Classroom management: a new way of doing it

Bhise Dinesh Dattu

At.Post. Bhise Wagholi At.Dr.Latur

E-mail: bhisedinesh101@gmail.com

M.A.,M.Ed.,SET.

Abstract:-

The paper has presented the new way of classroom management. Traditionally there was only one way of CM,that was the corporal punishment. It was criticised by educational commissions since 1986.The new way of CM has discussed along with it's stakeholders-teacher, students and resources and material. New technique have holistic approach of CM.In it teacher takes initiative to develop good rapport. He appreciate students. It creates positive atmosphere in the class.He tackles disruptive behaviour skillfully, that is behavioural engineering. It worked in the direction of developing self disciplines in the class.It is high order discipline.The new technique is based on the democratic principles of manegment.This type of discipline and CM advocacated in NPE 1986,POA 1991and also In RTE 2009.In the paper, the motivation for discipline have moved traditional to self discipline. At first step negative reinforcement (corporal punishment) used and followed by extrinsic and then intrinsic motivation. It can be successfully replicate in our Indian schools.

Keywords:-

(1)Classroom Management:(CM):-The process of ensuing that classroom lessons run smoothly dispite of disruptive behavior of students.

(2)Corporal Punishment:(CP):--Any force in which physical force is used and intended to cause some degree of pain or discomfort, however light.

(3)Positive Atmosphere:-It is social atmosphere of class in which, students get only positive reinforcement.

(4)Disruptive Behavior:-The behavior of students which disrupts smoothly going class.

(5)Behavioral Engineering:-The process which engineers child's behavior.

Introduction:-

In national policy of education-1986;education in India discribed as, 'Education in India is taking shape in the rooms of classes'.It means all education in India is in the classrooms. There was not ample scope to connect education to daily life.Thus classrooms had got prime importance in those days.It proceed now a days also.To improve quality of education;need to improve quality of work in classooms.It will be possible through good Classroom Manegement.

Classroom Manegement[CM] have two words;.classroom and manegement.classroom is a proper noun,means-a physical structure in school where learning takes place.Manegement is an art that co-ordinates the efforts of pedple to accomplish goals and objective using resources effectively and efficiently. CM comprises planning,organising,staffing,leading,directing,controlling the organization to accomplish the goal.Fredmund Malik defines as 'manegement is the tranformation of resources into utility.'In the classroom teacher performs role of maneger.He/She plans, organise resourses,allocate works to students and other staff,leads to meet learning outcome.

The most important resource in the class is student.All what teacher did,is for students.Teacher manege students and his resources in the class to achieve his goals.It is a basic prerequisite to meet goals.Using his resources,techniques and skills,teacher manege the class and conduct his ativities.He plans strategy for CM.This strategy and it's execution, as well as Classroom management. It means classroom lessons runs smoothly dispite of disruptive behavior of students. It is the most difficult aspect of teaching. In 1981 the US National Association reported that, 36% teachers said that they probably not go into teaching if they had to decide again. A mejor reason was 'the negative students attitude and discipline'.It had became a big challenge to teachers.

In the psychology of education, methodology of CM remains matter of debate. Every teacher uses his own method. He sets his own principals according to his own nature

,knowledge and skills. He follows it and try to keep his classroom work move smoothly. By creating co-operative environment in classroom,he can do it. And so teacher have to learn new way of classroom management.

In this global world everything is changing very fast. ICT is playing very important role in life. Teacher have to cope with this everchanging scenario. And have to learn and adopt new skills, techniques and strategy of classroom management.

