
UNIT 5 MANAGEMENT OF CLASSROOM PROCESSES



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5.0 INTRODUCTION

Knowing about the learning process, different methods and approaches of learning and teaching, learning centered approaches with specific emphasis on the activity-based approach, is not enough to apply them in the classroom. You need to have not only knowledge of various methods and approaches, but also skills to use the knowledge in the real classroom situation. Can you imagine the difficulties you might face in the classroom while using the desired method/strategy?



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Read the following situation.

Situation 1: *When Mr. Vivek entered into the class VI to teach Geography with all the required materials and with well-prepared activities, he faced a disquiet class. Two of the students were fighting with each other and others were shouting and inciting the fighting students. Papers, books and notes were scattered around the room. Rain water was falling in the room through a leaking roof. The class was in total disarray. He tried to pacify the students and to bring order in the room when some students complained that the room was wet and their seats were drenched. Some students proposed to Mr. Vivek to tell stories instead of teaching Geography.*

As you can imagine, the problems Mr. Vivek was facing were:

- indiscipline among students,
- lack of physical safety and comfort in the class, and
- students' disinterest in Geography.

Such problems or disruptive forces can be many. Lack of several basic necessities like secured, safe and congenial environment, sufficient teaching learning materials, good student-student and student-teacher relationships, joyful teaching learning processes, and discipline among students can create disruptions in the classroom processes. A class with 40 students may have many problems depending on their learning needs, emotional frame of mind, stress in and out of the classroom and other such issues. In fact every class a teacher faces has a unique set of problems or forces which can disrupt a classroom climate and disturb even the very well designed methods and strategies.

Think about your class and note two factors that disturb your classes very often.

Hence in addition to competence in subject contents and processes of teaching, management skills are also necessary. The success of classroom teaching leading to effective learning by every student in the class largely depends on the effective classroom management by the teacher. As a teacher, you have to develop the skill of managing a classroom so that each and every child has an opportunity to learn and grow. There are several aspects of an effective classroom management such as, building congenial environment for learning, encouraging participation by every student, promoting classroom interaction, maintaining healthy interpersonal relationship, maintaining steady focus on the topic of learning, handling the problems of indiscipline etc. In other words, classroom management requires the ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and promotes learning and takes into account different needs and abilities of every child.



In this unit let us know about three aspects of classroom management viz. improving classroom conditions to encourage every student for enhancing his/her learning levels; using space and time available in the classroom for enabling students to focus on their learning and the ways of motivating and instilling a sense of discipline among the students in the class to focus their energies towards enhancing their learning.

5.1 LEARNING OBJECTIVES

After completing this unit, you will be able to:

- develop learning environment in your classrooms congenial to your students' learning.
- group students appropriately to promote effective learning in the classroom.
- facilitate individualized and group learning in your classrooms.
- plan for optimum use of the available space and time in the classroom for children's learning.
- organize different types of sitting arrangements for different activities while employing activity-based approach in the classroom learning.
- motivate students for learning and maintain classroom discipline for smooth conduct of learning activities.

5.2 MANAGEMENT OF LEARNING SITUATIONS

Creating situations and opportunities for encouraging learning by each and every student in the class is one of the basic things that you as a teacher would expect to do. Let us look at our classrooms while thinking of creating favourable situation for learning and try to identify the components of classroom environment.

A class constitutes of a group of students, in most cases of same age, and a teacher to teach and facilitate students' learning. The teacher of a class knows his/her students very well. Usually, one of the rooms in the school specially constructed for the purpose of accommodating a class is called a classroom. Ideally, there should be a room for each class or each section of a class. However, in several schools you will find the number of rooms to be less than the number of classes. In such schools, one room is used to accommodate more than one class (Refer Unit 7 for multi-grade classes).

Besides the teacher and students, what do you think are other elements that constitute a classroom environment?

Consider Situation 1 where the classroom in which Mr. Vivek went to teach had the roof leaking, the floor and seats wet, and the seats and the materials scattered around



the class. Certainly, these are not congenial for children to focus on any activity. What could you have done if you were in place of Mr. Vivek? Surely, you must have taken care to ensure a safe, secured and comfortable condition for your classroom. These relate to the physical conditions of a classroom which need to provide security and comfort to children. The physical environment of the classroom also includes the resource materials available in the classroom which can be used both by the children and the teachers to facilitate learning.

Suppose, you have a classroom with sound physical conditions and adequate materials needed for use by you and your students. In spite of such favourable conditions, you observe the students in the class quarrelling with each other and you are quite desperate about it. Surely the climate in your classroom prevailing at that moment is not congenial for teaching-learning process to continue. Therefore, three aspects are to be taken care of in order to build a learner friendly classroom climate.

E1. Reflect and name the three basic components of the classroom environment.

5.2.1 Creating a Learner Friendly Environment

The classroom environment should be such that each and every child feels comfortable, joyful and feel encouraged to use his/ her potentials optimally for learning.

There are three possible categories of classrooms in terms of classroom management: Dysfunctional, Adequate and Orderly.

- ***Dysfunctional classroom environments*** are often chaotic. The teacher constantly struggles to maintain control. Little sustained learning can take place in this situation. In real terms, the class is not at all functioning so far as learning is concerned.
- ***Adequate classroom environments*** exhibit a basic level of order, but the teacher still struggles to maintain it. Some learning takes place sometime in this situation.
- ***Orderly classroom environments*** fall into two further categories - *restrictive and enabling*:
 - ***Orderly, restrictive learning environments*** are “tight-ship” classrooms where the teacher maintains a high degree of structure, manages routines tightly, and uses very few instructional strategies. In this case maintenance of order through strict disciplinary measures is the main concern of the teacher.
 - ***Orderly, enabling learning environments*** are found in smoothly running classrooms that manifest a comparatively looser (but not loose) structure. In these classrooms, teachers use a wide range of routines and instructional strategies, and the emphasis is on students making meaning of content.

(Educational Research Service, 1993)



From the above discussions answer the following question.

E2. Which type of classroom environment is more friendly and effective for a child's learning and why?

For creating an enabling learning environment, what you need is to look for reasonably comfortable physical conditions of your classroom.

- ***Physical Environment of the Classroom***

A good classroom is like a home away from home for both the teacher and the students. It should thus be safe, secured, attractive and functional, keeping in mind the grade, age appropriateness, the type of classroom activities the teacher and students will perform etc. A classroom environment communicates a bit good about what the classroom is like. The physical atmosphere of a classroom speaks about the nature of students and teacher of the class.

As mentioned earlier, the physical environment of a classroom has two major components: the physical conditions and the material resources available in the classroom.

