ANDHRAKESARI COLLEGE OF EDUCATION

(Recognized by the GOVT. of A.P. & NCTE Affiliated to Acharya Nagarjuna University)

Cheruvukommupalem Road , Pelluru (Post) , ONGOLE,
Prakasam (District), Andhrapradesh– 523272

SEMESTER – 2

S2P – COURSE - VIII

CLASS ROOM MANAGEMENT LEADERSHIP AND ACTION REASEARCH

PRACTICUM : ACTIVIES / PROJECT / RECORD

Name of the student Teacher : ----------

Roll No : ----------Reg.No :----------

Certificate

This is to certify that Mr./Mrs./Kum. KATAKAM KRISHNAVENI

Class No ---------- Regd No. Y19ED31632 has completed the required activities regarding to Classroom Management - leadership cum Action Research practicum towards the fulfillment of B.Ed course work stipulated by the Government of Andhrapradesh and approved by Acharya Nagarjuna University.

This Record is assessed.

Signature of the Lecturer

INDEX

S.NO	TOPIC	PG.NO
(1)	Activity-1 prepare a detailed Record describing the role of Teacher in organising the classroom at least by observing a teacher of five periods.	
(2)	Activity-2 :- Identify a problem for action research and prepare a proposal for action research.	
(3)	Activity-3 Collection of articals from Newspapers relating to classroom management problems	
(4)	Activity-4 Collection of cases of indiscipline and corporal punishment from news papers.	
(5)	Activity-5 observe a minimum of five School Teachers and describe their leadership characteristics.	

Class room management leadership & Action Research

Activity-1 P.NO: 1 II Sem

1. prepare a detailed record describing the role of teacher in organising the classroom at least by observing a teacher for five periods.

Introduction:-

We have to know about the teacher role in various activity in the class room management.

I came to know about teacher, how he is in the class room making different activities, deciplane, time sence, personal hygem, etc.

I also observed the relationship between teacher and student in the class room in respective of many issues like how the teacher teaching the subject what is his methadology what time of TLM is used for the teacher. I also the observed the student participations, respons to the teacher teaching.

objectives:-

* The teacher should be a guide and good personality
* The teacher should be a deciplaned person so that students will responed.
* The teacher has observed the fellings, expressions, and emotions of the students.
* The Interaction between the teacher and student will lead to success.
* The teacher can control the students and also know about the teacher interset actitudes and embitions.

observation the teachers performance in five periods:-

Teacher name : Anuradha

class : 8th class

subject : English

particulars in observation of the teacher for five days:-

I observed for 5 days about the teaching of smt. k. Anuradha how is working has english teacher in ST. Theresa's high school ongole.

Role of the teacher in classroom mangement:-

The teacher maintaing the class room exacently here performance is very good.

Deciplane:-

The teacher here self a deciplane person and encouraging self deciplane among a student. I also observed here a dedicated person.

time sense:-

Anuradha madam is a good time sense she is maintaing punchuality in coming to the school and classroom she offenly explain the student reguarding time sense.

Personal matters:-

I also observed here closely in personal matters she talking personal care in the student also if the students have know material like Notes, pens, etc she personal perchase and handover

to for students. I also observed in these days when some students came to the school without having any problems the teacher should be help in the students.

Relationship with students:-

she loves the students like here own children the student also movely, freely and closely the student here teacher has a frendly nature to the student.

performance of the teacher:-

In teaching except, she is a very good teacher here teaching is inter acting she will explain the lesson in simple and can ~~essy~~ essaly the understanding the student she is model teacher to the other teacher.

TLM pracentation:-

Anuradha madam teaches the lesson using ~~revalent~~ ralevent TLM for eassyly understanding madam prepars a TLM is a exalent she explain lesson and use TLM is perfectly.

questioning:-

she encoursing the students in auestion making and auestioning in the subject mater and other General knowledge auestions.

Answering:-

The teacher is peasently on the subject The teacher has a friendly nature to the student

don't fear children you are correct or not to tell answer after I can correct to the answer.

Revue:-

The conclusion of the period, the madam Revue what she told in the period once again.

strengthaning:-

The teacher explain the lesson to not understanding the children once explain on other time to repet the subject mater.

How is a teacher in time of Revue and strengthaning

Anuradha madam for the time of revue and strengthaning the topics to the daller, she is very much patiently in the any time tallerence towards the student.

Disquest:-

she does not disguest when the peoples askin several avuarres avuestions and giving answer patien-tly.

understanding:-

she will acts according the student fellings, interest and actitudes. should be under-stand to the teacher.

learning:-

* I learnt how the teacher maintaing the classroom.
* I also learnt the excalent answering of the teacher for the students auestion and auarress.
* I came to know seeing the madam in deciplane so that the students know about the deciplane.
* I came to know that the teacher has to maintain with the students.
* The teacher using the teaching aims in teaching so that student can learnt effectively and understanding.
* The teacher should answer the auestions doubts express why the people correctly and understandingly.
* I came to know that a teacher not only in teaching but also fear individuals mater should be good.

conclusion:-

I am the student of Andhrakesari college observed the consult teacher for 5 days in several matters like class room management, teaching performance, using of TLMs, in auestioning, reveue and strengthing etc.

I observed smt - k. Anuradha madam english teache ST. there's high school in ongole in several excepts she is maintaing effectively here classroom. she is explanning the subject using TLM she her-self a deciplane person and maintaing the classroom in deciplane manner he is answering patiently and auestions and doubts of the students lastly I observed the madam in the above mentioned excepts she is a good and perfect teacher of a subject.

— o —

Activity - 2

2. Identify a problem for action reasearch and prepare a proposal for action research

Introduction:-

A teacher for his performance in teaching may be identify. The problems of the students and think remedi steps for better understanding an adminstrated also maintain action plane for his better adminstration.

For example in the class 8th a problem w identified that is there is know sufficient light and air flow in the room so that the students are unbilling to study or learn the teaching of teacher properly.

Definations:-

"A research made by an individual for effective and offent result to a problem is called action resear programme" → Stephan K. Korro

"A systametic affer in emplimenting effective meth and processures for problems in administration, teachi & Learning process is called problem solving or action Research plan → D. Bhaskar rao.

Objectives:-

1. Identify one problem and known solution
2. study and Research the problems & identifying the solutio in an educational institution for effective functioning.
3. solving the problems happing freauently and making better solution.
4. A sustamatic in developing educational policy for effecti

5. Fessiliate problem solving of who identify the problem.
6. A reasearch without human physical, phenominonal reasources.
7. Act according the problem solving.

prepare a report of action taking for a identified problem

I identified a problem in class 8th that is lacking of air and light. For that I submitting a following report in this record.