STAKEHOLDERS: There are main three stakeholders in CM.
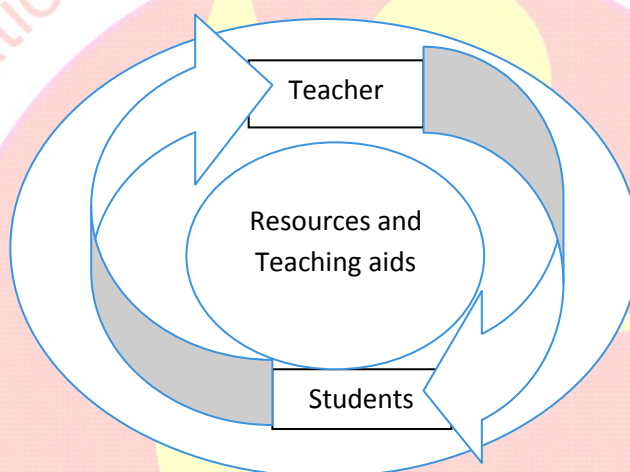
1)**STUDENTS**: They are the center place in all work.According to their age group, they have their problems. At kindergarten level to primary level, they face problems like 'Toilet Training',at pre and primary level. If teacher allow me to do that or not. If not, what will I do. In adolescent stage, they faces adjustment problem, mental storms. How teacher will react to these types of problems is big issue for students. They worried about it. At higher classes also, they have their different problem. They search their guide, mentor in the teacher.If teacher can do it, CM will become very easy-going work.

2)**TEACHER**:-He do all that is planning, managing, evaluating and again planning to make CM effective. He understands the learners needs and physical, mental, emotional conditions. Plan according to it and make CM effective.

3)**RESOURCES AND TEACHING AIDS**:-This is third stakeholders in CM.Teacher makes good use of aids like library, peers, teacher or anything. He skillfully use resources and

aids to keep discipline in the class. It is non living stakeholder, which is mobilized by teacher to achieve his goals.

How to Manage Classroom:-Education have very long history. In ancient times education was in Gurukuls.Education had taken place in the home of Guru. In the mediveal period education was a religious issue and it was under guidance of Guru. The institutes like Makhtabs,Gurukuls were places of learning. In modern times there were classrooms with multilingual, multicultural students in the class. In this situation, it is challenging to manege the class and run activities smoothly. In the world of globalization and Information and communication technology (ICT),everything is changing rapidly. Technology and system of CM are also changing very fast. There are traditional techniques and new emerging techniques in CM.

Traditional Techniques of CM:-From the establishment of formal education system, up to 20th century these techniques have practiced in the schools. It was based on corporal punishment. It has discussed in NPE-1986 and Plan of Action (POA).

Now a days it is illegal in schools. There was a proverb

'If you spare your rod, you spoil the child'

The same meaning proverb in Marathi.Chadi lage chum-chum,vidya yei gham-gham. It means you cannot teach without punishment. This was the authority based technique of CM.It had shown many negative effects on children. In NPE-1986, quoted that,this was one of the reason for drop out. Thus lt was a obstacle in Universalization of primary education (UPE).In RTE-09,CP is a offence.

New Emerging Approach in CM:-New techniques have holistic approach,instead of punishment. It relies on democratic principles. Discipline in class without stress and punishment by implementing democratic principles.

1)Initiative to develop a good rapport:-Teacher had used activities, which decrease fear and stress. At first day of school ,he started with warmer ,a ice breaking activity. This made learners relax. It also created a good rapport between teacher and learner. This rapport helped teacher in Classroom Management. It created respect instead of fear.lt helped teacher to

conduct other activities. Teacher used introductory activities like GTKYT(getting to know your teacher).British Council-Maharashtra ELIPSE phase 2.lt created very good atmosphere in class. Another activity like'Throwing ball','Guess Who?' have also used effectively. It developed good rapport between Teacher and Students.By introductory activities teacher try to understand level of students. And plan objectives and activities,according to their level.Thus by taking initiative teacher developed good rapport, classroom etiquettes and provided leadership to the class.
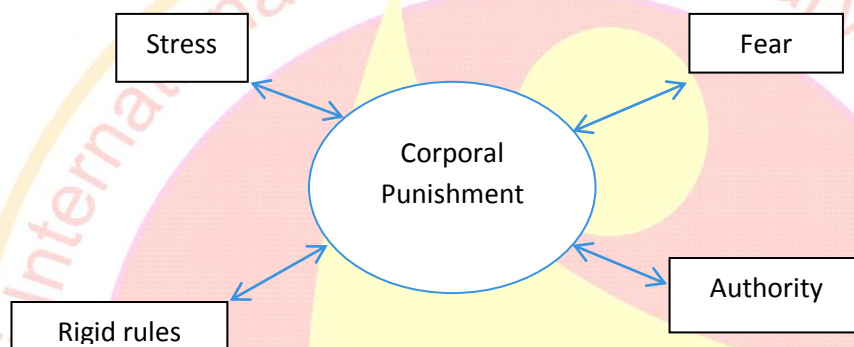
(2)Appreciation:-Teacher apprreciated students moves, performance in a very positive way. It encouraged, motivated students to perform more activities. Teacher's personality, his posture, gestures, body language played a vital role in appreciation. It helped in keeping discipline in the class. Students have different potentials in different fields. A good teacher analyze it and gives scope to develop these areas. It had done.This created very positive bond between teacher and students.