- ***Physical conditions of classroom***

Refer to the infrastructural facilities and their proper maintenance. The classroom needs to be a part of a *pucca* building without any leakage in the roof. The walls and floor should be properly plastered without any edges that can cause injury to children. The room is to be well ventilated, and sufficiently lighted with large doors and windows facilitating cross ventilation which would make the environment of the room comfortable and pleasant for children. Lack of these will affect students' concentration. Plants outside the classroom are also excellent for improving the quality of air and to have a good outside view from within the room. There should be sufficient space available in the classroom for conducting any group work. Always remember that the classroom environment should be congenial and safe for the students.

Another important aspect we do not give adequate attention is the proper maintenance of the physical conditions of the classroom. Whenever a slight damage on the floor and the walls are noticed, they need to be immediately repaired. The classroom needs to be extremely neat and clean. This not only ensures a healthy classroom environment, but also develops habit of personal hygiene from the early age. To maintain cleanliness in the classroom, you can play a vital role by involving students for regular cleaning of classroom just before the start of the school activities and when the school ends for the day. During the class hours, you might have observed waste materials like pieces of papers, leaves, flowers, chinks, and broken sticks etc. which were used in different learning activities thrown all around the classroom floor by the students. If you keep a box or a paper cartoon inside the class and develop an habit in the students to throw



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all the waste materials in that box which is then disposed in the garbage pit of the school at the end of the school hours daily, then such a practice would not only keep the classroom environment clean but also develop a habit of cleanliness among students which they may extend to keep their home environment clean.

The classroom space i.e. walls and floor should be decorated in a child friendly manner. Such decorations add to the beauty of the classroom environment and attract the children which ultimately facilitate in students' learning (refer section 5.3.2 for space management). The sitting arrangement must be designed in a systematic way so that the organization of the seats helps the students to feel more involved (for detailed discussions refer 5.3.3).

When you are engaged in the management of classroom teaching-learning process, you need quite a large number of materials like boards (black or white) to write, display boards, materials/furniture for sitting, storing along with the teaching-learning materials (TLM). Their placement, storage and use in the classroom both by you and your students constitute essential part of the physical environment of the classroom. These aspects of material management in the classroom are discussed in detail in the next unit of this block.



ACTIVITY - 1

Prepare a list of your roles as a class teacher in enhancing the quality of physical environment in the classroom.

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After you complete the preparation of the list, compare your list with the list given below.

The Roles of a Teacher in Enhancing Physical Climate of the Classroom are to:

- Ensure safe and secured conditions of the building in which the class functions. Any damage on the floor and wall need to be got repaired immediately.
- Draw attention of the school authorities for regular maintenance of the school building.
- Encourage students for beautification of the classroom walls with paintings and activity charts.



- Ensure that the classroom is clean before the class begins and at the end of school hours. Students need to be encouraged to share the different activities like cleaning, disposal of garbage etc. among themselves.
- Place a dust bin in the classroom for systematic disposal of garbage of the classroom.
- Check that all the materials are in place and properly arranged after use.

● *Humane relationship in the classroom*

As a student yourself or as a teacher, you might have experienced that there are teachers with whom all the students of a class are attached i.e. the students love to interact with them and feel free to talk and ask questions, like to spend more time with them, obey them with love and respect and can do whatever such teachers ask them to. These teachers are quite sensitive to the needs of the students; they share the agony and happiness of the students and are always there to help whenever any individual student is in difficulty. You might also have observed that Also it is observed that the students in their class have good relationship among each other and most students perform better in the subjects taught by such teachers than in other subjects.

Thus we can say that the bond between the teacher and students determines the quality of the humane relationship. In any classroom, two types of relationships exist: 'Teacher-Student' and 'Student – Student'. If these relationships are based on mutual understanding, respect and co-operation, then it is easy for the teacher to manage the classroom activity. To create a learning friendly humane environment, you have to keep the following things in mind:

Do's

- Be understanding and sensitive to the emotional and academic needs of the students.
- Be always proactive to students' cause.
- Be patient and sympathetic while dealing with problem children in the classroom.
- Give maximum opportunities to the students to participate in all the activities of the school. By working together, the bonds between the teacher and students and among students get strengthened.
- Use pleasant words with firmness while handling indiscipline activities.
- Encourage co-operation and collaboration among students.
- Encourage healthy interaction among students through group activities.



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- Ensure whole-hearted engagement of students in group activities.
- Conduct various kinds of projects and co-curricular activities so that every student would find enough of scope to channelize his/her inner talent and desires.

Don'ts

- Don't use or encourage others to use harsh, disparaging or discouraging words.
- Don't encourage any discriminatory words or practices in the class.
- Don't encourage unhealthy comparisons and competitions among students.
- Don't demean the performance of poor performers in the class rather try to provide them alternative scopes to enhance their performance.



ACTIVITY -2

You are familiar with the nature and problems of your students. Prepare a list of Do's and Don'ts that you would like to observe for establishing healthy relationships with your students encouraging better bonding among them.

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5.2.2 Management of Individualized Learning

As teachers, we are used to teach the whole class using lecture method which has been discussed in greater detail in Unit4 of Block 1. In such a method the communication is dominantly one way i.e. from teacher to students in which teacher is in total control of the process of interaction. If the teacher desires, then he/she may allow students to ask questions or discuss among themselves, which is very rare since the teacher in such a situation as he/she is under the pressure of covering the course in the prescribed time. Student-teacher communication is less and virtually there is little scope for student-student communication. It has also been established that very few students at the primary stage have substantial learning gains through this method.

However, the aim of education is to enable every individual child to become an able learner and as such individualized learning is the ultimate goal of all teaching-learning processes used in the classroom so that each learner becomes self-reliant in acquiring learning experiences. Individualized learning, also known as self-paced learning, requires individual efforts and interest to perform a task .The teacher gives clear instruction to every learner on the carefully designed set of learning activities to be



successfully completed, at his/her own pace. Therefore, as a teacher, you must provide ample opportunity for the student to function individually and at his/her own pace in your class.

For individualized learning you can use technological devices like computers or use some self-learning materials and assignments depending on the availability of resources in your school. Based on the learning theory of Operant Conditioning by B.F. Skinner, programmed materials were used in a limited scale for self-learning during 1960s and '70s. Computer-Assisted Learning (CAL) is now getting into our classroom which is aimed at developing individualized learning. The management of CAL in the schools has been elaborated in the Unit 12 of the Block 3 of this course. Textbooks along with specially designed guides or work books, specially prepared self-instructional materials (SIM) are now being widely used in several schools and for individual students in distance education courses. But the most frequently used self-learning method is the practice of assignment in the normal classroom.

