

# EMMANUEL COLLEGE OF EDUCATION-245

Tamaram, Makavarapalem (Mdl), Visakhapatnam (Dt)-531113.

B.Ed. Programme (Academic Year -2015-2017)

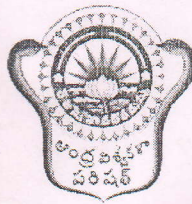
Semester – I / <sup>✓</sup>II / III / IV

Course : CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH

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Pedagogy : SOCIAL / ENGLISH



ANDHRA UNIVERSITY

VISAKAHPATNAM

## CERTIFICATE

This is to certify that Mr./Mrs/Kumari manoranjan Sahu student  
of Emmanuel College of Education completed 05 activities  
in College /School/Society and submitted the same as **Activities Record** of the  
Course classroom management leadership action research as a part  
of his/her I / II / III / IV **Semester** in B.Ed., Programme.

ROLL. NO. 30

REG.NO. 215124202022

Signature of the Lecturer

Signature of the Principal  
Principal  
Tamaram (VI), Makavarapalem (Md)  
Visakhapatnam, Pin-531 113

Initial of the member of  
Moderation Board

College Seal





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## Activity-I

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

A detailed record describing the role of the teacher in organising the classroom:-

1. Name of the school : Z.P.H. School  
Makararapalem.
2. Name of the teacher: D. Raju
3. Name of the subject: English
4. Period : 2nd
5. class : 8th
6. Manner : Good

Language used in teaching:- The teacher used English language in the teaching and learning process. He used English in simple form for better understanding of the students in an easier way.

Pronunciation of words:- It is very important in the teaching and learning



Pronunciation is required for clear understanding of various words

Teaching:- Teaching method has also ~~improved~~ important role in the teaching and learning process. Teacher used question and answer method, discussion method, and Activity oriented method for better understanding of the lesson.

Teaching learning material :- Teacher used various teaching learning materials while teaching the students in the classroom like-

- 1) Picture related to topic
- 2) Presentation (PPT)
- 3) Video-related to topic
- 4) ~~Text~~ book

Students response:- Students response are good in classroom.

Black Board Work:- Teacher noted some important words with meaning on Black Board work.



Discipline :- Teacher maintained the discipline with while teaching the lesson in the classroom.

Name of the school : Z.P.H. School,  
Makavorapalem.

Name of the teacher : D. Raju

Class	: 9th
period	: 1st
manner	: Good

Language used and teaching :- The teacher used English language in the teaching and learning process. He used English in simple form for better understanding.

Pronunciation of words :- It is very important in the teaching and learning process. Good pronunciation is required for better understanding.

Teaching :- Teaching method has also important role in the teaching and learning Process. Teacher used Question and Answer



method, discussion method, activity oriented method for better understanding of the lesson.

Teaching learning material - Now a days teacher used multi media and e-learning for better reading of students. Teaching learning material used by the teacher like-

- a) picture related to topic
- b) Presentation (PPT)
- c) video related to topic
- d) Text book

Student response:- students understand the topic and answered some questions asked by the teacher.

Black Board work:- Teacher ~~noted~~ some important words with meaning and explanations on the Black Board.

Discipline:- Teacher maintained the discipline while teaching the lesson in the classroom.



Name of the school: Z.P.H. school,  
Makavarapalem.

Name of the teacher: D. Raju

Name of the subject: English

Period : 3rd

class : 7th

Manner : Good

Language - English

Pronunciation - Good and clarity

Teachings - Different methods

Black Board work - Nothing main points

Name of the school: Z.P.H. school, Makavara-  
palem

Name of the teacher: D. Raju

Name of the subject: English

period : 5th

class : 6th

manner : Good

Language - English



Pronunciation - Good and clarity

Teaching - Different methods

B. B. work - Nothing Glossary

Name of the School :- Z.P.H. School, Makarasa-  
palem

Name of the teacher :- D. Raja

Name of the subject :- English

Period : 2nd

Class : 10th

manner : Good

Language used in Teaching - English

Pronunciation - Good and clarity

Teaching - Different methods

Black Board work - Nothing Glossary

### Conclusion

It is observed that the teacher organized the classroom in all periods while teaching to the students. To make the successful there is need of organisation of class-room in a better way.



## Activity - II

Identify a problem for action research and prepared a proposal for action research.

Ans:-

I am Manojanjan Sahu studying B.Ed in Emmanuel college of Education, Tamasam for the internship practice. I went to Z.P.H. school which located in Makavarapallem. I did activity research on 10th class students to complete my action research cycle.

