
UNIT 12 MANAGING CLASSROOM TEACHING-LEARNING

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12.1 INTRODUCTION

Management of a classroom is a broader concept. It includes those external factors which take place out of the classroom but have a strong bearing on the learner's behaviour in a classroom. Though we shall discuss all the factors related to the management of a classroom, our emphasis will remain on the internal factors which take place in a classroom while transacting curriculum.

We know that you have already been managing your classroom for quite sometime. Management of a classroom demands that the teacher be resourceful enough and this can be achieved through a deliberate attempt only. The discussion in this unit will enable you to have a fair understanding of the principles and practices of classroom management.

12.2 OBJECTIVES

After going through this unit you should be able to:

- explain the concept of classroom management;
- discuss the principles of classroom management;
- explain the factors influencing classroom management;
- use various measures to deal with behavioural problems of learners; and
- explain the importance and procedure to make use of classroom time for optimum learning.

12.3 MANAGEMENT AND INSTRUCTION

The teacher is often considered to be a manager of the teaching-learning process. S/He makes efforts to organize teaching learning resources. The main objective of managing instruction is to create a conducive classroom environment so that learners learn and grow in more productive ways. We, therefore, must learn how to create conditions in a classroom wherein the learners find it desirable to learn. Management and instruction are closely related in theory and practice. Good classroom managers are often good instructors. They structure classroom environment so as to maximize learner's instructional opportunities.

12.3.1 Classroom Management: The Concept

You have already studied in Block 2 and 3 that instructions included a number of activities to be performed by the teacher. These activities include motivating the learners, explaining the concepts, managing a classroom, assigning and checking the home-work, interacting with the learners (questioning, probing, commenting, evaluating etc.). McNell and Wiles (1990) stated that the teacher's personal style is reflected in the teaching related activities. Similarly, the teacher's verbal fluency, intellectual competence, enthusiasm, humour, etc., determine the quality of instruction.

Managing a classroom is an integral part of the teaching-learning process. Effective management of a classroom shows the concern of a teacher for the instructional process. It is dependent on his efficiency to do the tasks more effectively. Therefore, classroom management, both as a process and as an approach, has a great impact on learners' learning. It increases learning efficiency of the learners. Thus classroom management has a closer relation with learners' accomplishment of learning objectives (Christian, 1991).

Managing a classroom has always been a major concern of the teachers. It involves more than one skill of the teacher such as creating a teaching-learning environment, maintaining learners' involvement in teaching-learning activities, establishing effective discipline and ensuring desired learning outcomes by the learners. Here we want to highlight that classroom management and classroom discipline are not mutually exclusive. We should not take classroom management in its narrow sense. Management is a broader concept and is generally directed towards effective teaching and learning. Discipline is a concept used in the context of teacher's response to learners' misbehaviour. The ultimate objective is to help learners acquire maximum knowledge, attitude and skills. Although both the

expressions are interrelated, the discussion in this unit focuses more on the larger content of teacher effectiveness (McNell and Wiles, 1990). This however does not mean that we are undermining the importance of discipline. Discipline is a serious problem that teachers face. It is very crucial at the secondary/senior secondary school level. Order and control should not be viewed as the ultimate goal of effective classroom management.

Classroom management refers to the shaping of learning environment in classroom. Like teaching and learning, classroom management is a complex activity. So there is no single clear-cut management procedure accepted by all. Shaping of environment takes place gradually in response to the teacher's behaviour. You might have observed that a class that is active and attentive with one teacher can be noisy or even difficult to control for another. The skillful teacher keeps his class attentive to what is being taught and involves the learners in productive activities.

Classroom management has been defined as provisions and procedures necessary to establish and maintain an environment in a classroom in which instruction and learning can occur. You should remember that primary goal of effective classroom management is not the reduction of misbehaviour or even the creation of an orderly environment. Although they are related issues, effective classroom management and establishment of order are not synonymous (Hofmeister and Lubke, 1990). Promoting learner learning is the primary goal of effective classroom management. The research in this area clearly suggests that effective strategies to promote learning can facilitate order. So the primary emphasis in effective classroom management is on the creation of a learning environment and hence on increasing appropriate behaviour in learners (Hafmeister&Lubke, 1990). Teachers' organizational and instructional skills influence learning.

Researchers have found that classroom management is correlated with learners' achievement in elementary as well as secondary schools. They have provided evidence that the teachers who are effective in promoting learner's achievement generally have a better classroom and fewer learner behaviour problems.

To conclude, we have discussed in this section, that managing a classroom is an act or better skill, an art of the judicious use of various means to achieve pre-decided objectives. IT also involves the ability of the teacher to manage various skills so that the quality of teaching-learning process is maintained and it ultimately results in maximum output in terms of learners' performance (Christian 1991). Classroom management depends upon establishing positive teacher-learner and peer relationships that help meet learners' psychological needs. Learners learn more effectively in an environment that meets their basic personal and psychological needs.

12.3.2 Understanding Learners' Needs

Teaching is objective-centered. In planning teaching and training tasks, the needs of learners are considered as basic inputs. The needs of the learners are an important factor in managing a classroom. Every learner attends a class with certain expectations in mind. If his expectations are not taken care of by the teacher, he, consciously or unconsciously, becomes inattentive and hence either disturbs other learners or misbehaves with the teacher. An effective teacher, therefore, manages his/her instructions in such a way that every learner gets the teacher's personal attention. In other words, in order to manage classroom

instruction the teacher should cater to the learners' need (both academic and personal) which have an impact on learner learning. For example, the teacher should repeat the concepts being discussed more frequently for the low ability learner group.

The needs that influence the learner's behaviour in the classroom by and large are psychological in nature. You as a teacher should remember that the needs of the learners reveal themselves in some form or the other. One learner, say Anjali, does not take part in any conversation or discussions in the classroom. She does not ask question or seek clarifications for her doubts. The teacher has to make attempts to satisfy her needs through appropriate motivation and reinforcement. The teacher should involve her in instructional tasks and assess her understanding. You as a teacher should realize that the learners want freedom from discrimination in the class. The learner should not be discriminated on the basis of caste, colour sex and economic status. In order to know your learners better, you can conduct a quick assessment by reviewing information available in the school's office. This is important so you can contact parents if need be and organize out of class activities. You may collect information about the learners' previous knowledge or performance through various tests that can be used for this purpose. You may determine the range of ability of your learners (e.g. reading level) so that the home work, you give them is according to their ability levels.

