

BEDPE - 202
UNDERSTANDING THE SCHOOL AND CLASSROOM
MANAGEMENT

Credits: 2 Hours: (24 Theory + 16 Activity) Marks: 50 (35+15)

COURSE OBJECTIVES:

After going through this course prospective teachers will be able to:

- Understand school as a society and role of collective and shared responsibilities in its betterment.
- Understand the paradigm shift in School Based Management.
- Understand the impact of teacher leadership.
- Develop an awareness and understanding of Standard official procedures for disaster management.
- Develop an understanding of the concept and theories of classroom management and discipline.
- Develop the ability to adopt effective classroom managerial skills and strategies
- Develop the competency to use and apply different disciplinary models.
- Develop the ability to propose methods to enhance students' sense of belongingness and responsibility towards their behaviour and learning
- Build productive relationships with students and parents.

COURSE CONTENT:

Marks:

50(35+15)

UNIT-I: School Administration

- Concept of school (school as a complex system; school as a community); Essential Requirements and Norms and Bylaws for affiliations.
- School infrastructure: Physical Dimensions; Appearance of the school building and its classrooms; School size and ratio of students to teachers; school calendar and school timetable; School premise and Playground; Library/laboratory; Sanitary/ Drinking water/cafeteria; Transport and other facilities; Special Education support room
- Order and organization of classrooms in the school; Availability of resources;
- School Based Management:

UNIT-II: School Climate:

- Social & Academic Dimensions: Creating a healthy and positive school climate
- Characteristics of Efficient teachers; Impact of teacher leadership
- School wide management rules: Equitable and fair treatment of students, teachers, staff and guardians
- School Safety: An overview of school safety & responsibilities of school staff. Threats and hazards in educational institutions.

- Crisis Management in emergencies: Emergency alert systems and Standard Official Procedures (SOP) for various emergencies, linking with local public safety officials.
- Access control and biometric systems: Policies, Rules, Regulations and precautions to be observed by Schools.
- Use of CCTV installation and round the clock monitoring for safety.

UNIT-III: Understanding Classroom Management, Classroom Discipline and Models.

- Classroom Management: Meaning, Need and Importance
- Misbehaviour: Meaning and Sources
- Classroom Discipline Models: Foundational Models (Group Management Model; Instructional Management Model; Congruent Communication Model) Application Models (Assertive Discipline Model; Non-coercive Discipline Model; Discipline with Dignity).

UNIT-IV: Translating Theory to Practice

- Teacher Readiness: Prior Preparations for the first day, first week and entire year.
- Establishing expectations, rules, procedures and related consequences.
- Managing transitions- Being proactive
- Motivating students- differentiating between encouragement and praise.
- Understanding student diversity: Involving colleagues and involving parents & guardians
- Maintenance of anecdotal records
- Dealing with disruptions- preparedness, watchfulness and mindfulness
- Addressing behaviour problems- Bullying, ganging, ragging and Harassment (mental, sexual etc.)
- Dealing with challenging students- the isolates, the vengeful, the rowdies and the bullies
- Establishing a cooperative and responsible classroom

MODE OF TRANSACTION:

The paper will be transacted through lectures and group discussions. Students will be directed to read and discuss supplied material and suggested readings.

INTERNAL ASSESSMENT: Marks: 15 (05+06+04)

- Tests: Average of two tests based on the two sections(**Marks: 05**)
- Assignments: (**Marks: 06**)

Any two for which marks will be assigned on the basis of participation, regularity and reflective journal preparation by pupil teachers (minimum 10 pages each).

1. How would you proceed for establishing a good school affiliated to CBSE. What are the essential features? **Or**
A Reflective Journal on the school climate of any school of your choice.
2. Write a critical essay of describing why our schools are still unsafe and how should we ensure the safety of students. Or A survey report on school disasters in Indian schools reporting from 1990' till date.
3. Based on Cases about Classroom Management and disruptive behavior that you have

- experienced develop a classroom management plan of your own with the following headings.
4. Action research on any managerial/administrative or problems related to physical, social and academic school climate
 5. Classroom Observation report with the following structure- a. Background and description (Introduce the class/ classes and the teacher/ teachers); b. Design (Discuss the strategy used by the teacher). c. Provide the theoretical background of the strategy.d. Describe the specific incident involving the strategy (Why did the teacher use the strategy?Which other strategy could she/ he have used?How would it have changed the outcome of the situation?) and e.Conclusion (How will your learning from this experience impact your teaching?What are the recommendations you would give to this person for improvement?)