Identifying the problem:-

This is the first and for must issues in reasear in the process. so we have to talking to concentration the importance and prearity of the problem for better educational result.

Defining the problem:-

After identifying the problem we have to research some points like, where is the problem, what is the problem, how to be solved these are imperative in problem solving.

Analysing the reasons for the problem:-

findout the reasons for the problem from the teachers students, specalist and the head master then findout the solution.

project works:- [problem solving]

The problem was identified what is the problem the class has windows but there is know open place so air and light is not coming then we have to make steps reguarding the problem solving

Implementing and stratagy:-

Firstly how, why, where the research to be taker afterwords the research will be proved then only we can effectively implement the stratagy.

polacy of ~~Paper~~ preparation:-

An adminstrated or a teacher can utilised a result of reasearch in his day to day affers Generally if a problem occures teacher discus the others or him for solutions.

Learning out come:-

1. Firstly I Identify the problem, defining, enalysed and find solution.
2. I also Came to know how much the student facing the problem in the class room.
3. The students can improve there learning after problem solving.
4. The Researcher should be efficient.
5. so that the problem can be effectively solved.
6. An innoration actitude will be create to the Researcher.

conclusion:-

I am the student of Andhrakesari college I went to ST. there's ongole for action research plan for a identified problem that is in class 8th there is no air and light.

Firstly I identify the problem next find out the resons and anylising them after words

stratagy and polacy cooyking and lastly find out to the solution

lastly I submitted a detailed action taking report to be emplicate.

Activity-3

Activity-3: Collection of articles from newspapers relating to classroom management problems.

Dealing with Classroom Management Problems

Saul Axelrod explains how Applied Behavior Analysis (ABA) and positive reinforcement can help teachers successfully manage their classrooms

THERE IS PROBABLY NO ISSUE MORE pressing for teachers than dealing with classroom management problems. Teachers wake up obsessing over a student's behavior or even leave education. Here is what is so sad about this. It is unnecessary. For approximately 50 years, there have been available to teachers Applied Behavior Analysis (ABA) interventions that can solve most classroom management problems in a quick and humane manner.

ABA is derived from the basic principles of behavior outlined by famed psychologist B.F. Skinner about three quarters of a century ago. Thousands of journal articles and books have demonstrated that ABA can be used to solve some of the most difficult behavioral problems. Yet, for reasons I have discussed in other articles, ABA is regularly used in special education, but seldom used in regular education. This is unfortunate. If ABA procedures were used more often in regular education, inclusion of children with disabilities would be more of a reality in regular education, and teachers' lives would be much happier.

THE HINDU

Most of our classrooms are teacher-centred, with one-way communication from the teacher to pupils. Here is what one needs to do change it.

He who can, does. He who cannot, teaches." This quote is a jibe from George Bernard Shaw, given by him under the title 'Maxims for Revolutionists' in his renowned play 'Man and Superman' (1903). At best, it is a censure on ineffective teachers. It is not a universal truth. Teaching is a noble profession that moulds the emerging generations.

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires", said William Arthur Ward, scholar, author, and teacher.

Government Schools In Hyderabad: Facilities And Conditions

By RimTim Staff Writer November 3, 2016

There have been surveys done by two private organisations recently, the Pearson's Voice of Teachers (VOT) Survey and Education World, and they found that the students in Hyderabad do better at studies than those from other parts of the country.

Government schools in Hyderabad

- Prime Minister Narendra Modi has often emphasized the importance of having toilets in schools for girl children, and one of the biggest problems with government schools relates to the high dropout rates among girls because of the absence of toilets within the school premises.
- Government schools in Hyderabad, and in the rest of the country are considered unattractive by most parents because of the lack of basic amenities, whether it's drinking water or proper toilets.
- In many government schools, there is no running water. For example, the water connection at the Government High School, Golconda, was disconnected by the Water Board for non-payment of bills. Many government schools depend on wells or bore wells for water.

DECCAN Chronicle

No students? No toilets in schools in Andhra Pradesh, Telangana

DC | AMAR TEJASWI **Published** Feb 18, 2015, 1:27 pm IST

HRD Ministry has now deleted more than 1,400 govt schools in Andhra Pradesh

Hyderabad: After corporates pledged to build toilets in government schools, the Union HRD ministry has been forced to remove several hundreds of schools in Andhra Pradesh and Telangana state from the list due to lack of student enrollment. No one seems to know the number of toilets actually required in schools in the two states and the HRD ministry sources blame the two state governments for the confusion.

Last year, public sector undertaki ngs like Power Finance Corporation and National Thermal Power Corporation had pledged to build toilets in the schools listed by the two state governments and other states in the country.

THE HINDU

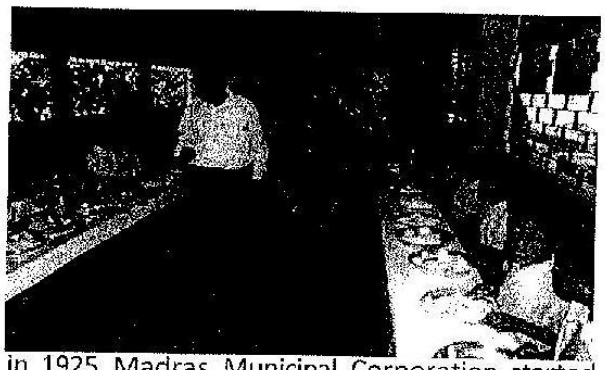
Andhra Pradesh **How mid-day meals go up in smoke**

K. Umashanker

CHITTOOR: December 16, 2014 00:03 IST

The tall claim of the government of successful implementation of the mid-day meal schemes in schools appears frivolous in the district as the supplies of provisions are given a short shrift. Despite twelve LPG cylinders per annum are being provided to each school, over 80 per cent of the government schools in the district depend on firewood for cooking, resulting in respiratory problems among students owing to the impact of smoke and soot.Pusha, who cooks for half a dozen of schools

Mid Day Meal Has 24 Lakh Cooks But Still Falls Short April 16, 2012



Way back in 1925 Madras Municipal Corporation started the concept of offering meals for disadvantaged children. Offering food was seen as an incentive to encourage school participation especially from children of poor parents.

Today, that concept has grown into a major project positioning India as the world's largest school feeding programme via its Mid Day Meal Scheme. One of the rationales for this programme – to stem school dropouts – appears to have been achieved as data shows. This week IndiaSpend's **Sourjya Bhowmick** takes a look at the performance of the Mid Day Meal Scheme against the budgetary allocations that it gets. The school feeding programme has its share of problems and criticisms but data does indicate an impressive performance at a macro level. Yet, a number of issues remain as stumbling blocks.

