

# TEACHER MANAGEMENT AND DEVELOPMENT

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## ABSTRACT

*Education is regarded to be an important area and all individuals recognize the significance of education, irrespective of their status and backgrounds. To lead to development and progress in education, it is vital to focus upon teacher management and development. The main purpose of this research paper is to focus upon teacher management and development. In order to lead to effective teacher management and development, the teachers are required to possess appropriate knowledge of the subject areas, leadership skills, professionalism, efficiency, consistency, and should treat all the individuals on an equal basis. The management of the classroom is one of the most challenging problems that the teachers experience in the present existence. For this purpose, making use of effectual teaching-learning methods, instructional techniques, maintaining discipline and decorum, conducting of class tests and assignments on a regular basis and creating management strategies to develop a prolific learning environment are considered vital.*

**Keywords:** Teachers, Management, Development, Students, Classroom, Professionalism, Leadership, Skills

## INTRODUCTION

Teacher management and development is the enhancement training provided to the teachers over a period of time to encourage their progress in all aspects of content and pedagogy. Management and development of the teachers should be equivalent to professional development of other individuals. The teachers are required to learn and work towards enrichment of their professionalism on a continuous basis. There are two types of training available to the teachers, i.e. pre-service and in-service teacher training. It is not simply a time bound activity or a series of events, but a continuous process. The enhancement of the skills and abilities of the teachers takes place through personal reflection, interactions with colleagues, getting involved in practices and reaffirming their experiences. Secondary education is a crucial stage for the children as it prepares them for higher education and employment opportunities. To strengthen educational qualifications and capabilities amongst the students, it is vital to provide opportunities for the children for improving their professional capacities and abilities (Chapter 6, n.d.).

Management and development of the teachers should be designed around the research documented practices that enable the teachers to enhance their aptitude to implement what they have learned. For instance, in training programs, the teachers are made available adequate knowledge about putting into operation all the tasks and functions in an effective manner that are necessary within the educational institutions. These practices should be applied through the improvement in teacher effectiveness through professional development. The management and development of the teachers should also be based on comprehensive educational practice such as, contextual teaching. Contextual teaching makes available the information in familiar contexts and those which may be useful. Learning process takes place in the most useful manner, when the learners are able to process

information or knowledge in a way that is understandable to them and they are able to make use of the knowledge (Chapter 6, n.d.).

## **VISION OF TEACHER MANAGEMENT AND DEVELOPMENT**

The management and development of the teachers take place in accordance to the demands and requirements of the educational institutions. For this purpose, the teachers are required to encourage, support and be the facilitators of the teaching and the learning processes. They are the ones who enable the learners to discover their skills and abilities, to recognize their physical and intellectual capabilities to the fullest, develop character and desirable social and human values to function as responsible citizens of the country. The jobs and functions of the teachers are dedicated towards not only the enhancement of the educational institutions and learning of the students, but also towards the welfare of the community. The teachers are active members of the educational institutions and society. There are number of teachers, who besides teaching are involved in research and writing and make available knowledge throughout by getting their articles published in various journals. While working, they take into consideration, changing national development goals and educational priorities (Concept of Teacher Education, n.d.).

## **OBJECTIVES OF TEACHER MANAGEMENT AND DEVELOPMENT**

The main objectives to bring about teacher management and development have been stated as follows: (Concept of Teacher Education, n.d.).

The teachers should always possess a caring, supporting and an encouraging attitude towards the students. There are some students within the classroom who possess learning disabilities. They are not able to adequately understand the subject matter and require reiteration of concepts. In such cases, it happens sometimes that teachers may find it difficult to deal with these kinds of students, but they should be dealt with patiently and encouraged to study. The teachers should develop effective communication skills, so that students are able to understand them. The students with learning problems feel comfortable and are able to study well when the teachers possess an approachable nature.

