



GURUGYAN

**B.Ed.**

**1st Year**

**SEMESTER- 2**

**CLASSROOM MANAGEMENT,  
LEADERSHIP &  
ACTION RESEARCH**



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**Course - VIII**

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**2<sup>nd</sup> Semester**

**CLASSROOM MANAGEMENT  
LEADERSHIP AND  
ACTION RESEARCH**

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# **CLASSROOM MANAGEMENT, LEADERSHIP AND ACTION RESEARCH**

## **SYLLABUS**

### **Unit 1: Classroom Organization**

- 1.1 Classroom organization - Meaning and purpose
- 1.2 Classroom Seating Arrangement for different purposes
- 1.3 Technology integration - OHP/LCD, Smart board, Chalk board, White board, Display boards, multimedia, E-classroom
- 1.4 Characteristics of Classroom Environment - Learner friendly and inclusive
- 1.5 Management and maintenance of physical and material resources to optimize access to learning: Sharing of resources - School Complex

### **Unit 2: Classroom Management**

- 2.1 Classroom management - concept, need and approaches
- 2.2 Managing with different types of students - Leader, Follower, passive
- 2.3 Classroom behavior management - problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations.
- 2.4 Violation of rights of children - legal consequences
- 2.5 Strategies to manage behavior problems - preventive, supportive and corrective,
- 2.6 Time management in a classroom - Allocated time, instructional time, engaged time and Academic Learning time.

### **Unit 3 - Role of Teacher in School Functions**

- 3.1 Teacher as a facilitator of learning
- 3.2 Perspective planning and coordination with authorities for support.

- 3.3 Accountability and self assessment of teachers and feedback mechanisms.
- 3.4 Conducive school environment - team work, transparency, self esteem among head teacher, teachers, students.

**Unit 4- Teacher as a Leader**

- 4.1 Concept, Nature and Characteristics of a Leader
- 4.2 Types of Leadership
- 4.3 Strategies to develop leadership qualities
- 4.4 Role of a teacher as a leader in managing classroom dynamics

**Unit 5- Action Research in Education**

- 5.1 Action Research - Meaning, Need and Scope
- 5.2 Steps in Action Research
- 5.3 Action Research Cycle
- 5.4 Action Research Problem Areas - Student, Classroom, School, Teacher, Administration, etc.,

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## UNIT - 1

# CLASSROOM ORGANIZATION

1. Write the Meaning and purpose of classroom organization ?

(Or)

Write the importance 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 class room seating arrangement?**  
(Or)

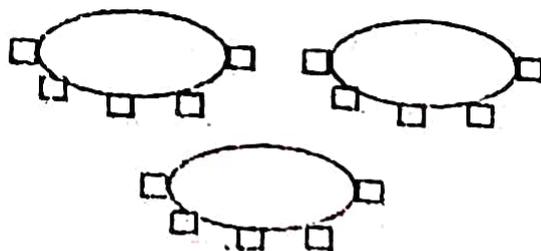
**Explain the class seating arrangement for different purposes.**

**Ans. 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:**

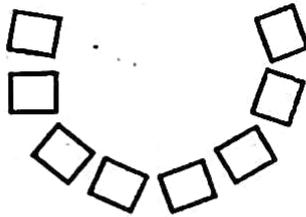
The following are some of the main student-centered seating

**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



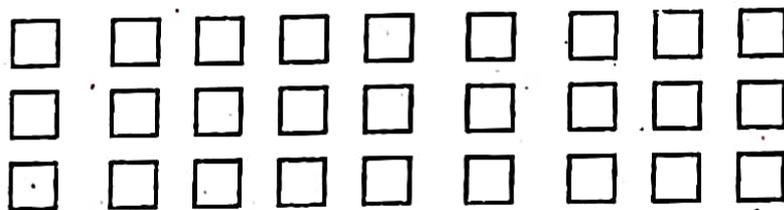
as some students will have their backs to you. If possible have the students sit so they're side-on to you and remember to move around the classroom when you need to give instructions or change activities. Surprise your class by popping up at different places around the class!