- **Assignments in the Classroom:** Almost every day, you give your students individual assignments in the class. Some of these assignments are long and some short varying on the basis of duration for completion and time available. The assignments provide students opportunities of practice for self-correction and understanding of the concept. Consistency in doing individual activity is found to help in raising learning level of the students. The following guidelines may be considered while creating individual learning situation in the classroom:
 - *Communicate assignments / activity* clearly, so that each student can have full understanding about what he/she is supposed to do. If necessary, give example to illustrate your point.
 - *Monitor student's work:* While the activity is going on, you should move around the class and provide help whenever necessary. Do not interfere else they may feel discouraged.
 - *Checking students' assignments:* Students will work at different speed, so the class will not finish the task at the same time. In a large class size, checking student's work is a challenging task. Sometimes, this can be accomplished by getting students' to check each other's work. This is particularly appropriate for assignment involving fixed / specific answers. But certain assignments require your careful reading.
 - *Provide appropriate feedback:* Learning occurs when students receive feedback on the performance of their assignments. All assignments need to be corrected and feedback should be given. This should occur as soon as possible after the assignments have been handed over.

Answer the following to check your progress:



E3. Why is individualized learning important? Give your answer in 5 or 6 sentences.

E4. Which of the following statement is true for individualized learning?

- a) Student does assignment in his/her own pace.
- b) Student follows the instructions of the teacher carefully.
- c) Student shares the ideas with others.

Give at least one reason for your response to each statement.

5.2.3 Management of Group Learning

You might have noticed that in whole class learning and individual learning there is one major limitation which is the students cannot interact freely with each other. The importance of such interaction in providing a balanced education to the children began to be realized during the 1960's, largely as a result of the influence of humanistic psychologists like Carl Rogers. He considered learning to be essentially social in nature and educating children in a social environment make them good future citizens. Such a social atmosphere can be created in the classroom when the children are facilitated to have enough scope to interact with each other. Group learning especially small group learning strategy is considered as appropriate for this purpose. A progressive increase in the use of group-learning methods in the classroom learning activities has been observed since the late 1980's and 1990's. During this interactive process, meanings are shared and information is exchanged. The classroom, then, becomes a social arena for increasing one's knowledge. By comparing their understanding with that of others and by examining their knowledge against other's knowledge, students develop a new understanding. For example, while solving problems cooperatively, the students interact with other; they debate, reason out, infer and conclude in the process of solving the problem.

One of the main advantages of the group-learning approach is that it can be used to achieve extremely wide range of educational objectives, especially higher-cognitive objectives of all types like problem-solving, decision-making and other complex life skills. It is also an approach for developing creative thinking and other divergent thought processes. It is effective in achieving all types of affective and interpersonal objectives. Because of its versatility, group-learning methods have been increasingly used by the teachers around the world for helping students to develop desirable attitudinal traits such as open-mindedness and willingness to listen to other people's point of view, and for developing communication skills and general interpersonal skills. Some *general features of group learning* are:

- Several learners can provide more time/effort/resources available than one;



- A wider range of knowledge/skills/experience can be acquired through sharing knowledge and experience;
- More and a variety of ideas can be generated through brainstorming in the groups;
- Errors can be identified and corrected more easily;
- Participation increases commitment of the students to the activity.

There are several *difficulties associated with group learning* which are to be taken care of while planning and managing group activity:

- Absence of or lack of adequate coordination among participants.
- Unequal participation, ranging from over-domination by one or more individuals to partial or complete opting out/withdrawal.
- Pressures (external and internal) on individual learners to conform or polarize on the issue being discussed in the group.
- Absence of a systematic approach to the work.
- Unsound/ambiguous/changing decision-making procedures.
- Immediate evaluation of outcomes may be quite premature.

The role of the teacher in organizing group learning in the classroom is mainly of a facilitator and guide. After deciding the topic(s) to be discussed or the problem(s) to be solved in groups, the teacher has *three main functions: formation of groups, facilitating communication in the groups and consolidating the outcomes of the learning in the groups.*

Grouping of students can be mainly of four types: grouping by ability, grouping by interest, grouping by choice and random grouping.

- **Grouping students by Ability (Homogeneous grouping):** Ability grouping is a method in which you look at the ability of each student individually and place him/her in a group with other students possessing the same ability. For example, students with proven high, average and low abilities in Mathematics performance are placed in three separate groups. You can give challenging tasks to the high ability group whereas the low ability group is given simple tasks to strengthen their understanding and skill in mathematical concepts and operations. It gives the students an opportunity to put their ideas forward and with a combined effort, come up with appropriate solution as per their ability levels. The low ability students undoubtedly require your personal attention and hence this type of grouping can be done for enrichment or remedial purposes. The disadvantage is that sometimes according to this kind of grouping, students are labelled either as bright or as weak students. The weaker students are likely to be demoralized which can adversely affect their self- confidence.



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- **Grouping students by Interest:** Think of a classroom, where the teacher plans to conduct a variety of activities simultaneously. The activities are: drawing, clay modelling and glass painting. The teacher knows the interests of his/her students. The teacher asks the students to sit in different groups as per their interest. Accordingly the students group themselves. One group gets engaged in drawing, another in clay modelling and yet another in glass painting. Each group does the activity unanimously with their friends.

Grouping students by their interest is found to be helpful. The advantage of this method of grouping is that the students having the same interest can work better together. They can learn from each other, thereby improving their skills/performance. The disadvantage of this type of grouping is that students interested are limited to one/two areas only; hence lack of exposure may make their thoughts get crammed up.

- **Grouping by Students' Choice:** Allowing students to choose their group partners is another type of grouping. In this kind of grouping, students are allowed to pick a partner or group of students with whom they desire to work. The advantage of this type of grouping is that here the students can work more effectively in a collaborative way as they have chosen their own group partners. Having been given the freedom of choice, this kind of grouping is basically characterized by better understanding and even better team work. The disadvantage is that while allowing the students to choose their group partners, it may happen that a few of them are not included in any group. The freedom of choice, in case of improper exercising makes students indulge in gossiping or any such activity, which results in negligence towards work.
- **Random student grouping (Heterogeneous):** Grouping students by random can help prevent students from labelling other students as slow or advanced. Random student groupings can be accomplished by having students count off, pair up or any other method of class division.

The advantage of this type of grouping is that both slow and advanced students interact with each other and learn. Students help one another and rectify their errors without embarrassment. The disadvantage is that sometimes the brighter students might affect the progress of slower ones. The more able students will tend to speed up, leaving the weaker ones far behind.

E5. What is the most important thing to be borne in mind while forming group?

For free interaction with the students working in groups, you need to effectively communicate with the students. This will not only help in energizing groups to act purposefully, but will serve to fulfil several other purposes like confidence building of learners to act, creating better understanding among the members of group and members



of other groups. There are two possible ways for you to communicate with the groups as shown in Fig. 5.1. In the first situation (Fig.5.1a), you as a teacher (T) can directly communicate with individual students(S) in a very small group without giving any scope for peer interaction. In the second situation(Fig.5.1b) you communicate with the group as a member of the group. In this situation, you share with the students as equal partner in the group where each one (including you as a teacher) has the freedom of interacting with other members. Thus, in the first type, the teacher controls the total communication process whereas the second type is dominantly group controlled.