The children should be understood by the teachers within social, political and cultural frameworks. The children belong to different religious groups and backgrounds, it is vital that teachers should treat them equally and not discriminate against anybody. The evaluation of the students should be implemented on the basis of their performance, whether it is related to academics, behaviour, conduct, rate of absenteeism or performance in competitions and creative activities. The teaching-learning methods need to be implemented by the teachers taking into consideration the requirements of the students. If the students are able to understand the concepts with verbal explanation, they are made to understand the concepts orally. If the students are able to understand by writing notes, the teachers are suggested to give notes.

The imperative area through which management and development of the teachers takes place is through learning and enhancing their knowledge. The professors in colleges and universities besides teaching are also involved into research and writing, they write research papers and books. The research papers are sent to different journals to get them published. They are involved in reading

to a great extent to improve their knowledge so that they are able to disseminate the knowledge amongst their students. The generation of knowledge is viewed as a continuously evolving process of reflective learning. In order to lead to their management and development, the teachers are required to work on a continuous basis to improve their skills and abilities. The primary abilities of the teachers are reflected in awareness, mindfulness, responsiveness and cognizance.

The teachers need to be make sure that students take pleasure in learning. There have been instances when students find learning monotonous and they lack interest in studying. The teaching methods adopted by the teachers have to be enjoyable so that students take pleasure while getting engaged in classroom activities. For instance, when explaining a lesson in English to the students, if the students assume the roles of the characters, then learning would be fun and they will be able to understand the lesson too. This means role play is an effective training method. The difficult concepts make students feel vulnerable and apprehensive. In order to enhance these concepts, it is vital that a great deal of practice should be encouraged. Memorising is a rare technique, therefore, teachers ensure that students are able to understand the concepts and make them write down.

In the area of adult education, the teachers make sure adults are able to bring in their knowledge and experiences within the classroom setting. When the teachers are communicating to them the concepts, then adult individuals not only enhance their learning by understanding information from the textbooks, but they are also able to enhance and establish a connection between textual information and the information that they possess from daily life experiences. The knowledge is viewed not as an external reality embedded in the textbooks, but as formed in the shared framework of teaching and learning processes and personal experience. There are teachers who appreciate when the students bring in knowledge from outside in class tests and assignments. They are also acknowledged when they get engaged in debates and discussions and share their experiences.

There should be provision of opportunities for self-learning, reflection, assimilation and articulation of new ideas. It is vital to develop the capacities for self-directed learning and the ability to think logically, be self-critical and to work with each other, in other words, encouragement of group work. The measures implemented to encourage management and development of the teachers enable them to acquire an understanding of self, which includes, beliefs, assumptions and emotions. One is able to develop the ability for self-analysis, this enables an individual to identify the flaws and inconsistencies and adopt measures to improve them. The teachers should develop within themselves the qualities of adaptability, flexibility, creativity and innovativeness. Besides these, they should possess a pleasant personality, not only students but other teachers and staff members should also feel comfortable in approaching them. These qualities would contribute in rendering an effective job performance and generating the feelings of job satisfaction.

## **AREAS TO CONSIDER TO PROMOTE TEACHER MANAGEMENT AND DEVELOPMENT**

To promote teacher management and development, there are certain areas that need to be taken into account: (Mulford, 2003).

**Individual Support** – The teachers should possess a supportive nature. At all levels of education, nursery, elementary, junior school, middle school, high school, college and university. The teachers need to support the students as well as other staff members regarding various kinds of problems and difficulties. The supportive nature of the teachers includes, providing moral support, showing appreciation for the work and taking into consideration ideas and suggestions given by them. The primary aspect are the students, they experience numerous problems within the educational institutions, regarding academics, tests, activities, competitions, school environment, learning, fellow students and so forth. In such cases, they approach their teachers for help and they are required to provide solutions to their problems and grievances.

**Culture** –The culture of the institution is depicted in its norms, values, standards, principles, rules and policies. There should be prevalence of the attitude of trust and confidence amongst the individuals. The students should be made to recognize their importance within the educational institutions and their growth and development is of utmost significance. The students differ from each other in their performance, some may perform well, whereas others may not be able to understand in an appropriate manner. In other words, the students who are slow, they should be provided with all the help and support, so that they come up to the class standard. One should demonstrate willingness and enthusiasm to bring about transformations in the practices with putting emphasis upon new understandings.