**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.



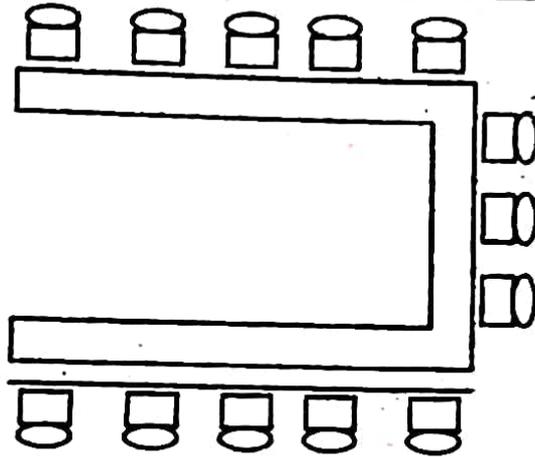
You should push the tables to the walls and have just the chairs in a circle. You can sit in the circle with your students. If they need to write at certain times of the lesson they can either go to work at the tables facing the walls around the outside or they can rest a folder on their knees and stay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



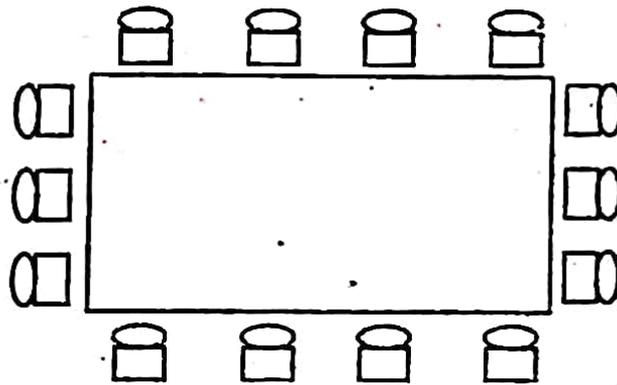
giving a lecture or an OHP presentation. Chairs can be arranged in a chevron (a wide V) to increase visibility.

**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 the short note on 1. Chalk Board 2. O.H.P. 3. White Board 4. Display board's 5. Smart Board 6. Multimedia 7. E- Class room ?

(Or)

**How Technology Integration in class room organisations.**

**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 tilted, 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' × 3' to 10' × 10'. Normally overhead projectors 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 on 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.

(Or)

**Write characteristics of class room environment learner friendly and inclusive in detail ?**

**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.**

(Or)

**What are the functions of a school complex ? What are the advantages of school complex ?**

(Or)

**Write the concept of school complex ? Write its advantages?**

**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.

#### **Advantages of the school Complex :**

1. Better methods of evaluation may be introduced by the school complex. 2. Inservice training facilities may be provided to the teachers for their professional growth. 3. Better library facilities can be provided to primary schools.

**Limitations :** 1. Problems may arise out of linking the schools together. 2. Providing Inservice education to teachers is expensive.



## UNIT - 2

# CLASSROOM MANAGEMENT

1. Write the concept Need and approaches of class room Management ?

(Or)

Explain the concept of class room Management ?  
What is the need and significance of class room climate?

**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.

**Approaches/Techniques of class room Management:**  
The approaches of class room management can be many. It depends upon the teacher to involve 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.

**Need :** ♣ To enhance student achievement. ♣ To successfully engage students ♣ To promote effective teaching ♣ To manage class room time effectually ♣ To promote positive behaviour among the students.

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

(Or)

**How to manage with different types of students?**

**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-curricular 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. **Explain violation of children rights and judiciary consequences ?**

(Or)

**Write about violation of rights of children legal consequences ?**

(Or)

**Explain about the violation of rights of children and legal consequences.**

**Ans :** According to the UN convention on the Rights of the child(CRC) articles (17),(19),(23),(25),(27),(29),(32) and (39) children can face:

**Physical abuse:** This includes that the child may be exposed to fractures, bruises, burns and severe beatings. The child may also be deprived of food, clothing, adequate shelter and the necessary medical care as well as subjecting the child to rape, for true and harm.