*NB: * This is a professional document therefore no graffiti, no colorful decorations and no pictures. Use standard 12 font size and Times New Roman font or 14 font size for Kruti dev-10 font in Hindi, or submit neatly hand written assignments.*

*** Each assignment must have a Proper cover page, Pagination, Index, Preface, Acknowledgement and Bibliography not included in the recommended 10 page length.*

- **Attendance, preparation and participation(Marks: 04)**

The demeanor (positive attitudes in interaction with teachers, peers), appearance (appropriatedressing and turn out), initiative, responsibility, regularity, enthusiasm and communication of pupilteachers will be observed and evaluated for grading in this category.

SUGGESTED READINGS:

1. Advisory/ Guidelines under Section 35(1) of the Right of Children to Free and Compulsory Education
(RTE (Act), 2009 for elimination of Corporal Punishment in schools: reg. available at http://cbseaff.nic.in/cbse_admin_aff/writereaddata/2015-16Circular/Circular/CIRCULAR26.pdf
 2. CBSE circular for Protection of Children from Sexual Offences Act, 2012 (32 Of 2012) available at http://cbseaff.nic.in/cbse_admin_aff/writereaddata/2015-16Circular/Circular/cir06_2013.pdf
 3. Emergency Procedures Checklist For Schools <http://www.utah.gov/beready/school/documents/SCHOOLEmergencyChecklist.pdf>
 4. Fire Safety Circular CBSE available at http://cbseaff.nic.in/cbse_admin_aff/writereaddata/2015-16Circular/Circular/cir_school_trans_2012.pdf
 5. Lou Kas, A. (2007) NAESP : What is school Climate? Leadership Compass. Vol. 5, No. 1, Fall 2007 available at https://www.naesp.org/resources/2/Leadership_Compass/2007/LC2007v5n1a4.pdf
- Books
1. Bluestein, J. - Managing 21st Century Classrooms: How do I avoid ineffective classroom managementpractices? (ASCD Arias) (2014)
 2. C.M. Charles- Building Classroom Discipline. Addison Wesley Longman Inc.(1999)
 3. Cangelosi, James S.- Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 6th Edition. Hoboken, NJ: John Wiley & Sons, Inc. (2008)

4. Caroline Bentley Davies- How to be an Amazing teacher. Crown House publishing Ltd. (2011)
5. Cummings, C. -Winning Strategies for Classroom Management ASCD Publications. (2000)
6. Cunningham, G.,- Teacher's Companion: Practical Wisdom for Succeeding in the Classroom. ASCD Publications. (2009)
7. Daniel Muijs and David Reynolds: Effective Teaching. Sage (2011)
8. Edmund T. Emmer, Edward J. Sabornie (2014). Handbook of Classroom Management. Routledge.
9. Hary. K. Wong & Rosemary. T. Wong (2001). *The First days at School: How to be an effective teacher*. Hary K. Wong Publications, (2001)
10. Lee Canter & Marlene Canter- Assertive Discipline: A take charge approach for today's educator, Canter And Associates Inc. (1983)
11. Marzano, R. J., Gaddy, B. B., Foseid, M. C., Foseid, M. P., Marzano J. S. - A Handbook for Classroom Management That Works. ASCD Publications. (2005)
12. Marzano, R. J. - What works in schools: Translating Research into Action. ASCD Publications (2003)
13. Paul. R. Burden- Classroom Management: Creating a Successful Learning community John Wiley & Sons Inc (2003)
14. Richard L. Curwin & Allen N. Mendler (1988) Discipline with Dignity. ASCD Publications
15. Smith, Rick (2004) - Conscious Classroom Management: Unlocking the Secrets of Great Teaching. Conscious Teaching Publications.