In addition to the information regularly maintained in school record, you may like to extract rather some personal information about your learners. For example, their attitude towards school and career, need for achievement, ability to make decisions, will for self-improvement, etc., make it necessary for you to adopt specific strategies to manage instruction. Such information may also help you discover your learners' interests which can enable you to teach your subject more effectively. The more important point here is that the learners will be amazed to learn that you know so much about them and their lives.

Check Your Progress

- Note:** a) Write your answers in the space given below:
b) Compare your answers with those given at the end of the Unit.

1. Differentiate between classroom management and classroom discipline?
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Level of anxiety has a direct effect on the learners' learning. Some learners find, for example, evaluation and the possibility of failure so disturbing, that their ability to learn is impaired, but for others, evaluation anxiety serves as a challenge or a greater stimulus to make them work harder. The teacher has to understand the level and type of anxiety that can help learners perform. You can better serve the learners by adopting instruction and provide assistant in a variety of appropriate ways. You should have the power to establish a non-threatening and supportive classroom climate to satisfy the learners' needs.

12.3.3 Principles of Classroom Management

The principles of classroom management are linked with an effective instructional process. The instructional process is based on the teacher's personal efforts and the objectives that he and his learners are supposed to achieve. The principles of classroom management reflect the concern of the teacher for his teaching task. If the teacher evinces a strong concern for his teaching and also for his learners, the teacher will prove to be a successful manager. According to Christian (1991), there are some major principles of classroom management. These are:

- i) **Principle of Clarity and Mastery over content:** The first principle of managing classroom instruction is the teachers' command over the subject(s) s/he is dealing with. S/he should have a thorough knowledge of the school curriculum and his/her subject. Thorough knowledge implies mastery in one's subject which helps a teacher teach effectively in a classroom. The depth and grasp over the subject helps a teacher in two ways.
 - The learners are greatly influenced by a well-read knowledgeable and learned teacher. You might still be remembering the talented teachers you came across during your learner life.
 - Thorough knowledge can help you properly conceptualize the content to be covered in your lesson. The process of conceptualization helps you arrange instructional tasks in the most appropriate order according to the needs and mental abilities of the learners. This helps the teacher manage his/her instruction effectively.
- ii) **Principle of involvement:** The teacher can use principle to make the teaching-learning process more participatory. Active involvement of the learners in instructional tasks is a condition of learning. The skills of questioning, receiving and providing feedback, etc. can make teaching and learning a two-way process. Interactive teaching and learning is possible only when the teacher has thoughtfully planned his teaching activities.

If the learners are actively engaged in learning tasks in a classroom, they not only achieve mastery learning but also create minimum problems for the teacher. And moreover, the learners' energy is channelized for productive work.

- iii) **Principle of democratic behaviour:** Democracy is a way of life, a way of working together to achieve the common goal. The teacher provides equal opportunity to every learner to participate in teaching-learning activities. This behaviour of the teacher develops a healthy positive attitude among the learners for learning. The learners learn how to find a solution in classroom through understanding of each others' views.

Democratic teachers solicit opinion about learning tasks, try to achieve group consensus about what to do and how to do, and also some choice in working arrangements. Authoritarian teachers are also efficient in achieving the goals, but their learners become tense and generally develop negative attitudes towards their teachers.

The democratic climate in the classroom allows the learners to take initiative about the instructional process and this ensures effective use of class time. No learner feels neglected in the classroom.

- iv) **Principle of teacher's behaviour:** While presenting a lesson, the teacher's behaviour should display various positive attributes: confidence, determination, will-power, etc. This indirectly creates a learning environment in the classroom and thus helps manage a classroom with desired and expected learning behaviour. Positive attributes in the teacher's behaviour help develop a desirable behaviour in the learners as well. This is because learners always observe and analyze their teachers' behaviour and compare it with what he/she professes. You, as a teacher, should, therefore, be conscious that your behaviour in the classroom is being minutely observed by your learners. Your behaviour should not directly or indirectly have any negative impact on your learners.
- v) **Principle of self control:** The teacher has to be firm and consistent in classroom behaviour. If he/she has strong conviction and has a deep commitment to the tasks assigned to him/her, he/she will be able to manage instruction effectively. The self-control of a teacher should enable him/her to control his/her behaviour. This will encourage learners to develop self-control in their behaviour. Through these means the teacher can lead his learners towards growth and development of internal control, self-discipline, positive attitude and work through various learning activities in the classroom.
- vi) **Principle of flexibility:** The principle of flexibility is not opposed to the principle of the self-control. The teacher should display flexibility in his/her behaviour and accommodate the learners' ideas, plans and observations from time to time. Depending upon the requirement of the prevailing situation, the teacher should be able to make necessary changes in his/her behaviour and in the teaching-learning activities. This will help him/her evolve alternative strategies and use them to achieve the curricular objectives. By giving due importance to the ideas and observations of the learners, you too can make your teaching more learner-oriented and hence more productive.
- vii) **Principle of personal attributes:** The personal attributes of the teacher such as warmth, sympathy, empathy, etc., have a strong bearing on learners' behaviour in the classroom. The teacher's caretaking behaviour, harmony and respect for one another, show dignity of work, bring peace and self-discipline, and indirectly control the undesirable behaviour of the learners. The teacher plays an important role in determining the kind of psycho-social climate that prevails in the classroom. The behaviour of the learners can be modified/controlled in every consistent ways through leadership displayed by the teacher. Researchers have found a positive relationship among academic achievement, class environment and the interpersonal relations in a classroom.

Effective teacher accept the feelings of their learners, and are sympathetic to their problems, both academic and personal. The teacher can be a good friend of the learners. He/she can interact with the learners on a level which is satisfying to both parties and help them in achieving their objectives.

The personal attributes of the teacher influences the feelings, interests, values, attitudes, moods and temperament of the learners. The learners should not perceive the teacher as an unsympathetic adult who does not treat them as responsible individuals, who would not listen to their opinion, and who does not want to understand them or use their suggestions appropriately.

Learners respond and perform well when the teacher is supportive and helpful through-out the sequence of learning experiences. The learners' motivation is often positively affected by the teacher's sincere enthusiasm. In order to guide the learner's development a teacher should be able to carefully assess the learning atmosphere in the classroom and modify his/her teaching accordingly.

Check Your Progress

- Note:** a) Write your answers in the space given below:
b) Compare your answers with those given at the end of the Unit.

Given below are a few classroom situations wherein a teacher faces problems of management. Name the principle(s) of classroom management he should adhere to in order to overcome the problems.