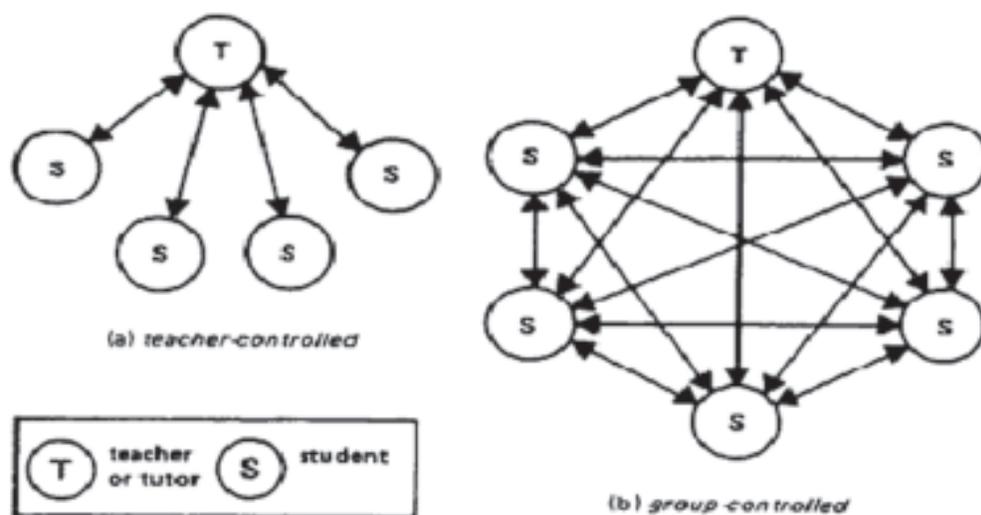


Fig. 5.1: The Two Communication Patterns in Group Learning Situations

(Source: Ellington & Earl, 1996)

Suppose you observe that a small number of students in your class have a specific learning problem like pronouncing English words properly or solving problems on time and work. In such a situation, you need to take full control of the group and directly discuss with each student about their problem. But, for other purposes the second type of communication gives better results.

Hence, while planning your lesson, instead of directly teaching the students together as a whole class, dividing them into smaller groups and encouraging participation in the group work would be more effective. The most important thing in forming groups is to ensure that the students in a group are able to work together comfortably and have lots of interaction among themselves.

As a teacher you need to explain to the students how to work in groups effectively. You also need to establish opportunities for students to work together in meaningful and productive ways. It is in this context that students can develop and polish their skills of collaboration.



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**ACTIVITY-3**

Observe at least five classes where group learning situations are happening. List the characteristics of these classes in terms of what the teacher and students are doing. Ask the teacher why she/he has created a group learning situation in the classroom. If you have completed your activity, compare your observations with the principles for managing group learning situation in the classroom.

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You have to consider the following ***principles for management of group learning*** in the classroom:

- Limit the group size to 4 -6 students;
- When there is no specific need, heterogeneous group is generally preferred as it encourages peer learning.
- Vary group composition so that no student feels labelled by being in a slow learner group, and let all students have an opportunity to work with every other students in the class.
- Choose a group leader. Leaders will keep varying depending on the task.
- The task given to the groups is to be suitable to the student's mental ability.
- Give clear and simple instructions and set time limits which are usually flexible.
- Give each student in the group a specific responsibility that contributes to the success of the total group. Ensure the participation of each and every student in the group.
- Provide a comfortable and free atmosphere to facilitate their discussions.
- Allow students in the group to help each other to solve problems.
- Give and respond to suggestions.

E6. State any two advantages of group work.



5.3 MANAGEMENT OF TIME AND SPACE FOR CLASSROOM LEARNING

A very significant aspect of effective classroom management is time management. Time management is, setting and following a schedule in order to organize and prioritize the activities that are to be conducted in the classroom. Apart from time management, it is also important on your part to manage the space available in the classroom for students' learning. A well-organized classroom not only keeps materials in order and accessible to students but also gives scope for a variety of learning situations. In this section, let us understand the techniques of effective management of time and space while teaching learning process takes place.

5.3.1 Management of Time

Recollect what activities you normally do in a class within a period on any school day. Probably you adjust the seat arrangements of students according to your teaching plan, arrange the TLMs, explain the concepts, ask questions and correct the responses, demonstrate concepts and processes with TLMs, write and draw figures on the board, conduct group activities, consolidate the outcomes of the learning activities, give some tasks for evaluating the overall impact of the lesson and so on. You perform all these activities and more within a period of 40 to 45 minutes. Surely you must have realized that the management of classroom time is quite a challenging task even though it may appear to be simple. It is just not careful planning of instructional activities, but also giving close attention to how class time will be utilised. Is there a connection between learning time and student learning and growth? Well following two major findings have emerged from a number of studies:

1. Students' achievement is higher when they spend more time engaged in learning activities (for example, doing experiments, observation, practice work, discussion, problem solving and reading).
2. The amount of time students spent on learning differs practically from classroom to classroom.

However, according to the Right to Education Act, 2009, 800 instructional hours per academic year for class I to V and 1000 instructional hours per academic year for class VI to VIII is mandated for all schools. The teacher will spend minimum 45 hours in teaching including preparation hours in a week.

By scheduling or devoting more time to a subject, you can increase your students' opportunities to learn. Engaged time is the essence of classroom learning. It is the amount of time your students actually work on any assigned activity e.g. working on written assignments, actively discussing a problem in a group, reading silently and listening attentively as you explain a subject.



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Of course, not all your classroom time is spent in learning tasks. Some time is needed for taking attendance or moving from one activity to another. You may also take some time in tackling some off task behaviour by students.

Think about your own classroom for a while. How much time will your students spend getting ready? Do they need to wait for your attention? Do they get restless before the end of the period? How much time is spent waiting for written assignment to be collected? This waiting time leaves students with nothing to do but entertain themselves usually by talking, playing with friends etc. Additional valuable time is lost as you endeavour to regain students' attention and refocus students for the next learning.