THE HINDU

Schools in grave danger Rohit Dhankar

October 28, 2014 01:24 IST

With public schools not performing and private schools teaching students to compete rather than learn, India's primary sites of education are at risk

The problem with the private school system can be illustrated with an example. Recently, a parent described to me what teachers in his son's school said to him regarding the child's poor performance in studies. Science, social science and English teachers in the school asked him, the father, to solve the problem! Are "**incomplete work or misbehaviour...** during school hours... not the responsibility of the teachers to handle?" the perplexed man wondered. "If my son misbehaves in [the] house or does not read or write what we tell him to, we as parents handle it. We do not take it up with the teacher. Why [do] teachers nowadays take up everything with the child's parents," he asks. He opines that the "teacher has to be responsible for reading and writing and the parent has to be the facilitator by buying books, pens and pencils."

DECCAN Chronicle

Photo: Pradeep

The latest 'Annual Status of Education Report' shows that learning outcomes are abysmal in Indian schools.
Gaur/Mint Schools are supposed to be the temples of learning, but the average primary educational institution in India is likely to be a dingy, dilapidated place without access to electricity, toilets and with too few teachers. True, just having great school infrastructure is not sufficient to improve learning outcomes, but it is certainly a necessary condition.
T.C.A. Sharad Raghavan

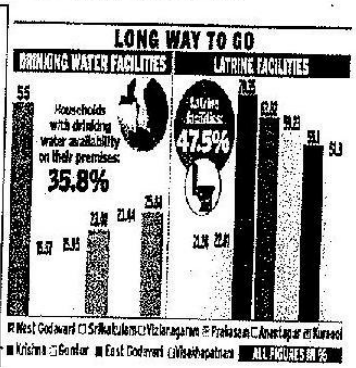
THE HINDU
Andhra Pradesh

'Andhra Pradesh lags behind in drinking water, sanitation'

M. Rajeev HYDERABAD: September 22, 2015 00:00 IST

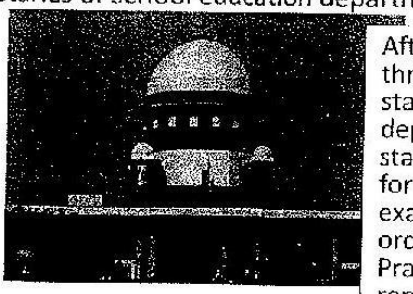
UNICEF and CESS report pours cold water on State's claims. It suggested that service provision be unbundled in terms of bulk water production.

The statistics, presented in the report on 'Constituency-wise Analysis of Drinking Water and Sanitation Conditions in Andhra Pradesh' prepared jointly by the Division of Child Studies of UNICEF and the Centre for Economic and Social Studies come at a time when the World Bank has estimated that countries like India and Bangladesh are losing close to 6 per cent of their gross domestic product owing to inadequate sanitation. Andhra Pradesh has not made much progress in providing drinking water and total sanitation facilities, particularly in rural areas, the report said, stressing the need for ensuring access to piped water supply to all rural households with a metered tap connection to provide safe drinking water throughout the year.



Supreme Court seeks toilet plan for schools in AP, Telangana

Apex court takes state govts to task for dismal state of toilets, summons secretaries of school education departments - Shreeja Sen



After studying reports submitted by a three-member panel that inspected the status of the facilities, the court deplored the inaction shown by the two state governments. **New Delhi:** Calling for clean and safe toilets in schools, an exasperated Supreme Court on Tuesday ordered the governments of Andhra Pradesh and Telangana to submit reports regarding the state of toilets in their schools.

"The states of Andhra Pradesh and Telangana...cannot have innovative ideas to construct a structure, christen it as a toilet and thereafter forget it from their memory," said a bench of justices Dipak Misra and P.C. Pant.

The three-member panel had expressed dissatisfaction over the condition of the toilets in schools and told the court that they needed "continuous maintenance", which the court accepted.

THE HINDU

Karnataka

Students protest against poor condition of government school

M.T. Shiva Kumar Mandya: January 29, 2016 00:00 IST

Students of Government Lower Primary School at Chikkonahalli, a village in K.R. Pet taluk of Mandya district, staged a demonstration on Thursday in protest against poor infrastructure.

Residents of the village said that they had been requesting the authorities concerned to get the dilapidated portions of the building repaired. The school was also lacking basic amenities and the students could not sit in the classrooms and concentrate on the lessons.

The condition of about two-decades-old school building is pathetic, even as some portions of it collapsed, recently. Along with their parents and some local people, the students locked the classrooms before staging a protest outside the institution.

THE HANS INDIA

Messy Kitchens Hit Mid Day Meal Scheme In VMC Schools

THE HANS INDIA | Sep 11,2015 , 12:00 AM IST

A kitchen with damp walls, dripping ceiling and garbage strewn around is a common sight in majority of the Vijayawada Municipal Corporation (VMC) schools where mid-day meal is prepared for students. It is a known fact that the students are at risk due to consumption of food prepared in highly unhygienic conditions.

The upkeep of school premises where students have their lunch is also poor complicating things further. Mayor Koneru Sridhar, who is on a mission to set right things in the VMC schools, has so far inspected 25 schools out of the total 105.

Most of the schools do not have proper kitchen sheds for preparation of mid-day meal by DWCRA women. The supply of LPG is also not regular. Some schools do not have basic amenities like drinking water supply and toilets.

No roads, no educational, medical facilities...

Survey throws up revelations about 18 tribal villages in Thalli, Kelamangalam panchayat unions

B. Aravamudhan

A woman with her four-month-old baby at the Pediatric Inpatient Ward of the Dr. Kamakshi Memorial Hospital in Krishnagiri district on Saturday. PHOTO: SPECIAL ARRANGEMENT

THE HINDU 2/4/2012 – TN State News

Over 3,000 children not in school

Lack of interest, need to be additional wage-earner among the reasons: survey

Aloysius Xavier Lopez

CHENNAI: A total of 3,282 children in the age group of 6 to 14 years in Chennai District have been found to be out of school, according to a recent study done by Sarva Shiksha Abhiyan (SSA) wing of the School Education Department. Male children constitute a major chunk of that number with 2,046 of them out of school.

A total of 1,166 habitations in the city were covered in the survey.

While a majority of students, as many as 1,610, pointed to lack of interest in going to school as reason for dropping out, 281 children in the city said they dropped out of school because of difficulty in learning.