**Psychological abuse:** This includes the child becoming

upset due to taunting blaming, threatening, scolding etc., Millions of children suffer from mal-nutritions diseases, disabilities, lack of shelter and poverty. All these contribute to vulnerability of the child.

**Child labour:** According to research studies around 85 million are working in hazardous environments endangering their health or suffering from slavery or other forms of forced labour, including drug trafficking and prostitution as well as in involvement in armed conflict.

### **Reasons for child labour phenomenon:**

**1. Poverty:** It is the first factor which explains that children are forced to leave school early and work instead to help their family.

**2. Absence of schooling:** The inability of the family to bear the costs of study for their child is a cause of absence of schooling. Therefore reducing poverty and giving importance to education reduces child labour.

**Denial of education:** UNESCO expresses the need for the world to take urgent action to bring education to the 28.5 million children world wide who are being deprived of it in conflict zones.

**Deprivation of play:** Playing is important in contributing to the development of the child and to support both mental and physical health. Children who are deprived of playful activities are unable to exercise their full right to childhood.

**Abuse and its impact on child:** Violations have very negative effects on children they cause frustration, lack of sense of belonging. Abused children are significantly more likely to live in fear child abuse over the long term may lead to a lack of interpersonal skills, as well as learning difficulties and behavioural problems such as stealing, violence, loss of control etc.,

**Organizations that are in favours of children include:**

✦ In UAE, particularly the Ministry of Social Affairs contributed to develop an advance bill to protect children.

◆ The Global Network for Rights and Development (GNRD) confirms that the abuse of children is a violation of international law and cannot be tolerated.

◆ The GNRD seeks to protect the right of the child through a range of activities for instance providing charity support to children especially to those with physical or mental disabilities.

◆ The CRC recognizes "That every child has an inherent right to life" and state parties must ensure to the "Maximum extent possible the survival and development of the child."

◆ The African charter on the Rights and welfare of the child (1990) and other regional human rights instruments also reflect the basic children's right to life and the right to be free from torture and abuse.

◆ Rape and other forms of sexual violence against children, both boys and girls are serious violations of international human rights law and may amount to grave / serious breaches of international humanitarian law.

◆ Schools and hospitals are civilian institutions that often provide shelter and protection and tend to the needs of children during conflict. Therefore attacks against schools or hospitals are, in principle, contraventions of well established humanitarian law, including customary norms and may constitute war crimes or crimes against humanities.

◆ The 4th Geneva convention prohibits the targeting of civilian objects, emphasizing the importance of schools and hospitals to the civilian population especially children.

**There are a number of ways in which the rights of children may be violated by inappropriate exposure and media stereotyping.**

Article 8 of the European convention of human rights and fundamental freedom (ECHR) promotes the right to respect for the family and private life.

**Article 14** of the ECHR promotes the prohibition of discrimination.

**Children's rights under the United Nations Convention on the Rights of the child (UNCRC) include:**

**Article 12:** The child's right to express views freely in all matters affecting them.

**Article 13:** The child's right to freedom of expression, which is restricted by law when necessary for the protection "of national security or of public health".

**Article 16:** Protection against interference or attack on privacy, family, home, honour or reputation.

**Article 17:** Encouragement of the dissemination of material "of social and cultural benefit to the child and" the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well - being.

These articles clearly establish rights for children that could be violated by irresponsible media practices.

**Articles related to child's right include the following:**

**Article 2:** Non-discrimination

**Article 3:** Best interests of the child

**Article 4:** Implementation of rights

**Article 6:** Survival and development

**Article 12:** The child's opinion

**Article 13:** Freedom of expression

**Article 14:** Freedom of thought, conscience and religion

**Article 18:** Parental responsibilities

**Article 19:** Protection from abuse and neglect

**Article 23:** Children with disabilities

**Article 27:** Standard of living

**Article 30:** children of minorities

**Article 37:** Torture and deprivation of liberty.

4. **Describe the strategies to manage behavioral problems ?**

(Or)

**What are the strategies to manage behaviour problems? Write in detail about preventive, supportive and corrective ?**

**Ans:** Students with behavioral issues will obstruct class room. A teacher should follow strategies in order to overcome student's behavioral issues.