Your classroom management procedures should keep children lively, alert and busy. You can save time in the following ways:

- Prepare yourself for the classroom activities. Make sure that you clearly know what the next step is going to be.
- Keep all materials ready, and remind students what you expect from them as they move from one activity to the other.
- While giving verbal instruction, be clear and specific.
- Arrange the classroom so that students will not always need to leave the seat to start a new activity.
- Begin your lesson as soon as possible. True, some of your students may not be quite ready. A prompt decisive start will encourage the slow learners to pick up pace. Your well prepared lesson plan will help in reducing the wastage of time.
- Before starting a new activity, be sure that most of the students have an opportunity to complete it.
- Students should know beforehand where they should place their completed written work or projects (subject wise) labelled with their names.
- If the transition involves moving from an academic activity such as reading or solving problem or doing experiments, to a non-academic activity, such as recess, game or exercise, your students must understand how to behave and what to do as they leave the classroom.
- To prevent the existence of noisy lines in the room, rearrange seats assigning each student to a specified place in the line or in other lines.
- Give your students a short written activity before starting a new activity. Write the question or brainstorming activity on the blackboard. This also gives you a few minutes to arrange materials for the next activity.



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**ACTIVITY -4**

Observe your colleagues ,classroom teaching- learning process for a period (40 to 45 minutes). Fill up the observation format, while the activities are going on in the class.

Teacher Name Date

School Observer

Classroom Activities Starting time Finishing time

Taking attendance

Collecting homework

Forming groups

Explaining activities/ concepts

Distributing TLMs

Group activity

Disciplining students

Correcting written work

Consolidating activity

Shifting from one activity to another

Outside interventions

Any other activity done (specify)

5.3.2 Management of Classroom Space

Well organized and well-furnished classroom motivates students for learning. It conveys the message that you care for your students. To make positive environments for learning in your classroom make sure that all necessary items are in place before the students enter the class. Even in a small school, with a few resources, a good teacher can create a well ordered classroom that encourages learning. Let us discuss some of the components of the classroom which need to be organized to make optimum use of classroom space.

- ***Classroom's Furniture and Floor Space:*** Here are some guidelines to consider for your classroom's furniture and floor space.

In most of our classrooms in primary schools, students sit on the floor and on benches in some cases. Depending on the space available and the nature of the activity, you may use different sitting arrangements e.g. linear rows, semi-circle, circle, face to face etc. which will be discussed in section 5.4.3. Arrange all furniture in the room and make such sitting arrangement in such a way that the students can move in room comfortably and you can easily reach every student as and



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when required. This is essential for students to feel your personal attention and for you to observe students individually while they are engaged in the activities.

Try to keep a significant portion of the room for shelves, almirah or other furniture where you can keep a variety of TLMs. You will learn how to arrange the materials (TLMs) in the classroom in the next unit.

- **Wall space and Bulletin Boards:** Wall space and bulletin boards can make a classroom lively and attractive and contribute considerably to student's independence and achievement.

**ACTIVITY - 5**

Observe different classrooms of your school (class I to V). How is the wall space used for student's learning? What types of activities are done on the walls of the classroom? Are they relevant to the Grade? Write down your observations.

Consider the following suggestions when you think about wall space and bulletin boards in the classroom.

- If you will use student assignment charts / projects, be sure to reserve large ones in prominent place for clear visibility of every student.
- Grade specific activities can be drawn or painted on the wall, so that students can individually or in the groups do these activities and learn.
- Designate space that will contain few exemplars of high quality student work.
- Keep some wall space that can intentionally remain blank. Use this area to create a working space for students.
- Try to find wall space, bulletin board space, where you and your students can place objects or materials that are personally interesting.

In addition to the basics of furniture arrangement, wall space and bulletin boards, you need to design a rich classroom environment. Classroom walls can be covered with many lists: such as, a sign board for attendance, colour chart, list of words, songs, riddles, daily routine, different types of activities etc. A message board can be placed in a prominent place of the classroom where you and the students write messages to each other. Set up a special book shelf for storybooks, big books, comic books, reference books.

Paint the wall with different activities which are related to the contents/ competencies of a particular class. Through these wall activities, students will discuss among themselves in groups and learn from each other. Many times, these wall activities also



promote self-learning. Even in the absence of a teacher, the students can be engaged in learning by using the wall activities.

- **Learning Materials**

Just as the appropriate use of furniture, use of floor and wall spaces aid to facilitate learners' interest in learning activities, a careful planning for placement of learning materials can also help in achieving these goals. Consider the following when you think about arranging learning materials in the classroom:

- Store materials that will be used often (e.g. books, paper, pencil, eraser, colour pencils, lab equipment) in places where students can access them easily. Learning materials that students will use less maybe kept in remote areas of the room.
- The materials which the teacher only needs should be kept in the least accessible area.
- Use boxes to keep supplies neatly organized rather than spreading them out on tables or shelves.
- Designate and label places in the room where students will keep their completed worksheet. In elementary classrooms, where the teacher teaches multiple subjects, it makes sense to have different boxes or trays for each subject. Use icons or colour code to help students for keeping their work if they are just learning how to read (forexample; class 1 students)

Teaching-learning materials in the classroom, their development, use, storage and maintenance have been discussed in detail in Unit 6.

5.3.3 Sitting Arrangement in Activity Based Classroom

In **Unit 4 of Block 1**, you have learnt about different types of activities that you do with your students in the classroom. Sometimes you tell stories to students, or sing songs with them or conduct experiments and have relevant discussions. Do your students sit in the same position for different type of activities? Well they need not sit in the same position as there are different sitting arrangements for different purpose which is discussed in this section.

Read the following two situations:

Situation 2: *Mr. Ramesh teaches class III students. One day, he told a story to his students. Students sat in rows. While telling the story, he showed different pictures that relates to the story and also asked a few questions. Some of the students sitting in the back row could not see the teacher as well as the pictures. They were busy talking with each other and eventually became inattentive. After narrating the story, the teacher asked each student to write the story in sequence.*



Notes

Situation 3: *Mr Harish is an elementary teacher. One day he was telling stories to class III students. He made the students to sit in a U shape so that he was able to maintain eye contact with one and all. In the course of telling the story he was asking questions and showing pictures. He asked some predictive questions to let them think. Each and every student responded to his questions.*

Which situation you think was better for telling a story and why?

The sitting arrangement of students may vary from one activity to another. Sometimes, you design an activity for the whole class, for small groups and also at times for individual students. You also design different types of activities for teaching different concepts. The types of sitting arrangement depend on the nature of the activity. Sometimes the activity demands for U shape seating and sometimes in circle.

Let us discuss different types of sitting arrangement.

- ***Sitting arrangement for whole class teaching:***

You are familiar with the sitting arrangement in a traditional classroom in which students sit in rows in the classroom and the teacher places himself/herself in front of the students as shown in Fig. 5.2.

