with insight into the nature.

Scope of action research: The scope of action research is pretty wide. It may range from a single unit to an organised group or system. On the one extreme, we may have a single teacher who tries out a novel way of teaching in his class while, on the other extreme, action research may extend to a sophisticated study of the organisational change in industry.

The scope of action research in classrooms and schools is quite flexible. It covers a large number of areas such as teaching methods, learning strategies, evaluation procedures, in-service development of teachers, administration and so on.

The scope of action research cover all those personnel who are concerned with the development and progress of the school. These include teachers, curriculum planners, principals, supervisors and all those who care to provide all types of learning experiences for pupils. It must be remembered that practitioners study the problems *quite scientifically*. *Only then they can guide* students correctly and evaluate their decisions judiciously. The purpose of action research is to develop in the teacher an attitude of enquiry rather than making him a research scientist.

2. Explain the steps of procedure in action research?

Ans. Steps of Procedure in Action Research:

The following steps of procedure are involved in action research.

Step1. Locating the problem Area: The first stage in action research is the location of problem area in school education. It may refer to pupil behaviour or teaching practice or curriculum organisation, examination or administration. The problem area may refer to frequent absence of certain students, or late school arrival or truancy or creating mischief and so on. Poor performance in house tests in particular subjects, lack of interest in studies, failure to do home work also fall in the category of problem areas of academic work.

Step2. Identify the problem: It is important to identify the problem about which it is desirable to take action. The individual or the group selection the problem should act objectively while making selection. One should know how far the working of the system would be influenced after a solution has been found. While pin-pointing the problem, the teacher should be fully aware of its nature and scope. For example, the problem may be identified as, "Class VIII students are not showing good progress in English".

Step3. Analyze the problem to define and delimit it: After a problem has been pin-pointed and selected, it is necessary to analyse it in its various aspects. This analysis will lead to the exact definition of the problem, to be stated in limited words, in terms of limited area of distribution. For example, the problem stated above may be delimited as "Class VIII students commit many spelling errors in English."

Step4. Diagnose the factors causing the problem: After the problem has been defined, the action researcher makes an attempt to search for the causes of the difficulty or the reason for the existence of the problem. The relation between the stated reasons and the difficulty or problem should be well established before the action hypothesis is arrived at. Moreover, the causes should be verifiable, specific and authentic.

The probable causes for the above problem may be listed as

- i. Students are careless in written work.
- ii. Students are not careful observants.
- iii. Teacher of English does not check students' written work.
- iv. Teacher of English does not do follow up work.

Step5. Formulate the action hypothesis: Action hypothesis refers to a certain tentative assumption or assumptions that point to the possible solution of the problem or difficulty. Formulating a hypothesis is important in the sense that it brings clarity and definiteness to the work of action research. It also

gives an idea of the procedure to be adopted for reaching the goal.

In case of the above problem, the hypothesis may be stated as, "If the pupils are given written work regularly and the teacher does systematic correction work followed by students' practice, spelling errors will be removed."

Step6. Research design to test the hypothesis: After the teacher-researcher has finalised the action hypothesis he wants to test, he must plan the design the plan to test the hypothesis. The research design for an action hypothesis involves the following aspects:

- i. Description of activities and procedures for getting evidence or for collecting data.
- ii. An outline of sources tools or means to execute the design.
- iii. Time required finalise the action and complete procedures.

Step7. Testing the action hypothesis: the next step is to test the action hypothesis. In case of the problem stated is done, the teacher may

- i. Examine pupils' exercise books;
- ii. Give written tests;
- iii. Find out ability through spelling games.

Step8. Evaluate the results to determine how far the goal of the action hypothesis has been realized. If it is revealed that the results are positive, the hypothesis is accepted; otherwise one may require formulating a new hypothesis and repeat the steps.

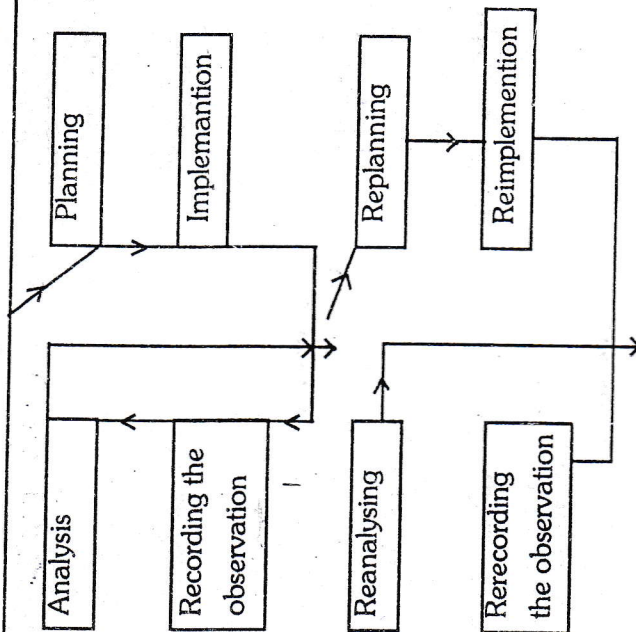
3. Explain Action Research Cycle in detail?

Ans. Educational action research is proposed by Stephen Kemis in 1988.

Action Research Cycle

How, What, Why teaching learning happens in class room?

After discussing these points evaluate the results



Main aspects in Action Research cycle:

Generally teacher should explain things based on how it happened, what happened, where it happened by deeply analyzing these things.

- Prepare a strategy in order to resolve the issue.
- Collect the data after analyzing the facts.
- Collected data should be analyzed cleanly to derive the facts.
- In case if the issue does not get result, prepare a new strategy.
- Implement the new strategy.
- While implementing the new strategy reanalyse the facts and collect the data again.

- Until the issue completely gets results. Follow the above flow chart prescribed Kemis.

4. **Mention the important areas of action Research.**

Ans. Action Research is used to find out a solution for the class room teaching problem as well as administrative problems. The main areas identified in this is class room, school, teacher, administration etc.

Student : Providing inspiration to the students, making them learn the things easily and retention of the learning content.

Problems Action Research : Identifying the problems and adopting a suitable procedure to find a solution for those problems.

Class room : Discipline, Learning aspects pertaining to the class room may be taken up.

School : The working procedure of teachers, the administration of the management may be taken up in this aspect. relationship between the Head master and the teachers and various regions implied in that relationship may be taken up and reach a solution through proper strategies.

Teacher : Taking different types of students and making them achieve good results may be taken up under this item.

Planning and administration : Problems pertaining to the finance and other aspects may be solved through proper technic and procedure.