**1. Preventive strategies:** Preventive strategies are those strategies that help to prevent the occurrence of minor or behavioral issues in the class.

**Key preventive strategies:**

**1. Establishing class room rules:** Students should understand that there are certain guidelines that have to be followed.

**2. Teacher organization :** Teachers should prepare lessons well and organize activities so as to minimize distractions.

**3. Building relationship :** Simple discussions with the student will allow to build reliable relationships. Having good relationship will prevent misbehavior among the student.

**4. Motivation :** Motivation can be fostered intrinsically (i.e. from student's desire to learn) or extrinsically (i.e. rewards from completing work on time). Motivation can be fostered through the teacher's enthusiasm and passion of the subject.

**5. Altering the classroom environment :** Changing the layout of the classroom prior to the class will maximize student participation or minimize disruptive behavior. This can be done by providing seating plans to separate disruptive student or moving the desks so that they best suit the task at hand.

**B. Supportive discipline strategies :** Supportive discipline strategies are those strategies that aim to prevent minor misbehavior from escalating or increasing into behavior that will disrupt student learning. Teachers employ supportive strategies by 'reading' their class and responding appropriately when students become restless or otherwise deviated from the learning task. Most students need a small reminder of what they should be doing, thus supportive techniques prevent minor behavior from escalating and requiring corrective discipline.

**Some supportive techniques include :**

**1. Scaffolding :** Scaffolding can be done maximize the student learning scaffolding can be done during the class and across unit plans, depending on the amount of modification needed. By modifying the plans when required ensure that students are able complete the tasks required to them.

**2. Tactive ignoring :** It is a strategy which ignores undesirable behavior there by paying attention to desire behaviours:

**3. Praise :** Praising student shows them the teacher acknowledges their good work or the desired behaviours. Skinner's theory of operant conditioning suggests that praise reinforces desired positive behaviours.

Praise can be detained in many way; to the entire class as a whole, to specific student in front of the class or private to the individual.

**4. Mobile monitoring :** The teacher's mobile present within the classroom allows student to know they are being watched at all time and are there to help them when needed.

**5. Teaching position :** When teaching position is in front of the class it is utilized for giving instructions or praise and adoration.

**3. Corrective behavioral management :**

Internal classroom corrective strategies occur in front of the other students and identifies that the misbehavior (s) exhibited are not tolerated in the classroom.

External classroom strategies occur with the individual student outside the class room allowing for a more informal chat with the student.

**Consistency in discipline :** The key component of corrective behavior management strategies is that any 'threat' given is followed through with.

Teachers should be insistent with their message and the types of discipline they give out Relationship building :

Building relationship with the student is as important part.

of corrective behavior management various goals and the associated behaviors exhibited by students in the class room and the best way teachers should respond when these behaviors are exhibited.

**5. Discuss about time management in a class room?**

**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 problems. 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 academic tasks which give rise to an academic outcome. 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.

6. Write about different class room behaviour management - problems like mistakes, disciplinary practices, corporal punishments, class room rules and regulations ?

(Or)

How to explain indiscipline to the students and elaborate how to eradicate in discipline ? What are the restrictions to be followed in class room ?

Ans: Discipline plays a crucial role in students life. Indiscipline will hamper students 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.

#### Causes of misbehaviour:

Major causes of misbehaviour identified by psychologists and educationists are as follows.

1. Poor holding capacity of the school. 2. Students find school work boring and irrelevant and try to escape it. 3. No recognition for leadership. 4. No scope for participation in co-curricular activities. 5. Authoritative nature of school may cause them to rebel. 6. Curriculum irrelevant to their needs and aspirations. 7. Students find school work boring and irrelevant and try to escape it.

#### Corporal Punishments

Currently there is no statutory of particular definition of children in Indian Law.

