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STRATEGIES FOR CLASSROOM MANAGEMENT

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Abstract:-A good teacher must be good at classroom management. The teacher should guide the students towards self-direction. Rhythm in the classroom is also important. Class culture makes the students feel secure. The teacher's smile, words of encouragement, praise and good attention affect students' behaviour. Soft reprimand is very effective. Self learning and self evaluation are useful for students. Kounin feels firmness at the right place will help in good classroom management.

Keywords: strategies to manage , Classroom Management , behaviour , good teacher .

INTRODUCTION

The teacher as management expert of the class adopts different strategies to manage it. In addition to authority and leadership, he has a repertoire of approaches which he applies depending on the behaviour patterns exhibited by the students and the situation on hand. Discipline, when viewed as a component of classroom management indicates the need for guiding the students towards self-direction. If self-direction is the goal, the students and teachers should know how to move towards this goal. Knowledge of different models of discipline would enhance the efforts. Further there is a need to view classroom discipline in the larger context of the curriculum and instruction.

The teacher is successful in classroom management if he brings rhythm in everything he works with, develops a classroom culture and encourages his students to identify with the class but not to the extent of lighting the individual learning propensities.

Rhythm

Rhythm in a classroom is satisfying because it leaves no uncertainty about the activities that are to come up. It almost guarantees what will be the sequence of events when there is rhythm in the class, the students look forward to the activity that is coming next and do not feel insecure. The teacher has to bring in a routine only in so far as a routine is essential to the rhythm

Class Culture

The purpose of a class culture is to make the members of the class feel secure. The teacher takes up the responsibility to encourage the development of a class culture, complete with sensible traditions, customs and courtesies. The teacher helps the students to find their roles in this special culture of their class and play them well. This procedure develops a healthy way of viewing class discipline as students learn the accepted forms of behaviour.

Teacher Attention

Teacher attention is one of the most basic of all influences on student's behaviour. The teacher's smile, words of encouragement, praise, evaluation and silence powerfully affect student behaviour. Systematic use attention makes the teacher successful in changing the behaviour of students socially and academically. When a teacher responds to a desirable behaviour it usually tends to increase over time and when a teacher ignores a non-productive behaviour, that behaviour is likely to occur less frequently in the awareness on the teacher's part.

Teacher's Verbal Control

Verbal control is the most common form of a teacher on a classroom. Verbal reprimand is quite understandable when teaching is viewed as giving direction and redirection. Even though verbalization is the strategy that teachers use most to control disruptive students, it is not always effective. It is suggested that a soft reprimand which is directed and heard only by the concerned student is more effective than a loud reprimand. Soft reprimands are very effective when combined with frequent praise for appropriate behaviour and when the intensity and tone of the teacher's reprimand are not severe. A soft reprimand should be one of the first type of punishment to use and can be exercised before trying loud reprimands. Reprimands audible to many students may be effective on particular occasions.

Self Management

Self control involves not only the individual's ability to suppress desire and to delay gratification for his own welfare as well as that of the society but also any manipulation by him, designed to decrease or increase the frequency of his own behaviour. In the academic field, teachers should not only encourage students, who are inclined towards self-learning and self-evaluation which are fundamental for effective self-management but also place emphasis on student behaviour which is to be controlled by students own efforts. When a student realizes his potentialities and not his limitations, he moves towards self-direction. Discipline is positive and it has to be looked up developmentally towards self-direction and self-management.

Student's Involvement

The colleges can pursue several courses of action of direct student discontent and dissatisfaction into constructive channels. If students can be involved in daily activities, in annual functions and in co-curricular activities they will work within the college system rather than feel compelled to attack it.

- a) College should provide two-way communication channels. There should be regular opportunities for dialogue among students, teachers and administrators.
- b) Each college should design its own programme of student involvement and this will entail, more than giving a new life to student government. Students should be given an opportunity to lead group discussions, to participate in departmental faculty meetings, to evaluate the academic progress of their peers and the class instructional programme. The mere knowledge of the availability of such opportunities encourages the student-body to work in close collaboration with the teachers and the administrators rather than to stand against them.
- c) Colleges should offer courses on adolescent behaviour, understanding a college environment and how to bring about institutional changes. The widespread student unrest definitely indicates that there is something wrong with the system and that changes and reforms are necessary. Administrators and teachers must meet the challenges of the youth and solve their problems. They must help the students with non-violent and constructive programmes.
- d) Some of the student's demands may be anti-educational. Colleges can reform but it should follow its educative function. Colleges should stand firm on their professional prerogatives but at the same time concede to students demands if they follow the general principles and purposes of education. Colleges should try to find a balance between responsiveness with responsibility.

GROUP MANAGEMENT

In suggesting classroom strategies to face the aggressive / disruptive behaviour of adolescents, Kounin's classic study of teacher's technique for classroom management and discipline takes a prominent place. Kounin's study resulted in the recognition of the famous, 'ripple effect'. The effects of disciplinary action against a particular student on the students in a classroom are called the ripple effect. Teacher's reprimands often result in disturbances of classroom activities and sometimes in more misbehaviour. Kounin (1970) found that when the teacher desists undesirable behaviour with clarity, it could produce more appropriate behaviour and less deviancy on the part of other students than desist without clarity. Desist with firmness is effective with the audience i.e other students, who themselves are interested in irrelevant activity at that time. Desist with anger is not an intensification of firmness.

Classroom management is conceived by Kounin as dealing with the surface behaviour of students as measured by overt signs of work involvement and by deviancy.

- 1) Withitness indicates teacher's communicating ability of his knowledge of what is going on in the class in regard to student behaviour.
- 2) Smoothness shows that the teacher keeps to a flow of classroom activities, which is a pointer to classroom management.
- 3) Group alerting refers to teacher's promptness in identifying students who are not performing their assigned tasks.
- 4) Overlapping denotes the teacher's ability to deal with one or more disciplinary problems at the same time.
- 5) Accountability marks the level to which the teacher holds responsibility for their performances and activities during the

lesson.

6)Violence and challenge arousal denote the extent to which the teacher stimulates student's intellectual curiosity and enthusiasm.

The mastery of classroom management skills should not be regarded as an end in itself but these techniques are necessary tools. The mastery of techniques makes choices possible. The possession of group management skills allows the teacher to accomplish his teaching goals, whereas the absence of managerial skills acts as a barrier.

CONCLUSION

The focus upon group management skills is not to be understood as opposed to a concern for individual students. The mastery only enables the teacher to programme for individual students. If there is a climate of work involvement and freedom from deviancy, different groups of students may be engrossed in doing different things and the teacher is free to help individual students. It can be said that a mastery of group management techniques enables the teacher to be free from concern for classroom management.

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