**Structure** – The structure of the school as well as the classroom is an imperative aspect to promote growth and progress of the students and the management and development of the teachers. The structure of the school should be framed in a manner that promotes participative decision making, support delegation and distributive leadership and encourage teacher decision making self-sufficiency and independence. The individuals should be given equal rights and opportunities and there should not be any kind of discrimination between them on the basis of caste, race, religion, ethnicity or socio-economic background. The teachers when involved in the making of major decisions or minor decisions, it is vital they should allow others to give their ideas and suggestions. The viewpoints of the students must be taken into consideration when implementing any decisions relating to class performances or teaching-learning methods.

**Vision and Goals** –The organizations or educational institutions has vision and goals, these are required to be taken into consideration when promoting teacher management and development. One of the important vision and goals is to create a conducive working environment, where teachers are able to generate the feelings of job satisfaction amongst themselves. When the working environmental conditions will be pleasant and amiable, then the teachers will be able to perform their job duties to the best of their abilities. The teachers who are satisfied with their jobs will be able to improve their management and development. On the other hand, the feelings of job dissatisfaction amongst the teachers will prove to be impediments within the course of their management and development. The vision and goals should be communicated to the students and the staff members, so that all the individuals work in co-operation with each other towards the attainment of the desired objectives.

**Performance Expectation** –When the recruitment of the teachers takes place within educational institutions, there are certain areas that need to be taken into consideration. These are, their educational qualifications, experience, background and way of communication. The teachers

are expected to render an effectual performance and work to the best of their abilities. The directors and the principals of the schools, expect from the teachers an enriched performance, so that their educational institution earns a good reputation and students feel satisfied with their teachers. The teachers should not perform the job of teaching the students, but bringing about innovative techniques and methods, development of problem solving, logical reasoning, and other skills amongst the students, providing ideas to the principals to work towards the development of the school, preparing innovative lesson plans and providing proper guidance to the students are the important areas that the teachers should be aware of.

**Intellectual Stimulation** –The teachers should focus upon the achievement of their goals and objectives. The teachers primarily work with students, hence, their major goal is to make sure the students understand what they are teaching and learning takes place in an effectual way. The teachers need to ensure the students are satisfied with their teaching strategies. In higher educational institutions and training centres, the students evaluate the teachers. When they are evaluated well, they understand that students feel contented with their teaching methods and possession of knowledge. On the other hand, low evaluation results enable the teachers to make improvements. The teachers should be made provision of opportunities to enhance their skills and abilities to encourage their management and development.

## **PROFESSIONAL DEVELOPMENT OF THE TEACHERS**

To promote professional development of the teachers, there are certain areas that need to be taken into consideration. The teachers need to possess the traits of resourcefulness, conscientiousness and diligence to render an effective job performance. The teachers are required to possess efficient knowledge, skills and abilities to perform their job duties in an operative manner. Having a feeling of job satisfaction contributes in the professional development of the individuals within the working environment. Professionalism is enhanced, when the individuals are happy with their jobs. Within the working environment, they should also be approachable in attitude and communicate with each other in an effective manner. Learning opportunities normally took place over an extended period of time and involved frequent communication with the providers. The teachers are required to provide to the students with opportunities so that their professional development can take place in an efficient manner (Timperley, Wilson, Barrar, & Fung, 2007).

Effective professional communities are characterised by two conditions. Firstly, the participants were reinforced to process new understandings and their inferences for teaching. Sometimes this involved stimulating of problematic opinions and testing the effectiveness of competing ideas and viewpoints. Proficiency external to the group transported new perspectives and assisted in the challenging of predominant dialogical norms. Secondly, the emphasis was on investigating the influence of teaching on student learning. This emphasis was supported by the preparation of discussions in artefacts, demonstrating student learning and by teachers having high but accurate opportunities for the students and believing they could make a difference. Standards of co-operative responsibility for student learning substituted those of individualism and autonomy, putting emphasis on the teachers (Timperley, Wilson, Barrar, & Fung, 2007).