According to RTE Act - 2009, corporal punishment could be classified as:

✦ Physical punishment ✦ Mental Harassment and ✦ Discrimination

**Physical punishment** : Is any action that causes pain, hurt/injury and discomfort to a child. Examples of physical punishment are :

✦ Hitting, kicking, scratching, pinching, biting, pulling the

hair, slapping, giving electric shocks, beating with cane, sticks or chalks or dusters to students.

♣ Making children standing on bench, kneeling, standing against the wall in a chair like position, holding ears through legs etc.

♣ Detention in the classroom, library toilet in the school.

**b) Mental Harassment includes :**

♣ Lowering the child's dignity ♣ Calling names using humiliating adjectives ♣ Scolding ♣ Using derogatory remarks ♣ Ridiculing the child with regard to the background of the students are caste or parental a occupation ♣ Shaming the child to motivate the child to improve his/her performance.

**Classroom rules and regulations :**

♣ They should not disturb others in class ♣ Students should not chew, gum eat or drink in class ♣ Exercise self control ♣ the excuse documents must be submitted with in a week of the absence to the Executive Administration or headmaster.

**Classroom Routines :** Class room routines are important for effective class room management. ♣ Do not teach the students too many routines at a time. ♣ Ensure that students underst and the reason for the routine ♣ Allow students to the routine through rehearsal.



## UNIT - 3

# ROLE OF TEACHER IN SCHOOL FUNCTIONS

### 1. Teacher as a facilitator of Learning - Discuss.

(Or)

**How do you consider teacher as a facilitator of learning ?**

(Or)

**Explain "Teacher as a facilitator of Learning."**

**Ans : Teacher as facilitator of learning :** Teacher is the pivot of any educational system. The success or failure of the system depends on the teacher. To make the educational system successful, teachers should be well educated, intellectually alive and should have love towards their profession. If they are not well trained and if they cannot do their job whole heartedly, the system fails.

The teacher is a dynamic force of the school. A school without teacher is just like a body without soul, a skeleton without flesh and blood. Teachers are social engineers. They can socialize and humanize the younger generation by their high qualities.

Teachers are builders of the nation. They can rise the nation's pillars high by moulding the future citizens of the nation as responsible citizens. The achievements and aspirations of the nation lie upon the teachers. The worth and potentiality of a country can be evaluated through the work of the teacher. Many have defined the teacher in many ways. According to Manu, "Teacher is the image of Brahma".

**There are six characteristics which identify teachers as high facilitators. They are as follows :**

1. **Effective listening :** For this teacher should
  - a. Maintain eye contact with all the students in the class.
  - b. Pay attention to the words of students, body language and non-verbal expressions, vocal tones, process and timing.

- c. Try to understand the feeling and thoughts of students.
- d. Make the students feel that he is listening their words and following their ideas.

## 2. Genuiness :

- a. Teacher should have direct contact with all students.
- b. There should be maximum sharing of feelings between the teacher and students.
- c. Teacher should be accessible to the students. Distance should not be maintained between the teacher and the students.
- d. Time should be given to children to see things in different ways of their own.

## 3. Understanding

- a. Teacher should be empathetic towards students.
- b. Teacher should validate the ideas and feelings of students.
- c. Teacher should involve the students in learning to understand self and understanding others.

## 4. Respectful

- a. Teacher should accept student's experiences as important to him / her.
- b. He should practice respect of other as part of the class room system and process.
- c. Teacher should be optimistic and have deep interest and concern.

## 5. Knowledgeable

- a. Teacher should possess vast knowledge of the subject he teaches.
- b. He should have passion towards knowledge and learning with a desire to share the love and the skills.

**6. Skills in interpersonal communications :** Communication skills are very simple and straight forward set of behaviours. Young people can be taught to communicate using these behaviours and are quite good at doing so. Teacher should have clear communicative skills.