### Educational problem:-

By observing the 10th class students, I found the problem that some of the students did not pay attention while teaching and writing. So we should know reason ~~for~~ which their writing is not good. We should say about the loss if they don't have good writing. Students not pay much interest in writing. So we should aware them



the negative points of having bad hand writing. Due to they don't know the value of writing. They ignore good writing. For this we should give correct information and proper guidance to the students.

### Family problems:-

- Due to some parents are illiterate. They don't know the value of education and they are not care for their kids.
- The students does many heavy work at their homes. They are not read properly.
- Due to no one in their family take responsible for their study.

### Personal problems:-

- No. of students belong to village.
- Some of the students ignore their writing in their notes.
- Some of the student spend much time by playing and watching T.V.



## Formulation of Action Hypothesis :-

All students are studying good but due to their hand writing they get low marks.

- So students should pay attention about their hand writing with higher studies.
- Students should write copy writing books then it will give good result in good hand writing.
- First the student write slowly to improve their handwriting.
- Teacher should say about the importance of writing and pay concentration on each student.

## Planning Interaction strategy and implementation research :-

In class, the first period is very important. The class teacher should be friendly with students and then the teacher can reduce the problem about their hand. The teacher should pay attention on their good handwriting and better result of theirs.



## Questionnaire

Student teacher : What is your name?

Student : P. Raju

Student teacher : When do you come to school?

Student : 9:00 AM

Student teacher : Who got highest marks in the class?

Student : My Friend T. Suresh.

Student teacher : Why you are not getting good marks, do you know?

Student : Yes

Student teacher : What is the reason?

Student : I am studying good sir but not getting good mark.

Student teacher : Do you know your hand writing reason for that?

Student : Yes, I know ~~sir~~ that is my weak point.

~~Student teacher~~ : So, what you are doing to improve it.

Student : Nothing sir.

Student teacher : So from today start write copywriting books.

Student : Yes, sir thank you sir.



## Collection of Data

Name of the School: Z.P.H. School

Name of the class: 10th

Section: A

No of students:

Name of the place: Makavarapallem.

### Pre-test:-

I am Manoranjan Sahu. I am currently pursuing B.Ed at Emmanuel college of Education. I went to Z.P.H. School Makavarapallem for internship teaching practice, when I questioned some of them the reason they gave are lots of work and watching T.V. etc.

### Post-test

I am Manoranjan Sahu ~~currently~~ pursuing my B.Ed at Emmanuel college of Education. I went to Z.P.H. school in Makavarapallem for internship teaching practice.

Some of the students can't pay interest on studies, so they have to plan in proper way.



Sl. No.	Name of the students	Marks
01	K. Ambika	71
2.	L. Aswini	70
3.	L. Ramadevi	85
4.	E. Manga	60
5.	K. Varalakshmi	75
6.	L. Kumali	70
7.	P. Raju	75
8.	P. Suresh	96.05
9.	A. Vema	70.
10.	S. Kanya	96
11.	B. Ramana	60
12.	C. China	58
13.	K. Nagalakshmi	72
14.	E. Chinini	86
15.	P. Thrinath	85
16.	S. Sathes	93
17.	T. Parani	74
18.	R. Lakshmi	66
19.	M. Krishna	85
20.	S. Chandra Rao	76
21.	K. Padma	68
22.	J. Keri	78
23.	N. Lather	96



S <sup>r</sup> . No.	Name of the Student	Marks
24.	N. alther	67
25.	U. Govinda	68
26.	T. Haraji	57
27.	S. Rupa	76
28.	K. Ravathi	36
29.	M. Drraga	35
30.	S. Rasa	46
31.	M. Monica	86
32.	S. Ravindra	46
33.	K. khusi	36
34.	A. Ab̄ram	35
35.	S. Labanya	46
36.	H. Hani	48
37.	F. Neveen	86
38.	T. Deri	36
39.	M. Panky	86
40.	R. Satya	46
41.	M. Govinda	35
42.	X. Santosh	36
43.	K. Ramu	27
44.	C. Kupu	36
45.	P. Kuman	26
46.	S. Sudhakar	25
47.	m. Trideri	44
48.	S. Hwkalama	48



## Mean :-

Sum of the quantities is divisible by no of quantity gives the mean.