The pedagogical methods promoted in the subjects of mathematics and science are difficult and require a great deal of practice. Therefore, the teachers are the first and the foremost individuals that have to prepare themselves thoroughly and master the entire subject, so that they can efficiently train the students. The students may put forth all kinds of questions before the teachers, hence, they have to be prepared to answer all of their questions. The lack of knowledge and information and inability to answer any questions may prove to be barriers within the course of their professional development. Professional development in particular was reliable with an emphasis put on the policies and recommendations by national subject associations and or were based on commonly recognized research findings. They did not occur in seclusion of a comprehensive research or the policy environment. Some trainings of involvements that had low or no influence were also acceptable on the basis of research, but this research was normally not of the kind that had continued the precisions of implementation by a policy or professional body or was part of a comprehensive programme of research. The research was commonly used for the determinations of recommending particular teaching qualities (Timperley, Wilson, Barrar, & Fung, 2007).

The qualities of efficient leaders came through most obviously in the research studies that are based on school, not those that took place off-site. The studies that are based on schools and educational institutions, mostly take into consideration, leadership studies. On the other hand, there are some school-based studies that do not report the roles of the leaders. Operative leaders dynamically supported the professional learning of the staff members and, at times, contributed towards the well-being of themselves. Their undertakings and actions were reliable with a number of theoretical perspectives on leadership, rather than one particular perspective. Most commonly, leaders confirmed organisational provisions were put in place that provided teachers with the opportunities to acquire, access to pertinent proficiency, and opportunities to meet to practice new information (Timperley, Wilson, Barrar, & Fung, 2007). Within the classroom setting, it is vital for the teachers to possess leadership skills so that they are able to implement the functions of leading, guiding, directing, managing and controlling the students in an effective manner.

Important areas that contribute in enhancement of professionalism of the teachers, included discipline knowledge and the interrelationship between the fundamentals like, new curriculum, pedagogy, teaching-learning methods, instructional strategies, assessment information, information of the students, including their developmental progressions through particular curriculum, and their culture, linguistic and cultural resources, and theoretical backgrounds and conceptual devices. Skills and abilities of teacher inquiry included analysis of the teacher's own preparation and new opportunities in relation to the standards of practice. The impact of professionalism of the teachers is put upon the diverse aspects of the students (Timperley, Wilson, Barrar, & Fung, 2007). The students feel pleasurable and enjoy working with professional teachers. A teacher who is professional in his or her conduct will be able to enhance professionalism amongst the students. As professionalism enables an individual to make effective use of their experience, skills, proficiency and competency. The directors, principals, staff and students feel satisfied and take pleasure in working with professional teachers.

## DEVELOPMENT OF LEADERSHIP SKILLS

For teacher management and development, it is vital to focus upon the development of leadership skills. The leadership skills require the development of the qualities which have been stated as follows: (Chamundeswari, 2013).

**Selflessness** – A person who takes out time for the needy and the deprived individuals is regarded to be a selfless person. The teachers need to think about the wellbeing of others and give other people first priority. Their work should be dedicated towards the development and progress of their students and of the educational institutions. In educational institutions, students experience number of problems with regards to academics, extra-curricular activities, learning, fellow students, facilities, and infrastructure. They need help and support from their teachers in all areas and they should be considerate and thoughtful in their approach. There is a close connection between the effectiveness of the teachers, their motivation to enable the children to learn, self-image and esteem (Teachers in the Indian Education System, 2016).

**Persistence** - Persistence refers to a positive enthusiasm to complete the assigned responsibilities. It can also be referred to as perseverance. It is important in one's job, an individual should give preference to the completion of job duties and responsibilities. When an individual is engaged in job, then it is vital, he should give first priority to the completion of job duties. Having determination within regarding the completion of the job or an assignment is considered important. The possession of a strong determination, diligence, resourcefulness and dedication enables an individual to acquire job satisfaction. Recruitment of more teachers may not provide solutions to the learning problems unless the governments ensure that teachers have the necessary skills, the proper environment and the motivation to assure that every student learns (Teachers in the Indian Education System, 2016).