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

(Or)

**Write about teachers perspective planning and coordination with authorities for support ?**

**Ans :** Planning is needed in every walk of life. Planning is important to perform any task successfully.

**Steps involved in planning :**

- a. To identify the needs of planning.
- b. To prioritize needs c. To establish Goal
- d. To define the current status. e. To identify the barriers f) To develop action plan g. To modify the plan if the situation or task demands. h. To implement the action plan.

**Co-ordination with authorities for support**

**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 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 Feed back Mechanisms ?**

(Or)

**Write about Account Ability and self assessment of teachers and feed back Mechanisms ?**

**Ans : Definitions :** Concise dictionary of Education gives the following meaning of account ability "Educational accountability is a concept in which the school system and especially teachers are held responsible for the learning and academic progress of students."

Teacher accountability means making the teachers responsible for the progress of the children they teach. Accountability is defined as responsibility to some one or for some activity.

**Dimensions of accountability :** a) Professional accountability b) Social accountability c) Moral accountability d) Administrative accountability e) Financial accountability

**Teachers accountability :** Teachers are accountable to parents, students, school management and community and higher authorities.

**1. Criterion of accountability towards parents and community.**

- a. Special care should be taken towards poor and deprived section of pupils.

- b. Teacher should encourage them to be educated.
  - c. He should treat children of illiterate parents or poor equally.
  - d. D. He should actively participate in enrollment drives.
- 2. Criterion of accountability towards school management**
- a. Teacher is accountable to the management in doing his duty.
  - b. He should develop mutual trust and respect.
- 3. Criterion of accountability towards education department.**
- a. Follow the rules and regulations scrupulously.
  - b. He should be bound to follow the education acts, programmes and policies.

#### **Methods of assessing accountability :**

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 a 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 ? (Or) Explain the ways for conducive school environment.**

**Ans:** Effective teaching Learning process will provide a good environment. Headmaster, teachers will play key role in this process. Headmaster 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.

**Influence factors :** There are some factors which influence the functioning of a team.

They are as follows

a) Expertise b) Other team Members c) Scope of the project d) Management and Leadership style.

**Essentials for making an effective team :**

1. Encouragement should be given to all the members in the team to take the challenge to do better.
2. Suggestions may be invited from any member in the team or any person outside the team also.
3. Every member should have a will to adopt and tryout new ideas.

**Procedure to be adopted for any team to work effectively Before the meeting**

1. The agenda should be read the day before the meeting.
2. Information needed for the meeting should be prepared.

**At the meeting**

1. Punctuality in starting the meeting.
2. One should listen to the ideas presented by all team members carefully.
3. Active participation in brain storming session is needed.
4. If any member differs in opinion, they have to present their opinion in an objective manner.
5. Notes should be taken.

**Between meetings**

1. The assigned work should be carried out keeping in mind the time limit.
2. If any member of the team have any problems, it may cause delay in the completion of the project. Hence, they have to contact the team leader for alternative arrangements.

**Transparency :** Transparency in education is important for a variety of reasons.

Transparency the 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 updated regularly.

A fully transparent celebrity should contain.

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

Teacher can also gives parents access to information that help. Them 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.

**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.

**Characteristics of people with low - esteem :**

- ✦ They are very sensitive about criticism.
- ✦ They feel irritated with out any reason.
- ✦ They always feel worry about their past mistakes.

**Chracteristics of people with healthy level of self esteem :**

- ✦ They considert themselves as equal in dignity to others
- ✦ They are able to enjoy great variety of activities.
- ✦ They trust their capacity to solve problems,

## UNIT - 4

### TEACHER AS A LEADER

1. **Write the concept, Nature and Characteristics of a Leader ?**

(Or)

**Explain the concept of Leader ? What are the 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 trust worthy reliable and open.

e) **Optimistic:** Most leaders are highly optimistic.

f) **Intelligence:** Leaders are generally intelligent than the followers.

**Definitions :** The only definition of a leader is some one who has followers. - "Peter Drucker."

"Influencing and directing the performance of group members towards the achievement of organizational goals".