Teacher used activities like classroom contract ,ln which disciplinary rules have formed by teacher and students both.This inclusive planning helped in CM.

3)Positive Atmosphere:-Positive behavior of teacher created positive atmosphere in the class. Students followed teachers behavior. Dr. Rober Digiulio had developed positive classroom. It was followed by teacher. It has four factors. One how teacher regards their students, physical set up of the classroom third how skillfully teach content, fourth one it how skillfully address students behavior. In all four points students are at the center. This is the positive atmosphere of the class. It had skillfully done in the class. It was seen very effective in CM.

4)Tackle Disruptive Behavior:-Teacher created positive classroom, still there were some students have disruptive behaviors. It was teacher's skill that how to make tailored solutions for it. And it made by teacher. Instead of punishment; praise and appreciation worked on it.In RTE 09,teacher's have to be facilitator. According to students likes, they facilitated to work. It not only controlled their behavior but also helped in modification of it. As an engineer designs and build a building,teacher designed and build behavior of the students. It was the Behavioral Engineering.

5)Behavioral Engineering:-Engineering of behavior is a new term. As engineer designs a building, work on it and makes the same building. In the same way teacher designs behavioral patterns, work on it and shape it. It was done through the positive reinforcement and new techniques of CM.Thus teacher took the CM towards self disciplined approach.

'The behavior of the individual has been shaped according to revelation of good conduct, never as result of experimental study'.-B.F.Skinner.
Student's behavior can be managed through applied behavioral analysis in a social learning format. These programs were successfully reduced disruption in the classrooms. It improved the academic achievement also.It showed good results.
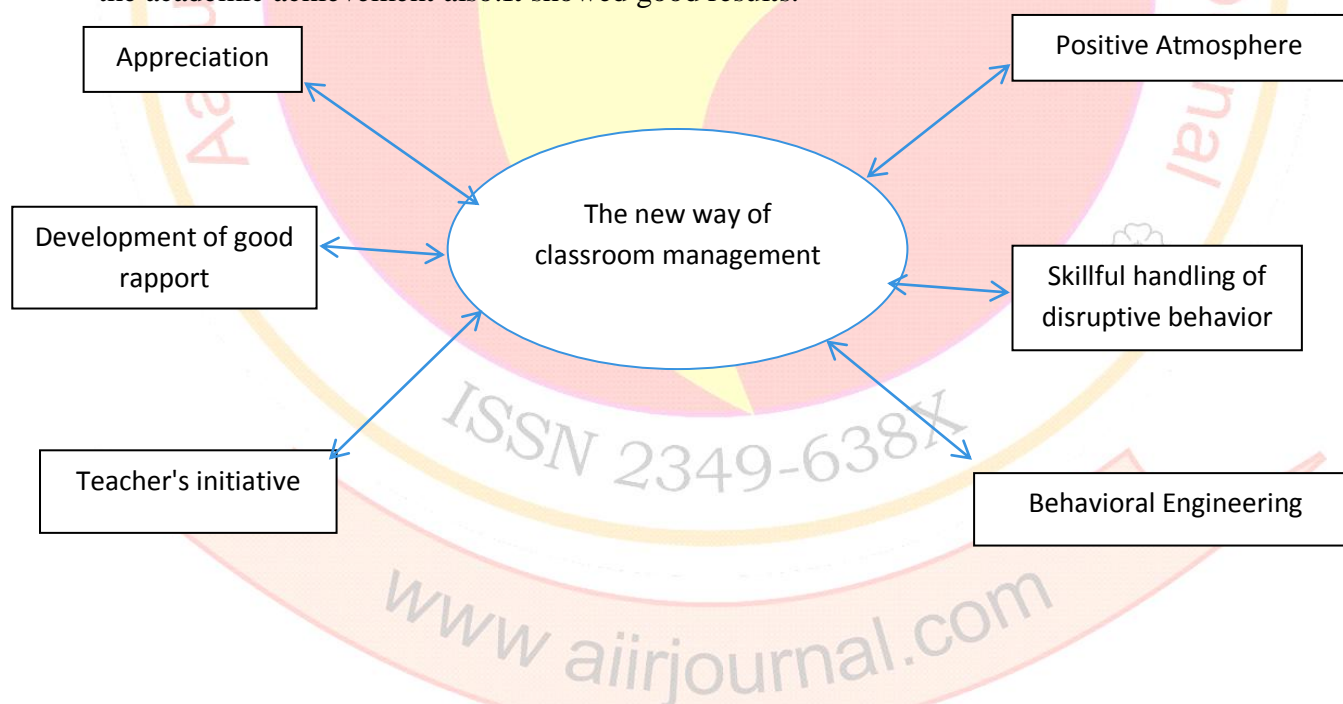
6)Self Discipline:-In RTE 2009,corporal punishment is considered as offence. Teacher have to use his own strategy for CM. For joyful atmosphere in classes, self discipline is very effective. RTE 2009 is based on Constructivism. Self discipline is one of the piller of