2. Learners exhibit undesirable behaviour towards the teacher in the classroom.

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3. Learners in the classroom fail to understand the subject matter presented by the teacher.

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4. Learners' do not express concern for their fellow learners.

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12.4 MANAGING A CLASSROOM

Managing a class and instruction is almost the sole responsibility of the teacher. It has been proved by successful teachers that ninety-five percent of all learners can master the expected skills and knowledge if learning conditions are adequately supportive. In this sub-section we will examine some factors that influence management of a classroom. You are expected to adopt these measures to ensure mastery learning and growth in your learners.

12.4.1 Factors Influencing Classroom Management

Substantial research has been conducted to study the factors which influence effective classroom management. Various researchers have made insightful observations in this regard. Some of the important factors are as follows:-

- i) **Effective Instructions:** Effective instructions support a teacher's efforts to promote both learning and discipline (order) in the classroom. Doyle (1986)

suggested that effective classroom management is facilitated, if the learners are actively and successfully engaged in instructional activities. Therefore, well-planned instruction with appropriate pacing, guided practice, attention to individual learners, effective and immediate feedback, etc., can help teachers manage a classroom and thereby ensure desired learning. On the contrary, instructional weaknesses can create disorder in a classroom and make teaching much less effective.

- ii) Setting and implementing rules:** Crocker and Brooker (1986) observe that classroom instruction should be undertaken in a business-like manner, that is, the teacher should try to achieve maximum learning within minimum time and without task disruption. Teachers, who set clear-cut goals for instructions and show a degree of commitment to achieve those goals, can manage their instructional activities more effectively. The teacher, therefore, must demonstrate the willingness and an ability to act when the rules are broken. For example, the learners should be told to raise their hands before talking or asking questions. After raising their hands the learners should wait for their turn to come for answering questions or participating in discussions. The processing of setting and implementation rules has instructional as well as management value. The learners learn procedures for ensuring that their participation is effective and they accept the social setting. The rules should be introduced in the same manner in which any academic concept is introduced. The rationale for implementing the rules should be made clear and the process used to present the rules should promote both understanding of and respect for the rules. The learners need to know what will occur if they choose not to follow classroom rules and procedures.
- iii) Managing intervention:** The process of monitoring the learners' behaviour and intervening when necessary is clearly one of the most demanding requirements for effective classroom management. The need for intervention is reduced if the rules are classified and instructional activities are appropriately implemented. Typical misbehaviours such as inattentiveness, mild forms of verbal and physical aggression, failure to bring books and complete homework, etc., should be effectively intervened.

The teacher has to exercise increased vigilance to build credibility and enhance learners' learning. The teacher who, for example, initiates teaching and then, without completing what he has to say, turns to write on the blackboard invites challenges and reduces credibility. The teacher's physical movement in the classroom can create opportunities for monitoring learner behaviour and managing interventions. The teacher who spends virtually all the time in front of the class will not have the opportunity to observe what is really going on at each desk, nor will he or she be able to make the personal contact that build a productive relationship between the teacher and the learners. You will appreciate that the management is easier from the back than from the front of the class.

It should, however, be noted that too many interventions may not increase learner learning. They can become counter-productive. If intervention is likely to interrupt the flow of the lesson, it should be avoided.

- iv) Feedback on appropriate behaviour:** The learner expects to receive continuous feedback about whether his classroom behaviour is acceptable

or not. Success in learning should be praised by the teacher. You should, however, remember that the teacher should be judicious in his/her praise in the classroom. And praise should be linked with performance. The importance of feedback has been discussed in various units of the course.

- v) **Class environment:** Classroom environment is also related to management. Many organizational factors such as direction, feedback, communication, interpersonal relations between the teacher and the learners, etc., create a proper climate for learning. The learners do not want to learn in a chaotic environment and the teacher who has to teach classes will have to work under strain. Poorly managed classes do not provide a pleasant supportive environment to teach or learn. A certain degree of calm, quiet and comfort is necessary for the teacher's as well as the learners' mental health.

12.4.2 Techniques of Classroom Management

Knowledge of principles and practices of teaching and learning is essential for the teachers. It includes the ability to plan lesson, organize and manage a classroom, and use teaching strategies to help the learners achieve terminal objectives. As you already know, proper management of a classroom means effective organization of teaching-learning activities for optimum output in terms of learner's learning and skill development. Like a manager of a business house, the teacher too has to manage classroom situations/conditions in such a way that they create a forceful (favorable) environment to motivate and direct learner's learning. The teacher, therefore, has to understand the impact of various classroom related intervening factors, learner's needs, attitude and behaviour, and the teacher's ability/resourcefulness to communicate with the learners. The sum of these factors determines the effectiveness of management of instructional activities in the classroom. For this, the teacher has to introspect and ask himself/herself how much pain he/she is going to take in systematizing the teaching-learning activities. When we use the expression 'system' (you have already studied it in Unit 5, Block 2), we make sure that teaching-learning activities are properly planned and implemented. We have already emphasized that the teacher should have a positive attitude towards teaching-learning process. This is because what a teacher does and how he behaves has a strong bearing on his classroom management. Before we discuss specific techniques that the teacher can use to cope up with learner problems' it will be useful to provide some general information regarding a learner's problems at secondary/senior secondary level of school. Some learners at this level become disturbed and are difficult to control than learners at the kindergarden or primary level. Some learners drop out of school and those who continue their education become intellectual and socially more mature. At this level, the learners start assuming more responsibilities for their behaviour and hence for their studies at school. Many learners successfully learn basic skills and can manage much of their learning on their own. The teacher's primary concern at this stage is to motivate them to behave the way they should and are expected to. He should function as a manager of classroom instruction. With his ability, skills, experience and knowledge, he should be able to create an environment in which learners can acquire the required knowledge, skills and attitudes without any stress and strain.

In this section, you will study various management techniques for use in the classroom; the strength and weaknesses of each technique will also be discussed. We shall not prescribe any ready made formula for managing a classroom. Ultimately you should be able to design your own plans for classroom management

that best fit your instructional objectives and suit your learners. All resourceful teachers adjust their teaching methods for different kinds of group and try different systems of classroom management.