2. **Detail types of Leadership ?**

(Or)

**Explain in detail the different types of Leadership.**

(Or)

**Write about different 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

**I. 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 unnecessary problems.
- ❖ The importance given to achievement may have negative consequences.

### **3. Discuss the different strategies to develop Leadership qualities ?**

(Or)

**How can you develop Leadership qualities among students?**

**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 classroom dynamics ?**

(Or)

**Describe 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 counseling. Proper counseling 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?**

(Or)

**Define Action research ? How action research will be helpful for the development of the institution.**

**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

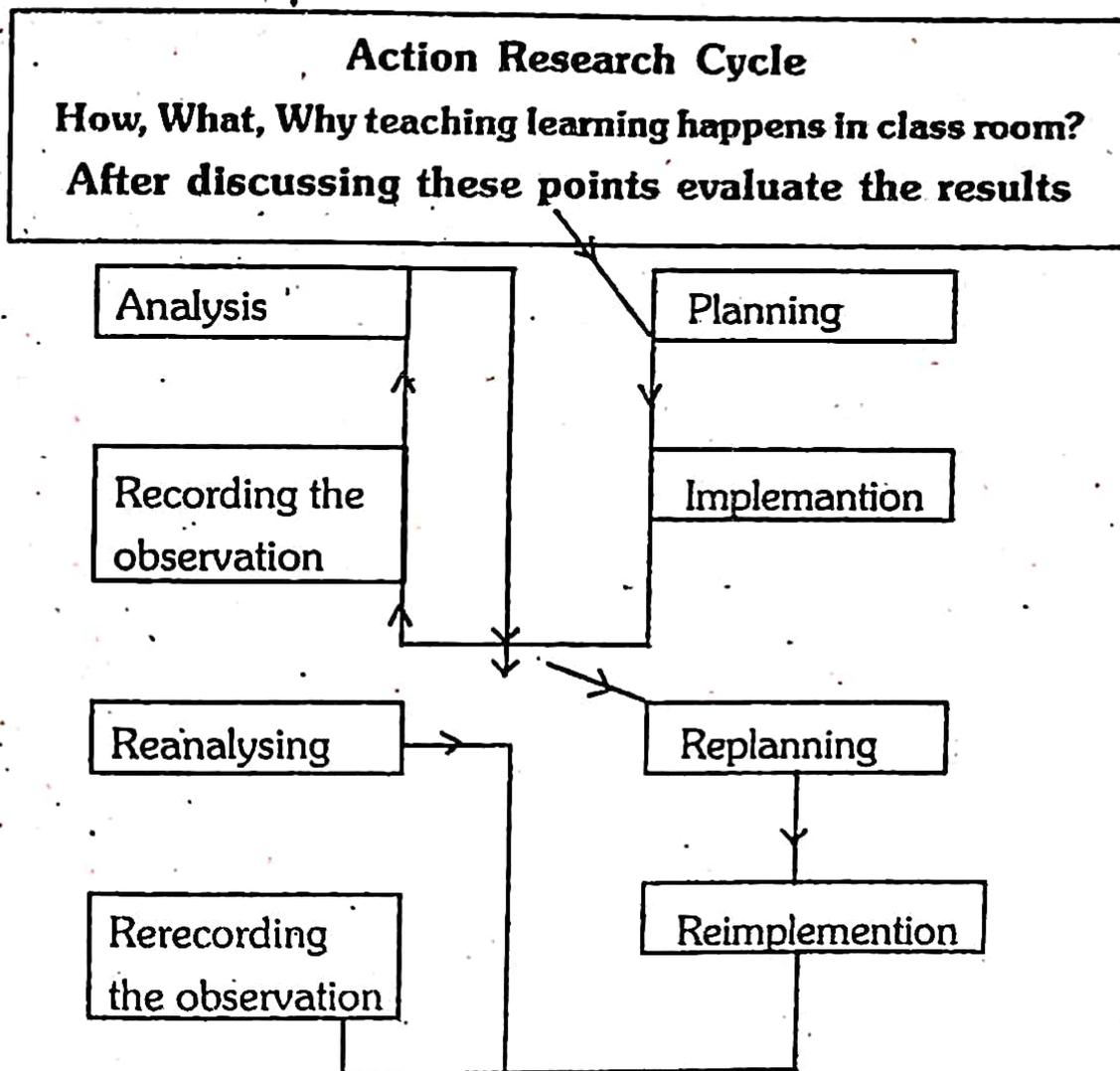
- i. Examine pupils' exercise books; ii. Give written tests;  
 iii. Find out ability through spelling games.