it.Teacher used this in step by step way. As teacher goes higher level,significance and stake of self discipline increased. These levels were as_

(1)Power Stage:-At this level whole power of class enjoyed by the teacher. He makes rules and all students have to follow it. No excuse, no pros and no cons. It is a authority model. It is traditional model of CM.There is not any scope for self discipline.

(2)Give and Take stage:-Students follow discipline because they are getting something. Child goes to shop, because he will get a chocolate. It is individualistic morality model. Here when child gets nothing, he will ignore to follow rules. In it there is little scope for self discipline. It is a starting stage of self discipline.

(3)Follow Rule stage:-Here students follow rules because he likes teacher. If he breaks the rule, teacher will be unhappy. To please our dear ones, loved ones; one follow discipline. It is mutual interpersonal stage. In this stage mentality of self discipline starts to develop.

(4)Self Discipline:-It is a High order discipline,students keep discipline themselves. There is intrinsic motivation for discipline. Students do it because they feel it is right thing to do it. It is socially accepted social good. No external rewards, punishment, they do to please themselves. It is internal motivation, which make them to follow discipline. There are movements like'Swadhya Pariwar',who have organised very big events successfully through self discipline.

'Kohelberg', have given additional stages to this, are morality and ethical thinking.

To manage the class effectively teacher have used self discipline. He found that it is very effective than traditional one.

The following graphs shows,how attendance, achievement level of class in English is increased. Also decrease in the average no of disruptive incidents in the class.