- i) **Behaviour modification technique:** The basic assumption behind this technique is that learner's behaviour is the direct result of teacher behaviour. It is the job of the teacher to identify desirable and undesirable classroom behaviours. The teacher has to ignore inappropriate /undesirable behaviour. According to the Skinner, the teacher can use reinforcement (you will recall that reinforcement is a condition of learning) to shape the desired behaviour. For example, if the learner demonstrates (verbal or non-verbal) desirable behaviour, it should be appropriately acknowledged and rewarded. In behaviour modification technique a more popular activity (such as playing or viewing of a TV programme) can be used to reinforce a less popular activity (such as learning mathematical concepts and procedures). In other words, popular activities can be used to bring about desirable changes in the learner behaviour. This will lead to effective management of instruction.
- ii) **Learner responsibility:** Some teachers feel that the learners should be responsible for their behaviour. The teacher's job is to make the learners aware of the expectations and the consequences of their desirable and undesirable behaviours. This technique of managing a classroom advocates self-discipline among the learners. It is the responsibility of the teacher to enable learners to take up greater responsibility for their behaviour and develop a plan for modifying their unproductive behaviour. This implies that the teacher understands his/her learners' problems and can help them understand themselves better and work cooperatively with the teacher and their peers. You should know that the class can be managed better through open communication and cooperative attempts at solving problems. The learners need such teachers who can help them assume more responsibility for their studies; they need appropriate guidance aimed at improving their performance.
- iii) **Group activities:** In order to manage their class, some teachers prefer to deal with a group of learners, rather than with an individual learner. They see the class as a group which is influenced by peers. The learners working together exhibit desired behaviour in order to gain group rewards. The learners compete with each other. The teacher's responsibility here is to give the learners some group activities and create a competitive environment in the class. The teacher can encourage desirable behaviour among learners through appropriate rewards/reinforcement.
- iv) **Skill in maintaining learners' attention:** All effective teachers continuously monitor their learners for signs of inattention and are sensitive to their needs. The seating arrangement should be made in such a way that the teacher can see all the learners effortlessly. Besides, variation in voice, movement or pacing can be used to refocus their attention during teaching. We should guard against the tendency of creating a monotonous environment in the classroom. Sometimes, humour, should be used to break the monotony and to create a lively environment. It is all the more desirable to use humour if it has some pedagogic value.

Without going into details we would like to emphasize the importance of innovative methods of teaching and using audio-visual media in managing the class. Innovative method of teaching and learning ensure systematic teaching as well as active involvement of the learners in teaching-learning activities. They help the teacher in creating a favourable learning environment in the class. The concept of innovative methods includes the teacher's knowledge of the subject(s) being taught, readiness on the part of the learners to ensure effective communication with the teacher and use of audio-visual media. Classroom activities should be scheduled in such a way that they coincide with learners' readiness to pay attention to and participate in the instructional process. Active attention of all the learners is required when important information is delivered to them. For example, while teaching medieval history to grade X learners, we can use a film depicting the medieval period – the troops, patriotic songs of that period (to elicit an emotional response), dates of battles, names of military leaders, etc. Moreover, the use of such a film will generate interest and curiosity among learners and increase their eagerness to know more about Indian medieval history.

12.4.3 Practical Suggestions

Some researchers in classroom management have made some practical suggestions to help teachers organize and achieve effective teaching. Let us describe these in brief so that you may use them for better management of your class and thereby become a more effective teacher. Evertson and Emmer (1982) have listed the following characteristics of effective classroom managers at junior high school level.

- The effective teachers describe the rules more completely and implement them more systematically. They are likely to be more explicit about desirable behaviour (the do's, not just the don'ts).
- They monitor their learners' compliance with rules more consistently, intervene to correct inappropriate behaviour more often and describe desirable behaviour more often when providing feedback.
- They present information clearly, give directions, state objectives and break down complex tasks or concepts into small and easily manageable parts. They are precise and clear when they present information and give direction to their learners.
- They waste little time in getting organised or accomplishing transition between activities. They maximise learner attention and task engagement during activities by maintaining appropriate lessons and using various approaches to manage instruction.

Kourilsky and Quaranta (1987) list some guidelines which promote positive environment in classroom. These are as under:

- The effective teachers provide a stimulating and appropriate learning environment which takes into account their (learners) personal interests and learning styles.
- They use a variety of instructional strategies in the classroom and use novelty to break the monotony.

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- They allow the learners to generate the needed guidelines for proper classroom conduct, thus building the self-confidence and autonomy and increasing their awareness of personal responsibility for one’s actions. They develop guidelines that enable the learners to become responsible for their work.
- They treat the learners with respect and kindness, express concern for their learner’s welfare, and provide them opportunities for success in the classroom.

McNell and Wiles (1990) investigated the secrets of the successful management of classrooms. They made the following suggestions for teachers.

- Show a caring attitude towards your learners.
- Listen to the learners when they tell you their concerns and viewpoints.
- Use as many first names as you can.
- Try to be positive in your attitude and approach.
- Cultivate a friendly but respectful relationship with the learners.
- Know your learners properly.
- Be on time and start the class immediately. Have something for learners to do.
- Have a lesson plan and inform the learners the way the lesson will progress.
- Apply the rules consistently.
- Vary the types of classroom activities.
- Prepare assignments that are appropriate for your learners.

Check Your Progress

Note: a) Write your answers in the space given below:
b) Compare your answers with those given at the end of the Unit.

5. How do innovative methods of teaching help in better classroom management?

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12.5 MANAGING LEARNING IN INCLUSIVE CLASSROOM

These days focus is on making your classroom inclusive. You not only have to create your classroom inclusive but manage it effectively to provide equal opportunities for learning to all learners in your class. You may find learner with different disabilities, with different cultural and social backgrounds, learners from different castes, religion or language groups in the same class. It is your responsibility to manage such classroom effectively. Let us first try to understand the concept of an inclusive classroom.

12.5.1 Inclusive Classroom: The Concept

What is an inclusive classroom? How is it different from other traditional classrooms? Answer to these questions will help you to decide your role in an inclusive classroom.

In narrow sense, an inclusive classroom is defined as a class where children with and without disability learn together. In broader perspective it has more comprehensive definition. Inclusive classroom is a class where children from all social, cultural, religious, economic background and abilities (including differently-abled learners) work together to create the knowledge with the help, guidance, support and encouragement of teachers. In a true inclusive classroom, views, ideas, experiences and values of every individual are valued in order to develop thoughtfulness, mutual respect and creation of knowledge.

It seems a quite impressive idea but many teachers are facing challenges in classroom management of such class. There are issues like lack of training, shortage of learning resources, infra-structure in the classroom and school, etc. which are still unresolved in many schools. Right to Education Acts, 2009 made it compulsory that all children should learn in an inclusive set-up and every classroom should be an inclusive classroom, but realities may be a different story. We have to work hard to make our classroom inclusive. Here are few simple strategies, which a teacher can use to make his/her classroom inclusive.