**Consistency** –The meaning of the term consistency means, reliability, uniformity, regularity and stability. Teachers have to assume the roles of leaders in educational institutions and work towards guiding and leading their students in a proper direction. For instance, there are occurrence of violent situations and even cases of indiscipline. In such cases, the teachers and the staff members are required to possess leadership skills and implement them with consistency. A leader will have to attain the characteristics of being consistent. Reliability will depend on the manifestation of the stable behaviours on the part of the students, regularly over a period of time.

**Affability** – The leaders should always be friendly and pleasant in their approach and attitude. Affability is a feature that is considered important than knowledge. Amiable nature will enable the individuals to approach the leaders and then they will be able to make use of their knowledge. When the students or other staff members experience any kinds of problems or difficulties, they should find it manageable to approach their leaders. Every individual has his or her own problems, they may find some situations difficult to deal with. In such cases, recognizing the problems of others and handling them in a calm and patient way is an important aspect. In all the areas, affability is regarded more significant than possession of knowledge. If a person is affable in nature and possess limited knowledge, he will be able to render an effective job performance through the qualities of cordiality, sociability, friendliness, and pleasantness.

Honesty – To attain respect and appreciation at the workplace from all the individuals, it is important to follow the path of honesty and integrity. A person should always be honest in his workings and particularly in guiding others. The leaders should always provide factual knowledge to their students as well as other individuals. There are cases, when even leaders are required to make improvements and enhance their knowledge. They are required to progress and generate awareness in various areas that may take place from time to time. Honesty is regarded to be an imperative aspect that provides admiration and reverence to a person. Changes and transformations within the working environment are considered essential to improve the eminence of the individuals who are recruited to be teachers (Teachers in the Indian Education System, 2016).

Faithfulness – The leaders should always follow the path of righteousness and truth. It is vital they should be accurate and fair in their dealings. Any person or a student within the educational institution should not feel that leaders are being unfair or discriminating against them. For instance, there are students with different learning abilities, belong to different socio-economic backgrounds and differ in their status groups. The leaders should treat all the students on an equal basis and not discriminate against anybody. If a person feels, he is being discriminated or the leader is not treating them in an appropriate manner, then the leader will not be able to enhance his position. Therefore, non-discriminatory treatment, faithfulness, righteousness and truth are regarded as imperative aspects.

## **CLASSROOM MANAGEMENT STYLES**

The primary job of the teacher centres on the classroom. Within the classroom setting, there are number of job duties and various management styles and these have been stated as follows: (Chamundeswari, 2013).

**Authoritative Style** –In this style, appropriate preparation of the study materials, explanation of the concepts to the students are provided with clarity and the teachers explain the doubts and solves their problems in an adequate manner. The teachers have a modulated voice and the fluency of language. The performance of the students is evaluated through tests and asking them questions. The students are encouraged and motivated to perform well, the appropriate and the inappropriate behaviours are identified, they are supported to re-learn the academics and interpersonal relations and get motivated towards learning. Respect for students is promoted through active listening to their doubts, problems and other concerns. They are encouraged to get engaged into discussions and provide resolutions to the conflicts by appreciation and interactions. The teachers interact with the students in a polite manner and encourage them to communicate with the fellow students in a friendly manner. In this way the occurrence of conflicts gets reduced.

**Authoritarian Style** –In this style, efforts are put in by the teachers to prepare the instructional and study materials, the students are pressurized to clear all their doubts during the class period and the teachers are fluent in this case, they communicate with the students and encourage them to understand the concepts in an appropriate manner. This is the main motive of the teachers to make the students understand the concepts, so that they are able to enhance their performance in a proper manner. The teachers focus on the maintenance of discipline within the classroom. If the students play mischief or do not obey the rules, then they are reprimanded or punished by the teachers. In this



case, the teachers mainly possess an authoritative nature, they are efficient in teaching, adopt effective teaching-learning methods, encourage students to clarify all their problems and difficulties and make sure they perform well in class tests and assignments. On the other hand, they aim to have discipline and regulation within the classroom setting.