Some of the other reasons cited include child labour, lack of guidance and awareness, sibling care, natural calamity and the need to be an additional earning member of the family.

The category of out of school children includes dropouts and children from migrant families here in search of jobs. The mother tongue of 1,007 children is Tamil. A total of 113 children speak Urdu and 110 have Telugu as their mother tongue.

With regard to dropouts, at least 2,796 of the children have dropped out of school in the city.

This includes 1,066 students of Chennai Schools. As many as 482 children, the highest in any age group, have dropped out at the age of 12.

A total of 416 children, the highest in a class, have dropped out while they were in Class III.

Some children drop out soon after joining school, the study has observed. As many as 167 children were found to have dropped out in class I.

As many as 2,272 of the children out of school belong to Scheduled Caste, 378 Backward Caste, 368 Most Backward Caste and 35 Scheduled Tribe.

Areas such as Perambur, Triplicane, George Town and Kumara had relatively higher concentration of dropouts, said an official of SSA.

Special training centres would be set up shortly to help the children join the school next year, said the official.

Child labour is among the reasons cited by school dropouts in Chennai. FILE PHOTO.

SUNDAY TIMES

Bennett, Coleman & Co., Ltd.

Bonded labour: 93 kids rescued

They Were Working In Smokey, Cramped Jewellery Units In Karol Bagh

TIMES NEWS NETWORK

New Delhi: Ninety-three child labourers, 37 of whom are aged below 14 years, were rescued from Beadonpura area of Karol Bagh on Saturday. They were forced to work as bonded labourers in inhuman conditions in gold and silver jewellery units. All the children are from West Bengal.

The children were rescued after a three-hour-long raid carried out by the labour department of Delhi government in association with NGO Bachpan Bachao Andolan.

When the team reached the spot, it found many children working in small rooms in cramped conditions, the air thick with the fumes of burning metal and no ventilation. "The staircases that led to those rooms were barely two feet in width," said an officer who had been a part of the team.

CAPITAL SHAME: These kids toiled all day, got only food in return

Deputy labour commissioner V S Arya said: "They were being made to work all day in sub-human conditions and not even paid because they were supposed to be trainees. They just get food in return."

The children were made to live, work and sleep in the same room and the door was kept locked at all hours to prevent them from escaping. Owners of all the 20-25 establishments that were searched had fled the place by then.

The labour department will now send the details of the rescued children to the West Bengal government, where their addresses will be verified and a team of officers will reach Delhi in a few days to take them home. Till then, the children have been handed over to the NGO, said joint labour commissioner Piyush Kumar.

"We send the details to the concerned state and then the state takes care of their being sent back home and rehabilitation," he added.

Soon after the children were brought to Karol Bagh police station, a mob of 300-350 people gheraoed the building for close to two hours, raising slogans against the Delhi police and alleging that the labour department had "patronised" the NGO to get mileage out of it.

Activity-4

Activity : Collection of Cases of indiscipline and Corporal Punishment from news papers.

Say NO to physical reprimands

Corporal punishments tend to reduce the IQ of your child explains head mistress of Espalier Experimental School Saba Khan

One of the most common issues encountered these days among the young generation is answering back, misbehaving, disobeying and throwing tantrums on petty things which force parents to lose control.

The common reason for kids to behave in such a way is stressful life and estranged environment of home causing increase in negativity but the most frequent reason for parents, especially mothers to adopt physical punishment methods stems from acute domestic harassment and neglect.

Whatsoever the reason for physical punishments to your junior, remember that you have nothing in this world more precious than your child.

It is scientifically proven that in early childhood brain forms and reforms many complex networks and connections of brain nerve cells that are called neurons. It is said that more the number of neurons that connect to each other, higher is the individual's intelligence level. This neo-cortex of brain deals with the learning process.

As parents and teachers, it is our prime job to provide valuable experiences and positive environment to children which helps in the development of brain neurons that will hone your child's intelligence.

The moment we punish physically, a child feels insulted. His self esteem goes down. This ruptures the connection of brain cells in the neo-cortex which causes inability in learning.

The mechanism of brain shifts to replica brain which activates defence mechanism. It increases aggression which creates trouble in learning, leads to vulnerability, depression typically in girls and anti social tendencies which manifest in boys. Physical punishment reduces the gray matter of the brain (it is the connective tissue between brain cells). It is an integral part of the nervous system and influences intelligence testing and learning abilities.

Physical punishments also inflict lasting emotional damage, undermine trust between parents and child and breeds hostility towards authority. The cognitive development of your kid is in your hands so make the best use of it.

TIMES CITY | GURGAON

THE TIMES OF INDIA, NEW DELHI
THURSDAY, JANUARY 5, 2011

8-yr-old tortured, treated like a dog

Police Slap Case Against DLF Phase-I House Owner, NGO Hands Boy Over To His Mother

Aditya Dev | TNN

Gurgaon: An 8-year-old boy was rescued from the clutches of trader by a city based NGO from a bungalow in DLF Phase I with the help of local police on Wednesday. The child was allegedly kept as bonded labourer and was being subjected to physical torture for last few months by the owners of the bungalow he was in.

When rescued, Usman (name changed) had injury marks and scars on his body, including his face. His hands were also swollen due to washing utensils in cold water.

After an immediate medical test, the police produced Usman to district child welfare officer and the labour officer. While the labour officer registered a case under the under the Child Labour (Prohibition and Regulation) Act, but the police were not ready to lodge an FIR in the beginning.

It was only after the shocking case was picked by media, a police case was registered late in the evening.

The police registered case under sections 23 (punishment for cruelty to juvenile or child), 26 (exploitation of juvenile or child employee) of Juvenile Justice Act and 374 (unlawful compulsory labour) of IPC.

"Deputy commissioner R.K. Kataria, who is also head of child welfare committee in Gurgaon, asserted strict and timely action: "The police are duty bound to register a case in this regard. I will instruct the concerned officials to conduct proper investigation," he said.

When rescued, Usman (name changed) had injury marks and scars on his body, including his face. His hands were also swollen due to washing utensils in cold water

Usman said that often the house owner would provoke his dog to bite him. The child was rescued from the house of one Ishwar Kumar Gupta, a textile trader, who lives in E-5/13 in DLF phase I. He said the child was never hit, but when asked, he couldn't explain the injuries

Earlier, when TOI team visited the police station in the afternoon, Usman appeared scared and kept crying. When our reporter tried to take the child into confidence, he said that house owner used to beat him every now and then. Usman said that often the house owner would provoke his dog to bite him.