$$A_m = A + \frac{\sum fd}{N} \times c$$

A = Imagined mean

d = difference value

N = Total frequency

c = Interval

S.No	CR	F	$x$	d	Fd
1.	10-19	3	14.5	-4	-12
2.	20-29	4	24.5	-3	-12
3.	30-39	4	34.5	-2	-8
4.	40-49	4	44.5	-1	-4
5.	50-59	9	54.5	0	0
6.	60-69	4	64.5	1	4
7.	70-79	6	74.5	2	12
8.	80-89	3	84.5	3	9
9.	90-99	3	94.5	4	12

$$\sum fd = -1$$

$$A_m = A + \frac{\sum fd}{N} \times c$$

$$= 54.5 + \frac{-1}{40} \times 10 = 54.25 \text{ } A_m$$



**Median :-**

The middle value is called median.

$$M = L + \left\{ \frac{H/2 - M}{f} \right\} \times c$$

CI	f	Cf
10-19	3	3
20-29	4	7
30-39	4	11
40-49	4	15
50-59	9	24
60-69	4	28
70-79	6	34
80-89	3	37
90-99	3	40

$$L = \frac{49.5 - 0}{2} = 49.5$$

$$m = 17 \quad t = 9 \quad c = 10$$

$$m = 49.5 + \left[ \frac{20 - 15}{9} \right] \times 10 = 55.55 \text{ Ans}$$

**Mode :-**

$$\begin{aligned} \text{Mode} &= 3 \times \text{Median} - 2 \times \text{mean} \\ &= 165.15 - 108.5 = 56.65 \text{ Av} \end{aligned}$$



## Verification the action hypothesis :-

I am Manoranjan Sahu persuing B.Ed at Emmanuel college of Education. I went to Z.P.H. school in Makavapallem for intership teaching practice and teach to ~~10th~~ 10th class to complete my research project. So many students are from rural areas and their parents are farmer. So they are not much attentive towards reading and writing was not so good.

I observe them for a week. Then I called them and suggest them to write copy writing books. Also meet their parents and sugges them to help their children in study.

Then I observed after 15 days. They are regularly attending the school and they have improved their handwriting. Also the study well and get good mark. In 10th class with good handwriting. I finished action research in a good manner.



### Result:-

I observed that when I visited the school, I seen the handwriting of 10th class students are not good. So I suggest them to improve good handwriting by different method. After 15 days I observed they improved their handwriting in proper way.

### Conclusion:-

In the Action plan project I learn how to teach, how to treat with the students and how to be friendly with the students. How the students are in the classroom and to make the studying environment. I learned a lot of things what a teacher should know or experience during this action plan project.



collection of articles from newspapers relating to classroom management problems?

# The New Indian Express

30-11-2010

## Scavenger's daughter forced to eat trash by school teacher

on Monday in Chennai at the public hearing by the National Commission for Protection of Child Rights by the girl's father, Dhanapal, for whom it was not just "corporal punishment" but something that shattered his hope. The manual scavenger from Madurai had hoped that his daughter would be safe in school.

Dhanapal, who broke down while speaking of his daughter's ordeal, said: "I do manual scavenging, a degrading work. I sent my daughter to school with the hope that she will never do anything close to what I am doing. Now I am devastated. I clean rubbish and my daughter was made to eat it," he said.

Along with the girl, Priyanka (12), belonging to the Hindu Kuravar community, two other girls also faced the same humiliation at the Government

Girls Higher Secondary School, Mahaboobpalayam off Madurai on March 19 last year. The students were called by Latha, a teacher of another class, and asked to clean the classroom. Since Latha was not their class teacher the students initially refused. They were then forced to clean the room and also eat the garbage in the presence of other students. Priyanka said, "We knelt before her and plus us. She made free till exams we ate which It contained food stones.



SHINOD AP

- ⇒ This situation is found in girls Higher secondary school, Mahaboobpalayam of madurai on march 19 - 2009
- ⇒ The teacher forced a manual scavenger's daughter to eat trash.



⇒ The student were asked to clean the classroom by a madam named Catha who is not her class teacher.  
So he refused to clean the classroom.

⇒ Because of this reason the student forced to clean the classroom and eat the garbage in the presence of other students.

⇒ Now a days government has banned for giving any kind of punishment in school but there are a no. of teachers present that they are not obeying the rules of Government.

⇒ This ~~kind of activity~~ is not good in school student will be loose their interest from school.



# Corporal punishment kills students in districts

Express News Service  
Chennai, November 28

A public hearing held by the National Commission for Protection of Child Rights (NCPCR) here on Sunday saw complaints pouring in from various quarters on corporal punishment resulting in suicides.