12.5.2 Strategies of Managing Inclusive Classroom

Know your Learner: The first strategy to manage an inclusive classroom effectively is to know your learners. You should be aware of abilities, needs (general as well as specific), background (linguistics, cultural, religious, etc.), strengths, weaknesses, interests of your learners. Your senior colleagues must have advised you sometimes to spend few classes in the starting of the session to know your learners. This will help you to manage your classroom effectively.

Know the Resources: A good teacher is well aware of resources needed for variety of learners and resources available the class as well as school. For example, if there are learners with visual-impairment, you need different kind of resources where as for learners with hearing impairment, resource may of different nature. Always try to use those resources which are in inter-changeable formats and focus on audio-visual aids.

Universal Design of Learning (UDL): it is advised that a teacher should plan the instructions by using Universal Design of Learning (UDL) principles for an inclusive classroom. UDL simply means a design which is easily interchangeable in different formats to suit different kind of learners. For example: if you are providing some printed resource or an image, it should be in those formats and fonts which are readable by screen reading software or can be transformed in Braille.

Collaborative and Cooperative Learning Strategies: in order to facilitate the learning together, you should use more collaborative and cooperative learning strategies. Group work facilitates more to all kind of learners as they learn from each other what they do not know.

Supportive Behaviour: In an inclusive classroom, teacher's behaviour, his/her language, selection of words to address the learners should be very supportive. You have to avoid those words which can hurt learners or are related to background, religion, caste, or disability. You should encourage all such learners who need more attention to be associated with their peers. Other learners in the classroom should also be trained to behave normally with learners with some difficulties.

Classroom Sitting: You have to design a supportive sitting arrangement keeping in mind the difficulties of learners, who needs special attention. Learners with locomotors disabilities or visually impairment, hearing impairment, etc., may need a suitable place to sit, you have to arrange it for them from starting.

Variety in Teaching Methods: You should adopt variety of teaching methods. Monotonous lecture method should be avoided. Using appropriate learning resources can help a lot. Encourage learners to identify locally available resources and use those in class frequently.

This will be discussed in details in the course BES 128: Creating an Inclusive School.

Activity 1

Analyze learners in your class and identify the strategies, which you can adopt to facilitate all learners in your class. Prepare a short report on it.

Check Your Progress

Note: a) Write your answers in the space given below:

b) Compare your answers with those given at the end of the Unit.

6. What strategies would you adopt to manage an inclusive classroom?

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12.6 MANAGING BEHAVIOURAL PROBLEMS IN CLASSROOM

Another very important aspect of classroom management is to manage the behavioural problems of learners, which a teacher often faces. Many times teachers complain that they spend a fare amount of time in resolving issues related to behavioural problems of learners. These problems may be of different reasons. Some may be related to personal behaviour of a learner, some may be related to his/her behaviour in group or behaviour towards a particular person or event or thing. If there is a counsellor in the school, teachers can refer every learner to him/her but in many Indian schools there is no such facility. In such schools, teachers have to manage the behavioural problems of learners in the classroom. There is a three-fold strategy to manage these problems, i.e. preventive measures, supportive measures and corrective measures. Let us discuss these one by one.

12.6.1 Preventive Measures

Prevention is an early measure through which many general problems can be avoided. In order to apply preventive measure, you have to play dual role, i.e. you have to create supportive environment to promote positive discipline in the school as well as identify and arrange the support system to prevent the learners from negative behaviour. Preventive measures are not only for specific learners rather they are for all. Here are few measures which can be adopted as preventive measures in a class:

Reinforcing and rewarding good behaviour

It is often said that punishment may stop a learner for doing wrong things but he/she will never learn what the right thing was. So it is better to identify in learners,

what is good? Support the good and reinforce their good behaviour and achievement through rewards.

Example

Rashmi, a secondary school teacher got a class about which she was told that it is a notorious class. She adopted an interesting strategy to promote positive behaviour. She put a glass-jar in the corner of the class and instructed learners to put their name in a slip and place it inside the jar whenever they have done something good according to class. At the end of the month, slips will be counted and whose name will appear in most slips for good behaviour, s/he will be rewarded.

Same strategy can be applied for class behaviour also in the school.

Effective Classroom Rules

Design, explain and implement the well-defined classroom rules. Consequences should also be explained if learners do not follow certain rules. Desired behaviour needs to spell out clearly so that while implementing, there should be no chance for biasness. Involve learners in developing as well implementing these rules, which will help you in developing a positive attitude towards the rules.

Non-verbal Communication

Non-verbal cues through body language of teachers also play an important role as preventive measure of behaviour management. Learners generally follow the body language of teachers when they communicate in classroom. What teachers like and what not, learners usually guess by observing the body language of teachers. Teachers should use effective non-verbal cues as well as there should not be any miscommunication in between his/her oral communication and communication through body language.

Cooperative Learning Strategies

Cooperative learning strategies are suggested to enhance the team-building and cooperative approach among learners. These strategies help learners in channelizing their energy in peer interaction and discussion. Development of social skills as well as positive leadership is also possible through these techniques.

Academic Support

Sometimes few learners in class need some extra support due to their inability to match the speed of rest of the class. If they do not get proper attention and support they try to create certain problems. As a teacher, it is your responsibility to identify such learners and their specific need as well provide them academic support. This will help them to focus more on academics and the probability of creating problems will decrease.

Parental involvement

Role of parents is equally important as preventive measure. It has been observed that sometimes, learners' problems are a reaction of the events/actions/situations they face at home. Continuous communication between parents and teacher is very important. Parents should be oriented beforehand about this. They should be encouraged to share everything about their child with teachers so that both can work together.

Activity 2

Organize a discussion with your colleagues at your school about preventive measures for behaviour management and develop a preventive plan.

12.6.2 Supportive Measures

Supportive measures are equally important for managing the behavioural problems of learners. These measures are different from preventive in the sense as these are used by teachers when they observe any behavioural problem is occurring in the class. Many times strategies may be same as preventive and supportive measure but their implementation and use is different due to nature of the event.

These measures are used by teachers to support the positive behaviour in the class. **Positive Behaviour Support (PBS)** is used as an alternative strategy to avoid punishment. PBS does not support the strategies like withholding reinforcement for the learners with an undesirable behaviour.