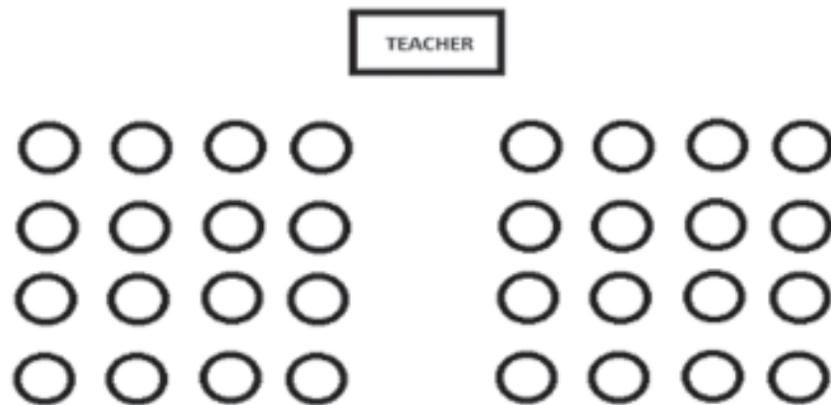


Fig. 5.2 Sample of Sitting Arrangement for Whole Class Teaching

In this arrangement, the teacher only looks at the students sitting in the front rows and gives more attention to them. He/ She cannot give adequate attention to those sitting at the back of the class. Group work is not possible in this arrangement. Hence, in a class where students and teachers are engaged in several learning activities such as sitting arrangements would be inappropriate. The arrangements would then be according to the requirements of the different types of activities conducted in the classroom.



● ***Sitting Arrangements for Teacher Demonstrations:***

Suppose you are telling a story to the students in the class and making it lively by enacting with gestures and postures to arouse curiosity and interest among students. Everyone in the class tries to come closer to you so that he/she can see and hear you better. After sometime, they no longer sit in rows but you may find them sitting very near around you. Therefore, when you tell stories, recite poems, solve mathematical problems on the board, conduct experiments and hold discussions with students, it would be better if you make them sit in a half circle in front of you as shown in the Fig. 5.3. In this arrangement, you can have direct eye contact with every student. Students are able to listen to your voice clearly, read whatever you write on the board and can see the materials or experiments you are demonstrating.

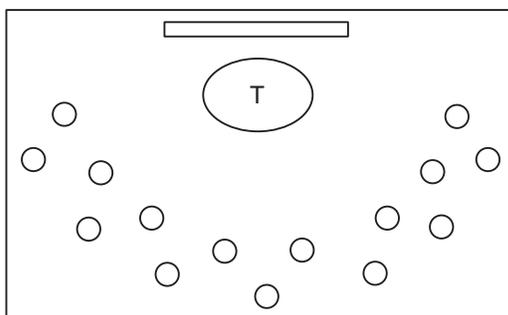


Fig.5.3 Sample of Sitting Arrangement for Teacher Demonstration

● ***Sitting arrangement for Group Activity:*** Consider the following situation:

Situation 4: *One day Mr.Uttara who is a language teacher gave three pictures of an elephant, a monkey and a mango to five small groups of students of Class V to write a small story connecting the three elements. She expected that each group would work on the story independent of other groups. So how could she ensure this? She arranged the groups in the classroom as shown in Fig.5.4. With this arrangement she found that each group wrote a story quite different from that of the other groups.*

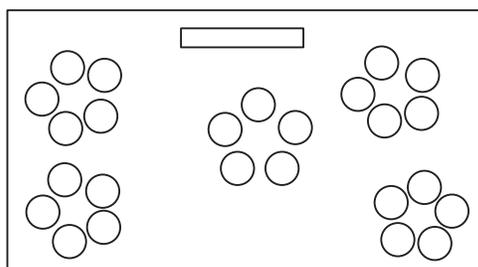


Fig.5.4 Sample of Sitting Arrangement for Group Activity



Notes

Small groups of 4 to 6 students are allowed to sit in circles in different parts of the room and hold discussions among themselves in the group and come out with a solution. The teacher can move around the groups to monitor the progress of activity and the involvement of each student in the activity. In group activities this would be a better sitting arrangement than sitting in rows or in half circles that we discussed above.

- ***Sitting arrangement for Group Competition:***

Sometimes you conduct some activities which require competition among the groups. The competition among groups requires a sitting arrangement where students of one group sit in a semi-circle and face to face to those in the competing group (see Fig.5.5). Sitting in a semicircle helps the members of the group to have close discussion with each other. You can act as the anchor or the judge for the competition and take a middle position indicated by the dotted line in the figure. One group asks questions and other group members discuss among themselves and answer and *vice versa*.

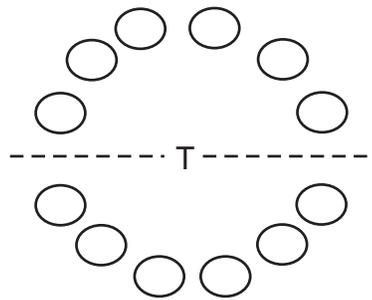


Fig. 5.5 Sample of Sitting Arrangement for Group Competition

As a teacher you must know the benefits of different types of sitting arrangement. For effective learning of each child, only one type of sitting arrangement should not be followed.

E7. Why different sitting arrangements in classroom are necessary? Give three reasons for your answer.

5.4 MANAGEMENT FOR MOTIVATION AND DISCIPLINE

As a teacher you have the experience of some of your students being very attentive, participative, ask various questions and submit assignments on time while some others are bored, disinterested, and not able to perform to the expected level. The basic difference between these two groups is with respect to their motivational levels. You might have also faced the problem of indiscipline in the classroom. There are strategies of enhancing motivation of students and establishing discipline in the classroom. Let us discuss these strategies in this section.



5.4.1 Management for Motivating Students

As a teacher, you must have observed that a variety of learning activities keeps the students interested in school. Student interest is a powerful motivator. Students who are interested in what they are doing, will enjoy it more, do it longer and learn more from it. When students are interested and engaged in learning activities, they feel more successful and there are less problems with behaviour. How you attempt to motivate your students depends on your educational philosophy and relates to the mental image of how you want your classroom to feel.

Motivation is an internal state that arouses, directs and maintains behaviour. Motivation, as we have discussed in Unit 1, is of two types: intrinsic and extrinsic. Motivation that stems from factors such as interest or curiosity is called *intrinsic motivation*. Intrinsic motivation is the natural tendency to seek out and conquer challenges as you pursue personal interests and exercise your capabilities. When you are intrinsically motivated, you do not need incentives, or punishments, because the activity itself is rewarding and gives you a sense of joy. Intrinsic motivation gives you a sense of success, a sense of pleasure while doing the activity. You seek help to complete the task and sometimes also offer help to others. In contrast, when you do something in order to obtain a reward, recognition, prize or incentive which has very little to do with the task itself, you experience *extrinsic motivation*. You are not really interested in the activity for its own sake; you care only about what you will gain. Extrinsic motivation encourages competition which ultimately ends with frustration and the behaviour becomes dependent on the external factor.

Let us consider the *strategies to enhance the motivation level* of the learners.