The NGO Shakti Vahini, which runs childline (children helpline number 1098) in Gurgaon, had received a complaint in this regard late on Tuesday night.

A member of the NGO said, "We approached the DLF Phase I police station on Wednesday and with their help rescued the child."

"The child was rescued from the house of one Ishwar Kumar Gupta, a textile trader, who lives in E-5/13 in DLF phase I. He said the child was never hit, but when asked, he couldn't explain the injuries.

Gupta claimed that child was kept as house labour by his mother Noorjahan. His statement was refuted by Noorjahan, who later appeared at the district child welfare office. The child was handed over to her after the police and labour officer recorded her statement. Noorjahan said that she needed the money, so she agreed to let him work.

DOES CORPORAL PUNISHMENT IMPROVE ACADEMIC LEARNING?

- Would we accept policemen having the right to strike us, even lightly, when we commit a traffic violation? The driving mistakes we make are certainly a lot more serious than children's follies! It is perfectly immoral and illogical to inflict on our children that which we rightly refuse to suffer ourselves.
- This is exactly the situation which adults are now placing children in. Besides, the majority of people who were hit as children have for the most part forgotten what the blows were intended to teach them.

3) Corporal Punishment

Article 233 of the Family Code provides that--

"In no case shall the school administrators, teacher or individual engaged in child care and exercising special parental authority, inflict corporal punishment upon the child."

Corporal route to discipline students

By **Ritika Chopra** in New Delhi

TILL A decade ago, yelling, intimidation and beating up a student were among the accepted forms of enforcing discipline in the classroom. Sadly, things are not much different even today.

Despite a strong Supreme Court judgment and Parliament passing an Act banning corporal punishment, a majority of the schools in the country continue to resort to this practice quite openly, a study conducted by Childline India Foundation has revealed.

Almost 95 per cent of the 198 schools — 128 government and 70 private institutions — surveyed across 11 states were found to have been resorting to corporal punishment in some form or the other — the most prevalent being detention, humiliation, beating and threat.

"Corporal punishment is so internalised in our country that students don't even identify it as a problem. It's part of school life. Being beaten up for speaking in the local language and not English is not considered out of place," Kajol Menon, executive director of Childline India Foundation, observed.

The private schools are no better than their counterparts run by the state. In certain cases, they are worse. So, while 6 per cent of the government schools are free of corporal punishment, in case of private schools, this figure stands at an embarrassing 4 per cent.

The findings, which are part of a larger study on child safety conducted between 2009 and 2011, covers the states of Uttar Pradesh, Andhra Pradesh, Bihar, Manipur, West Bengal, Rajasthan, Kerala, Madhya Pradesh, Maharashtra, Delhi and Goa.

Corporal punishment was first banned in the country through a Supreme Court ruling in 2000. This ban has been incorporated in the Right to Education Act as well. Now, according to the new guidelines issued by the ministry of women and child development, this practice has also been made a punishable offence.

A first-time violation will invite up to one year in jail or a fine of ₹50,000 or both. For subsequent violations, imprisonment could be extended to 3 years with an additional fine of ₹25,000. School principals have been made responsible to prevent corporal punishment. Teachers found guilty could be denied promotion and even increments.

PICTURE FOR REPRESENTATION ONLY

PRIVATE NO BETTER THAN GOVT SCHOOLS

	Govt schools	Private schools
SPARE THE ROD	6%	4%
BEATEN	33%	33%
DETAINED	9%	7%
HUMILIATION	11%	13%
THREATENED	5%	1%
OTHERS	36%	41%

- 198 schools surveyed, out of which 128 were govt schools and 70 were private schools
- Schools surveyed across 11 states
- Other punishments include being locked up in toilets or campus cleaning

Over 3,000 children not in school

Lack of interest, need to be additional wage-earner among the reasons: survey

Aloysius Xavier Lopez

CHENNAI: A total of 3,266 children in the age group of 6 to 14 years in Chennai District have been found to be out of school, according to a recent study done by Sarva Shiksha Abhiyan (SSA) wing of the School Education Department. Male children constitute a major chunk of that number, with 2,048 of them out of school.

A total of 1,196 habitations in the city were covered in the survey.

While a majority of students cited as many as 1,201 points to lack of interest in going to school as reason for dropping out, 281 children in the city said they dropped out of school because of difficulty in learning.

Some of the other reasons cited include child labour, lack of guidance and awareness, sibling care, natural calamity and the need to be an additional earning member of the family.

The category of "out of school children" including dropouts and children from migrant families here in search of jobs. The mother tongue of 1,097 children is Tamil. A total of 114 children speak Urdu and 106 have Telugu as their mother tongue.

With regard to growth, at least 2,206 of the children have dropped out of school in the city.

This includes 1,000 students of Chennai Schools. As many as 187 children, the highest in a class group, have dropped out at the age of 12.

A total of 419 children, the highest in a class, have dropped out while they were in Class III.

Some children drop out soon after joining school, the study has observed. As many as 367 children were found to have dropped out in class I.

As many as 2,292 of the children out of school belong to Scheduled Caste, 593 Backward Caste, 266 Most Backward Caste and 25 Scheduled Tribe.

Areas such as Perambur, Triplicane, George Town and Egmore had relatively higher concentration of dropouts, and an official (SSA) said.

Special training centres would be set up shortly to help the children join the school next year, said the official.

Child labour is among the reasons cited by school dropouts in Chennai. FILE PHOTO

SUNDAY TIMES
Bennett, Coleman & Co., Ltd.

Bonded labour: 93 kids rescued

They Were Working In Smokey, Cramped Jewellery Units In Karol Bagh

TIMES NEWS NETWORK

New Delhi: Ninety-three child labourers, 57 of whom are aged below 14 years, were rescued from Bendonpura area of Karol Bagh on Saturday. They were forced to work as bonded labourers in inhuman conditions in gold and silver jewellery units. All the children are from West Bengal.

The children were rescued after a three-hour-long raid carried out by the labour department of Delhi government in association with NGO Bachpan Bachao Andolan.

When the team reached the spot, it found many children working in small rooms in cramped conditions, the air thick with the fumes of burning metal and no ventilation. "The staircases that led to these rooms were barely two feet in width," said an officials who led the part of the team.

CAPITAL SHAME: These kids toiled all day, got only food in return

Deputy labour commissioner V S Arya said, "They were being made to work all day in such horrible conditions and not even paid because they were supposed to be trainees. They just got food in return."

The children were made to live, work and sleep in the same room and the door was kept locked at all hours to prevent them from escaping. Owners of all the 20-25 establishments that were searched had fled the place by then.