Following strategies can be adopted by a teacher as supportive measure while dealing with problematic behaviour of learners in the class:

Extinction and Redirection

If a teacher notices that the learners are showing some particular problematic behaviour for attention, teacher should try to avoid this behaviour. Such behaviours generally are not very serious and harmful. This avoidance is called Extinction. Sometimes, when a teacher observes something disturbing in learner's behaviour, s/he redirects it to some fruitful activities. For example, a learner is making some useless sounds in the class, teacher asked him to entertain the class by making funny sounds for 15 minutes.

Conflict Resolution Skills

When you notice a learner fall in some conflict and this conflict is the cause of his/her problematic behaviour you have to pay attention there and suggest some conflict management skills. Better to use it as preventive mechanism and train your learners with some conflict resolution strategies.

Curricular Adaptation

Cause of problematic behaviour of learners may be the way curriculum is being transacted in the classroom. Some learners may not be comfortable with the teaching-learning strategies you are adopting or the activities which you have incorporated.

As supportive strategy, make provisions for choice of activities. Include activities which they can accomplish with the help of parents, peers or community members. Vary the pace of teaching. Analyze the task given to learners, is it of their interest? What is the difficulty level of the task? Are the resources available with them to accomplish the task? A better planning can minimize problem in your class.

Replacement Skills

Many times learners are not aware of various alternatives to solve a problem. They use the method selected or taught by the teachers and if they don't get desired success, it results in some problems. As a teacher, you need to motivate them for identifying and using alternative paths also but you have to keep an eye that the alternative path should be right one; continuous guidance and reinforcement can help a lot in it.

12.6.3 Corrective Measures

Corrective measures are required when a problematic behaviour is occurring frequently and preventive and supportive measures are giving desired results. It is always suggested that corrective measures are the last solution to handle any problematic behaviour. Implementation of corrective measures require the

involvement of parents and school administration as well but sometimes these may be misunderstood by parents or other community members, if they are not aware of the problem. Here are few strategies which teachers can use as corrective measures:

Making learners aware of the consequences

Often you observe few learners causing problems and no supportive strategy is working on them. In such situation, you need not lose your calm. It is better to talk to the learner and explain the possible consequences of his/her behaviour. You can involve their parents also while explain such consequences.

Removal from a situation

Sometimes you may observe that ignoring the problem, behaviour can increase its intensity. In such case, ignorance is not a solution. As a teacher you have to put him/her in a different situation, where either s/he can not get any benefit from the problematic behaviour and learn how to behave to fulfill his/her needs. Changing the place of sitting in the classroom, allocating or change in the responsibility assigned to him/her in the classroom, involving in some co-curricular activities or school activities may be a kind of solution.

Here are few corrective consequences, which have been suggested:



Check Your Progress

Note: a) Write your answers in the space given below:
b) Compare your answers with those given at the end of the Unit.

7. Compare preventive, supportive and corrective measures for managing behavioural problems adopted by your school.

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12.7 TIME MANAGEMENT

Time is important not only in teaching, but in life in general. Time in the classroom can be thought of as a valuable resource to effective learning. The teacher has limited time at his disposal and he has to achieve curricular objectives within his allotment time. Extra time spent on one subject means less time available for other subjects. As teachers we should, therefore, know the techniques of managing classroom time for productive teaching. Learner achievement is maximized when teachers allocate most classroom time to instructional activities that promote learner achievement. The teacher should use appropriate managerial and instructional strategies to support such achievements. In other words, the effective teacher ensures that learners are appropriately engaged in instructional activities for as much of the available time as possible. The amount of time that learners are engaged in instructional activities is positively associated with their academic achievement that is learning. The impact of effective use of time depends on the extent to which the individual teacher manages and uses the classroom time.

12.7.1 Use of Classroom Time

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 learner spends on a particular subject. However, learning is influenced by other factors also such as ability of the learner (aptitude), quality of teaching (i.e. organisation, clarity and focus), etc. Research on effective use of time has generated several time management strategies (Hofmeister&Lubke, 1990; and Good &Brophy, 1987). Let us elaborate skills associated with the effective use of time. In the context of its use in a classroom, from the clarity point of view, time can be divided into six categories. These are:

- Available time
- Allocated time
- Engaged time
- Academic learning time
- Pacing (of curriculum and lesson) and
- Transition time

Let us briefly discuss each of these categories.

- i) **Available time:** This is the time available for all the activities in school. The available time is limited by the number of days in an academic year and number of hours (usually 6 hours a day) including interval time. But for minor variations, the available time in schools all over the country is the same. You, as a teacher, have to plan the available time in such a way that the academic goals of the curriculum are achieved. You should remember that a school is a place where learners get opportunities for overall development.
- ii) **Allotted time:** Allotted time is the amount of time assigned for instruction in a content area. The teachers vary widely in how they use their allotted time. Some teachers, for example, use 40 minutes of a 45 minutes period to develop a concept, in other classes only 20 minutes will be used for developing a concept related to the subject matter. Teachers whose learners attain relatively poor achievement use more allotted class time for non-instructional activities. It has been observed that when teachers consciously and effectively devote more time to a topic or subject, learners have more opportunities to learn it.

The concept of allotted time sometimes appears as a vague concept to beginning teachers – until they start planning. The planning of allotted time provides them a form of classroom activities to follow as lessons are conducted. It enables the teacher to anticipate instructional needs so that appropriate material can be gathered, organized and used. Careful management of allotted time minimizes the complexity of classroom teaching. A number of external factors such as curriculum guide, tests, duration of the periods, etc., influence the way you can make use of your allotted time. After providing for these factors, the teacher has the freedom to decide how much time is to be devoted to certain topics and related activities. You can decide which topic should be given more time; and which topic can be dealt with, in brief only.

Let us now change our focus from time available to time used. How we use the time we have been allotted for instructional purposes is very important in teaching.