At least 10 such cases were discussed on the first day of the meeting that focused on "Children's right to education". Police lethargy in pursuing such cases and "light" punishment — the maximum being a mere suspension of the offender by the school authorities — were also taken note of.

One of the case discussed at the hearing was the death of L Mariyal (15), who studied in Grade I at St Xavier Girls Higher Secondary School in Kodaikanal. She was allegedly beaten to death by two of her teachers. At the hearing, the panel termed the incident as "murder".

Mariyal was roughed up using scale and even a long-sized notebook. The teachers dashed her head against a desk. She fainted and the teachers sprinkled water on her face. When she regained consciousness, she was assaulted again by the teachers until blood came out.

A similar case from Panchayat Middle School at Thottapattu village

in Cuddalore also received attention. Standard V student Abina (10) was asked by her teacher Santhi to read out from the books. When Abina failed to do so, the teacher made her sit in Standard I. Before that, she was beaten with a stick. When she joined Standard I students, they made fun of her. A humiliated Abina later committed suicide by immolating herself. The school, however, claimed that Abina ended life due to stomach pain.

Acting on the case, NCPCR chairperson Dr Shantha Sinha ordered an enquiry without involving the school management in it.

Boys are also pushed to the brink by unruly teachers. Premdoss (14) from Dindigul district committed suicide after his class teacher and headmaster falsely implicated him for cheating. Another 14-year-old, Aarosh of Kanyakumari, ended life by jumping in front of a speeding train. He was beaten up for handing over a love letter from his friend to a girl.

Dr Shantha noted that the school authorities did not take steps to hospitalise the students or pay for their treatment in all the cases. The panel asked the Education Department to come up with a protocol for handling corporal punishment cases. The onus is on the school to lodge a police complaint against the teacher, she said.

⇒ This situation is found in Xavier Girls Higher secondary school. Kodaikanal.

⇒ Teachers gave punishment to the student and as a result it took the life of the student to death.



The student name was marixal.

⇒ marixal was roughed up using scale and even a long sized <sup>note</sup> book.

The teacher dashed her head against a desk, she fainted at the teacher's sprinkled water on her face. When she regained consciousness she was assaulted again by the teacher until blood came out.

⇒ similar case happened in cuddalore.

⇒ standard v student Abina (10) was asked by her teacher santhi to read out from book. when abina failed to do so. The teacher made her sit in standard I.

⇒ As a result abina later committed suicide by immolating herself.



# Girl gets justice after long-drawn struggle

Special Correspondent

**CHENNAI:** Chitra (name changed), sits at a podium, her face covered partially with her diaphanous shawl. Only her eyes are visible clearly beyond the mask, and in them, a curious mixture of sadness and triumph. For six years she fought on, and hardly four days ago, she first smelt success – a two-year conviction for the man who sexually abused her.

Chitra was a student at a school run by the Sevalaya Trust, Tiruvallur, during 2006-07. She said she was sexually abused by her Physics master Palanisamy when they happened to be alone in the physics lab. When a friend witnessed this, both of them were warned not to tell anyone about what had happened. If they did they would be failed in the examinations.

Subsequently, Chitra worked up the courage to inform the headmaster about the molestation, but was shocked, she said, when he

told her that "such things are common here, and since you are provided with free education, do not disclose this to anyone until you complete Plus Two."

Chitra also charged that she also spoke to the school correspondent, but no action was taken.

Later, she took her transfer certificate and joined another institution. Meanwhile, she informed one of the donors of the Sevalaya Trust of what had happened to her. M.Shreedhar, her advocate, filed a private complaint before the Judicial Magistrate-I of Tiruvallur. It was only after this did the girl file a case with the local police station, which, however, closed the case without investigation. Meanwhile, the German donors of that institution came to know of the issue.

The case dragged on, back and forth, between the Magistrate court in Tiruvallur and the High Court. And Chitra persisted right through. In the meantime, the school

slapped defamation charges against many who were suing for the girl, Mr. Sreedhar said. They continued threaten Chitra and her family members trying to them to withdraw the case and the local police add this, he charged.

Finally, the judgment delivered at the JM-I, Tiruvallur court on December 12, 2012, Mr. Sreedhar added. The accused was sentenced to a period of two years rigorous imprisonment and order pay a fine of Rs. 10,000. "The only reason I persisted because I knew if I didn't, no man would play with the fate of other young girls in school. Now I hope the school management that constantly kept trying to prevent justice for me, will be taken to task too," Chitra said.