The labour department will now send the details of the rescued children to the West Bengal government, where their addresses will be verified and a team of officers will reach Delhi in a few days to take them home. Till then, the children have been handed over to the NGO, said joint labour commissioner Piyush Kumar.

"We send the details to the concerned state and then the state takes care of their being sent back home and rehabilitation," he added.

Soon after the children were brought to Karol Bagh police station, a mob of 300-350 people gheraoed the building for close to two hours, raising slogans against the Delhi police and alleging that the labour department had "patronised" the NGO to get mileage out of it.

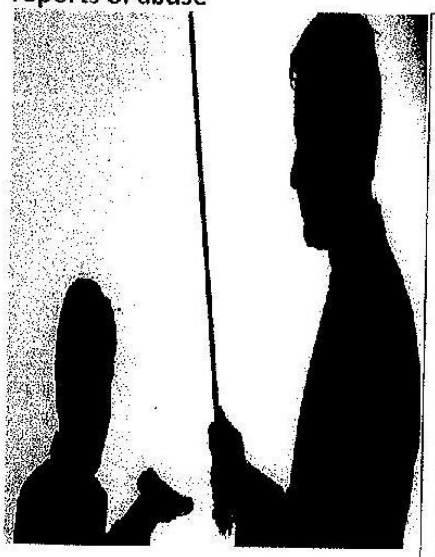
timesgroup@timesgroup.com

DECCAN Chronicle NATION, CRIME

School principal in Uttar Pradesh beats student to death over stolen Pencil

PTI **Published** Apr 10, 2015, 5:24 pm IST

Corporal punishment is banned in schools, but there have been many reports of abuse



Corporal punishment is banned in schools, but there have been many reports of abuse (Photo: AP)

Barabanki (UP): In a shocking case of corporal punishment, a 10-year-old boy died after being allegedly beaten up by his principal on suspicion of stealing pencils, police said on Thursday.

The state is notorious for such incidents with some similar cases being reported barely a few months back.

Shiva Rawat, a Class-III student of Chaudhary Dwarika Prasad Academy at Rahilamau village in Baddupur area in the district - 35 km from Lucknow - was mercilessly beaten up by headmaster Lalit Kumar Verma on Tuesday, Superintendent of Police Abdul Hameed said.

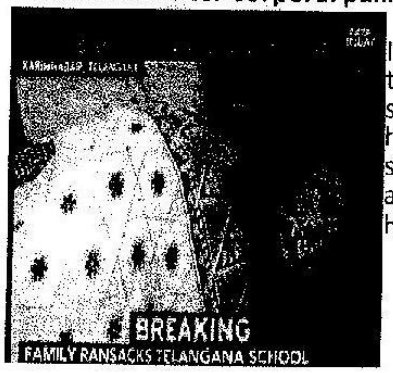
indiatoday in EDUCATION

IndiaToday.in

New Delhi, July 24, 2015 | UPDATED 14:11 IST

Telangana: Teacher 'punishes' nine-year old to death

Student dies after corporal punishment by teacher in Telangana school.



In a horrifying incident on Thursday, a school teacher in Telangana punished a nine year old so severely that the student ended up losing her life. The class teacher punished the girl student as she had not done the homework assigned to her. The victim was a resident of Huzurabad town in Karimnagar district.

Mail Online

INDIA

Girl, 10 thrashed for speaking in Telugu at English-medium school

By A. Srinivasa Rao

Published: 21:07 BST, 9 March 2012 | Updated: 21:07 BST, 9 March 2012

Even as the National Commission for Protection of Child Rights (NCPCR) has come out with stringent guidelines to prevent corporal punishment in schools, teachers have not changed their ways.

The principal of an English-medium private school in Visakhpatnam was arrested on Thursday for allegedly caning a 10- year-old girl.

The police said M. Satyanarayana Murthy, principal of MSM Public School at Muralinagar, found Class IV student Singuri Pavani talking to her classmates in Telugu on Tuesday.

Pavani, 10,pictured with her father shows her bruised hand arm He summoned her to his room and beat her mercilessly on the left hand with cane, causing deep welts at four or five places. He allegedly threatened to rusticate her if she told her parents about the punishment. Pavani told her parents about the incident the next day when they saw the bruises on her hand and enquired about the same.

Her parents, S. Poli Naidu and Sujatha, who work as masons, went to the school on Thursday morning and confronted the principal.

THE HINDU

Puducherry

4 cases of corporal punishment reported in govt. schools

Annie Philip

PUDUCHERRY: August 28, 2015 00:00 IST

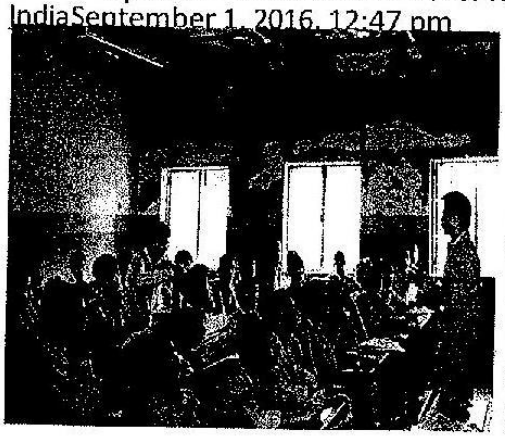
Updated: March 29, 2016 17:55 IST

With four cases of corporal punishment being reported from government schools in the last two months, the Child Welfare Committee here has asked for increased sensitisation among teachers and school managements.

In the cases reported at the Thiru.Vi.Ka. Government Higher Secondary School and at the Government Primary School, Ecole Anglaise, FIRs have been filed and the accused were granted conditional bail.

Teacher Assaults Student for Not Doing Homework in UP

IndiaSeptember 1, 2016, 12:47 pm



A teacher in Uttar Pradesh mercilessly roughed up a student for not doing his homework. The incident took place at Gonda district and the child, has been in a state of shock after the incident. Other kids in the class were equally shocked at the teacher's brutality. A case has been registered against the teacher by student's family members.

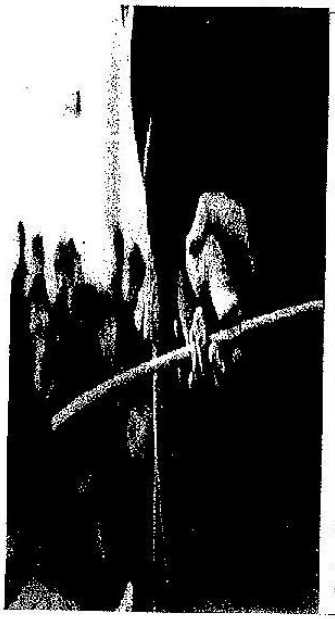
August 5, 2016, 11:10 am

Class IV Student Suffers Ear Bleeding After Teacher Slaps Her in Bengal

An 8-year-old girl was allegedly slapped by her teacher for not writing her roll number correctly at a school at Dumdum in the northern fringes o**Barasat (WB):** An 8-year-old girl was allegedly slapped by her teacher for not writing her roll number correctly at a school at Dumdum in the northern fringes of Kolkata, police said on Friday.