**Permissive Style** –In this style, the teachers possess adequate knowledge and takes minimal efforts to prepare the teaching-learning materials. The distribution of knowledge and information amongst the students do not involve motivation. The teachers come to the class to provide knowledge to the students, but do not take this point into consideration that they should be motivated to learn. The teacher does not have adequate involvement in the outcomes of the students, they do not expect much from the students and are indifferent to the maintenance of discipline and order. In this style, the teachers are not performing their job duties in an appropriate manner. They are not putting into practice the styles and the approaches to encourage student learning, understanding and discipline. This style is not accepted within the educational institutions and the teachers may even end up losing their jobs. This style does not promote the management and development of the teachers.

**Indulgent Style** –In this style, the teacher is knowledgeable and adequately focuses on preparation of study materials. The teaching processes are organized in accordance with the requirements of the students. The students make demands to the teachers and they are required to comply with the demands. Efforts and hard work on the part of the students is supported by the teachers and they maintain amiable and approachable terms and relations with the students. Teacher maintains discipline with the co-operation of the students, they co-operate with each other in promoting sociable, pleasant and an agreeable environment within the classroom. The teachers are dedicated towards fulfilling student's needs and requirements, so that they feel pleasurable. The teachers work towards creation of an environment in a manner so that students take pleasure in learning. The teachers are friendly and students are provided with complete freedom to interact with the teachers within and outside the classroom.

**Contingent Style** –In this style, the teachers are efficient in the performance of their job duties. They prepare themselves thoroughly regarding the subject matter, clarify the doubts of the students and they are keen on identifying the areas that need corrective measures. Assignments and tests are organized to evaluate the performance of the students. Teachers motivate the students towards learning and communication takes place between them in an effective way. The students feel free to approach the teachers to clarify any difficulties or problems. This style does contribute in enhancing the management and development of the teachers. The reason being, educational institutions are the main areas where teacher management and development can take place in an adequate manner. Effective teaching-learning processes, providing solutions to problems and difficulties, communication with the students, motivating them towards learning, identifying inconsistencies and using corrective measures and encouraging growth and development of the students as well as the institutions are the areas that would lead to management and development of the teachers.

## CHALLENGES IN TEACHER MANAGEMENT AND DEVELOPMENT

Unprecedented growth in the teacher education institutions and programmes during the past few years describes the teacher education scenario in the present existence. With an increase in the school enrolments and the introduction of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, SarvaShikshaAbhiyan and Universalization of Elementary Education, there was a regular increase in the demand for teachers. In addition, the accumulation of inexperienced and untrained teachers in the system and the indispensable requirement of pre-service teacher certification for recruitment as a teacher led to increasing force on the current institutional capability. The demand far exceeding supply, market forces have taken over unprecedented increase in the number of teacher education institutions in most parts of the country. From 3489 courses in 3199 institutions and an intake of 2,74,072 in 2004, the numbers in December, 2008 increased to 14,523 courses in 12,200 institutions with an intake of 10,73,661 at different levels. This development has taken a substantial toll on quality parameters like infrastructure, faculty learning resources and student profile (Concept of Teacher Education, n.d.).

Teacher education as a whole requires a crucial and wide-ranging reform. There are numerous areas in the field of education, which the teachers have to thoroughly master to prepare themselves. There is a need to bring a superior connection between professional training and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Observing the complications and significance of teaching as a professional practice, it is vital that the entire inventiveness of teacher education should be increased to a university level and that the duration and rigidity of programmes should be suitably improved (Concept of Teacher Education, n.d.).