Very few cases of child sexual abuse even reach court, only some of them result in conviction, Mr. Sreedhar says. "Chitra's case is significant because she got justice at the end of it."

⇒ This situation happened at a school run by sevalaya trust Tiruvallur, during the session 2006 - 2007

⇒ A student named chitra was molested by teacher.

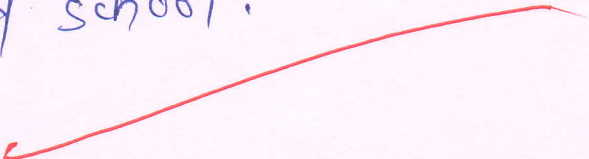


⇒ she said she was sexually abused by her physics master. palanysamy when they happened to be alone in the physics lab.

⇒ when a friend witnessed this both of them warned not to any one what had happened. If they did they will be failed in examination.

Conclusion -

school is a place of where people are sharing their future But, if the place is like a temple for student will become hell then the students will not give interest on attend school.





## Activity - IV

Collection of cases and indiscipline and corporal punishment from newspaper.

### Corporal punishment

School corporation punishment refers to causing deliberate pain or discomfort in response to undesired behaviour by students in schools. It often involves striking the students either across the buttocks or on the hands with an implement such as a rotten cane, wooden paddle, slipper, leather, strap of wood, yardstick, in the elementary school level in the English speaking world the use by school of corporal punishment has historically been ~~justified~~ by the common law.

### History:-

The starting point of corporal punishment was not clearly say. This type of punishment was B.C 10th century



in the book of proverbs to Solomon.  
In 20th century corporal punishment was.  
In 1948 it was completely banned. In  
this year onward small sticks or belt  
using as corporal punishment article.

There are three types of corporal punishment

1. Family or domestic corporal punishment.
2. School corporal punishment.
3. Judicial corporal punishment.

## 1. Corporal punishment by teacher

One of the case  
discussed at the hearing  
was the death of L. Mariyal  
(15), who studied in Grade  
1 at St. Xavier Girls Higher  
Secondary School in Kodai-  
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One of the case discussed at the hearing was the death of L. Mariyal (15), who studied in Grade I at St Xavier Girls Higher Secondary School in Kodaikanal. She was allegedly beaten to death by two of her teachers. At the hearing, the panel termed the incident as "murder".

Mariyal was roughed up using scale and even a long-sized notebook. The teachers dashed her head against a desk. She fainted and the teachers sprinkled water on her face. When she regained consciousness, she was assaulted again by the teachers until blood came out.

A similar case from Panchayat Middle School at Thottipattu village

in Cuddalore also received attention. Standard V student Abina (10) was asked by her teacher Santhi to read out from the books. When Abina failed to do so, the teacher made her sit in Standard I. Before that, she was beaten with a stick. When she joined Standard I students, they made fun of her. A humiliated Abina later committed suicide by immolating herself. The school, however, claimed that Abina ended life due to stomach pain.

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Dr. Shantha noted that the school authorities did not take steps to hospitalise the students or pay for their treatment in all the cases. The panel asked the Education Department to come up with a protocol for handling corporal punishment cases. The onus is on the school to lodge a police complaint against the teacher, she said.



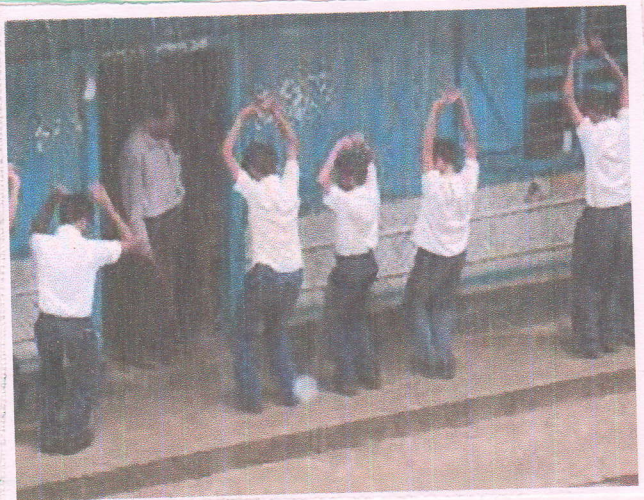
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Boys are also pushed to brink by usually teachers. Premdoss (14) from Dindigul district committed suicide after his class teacher and headmaster falsely implicated him for cheating. Another 14 years old Aaroosh of Kanyakumari, ended life by jumping in front of a running train. He was beaten up for handing over a love letter from his friend to a girl.