P Malakar, a teacher at St Stephens school, slapped the girl, a class IV student, yesterday for writing the roll number incorrectly during an exam, following which she started bleeding from one of her ears, a police officer of Barrackpore Police Commissionerate said.

7-Year-Old Student Beaten With Belt For Not Completing Homework



Bengaluru: A seven-year-old girl in the city was beaten severely with a leather belt by her tution teacher for not doing her homework, Bengaluru police said on Thursday.

The incident allegedly took place on Tuesday night and a case was registered against the teacher identified as Latha (40).

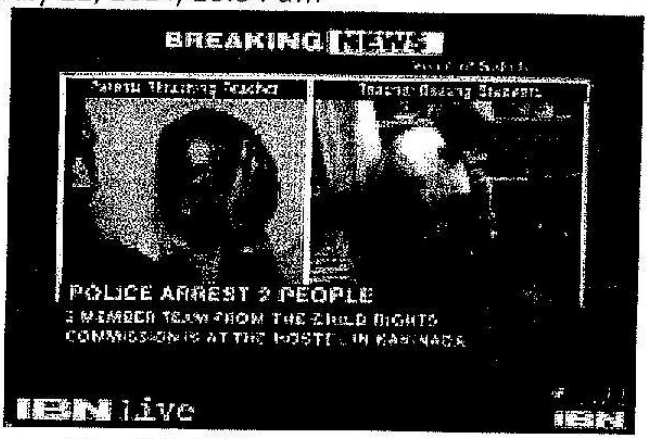
"A case under Juvenile Justice Act has been registered against the teacher by the victim's family members. She (teacher) is absconding and we are looking for her," police sources said.

The class two student has been attending private tuitions for the last one year at Latha's house which is close to her Subhash Nagar residence in Nelamangala town.

On Tuesday evening, she went to attend classes when Latha noticed that she didn't complete her homework.

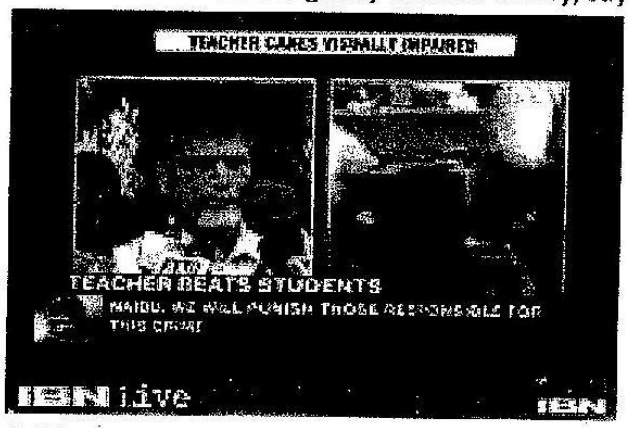
AP: Hostel sealed, students shifted after caning of visually impaired children

IndiaJuly 22, 2014, 10:34 am



A two-member team of the Child Rights Commission visited hostel near Hyderabad.

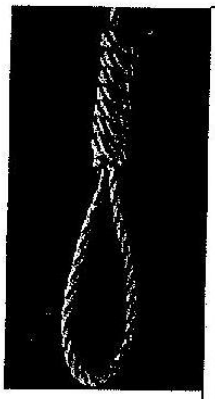
Corporal punishment: Will deal with the guilty teacher firmly, says CM



IndiaJuly 21, 2014, 7:24 pm

The teacher who was caught on camera beating visually challenged children mercilessly in a school in Andhra Pradesh would be dealt with firmly, said Chief Minister Chandrashekhar Naidu.

Jaipur: Rajasthan boy hangs himself after teacher beats him up



Jaipur: A 16-year-old student of a state-run school in Rajasthan has committed suicide allegedly due to humiliation, harassment and beating by a teacher. The teacher was arrested, police said on Monday.

The incident took place on Saturday in Rampuria village in Baran district, over 290 km from here.

Dilkush Saharia, a Class 10 student of government secondary school in Bansthuni village, hanged himself, a police officer said.

The officer said over phone from the district town, "We have arrested school teacher Mukut Bihari Sen on Sunday night and charged him with abetment of suicide." He will be presented before a local court on Monday, the officer said.

Police said Saharia, in a suicide note, mentioned that he was taking this extreme step due to the harassment and beating by Sen.

Kerala school locks up UKG student in dog house, principal arrested

Neethu Reghukumar

Thiruvananthapuram: In a shocking incident in Kerala, a school locked up a UKG student in a dog house for talking in the classroom. The incident happened last week and was reported by the child's elder sister.

The school, Jawahar English Medium in Kodapanakunnu, has denied the allegations.

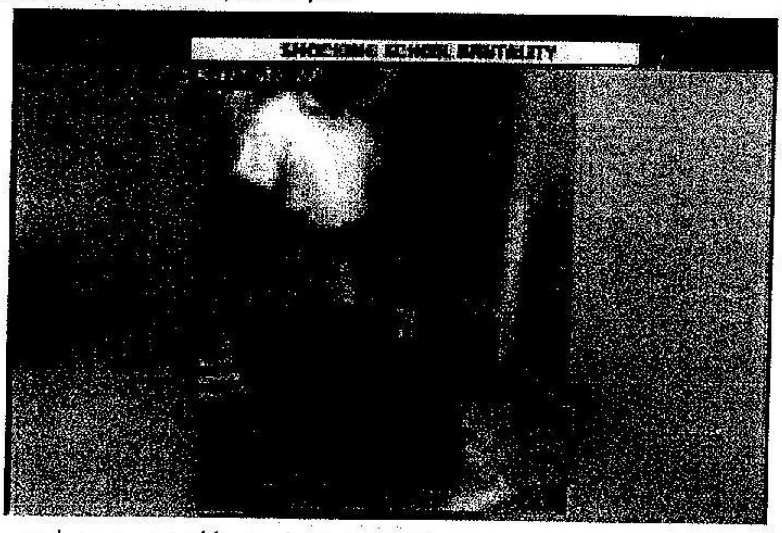
The police, however, has taken the principal of the school into custody.