**Step 8. 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?**

**(Or) Explain the cycle of Action Research ?**

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



**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 implimenting the new strategy re-analyse 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.**

(Or)

**What are the different areas to be conducted Action Research ?**

**Ans: Problem areas of Action Research :** As Stephen M. Corey defines, 'Action research is a scientific method of solving problems, by teachers by taking right decisions to improve the existing conditions of the school'. Teachers play a key role in the action research. Broad areas of action research are academic, social, curricular, evaluation, professional. The main areas in which usually teachers face problems in the school are

1. Administration
2. Learning
3. Teaching methods
4. Curriculum
5. Students indiscipline
6. Human relations
7. Evaluation
8. Professional growth

**1. Administration**

Teachers face some problems with the administrative authorities in implementing new techniques or headmasters face some difficulties in the administration of the school. But many problems can be solved if a suitable solution is found. Action Research provides solutions to such problems of administration. Planning educational activities, training, framing timetable and the like comes under administrative problems.

**2. Learning :** Teachers while teaching observe some learning problems among students. Learning problems are carefully observed by the teacher and suitable procedures are used to overcome the learning difficulties through action research.

Some of the topics under this are

- a. The effects of active learning methods on student learning.
- b. Students choice and attitude towards reading.

**3. Teaching methods :** Teacher sometimes face problems of indiscipline, or lack of interest, inability of the students to understand the concept etc...At these situations teacher should be able to modify his way of teaching and implement new ways or techniques, methods to make his lesson interesting.

The following examples are action research studies related to the teaching methods.

- a. Action research on motivation techniques in the classroom.
- b. The effects of ability grouping on learning
- c. The role of ICT in learning science
- d. The effects of active learning methods on students learning.

**4. Curriculum :** When curriculum is revised, teacher faces problems in implementing the curricular changes in the classroom. Sometimes the teacher feels difficulty in planning activities related to the curriculum. At such situations action research can be taken up by the teacher to assess the effectiveness of the activities to reach the goals of the curriculum. Textbooks, time bound syllabus, lack of handbooks, mismatch age and content gaps in information given, guidance to teachers, coverage of the subject area etc... are some of the problems related to curricular area. Some of the topics in which action research can be taken in curricular aspects are

- a. What do the students think about curriculum?
- b. Does students involvement in school activities improve these academics?
- c. Teachers opinions about extracurricular activities

**5. Students indiscipline :** It is one of the major problems of the school for which solutions are to be found both by teachers and headmasters.

**Some of the problems of students indiscipline are** Absenteeism adverse school climate bullying, malpractices

in examinations, unruly behavior of students are studies related to action research about the students indiscipline. The following are some of the studies of action research related to student's indiscipline.

- a. Bullying - is it possible to change childrens view about it.
- b. Finding causes for absenteeism and improving attendance.
- c. Using motivational techniques to improve attendance
- d. The effect of small class size on class discipline.
- e. The effect of seating arrangement on class discipline.

**6. Human relations :** The following studies are examples for action research process in human relationships aspect.

- a. How does parental involvement affect student achievement?
- b. The role of parent teacher association in improving the achievement of the students.

**7. Evaluation :** Evaluation is process of checking, verifying and giving judgment about the progress and performance of the students.

- a. Are students motivated to perform proficiently on high stakes tests?
- b. The effect of question banks in performance of test

**8. Professional growth :** Action research can be conducted in this area. Teachers attitude towards profession, their commitment, self growth, motivation in teaching, teacher's leadership etc...can be studied through action research.





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