1)Achievement in traditional CM	6
2)Achievement in new way of CM	9
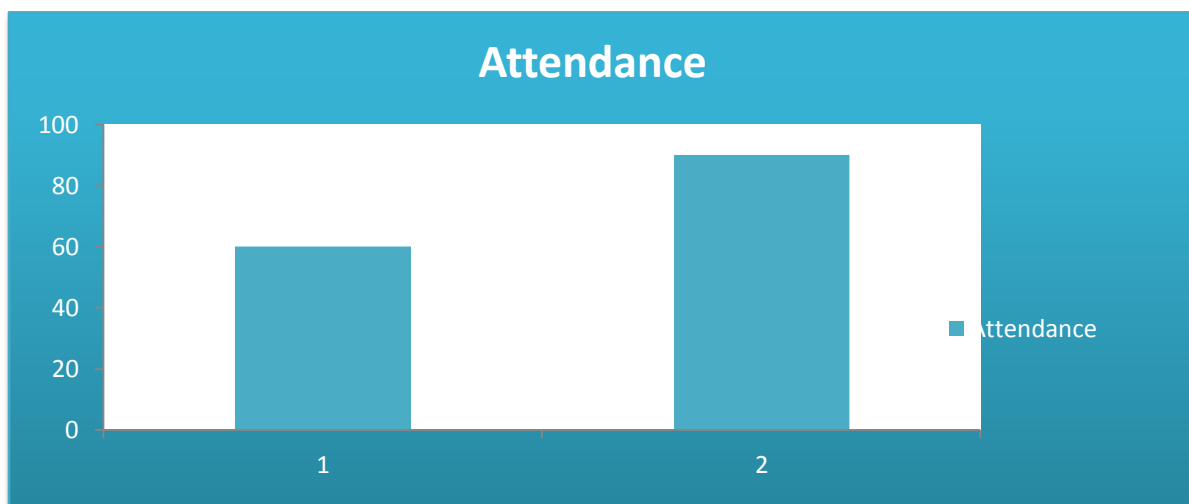
Attendance

2)Achievement level of class in English	No of students scored A1
10	7

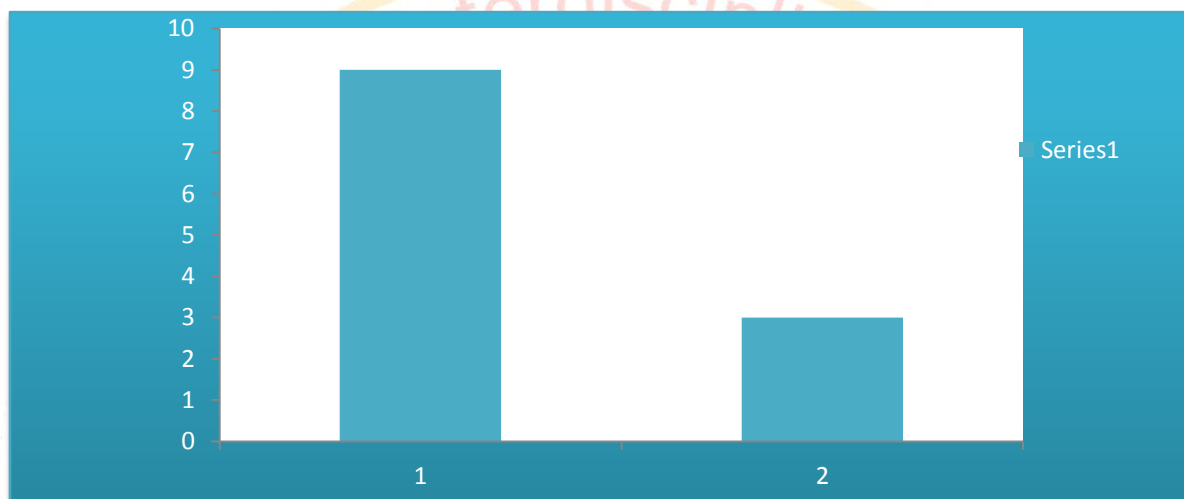**Achievement level of class in English**
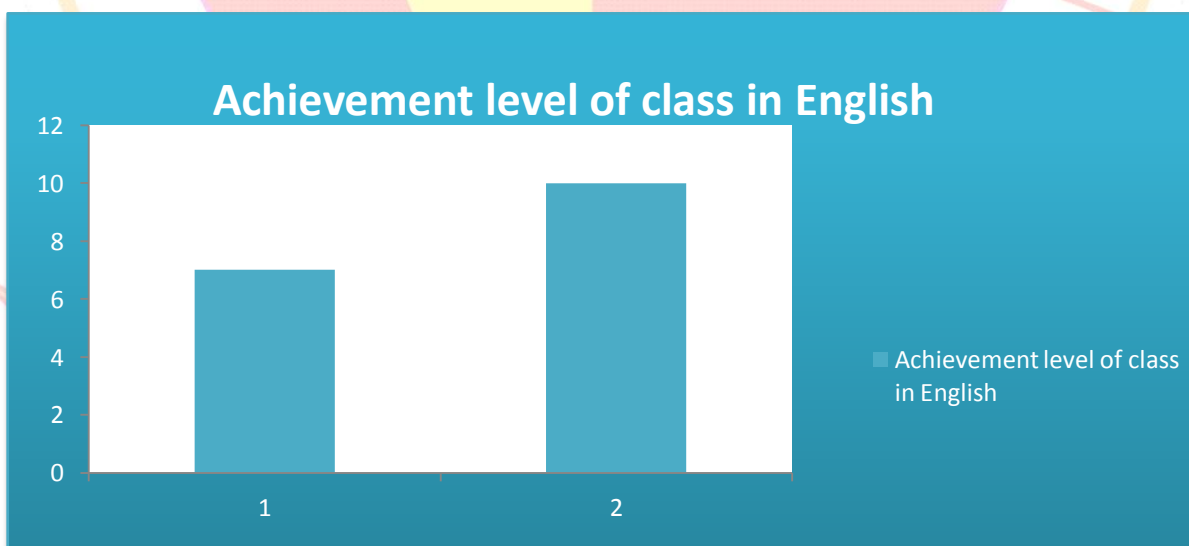
Average no.of disruptive incidents in one month