The police said that the school was not recognised and was functioning under the open school category.

Angry parents now demand that the school be shut down.

AP: Video shows visually impaired children being caned by teacher

IndiaJuly 21, 2014, 3:48 pm



The children can be seen and heard screaming, begging to be spared in the video.

Activity-5

observe a minimum or five school teachers and describe their leadership characteristics text.

Introduction:-

In the action research programme I observed 5 teachers in an activities.

This activity is useful to know about a teache mangement in the school

I observed 5 teachers In some areas how each teacher in each area behaving effectively or not so that I came to know some deffects in some issues

objectives:-

1. How is leadership aruality in the teacher
2. They maintain good role in the leadership.
3. A teacher can be honoured has a good teacher.
4. Avoid fearness of the students.
5. The functioning is depends on the teachers and heac master collectively.
6. Identifying leadership aualities in the teacher then on a teacher make the students had good citizens
7. so that how is teachers leadership and what is the impact upon the students.

First teacher's features:-

1. K. Bala swami reddy:-

K. Bala swami reddy he is head maste of the ST There's high school he is dealing science subject for the class 8th, 9th, 10th his leader ship

qualities is a good.

Vision:- [Fore site]

A good leadership first and most teachingly fo site (or) vision the leader has to be keep in mind the features then only he can lead his followers, they may be students or people to wards to kept fore site he has to explain the feauture goals and actitudes to be reached his followers. Accordingly the leader has to formulates affective forms and proper steps to be taker then only he comes an ideal leder.

1. our school relivate the peoples sociao economics status.
2. I am not only teach science but also try to develq the peoples as better leadership.
3. our aims to develop self respect and serves motto among the people.

emotional fellings:-

our head master is working witha effections and good emotions towards collisions and students he loves the students and also respect the teacher it is a main leadership quality.

He himself works for his institution and he also seets his collisions attitude same has he has emotional felling.

self sacrifice:-

He sacrifice his personal interest for the institutional development he served for the instertion more than in family and also think his collision too.

Vision:-

A good leadership first and most teachingly fore site the leader has to be keep in mind the features then only she can lead her followers they may be students are peoples towards to kept foresite She has to explain the feature goals and altitudes to be reached her followers Accordingly the leader has to formulates affective forms and proper steps to be taken then only she come an ideal leader.

emotional fellings:-

our telugu teacher is work with affection and good emotions towards collisions and students she loves to the students and also the Respect other teachers it is a main leader ship quality

She her self work for her instution and she also seats her collisions attitude same has she has emotional feelings.

Self sacrifice:-

she sacrifice her personal interest for the institutional development she served for the instretion more than in family and also think her collision too.

Confidence:-

she has more confidence upon her staff members she thinking that only hard task can be

confidence:-

He has more confidence upon him and his stc members he thinkings that any hard task can be do we students and other staff members asistance he fells that one should not go back in given tast in try & try again in reaching the goal confidence is the first step for any substep.

Role modeling:-

Bala swami reddy sir is Role model to the student.

Other features:-

* He is a good head master to all other in many excepts.
* sir is good personality and identify person
* He knows all members actitudes.
* Bala swami reddy is a person taking right ~~distan~~ decision in the right time.

Second teacher:-

L. padhma Latha:-

She is a teacher in ST. There's high schoo she is an exalent in teaching the telugu subject she encourages the learning telugu language effectively

1. creativity
2. Generally a language teacher has to be processed creative thinking our padhma latha madam

do coe studients and other staff members assistance she felts that one should not go back in given task in try & try again in reaching the goal confidence is the first step for any substep.

Role modeling:-

padhmalatha madam is role model to the studer

other features:-

* she is a good teacher to all other in many excepts
* Madam is a good personality and identify person
* she knows all members actitudes
* padma latha teacher is a person talking right decision in the right time.

4. Third teacher:-

Theresamma:-

she is a social teacher in the school she is exalent teacher in social studies she explains, the Geography, history, economics civics, and also making them perfect in idefitifying maps sha also giving more information general knowledge current affers.

vision:-

A good leadership first and most teaching fore site or vision the ledder has to be keep in mind the features then only she can lead her followers they may be students or people towards to kept fore site she has to explain the features goals and

attitudes to be reached her followers.

emotional fellings:-

our teacher is working with affections and good emotions towards collisions she loves the students and also the Respective to the other teachers it is the main leder ship qualities.

she herself work for her institution and she also seeks her collisions attitudes same as she has emotional fellings.

self sacrifice:-

she sacrifice her personal interset for the Institutional development she served for the institutio more than in family and also think her collisions too

confidence:-

she has more confidence upon her staff member she thinkings that any hard task can be do we student and other staff members assistance she tells the one should not go back in given task try and try again in reaching the goal contieden in the first step for any sub step

Role modeling:

Thereramma is a role model to the students.

other features:

* she is a good teacher to all in other many ellepts.
* Medam is a good personality and identity person.
* she knows all members attitudes
* Theresamma is a person taking right de cision in right time.

Fourth teacher:

B. Anandha rao:

He is an english teacher in the school. he have a good vocabulary and creativity.

Vision [Fore site]:

He is a good person he has many experience in the subject his think ing is different. she pre pares lesson very wel and use TLM's.

Emotional feelings:

our sir working with effectio he lover the students and also respects the

teachers it is the main leadership quality. He motivate the students.

Self sacrifice:

He sacrifice his personal interest for the institution development he has a self sacrifice person. he has good hard worker.

other features:

He speaks english very well. h is a role model of students he has a good personality.

Fifth teacher.

P. Ganaiahya:

He is a another social teacher in the school. he dealing with 9th and 10th only.

Vision (Fore site):

He has a good friendly nature first and most teachingly in the subject.

Emotional feelings:

our sir is a working with affections. he loves the student and teachers.

and collisions.

Selt sacritice:

He sacritice his personal interest for the institutional development he served for the more then in tamilys and also the his collision too.

Confidence:

He has more confidence upon him and his staff and all members.

Other features:

Each student has a role model of the teachers.

I have observe five members teachers leadership I observed.

Learning out comes:

* A teacher has a good leadership and qualities. I understand.
* How to head master have a activity. I can understand.
* All teachers has a fore site in the activity.

* I can understand the leader is a good features.

* A teacher is a good self sacrifice in his work.

* A teacher has good a confidence in his work

Conclusion:

I am the student of Andhrakesari College of education. I made an effect in a studying the above mention teacher leadership qualities.

I observe that all the above teachers are maintaining subject confidence, self respect, displain, institutional development and leadership qualities.