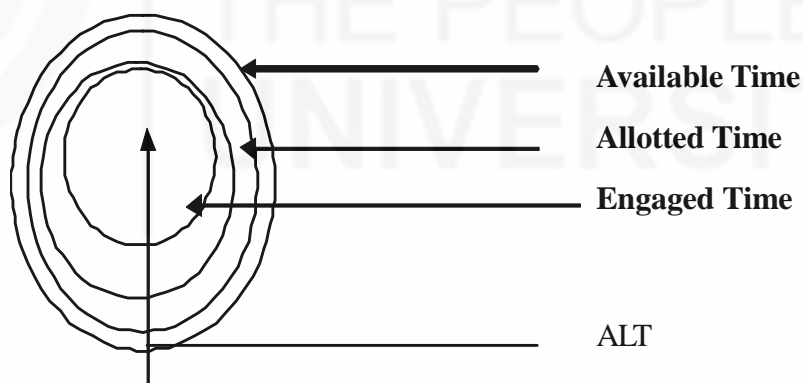
- iii) **Engaged time:** Engaged time is the amount of time the learner is actively involved in learning tasks such as writing, listening and responding to the teacher's questions. Engaged time does not include classroom tasks such as disruptive talk with another learner, daydreaming, etc. Recent studies indicate that a learner's engaged time, or time on task, and academic learning time are more sensitive predictors of achievement than allotted time. In other words, quality of time used (how time is effectively and efficiently used) is more important than the quantity of time used (how much time is allotted). For example, reading aloud from the textbook by one learner while others listen or pretend to listen to the reader has low quality of time used compared to using the same amount of time for dictionary use wherein each learner picks up difficult words from the text and writes their meaning from the dictionary.
- iv) **Academic learning time:** You will notice that we are becoming more and more precise in our discussion on time management. Academic learning time (ALT) is the amount of time a learner spends performing relevant academic

tasks with a high level of success, and where the tasks are directly relevant to an academic outcome. The concept of ALT represents a considerable refinement over engaged time. Procedural activities such as taking attendance, making an announcement, coping with classroom disruptions, dealing with off-task behaviours, etc., are not to be included in ALT.

In order to determine which institutional tasks are directly relevant to learning outcomes, we should study the relationship between the tasks and the test that would be used to measure a learner’s achievement. Through this you can see the relationship between the academic learning time and achievement of the learners. As a teacher you should always try to increase ALT wherever you teach.

ALT varies widely from classroom to classroom and from teacher to teacher. Teachers too vary considerably in how successfully they translate allocated time into meaningful learning and thereby into ALT. Some teachers who allocate less time for a subject have considerably higher rates of ALT because they involve learners more in relevant tasks that allow them (i.e. the learners) to experience higher rates of success. In some classes, a large proportion of school time is lost in non-instructional activities such as lunch, recess, cleaning up, etc. Some teachers do not fully appreciate the value of allotted time; quite a few of them show no concern for effective time management. They do not seem to fully appreciate time either as a valuable resource or in terms of impact it can have on learner learning.

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 problems. Classroom with high ratio of ALT face fewer management problems. Effective implementation of academic tasks help learners learn and channelise their energies into constructive work.



You should remember that ALT takes allotted time and engaged time into account. This statement should not confuse you. By this statement we mean that we have to make an optimum utilization of allotted time and engaged time for boosting actual learning by the learners. ALT suggests that the teacher must plan learners’ actual learning time, keeping the overall allotted time available with him.

- v) **Pacing curriculum and lesson:** You will be surprised to find out, how pacing is related to better time management. Curriculum pacing is concerned with the rate at which progress is made through the curriculum i.e. the rate at which you cover or complete the curriculum. Lesson pacing is concerned with the pace at which the teacher conducts or teaches individual lessons. Pacing is a very important variable for effective learning. Most learners learn

more when their lessons are conducted at a fast and active pace because a relatively fast pace stimulates their attentiveness and participation as more content has to be covered by the learners. The more the content the teacher covers, the more the learners seem to learn. Pacing relates directly to the learner's engaged time and success. Speeding up pace should not be used at the cost of low achievement rate. No one can be sure about the ideal pace for a particular lesson or a particular group of learners. The ideal pace would depend on the learners' abilities and developmental levels, nature of the subject matter, and of course, the teacher's instructional expertise. The ideal pace changes across classes. No two classes or even two sections of the same class may have the same ideal pace. Some teachers adjust the pace in such a way that they cover only half the syllabus in a year, others finish the entire syllabus in just six months; some teachers manage to cover the entire syllabus by spreading it almost evenly across each term. Pacing, like many other characteristics of effective instructions, has a positive effect on learner achievement. Less effective teachers catch up late and then provide too much material at one time and without any practice. They are in a great hurry to cover the syllabus during the last months of the session. Pacing of lessons keeps the learners engaged and increases his/her interest in learning. By implication, good pacing reduces learner misbehaviour in the class.

- vi) **Transition time:** Teaching involves a number of related activities such as presentation of content, discussion, question, demonstration, practice (guided as well as independent) and so on. Considerably time is taken up in shifting from one activity to another. This shifting or change over from one activity to another is called **transition**. If these transitions are not managed properly, a lot of time will be wasted.

Management of transition time does not more than just save time. Learners are more likely to misbehave when there is a break in the continuity of a lesson. Management of transition is one of the most critical tasks to be managed by the teacher. The following are some management techniques for making transitions quick and smooth.

- The teacher should have materials ready and demonstrate confidence in closing one activity and initiating the next.
- The teacher should exercise greater vigilance during transitions.
- The learners should be so motivated that they cater the next activity with interest and expectation of success.

In this discussion we have highlighted the fact that the teacher should clearly mark the start of transition and minimize the loss of momentum during transitions. Learners should be given clear-cut direction about what they are supposed to do.

Pacing and transition time management contribute to greater instructional momentum. Both the teachers and the learners should feel a sense of movement during the lesson. Loss of momentum usually creates problems in instruction. A prolonged loss of momentum has a negative effect on learner achievement.

12.7.2 Practical Suggestions

The following practical suggestions can help you improve your time management skills. You should remember that these suggestions are only suggestions. You can

add some measures of time management based on your observations and experience. These suggestions are based on various principles of effective time management used by teachers (Lubke, 1990).

i) Increasing allotted time

- Keep necessary material and equipment ready for use. Keep some extra activities for these learners who complete their tasks early. Similarly, keep necessary equipment such as projector, audio or video tape-recorder, extension cords, tests, audio-visual aids, etc., ready for use. The equipment should be easily accessible to the teacher or the learner as the case may be.
- Identify the learners who have completed and also those who have not completed their homework. Collect and correct their homework. If the learner has not completed the homework, give him a chance to complete. But before you ask him to do so, try to resolve his problem if he has any, for not completing the homework. Collection and checking of the homework should not take much time.