- **Build on Strengths first:** Students should be given an opportunity to use their abilities and talents to achieve success. This will enable them to learn how to improve their skills. When the focus is on student weaknesses, students spend much of their time being unsuccessful, practicing what they do badly. This lowers their self-esteem and motivation.
- **Offer choices:** Students should be encouraged to make decisions. The talents and interests of students should be identified and used, whenever appropriate, to motivate them. A variety of tasks on the topic you want them to learn should be given. The students then have enough scope to attend to the task(s) which they feel to be interesting and challenging for them.
- **Provide a secure environment:** Learning how to deal with failure is critical for developing motivation and successful learning. Students should learn that they can and must learn from their mistakes.
- **Facilitate creativity:** Students should be given opportunities to develop their creativity. When their creativity is put to use, they perform with higher motivation.



- **Encourage students for self-evaluation:** Students should be provided with opportunities for self-evaluation which is highly motivating and improves with every practice.
- **Use Rewards:** Rewards are the most effective motivating factor. The students should be praised for desirable behaviour. Comparing children with one another should be avoided.
- **Students' involvement:** Students should be encouraged to participate in all types of classroom activities; this is an extremely effective way to enhance their level of motivation.

E8. Which of the following is NOT a strategy for motivating students?

- (i) Involving students in all types of activities
 - (ii) Recognizing student's ability
 - (iii) Detecting student's mistakes before others
 - (iv) Give at least one reason for your answer.
-

5.4.2 Management of Discipline in the Classroom

In broader sense, discipline mainly denotes self-discipline which is a process whereby a student comes to regulate his/her own behaviour to fit in with his own purposes or the needs of the others. In narrower sense, discipline means punishment which instead of helping in the long run creates more problems.

In the school context discipline relates to the problem of maintaining classroom order which is based on a sense of responsibility, consideration for others and self-respect. However, before a student can feel responsible for his/her own behaviour, he/she must first develop a sense of belonging. Only when a student feels that he/she is an integral part of the class, then he/she will develop a sense of responsibility. Hence the starting point of good discipline in the class is a positive teacher-student relationship in which there is mutual respect and a sense of shared responsibility.

Some of the most commonly encountered discipline problems that disturb classroom order are:

- **Lateness:** Sometimes students come to school late. If the teacher has already started teaching, the student fails to understand. The latecomers discuss with other friends about their late arrival and also about the topic the teacher is teaching. This creates indiscipline in the class and adversely affects the concentration of many students.
- **Truancy:** In many rural schools, a large number of students remain absent from school without any genuine reason. When they come to school after a gap, they do not understand the lesson and this leads to disturbances in the classroom.



Very often such students leave the class before the closure of school without informing anybody.

- **Noise making:** When the students cannot understand what is going on in the classroom or find a task uninteresting and do not get involved they talk among themselves and create disturbances which leads to indiscipline in the classroom.
- **Clowning:** Mocking and cutting jokes at the cost of others loudly is a tactics adopted by some students to channelize their own failure which may lead to scuffling, shouting, crying causing disturbances in the class.
- **Aggression:** Making provocative gestures, manhandling, threatening, quarrelling, fighting with others are typical behaviour which disrupts the normal activities of the class.
- **Disobedience:** Many a time a few students do not deliberately obey teacher’s word/ instructions. This disobedience on the part of students leads to indiscipline.
- **Disrespect:** In certain situations a student directly challenges to teacher’s authority and/or competence thus showing open defiance to discipline rules.
- **Indifference:** Indifference to do any task or failure to complete any work leads to unruly behaviour.
- **Cheating:** When a student has not tried to do the task in time or the task is beyond his/her ability or he/she tries to outwit the teacher, he/she resorts to cheating. Cheating is a very common behaviour adopted by many students.

Reasons for student indiscipline are many and varied. It is difficult to know the reasons of each and every disciplinary problem. In classroom conditions the reasons are mostly related to classroom circumstances. The unfavourable or uncomfortable physical conditions like classroom with poor ventilation and light, extremely hot or damp room cause restlessness and feeling of agitation among students. It is seen that some particular groups of students demonstrate more problems of discipline than others. It has been also observed that a class with more poor performing student or slow learners is more problematic than other classes. Incidence of indiscipline is found to be mostly associated with boys than girls. Academic failure also may lead to misbehaviour. Misbehaviour may lead to poor performance or poor grades assigned as punishment. Some of the teacher generated causes of indiscipline are poor teaching, rude behaviour, discriminatory treatments and indifference to problems of students.



ACTIVITY - 6

Prepare a list of typical discipline problems you have faced in your classes giving probable reasons for each.

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It is evident that effective classroom management is essential to prevent problems of discipline in the class. If the teacher can present the lesson well, capture the full attention of the students and engage them in productive work, there will be fewer opportunities for the students to engage in act of indiscipline.

Strategies for preventing acts of indiscipline

Some of the different strategies for preventing indiscipline in the class areas follows.

- *Adopt a task-oriented attitude*- Engage students in a variety of tasks which are both challenging and interesting.
- *Manifest confidence* -It should be realized that all offences are not directed at you. Do not take offences as personal attacks.
- *Praise and appreciate students*- Develop the ability to praise and appreciate student's achievement, good behaviour and other positive qualities.
- *Avoid unnecessary ambiguity*-Restrain from giving a long list of prohibitions and restrictions you expect to maintain.
- *Evolve rules through discussion with the students*- This will give students a sense of ownership. Effective teachers discuss with their students the reason for the necessity of rules, provide reasonable explanations for each rule and explain how the rules will help everyone succeed by making their class run smoothly
- *Ensure that unfavourable conditions are minimized*- Factors like provision of space, light, adequate materials, lessening of time pressure and other irritants must be taken care of.
- *Reduce confusions while giving assignments/activities to the students*. Students must be provided with clear instructions to enable them to go ahead with their work.
- *Manifest concern for the students*-Fatigue and boredom on the part of students invite disciplinary troubles. Therefore provide a variety of challenging tasks and switch smoothly from one activity to other before apathy or restlessness sets in.
- *Maintain contact with the whole group* even though much of your attention is directed to the problems of an individual child. Move around the class while teaching. Students should not get the feeling that they are not being watched carefully.
- *Stay within reasonable limits in the classroom*- There is no need to be over familiar with the students.

5.5 ROLE OF TEACHER AS MANAGER

In the context of classroom management, the teacher's role is essentially that of a facilitator or manager. We know that a manager has to take decisions, control the situations, be spontaneous and resourceful to change decisions for better functioning



of the organization if the situation so demands. Let us see how a teacher performs the role of a manager.