No.of disruptive incidents in TCM	9
No. of disruptive incidents in NWCM	3

In new way of CM,attendance increased 70% to 90% .There is 20% growth in attendance. In achievement, no of A1 grade students increased from 7 to 10 .There also growth of 3. On the other hand no of incidents of disruption decreased from 9 to 3,that is decreased by 6 number in one month. Teacher used self discipline in his class. It showed very good results as shown in the above graphs. It controlled disruptive behaviours and increased academic achievement.

Conclusion:-

In the rapidly changing world, it is very difficult to manege the class. As every student is unique and everyone comes from different context and with different experience, it is very difficult to achieve educational objectives. In this situation CM is very crucial. It is a skill rather than a theory. No one theory is applicable to all types of classes all the time. It should be change along with the time and situation. The traditional corporal punishment is outdated on legal and moral base. It's demerits have discussed in NPE 1986,POA1991,to RTE 2009 .

Hence teacher have to use new techniques for CM.As discussed in paper . Teacher had taken initiative to develop good rapport,positive atmosphere in class. He had

cautiously tackled disruptive behaviours of students. He engineered the behaviour that is behavioural engineering. To keep discipline in the class, teacher used new way of CM.That is self discipline. It used in the step by step way, according to the stake of self discipline in it. Teacher moved from authority model of CM to follow rule, give and take, and higher level self discipline. Teacher used self discipline, which has given very good results. It has shown in graphs and earlier discussion.

In India there are .religious movements like'Sadhya Pariwar' ,who successfully used self discipline in their large events. Teacher's have to adopt it, using their own creativity. Thus self discipline is very effective, easy and joyful for teacher as well as students. Every teacher have to try it.

References:-

(1)NPE-1986;Dr.Kothari.

(2)Management: Business Dictionary, Revised 29 Nov.2012

(3)British Council 2012:Master Trainer workbook, Maharashtra ELIPSE phase 2

(4)Wolfgang, Charls H;Glickman,Carl D.(1986),Solving Discipline problems Allyn and Bacon,ISBN 0205086306

(5)RTE 2009,Trainer's Handbook of training for members of school management committee 2013.

(6)Marzano Robert J (September 2003),The key to classroom management-Educational Leadership.

(7)Behaviour and Social issues; The behaviour analyst today.

(8)Hops and et all (1978),Class-A standardised in class programme for acting out children,Field test evaluation,journal of Educational Philosophy, 70(4)636-644

(9)G N Prakash,Srivastav, A C Pachury, P C Saxena ,Tara Singh(2007-2008),Psychology of Learning and Teaching, booklet 1-4,IGNOU, New Delhi