ii) Increasing engaged time

- Prepare a schedule of class periods and make all the learners aware of it. It can be pasted on their diary or displayed at a place where they can easily notice it. Stick to the schedule.
- Welcome the learners and draw their attention to the lesson. Wait until all the learners are ready (physically and mentally) for the lesson and are willing to be engaged in pedagogic activities.
- Start interacting with the learners. Start your instructions with one or two questions and ask the class to respond. Then shift to brainstorming session.
- Use eye-contact and verbal/non-verbal communication to involve your learners in the teaching-learning process. Appreciate desirable/appreciate behaviour displayed by the learners.
- Remind them of the set of norms and rules of the class behaviour.
- Move around in the class and pay attention to those learners who have some problem(s) in learning or understanding the content.
- Focus learners' attention on the instructional tasks. Tell them about the reinforcement they are going to get after completion of the work. For example, say, "Once you complete your assignment, you can go for play".
- If the learners are waiting for your help and you are busy with other learners, ask them to go to the next question/problem if they are able to solve it, so that time is not wasted.

iii) Increasing academic learning time

- Try to link instructional task with actual life experience. For example, while talking about the social impact of television, you can ask the

following question. “What impact do the Zee TV programmes have on the members of family or your younger sister?”

- Make sure that the learners attend to your presentation. Strategies such as using of eye contact, giving directions, asking questions and assigning activities can be used.
- Watch for learner’s behaviour and indicate their involvement in the lesson or instructional activities. Such behaviour includes listening, responding, reading, writing and participating in various tasks. Ask learners questions that confirm whether they have been involved in the instructional tasks. Wh-questions are to be constructed and asked quickly. Wh-Qs are questions which start with Wh-word viz, why, when, what where, how, who, whom and whose. These are also known as open-ended questions.
- Find out areas of learners’ interest and build up instructional activities around those interests.
- Outline the steps of the lesson, pay special attention to the structure and sequence of learning experiences. To minimize errors, lessons should be planned in small steps. Learners should continue to practice till they master the skill or learning. You should use concepts, vocabulary, examples, expressions, etc., that are familiar to the learners. These devices should match the level of understanding and the rate of learning of your learners.
- Use specific and concrete procedures.

iv) Pacing curriculum and lesson

- Prepare a yearly schedule and term schedule for covering the required curriculum.
- The amount of content to be taught should be according to the mental and maturity level of the learners. Include as much material as your learners can understand.
- Be judicious as far as possible in your pace of teaching. Comment on the responses of the learners quickly and move on to the next teaching point.
- Reduce the level of difficulty instead of slowing down your teaching pace.

v) Decreasing transition time

- Transition can involve a physical movement or a change in focus. Prepare learners in advance about upcoming transitions. Give verbal directions to them to facilitate transitions.
- Tell the learners clearly what is expected from them. They should be able to make transitions without explicit direction from the teacher. The procedure set for the learners who complete their work early, will reduce the amount of time they spend waiting for their classmates to finish the assignments allotted. Reinforce such learners who are fast in their work and help those who face some difficulty.

Teaching - Learning Process

- Set rules for physical movement of the learners, movement within the classroom, out of the classroom and into the classroom. Consider the number of learners involved in transition, only one learner, a group of learners or the entire class. Decide whether the learners should move from one activity to another individually or in a group.
- Ensure the discipline during transition. The learners should respond to the directions given to them.
- Avoid irrelevant and too many instructions. Do not over-teach (too many instructions)
- Be prepared to manage two types of transition:
 - Learner transition such as sharpening a pencil, going out for drinking of water etc., and
 - Transition during teaching such as making material and equipment accessible to the learners, setting up an experiment, development of blackboard summary etc. accessible to the learners, attending to instructions from the Principal.
- Rationalize your use of not spending excessive time with any one learner. If there is some major problem with a learner, he can be given remedial treatment separately.
- Hint at the consequences of inappropriate movement by learners in the classroom.

Check Your Progress

Note: a) Write your answers in the space given below:

b) Compare your answers with those given at the end of the Unit.

8. Distinguish between allotted time and academic learning time (ALT). How does ALT help a classroom teacher?

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9. What would you do when you shift one activity to the other in the classroom?

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12.8 LET US SUM UP

Management of classroom instruction is an important function of a teacher. The success or failure of instructional activity depends on classroom management. Classroom management means a judicious use of a variety of management techniques to achieve the pre-decided objectives. For effective classroom

management a teacher should know the principles of classroom management such as the principle of clarity and mastery over content, involvement, democratic behaviour, self-control flexibility, etc. The teacher should also take into account factors like instructional strengths, class environment etc., while managing the classroom. Techniques like behaviour modification, group activities, assignment learners' responsibility, etc., help a teacher to deal with classroom problem effectively. As teachers you have to develop a plan for preventive, supportive and corrective measure for management of behavioural problems of the learners. Better prevention reduces the problems but importance of corrective measures is also there in case of repetition of problem behaviour. Time constitutes an important component in classroom management. The teacher should plan classroom time in such a way that it facilitates learner learning and solve a number of managerial problems.

12.9 UNIT END EXERCISES

1. While teaching your subject, you must have come across many classroom problems. Prepare a list of some important problems and describe how you managed them.
2. Enlist the behaviour problems you came across and enlist the measures adopted by you in the category of preventive, supportive and corrective.
3. What kind of problems you are facing in managing an inclusive classroom? How will you manage these problems to ensure maximum learning?

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12.11 ANSWERS TO CHECK YOUR PROGRESS

1. Classroom management is a broad concept directed towards effective teaching and learning whereas class discipline is a concept used in the context of responding to learners' (mix) behaviour.
2. Principle of teacher behaviour.
3. Principle of clarity and mastery over content.
4. Principle of personal attribute
5. Innovative methods of teaching not only help in better classroom management but also facilitate learner learning. For example, a teacher introduces the project method of teaching in this teaching. Through this project method, learners get an opportunity to learn by themselves and remain engaged throughout the teaching-learning process. This helps the teacher manage learners and the teaching-learning in a better way.
6. Answer on the basis of your experiences.
7. Answer based on your observations and practices at your school.
8. Allotted time is the time allotted to a teacher to transact teaching-learning activities. This time is generally the time of a class period which may be of 40 to 45 minutes. Academic Learning Time (ALT) is the time a learner uses for academic tasks which given rise to an academic outcome. The success of an instructional system depends to a large extent on the proper use of academic learning time.
9. When a teacher shifts from one activity to another in the classroom, it is called 'transition', In order to manage transition; the teacher should do the following:
 - keep materials ready;
 - demonstrate confidence in closing one activity and initiating the next;
 - exercise increased vigilance during transitions;
 - motivate learners for the next task.