## 2. Corporal punishment by teacher:-

In a shocking incident smacking of caste discrimination a class VII student and daughter of a manual scavenger was forced to eat trash





by a school teacher. ~~last~~ And no action has been taken immediately, against any one, then the parents go to the police.

The students were called by Latha, a teacher of another class, and asked to clean the classroom. Since Latha was not their class teacher the students initially refused. They were then forced to clean ~~and~~ the room and also eat the garbage in the presence of other student. It contained mud, dirty paper, food particles like rice and stones. In fear and disgust we ate up the trash, a hand ful ~~which~~ was given to each of us.

CHENNAI  
THE HINDU • WEDNESDAY, DECEMBER 19, 2012

## Girl gets justice after a long-drawn struggle

Special Correspondent

**CHENNAI** Chitra (name changed), sits at a podium, her face covered partially with her diaphanous shawl. Only her eyes are visible clearly beyond the mask, and in them, a curious mixture of sadness and triumph. For six years she fought on, and hardly four days ago, she first smelt success — a two-year conviction for the man who sexually abused her.

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The case dragged on, back and forth, between the Magistrate court in Tiruvallur and the High Court. And Chitra persisted right through. In the meantime, the school

slapped defamation charges against many who were fighting for the girl, Mr. Shreedhar said. They continued to threaten Chitra and her family members trying to force them to withdraw the case and the local police added to this, he charged.

Finally, the judgment was delivered at the JM-1, Tiruvallur court on December 1. Mr. Shreedhar added. The accused was sentenced to a period of two years rigorous imprisonment and ordered to pay a fine of Rs 10,000. "The only reason I persisted was because I knew if I didn't the man would play with the lives of other young girls in the school. Now I hope the school management that constantly kept trying to prevent justice for me, will be taken to task too," Chitra said.

Very few cases of child sexual abuse even reach the court, only some of them result in conviction, Mr. Shreedhar says. "Chitra's case is significant because she got justice at the end of it."



Observe a minimum of five school teachers and describe their leadership character and prepare a text/report.

Name of the school :- V. V. High school

Name of the teacher :- K. Raju

### 1. Preassess

I imaging future activities and prepare time table

- The achievement of institute should be organised.
- The decisions are planned bravely without any fear.
- Should have planning skills.

### 2. To be faith :-

The leaders should have faith to know first about himself.

- Should not have fear that to work as I think failure.
- They should work with responsibility and actively in the work.



### 3. To have character protocol:-

The one who want to become a person in other he should reflect his character as goal.

- About plan
- Good person
- General nature
- Good manners

### 4. Work with dedication:-

- The one who teaches in the class should be with dedicated and one who learns should also be same.
- The teacher has dedication on his work.

5. Co-ordination: I Found the co-ordination qualities of Mr. K. Raju, Asst teacher of Vigyan vihar high school.

Name of the School: K. K. High school

Name of the teacher: S. K. Dargababu

Some ~~leadership~~ qualities found in S. K. Dargababu, Asst teacher Krupa Kamal High school of Tamuram are detailed below - ① Motivation



- ② planning
- ③ Interaction
- ④ Punctuality
- ⑤ confidence

② Name of the school: K.K. High school

Name of the teachers: R.K. David

Some leadership qualities of R.K. David, Asst. teacher of K.K. High school, Tamarassery are described below.

- ① Negotiation
- ② Confidence
- ③ Motivation
- ④ planning
- ⑤ punctuality
- ⑥ Self-sacrifice
- ⑦ Role modeling.

Name of the school: Z.P. High school

Name of the teachers: P. Pooja

Some leadership qualities available or observe in P. Pooja Asst teacher of



Z.P. H. School Makavarapalle are described below-

- 1) Time management
- 2) Interaction is good
- 3) Co-ordination nature
- 4) planning
- 5) Motivation
- 6) vision
- 7) Confidence etc

Name of the School: Monteswari E.M. H. School

Name of the teacher: V. padma

Some leadership qualities of Asst teacher V. padma, ~~Monte~~ Monteswari E.M High school Makavarapalle are detailed below:-

- 1) Vision
- 2) Passion
- 3) Confidence
- 4) Punctuality
- 5) Self-sacrifice
- 6) Coordination
- 7) planning etc.



The view of above, it is observed that all teachers possess minimum leadership qualities which help them to handle the class in a better way in teaching learning process. Further leadership styles are of different forms depending on the personality, of the teacher/leader, the group situation and the problem on hand.

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