**Research and Innovation** – Research and innovative practices are considered to be an integral part of education. There is a need to have an increase in research that documents practices reflectively and analytically, whether it is of programs or classrooms. Research and innovative practices in the case of programs centre upon introducing of teaching and learning methods, curriculum and instructional systems, technology, and so forth. In the case of classrooms, they focus upon bringing in new infrastructure, blackboards, learning materials, heating and cooling equipment and proper sitting arrangement. University departments and research institutions are required to undertake research and innovation practices. Institutional capacity and capability to innovate with different models of teacher education is also regarded to be an integral part of research and innovation practices.

**Inclusive Education** – There are two types of exclusions that are prevalent within the educational institutions. One is exclusion of children with disabilities and the other is social exclusion of children who belong to deprived communities and socio-economically backward sections of the society. The teachers need to get prepared to overcome these biases and treat all the students equally. The Persons with Disabilities (PWD) Act of 2005 provides for free and compulsory education up to the age of 18 years for all children with disabilities. The education of the socio-economically backward sections of the society, especially the Scheduled Castes, Scheduled Tribes and the minorities has remained a primary national concern of education for several years. The enrolment and retention of girls and their participation remained behind as compared to the boys.

The teachers need to be understanding and considerate, if the social deprivation has to be overcome through education.

Perspectives of Equitable and Sustainable Development –To develop future citizens, who are involved in promoting sustainable and equitable development of the society and providing equal opportunities for all the individuals, opportunities should be made available leading to equitable and sustainable development. It is necessary that individuals should possess the desired awareness and perspectives of gender equity, perspectives that develop values for peace, respect for the rights of all the individuals and value of work. In the case of any kinds of problems and difficulties, the young students are required to be educated to bring about changes in the consumption patterns and the way they observe the natural resources. The increasing stress within the society causes prevalence of violence amongst the children too, therefore, education is regarded as significant and plays a crucial role in promoting values of peace based on equal respect of self and others. Education helps a person to eliminate all forms of violence and criminal acts.

Role of Community Knowledge in Education –The community knowledge is referred to the knowledge which an individual acquires and is able to understand within the community. It is regarding various areas, such as health care, diet and nutrition, child development, preservation of natural resources, keeping the environment clean and pollution free and so forth. This knowledge contributes in the generation of awareness amongst the individuals. The community knowledge plays a crucial role in enhancing awareness and information amongst the individuals. It is vital to lead to the development of knowledge and generate awareness amongst the individuals making use of community knowledge in education. When the individuals establish a link between textual knowledge and community knowledge, they are able to understand the concepts in a better way. The NCF 2005 promotes the inclusion of socially relevant content in the curriculum and pedagogy.

ICT in Schools and E-learning - With the beginning and production of Information and Communication Technology (ICT), there is an increasing demand that it be comprised in school education. Teacher education has been organized to position and prepare the teachers to differentiate between developmentally suitable and disadvantageous uses of ICT. It requires to prepare the teachers with competency to make use of ICT for their own professional development. ICT has smoothed the learning of the students, it has made the implementation of tasks and operations manageable. When a student makes use of technology to prepare reports and assignments, he is able to make corrections easily. He does not have any kind of strain of handwriting and it is beneficial. In the initial stage, a person may feel vulnerable and not comfortable in making use of technology, it is a major challenge for them in the area of education. A great deal of practice enables them to become acquainted with technology and make use of it in their work.

## **CONCLUSION**

Effective management and development of the teachers is defined as conditions that are emphasizing upon and advantageous to proper learning, good behaviour and positive inter personal relationships. Appropriate management and development within the framework refers to organization and administration of the students, teaching-learning processes, discipline, demureness, comprehension and integration, in other words, creating meaningful learning. The teacher needs to

encourage this learning by making use of new strategies and methods. The management and development of the teachers focus upon the quality of the classroom, influence upon the performance of the students, leadership, interpersonal relationships and personality development. This research paper has highlighted that an effective classroom management by the teacher leads to an increase in the student involvement in teaching, reduces disorderly behaviour and utilizes the instructional time to the completest extent.

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