The teacher plays various roles in a classroom, but most of these roles relate to that of a classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If the students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm. In these situations, both the teacher and students suffer. The teacher struggles to teach, and students most likely learn much less than what they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom does not just appear -it takes a good deal of effort to create and the person who is most responsible for creating it is the teacher.

Let us discuss some of the roles of the teacher as a manager.

- For effective classroom performance, the teacher has to plan meticulously the learning activities, provision of material, sitting arrangements, assessment strategies in advance.
- The teacher must ensure to provide a learning friendly environment in the classroom so that the students can perform their best. Like a manager the teacher must take good care of the physical comfort and security of the students.
- Like a manager who ensures everyone in a team to get the work done, the teacher must ensure that every child in the class realize the right to participation, right to organization and right to information.
- Sound professional knowledge in content and pedagogy with bit of flexibility will encourage students to think independently, provide logical explanations and test the facts. By this their learning level will be enhanced. The teacher has to behave in a friendly manner in the classroom with students, like a manager having friendly approach to customers.
- The humane approach and proactive measures of a teacher encourage effective engagement of all students in the learning process. The output is maximal if the individual accountability is ensured by the teacher in group performance.
- Giving assignments, monitoring the progress of activities, evaluating the performance and providing feedback to students irrespective of their quality of performance will certainly add to gradual increment in their learning. A good manager always encourages people for their performance.
- Like the manager of any organization giving priority to maintain discipline in the system, the teacher should ensure discipline in the classroom. Discipline is regarded as a code of conduct binding both the teacher and the students in a relationship of mutual respect, not as rules and punishment in case of break.



Before moving further answer the following question:

E9. Which of the following is the best way to maintain discipline in the class?

- i. Having a strong monitor from among the students.
- ii. Giving a variety of activities on the topics taught in the class.
- iii. Isolating the trouble making child.
- iv. Spending more time to correct the behaviour of the problem child.

5.5.1 Right to Education Act and the Teacher

The Right of Children to Free and Compulsory Education Act, 2009 (or, Right to Education Act or RTE Act) has important provisions and implications for the teachers working in elementary schools. As a teacher you need to have thorough knowledge of the provisions and take care not to violate any of those provisions. Otherwise, besides causing harm to the education of children you may face trouble and will be liable for legal penalties. It is important that you should be well conversant with every section of the Act. Chapter 1V of the RTE Act in its Sections 24 and 29 lays down the specific responsibilities of the teacher, violation of which may attract legal penalties. These provisions are as follows:

Section 24:

1. A teacher appointed fulfilling the minimum qualifications as laid down by the academic authority authorized by the Central Government shall perform the following duties, namely
 - a) Maintain regularity and punctuality in attending school;
 - b) Conduct and complete the curriculum in accordance with the provisions of the sub-section (2) of the section 29 (stated below);
 - c) Complete the entire curriculum within the specified time;
 - d) Assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
 - e) Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
 - f) Perform such other duties as may be prescribed.
2. A teacher committing default in performance of duties specified in sub-section (1) shall be liable to disciplinary action under the service rules applicable to him/her.



Provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

3. The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

Section 29: lays down some considerations for framing curriculum and evaluation procedure which have direct implication for a teacher. These are:

- *Take enough care for all round development of the child (sub-sec.2b);*
- *Building up child's knowledge, potentiality and talent (sub-sec.2c);*
- *Development of physical and mental abilities to the fullest extent (sub-sec.2d);*
- *Learning through activities: experiment, observation, enquiry, discussion, exploration in a child-friendly and child-centered manner (sub-sec.2e);*
- *Medium of instruction shall, as far as possible, be in child's mother tongue (sub-sec.2f);*
- *Making the child free of fear, trauma and anxiety and helping the child to express views freely (sub-sec.2g);*
- *Comprehensive and continuous evaluation of the understanding of knowledge of a child and his or her ability to apply the same (sub-sec.2h).*

In section 5.5.2, while discussing classroom management, the issue of indiscipline and punishment was discussed. Many teachers, several prominent members and quite a large section of parents strongly believe corporal punishment in any form as deterrent for misconduct on the part of young students. It has been observed in several cases to have done more damages, sometimes irreparable, both physically and psychologically, than producing any positive effect. Keeping the severity of its ill effects several state governments have banned corporal punishment in schools.

The RTE Act, 2009 specifically states against any physical punishment. The provision is:

Section 17:

1. No child is subjected to physical punishment or mental harassment.
2. Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

As teachers, we need to be aware of the consequences for violating the provisions of the Act and we should strive for holistic development of children coming to school in a most congenial and joyful atmosphere using various methods and materials of learning and evaluation which are both child-friendly and child-centered.



5.6 LET US SUM UP

- Effective classroom management is the major prerequisite to effective teaching.
- The teacher conducts variety of activities in a classroom like- whole class, small group and individual. Each activity needs different skills of management.
- A good child friendly physical environment of the classroom and relationship between teacher-student, student-student facilitates students' learning.
- For group learning situation, divide students into small groups depending upon their ability, interest and choice.
- The class time must be planned and organized in a careful way so that for maximum time the students are engaged in learning.
- The sitting arrangement should be in accordance with the nature of the activity. Even while conducting an activity, more than one sitting arrangement may be adopted.
- For motivating students, the teacher must adopt some techniques like- building on students strength, praise the students, give them interesting and challenging tasks, involve and encourage students to participate in different activities
- To maintain discipline in the class, frame some rules with the help of students and try to follow these rules.
- The Right to Education Act, 2009 specifies the roles and functions of a teacher in the context of all round development of children in a child-friendly environment.

5.7 MODEL ANSWERS TO CHECK YOUR PROGRESS

- E1. Students, teacher, and physical conditions including resource materials,
- E2. Orderly and enabling (give reasons).
- E3. (i) enable every individual child to become an able learner, (iii) self-paced learning, requires individual efforts and interest to perform a task, (iii) self-instructional materials (SIM) are widely used for individual students in distance education courses
- E4. (a)
- E5. Grouping should be such that free interaction among group members is possible.
- E6. (i) confidence building of learners to act, (ii) creating better understanding among the members of group and members of other groups



E7. Give any three reasons that you think to be important

E8. C.

E9. B

5.8 SUGGESTED READINGS AND REFERENCES

1. Cooper, James M. (2010). *Classroom Teaching Skills* (9th.Edn.). Boston: Houghton Mifflin
2. Jonson, Kathleen Feeney (2002). *The new elementary teacher's handbook* (2nd.Edn.). California: Corwin Press.
3. Tomlinson, Carol Ann and Imbeau, Marcia B. (2010). *Living and managing a differentiated classroom*. Virginia, USA: ASCD

5.9 UNIT END EXERCISES

1. Describe the type of classroom in which you feel most comfortable to give reason for it?
2. Why motivating students is an important component of classroom management?
3. How do you plan to organize your classroom space to make it learning friendly?