

A Study of the effect of addressing inappropriate behaviour of class VII F students of S B Patil Public School, Ravet, Pune.

Rucha Dandwate

2022-23

S B PATIL PUBLIC SCHOOL, RAVET, PUNE, MAHARASHTRA

Acknowledgement

- I extend my sincere gratitude and a heartfelt thank you to Madam Principal Dr. Bindu Saini, for giving me this opportunity to conduct the Action Research and guiding me all through my work.
- This Action Research was possible due to encouragement and guidance of Madam Vice Principal Ms. Padmavati Banda, Primary Co-Ordinator Ms. Shubhangi Kulkarni and Section Co-ordinator Ms. Vandana Sangle. I extend my gratitude and thank you to all.
- I especially acknowledge and thank Ms. Sangeeta Gole Ma'am our academic consultant for offering insightful inputs during the project work and report making.
- I also want to thank the school NABET Co-Ordinator Ms. Sakina Bootwala for the valuable feedback and guidance throughout the process.
- I am extremely thankful to my scholastic and co-scholastic teachers of class VIIF for supporting me in conducting the activities and collection of report samples.

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Report on Action research project on effect of Improper behaviour of class VII F students.

Rucha Dandwate: Class teacher of class VII F.

Introduction

This is a report on an action research project which investigates the extent to which guided practice can help students improve their improper behaviour in the classroom. It documents teacher-initiated, classroom-based action research which turned into a behavioral aspect which not only shapes them as good students but also a good human being in their future. Respondents came from a sample of 38 mixed-ability students from the class VIIF in the school. The researcher compared students' overall behaviour in the beginning of the academic year and at the end of the action research project duration and reported the consequent changes in students' behaviour in the classroom. Both qualitative and quantitative data were collected through the teacher's class observation, parents, and teacher's feedback etc.

Research background

Disruptive behavior is roughly defined as inappropriate behavior of students in the classroom that impedes both learning and teacher's instructions (Gómez Mármol et al., 2018; Närhi et al., 2017). Some of the most common disruptive behaviors include learners' inappropriate gestures, talking with classmates, physical and verbal aggressiveness, moving in the class, shouting, and not respecting

the classroom rules (Esturgó-Deu & Sala-Roca, 2010). The fact that disruptive behavior in the classroom is an undeniable problem faced by teachers of all generations (Abeygunawardena & Vithanapathirana, 2019).

The students of VII F are a mixed batch. It comprises some highly energetic, over enthusiastic students, along with some disengaged and introverted students. This added with their stepping into adolescence makes it a high-risk factor. In the beginning of the academic year April ,2022-23 a letter was confiscated from a few students. Some students have resorted to using profanity in their day-to-day language while some resorted to writing letters containing obscene pictures and language. Scholastic and co-scholastic teachers also observed and complained about inappropriate behaviour. It is observed that the students at this juncture of their life do not find an outlet to their thoughts and queries. A few incidents that happened lately triggered the need for this study. Behavioral problems in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning. They also change the classroom dynamic as the focus of attention shifts from the academic tasks at hand to the distractions provided by disruptive behaviors.

Following are the Causes to take up Class VII F under the action research project:

- One of the students' mothers had come up with a complaint that her daughter was forced to write a love letter at the beginning of the academic year. (In the month of April).All the

students were oriented by Vice Principal ma'am and Section coordinator ma'am.

- Children had no manners while talking to each other.
- Few students had problems with the attention span to sit in one place for a longer period of time.
- Children roam in the school during long breaks.
- Students' Disruptive behaviour observed by the other subject teachers.
- Use of abusive language.
- Chits of paper confiscated by subject teachers with a message written with abusive words.
- Obscene pictures drawn by students in notebook were observed.
- A letter suggesting a link up with other students was confiscated.
- Children are coming late.
- Students do not follow the Uniform rules, girls wear makeup while coming to school.
- Running in the class and having physical fights with each other.
- Teasing friends by their first name or surname.
- Continuously talking during lecture.
- Anger issues among boys.
- Linking ups pairs with each other.
- Use of snapchat for wrong reasons.
- Disrespecting each other.
- Not behaving properly in the school bus.
- Taking other students' belongings.

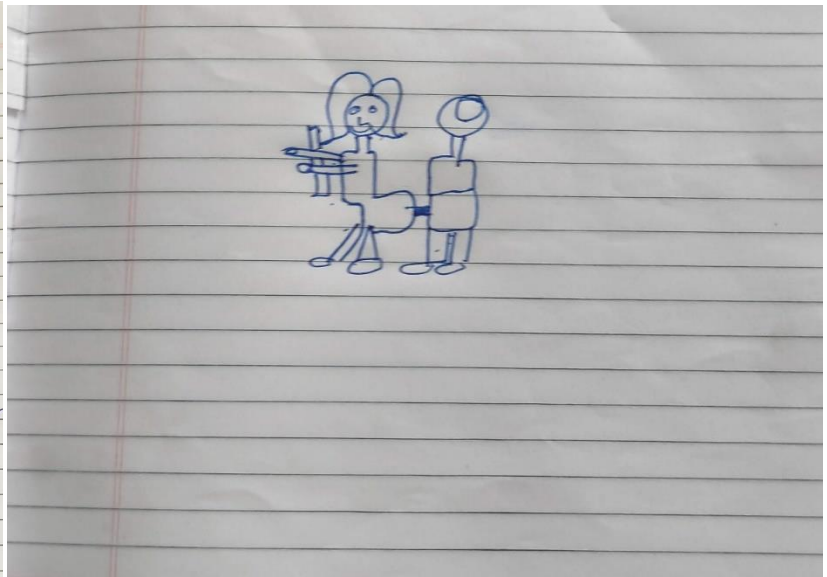
Statement of a problem: *A Study of the effect of addressing inappropriate behaviour of class VII F students of S B Patil Public School, Ravet, Pune.*

Dear [redacted]

I am your brother from now. ~~Pls~~ Pls make me as your brother. I know that when you will know my name at last. I am [redacted] I am getting shy of saying you "I love you" I don't love you now. Pls I am not your bf.

As your brother [redacted] is a right boy for you. Ask him that "Can you become my bf". If he didn't give any answer that means he loves you. ~~there is~~ there is break up in [redacted] and [redacted]. So He is sad very sad. ~~And I know~~ And I know that [redacted] also love you a lot. I know that He ~~is~~ is waiting for this ~~k~~ day. When you will say that Can I ~~become~~ become ~~you~~ you gf.

Your brother
[redacted]



The study had the following Objectives:

To improve

- Behavioural skills
- Interpersonal skills
- Academic performance
- Communication skills
- Response to the teacher

Research questions:

1. Can human behaviour be changed?
2. If so, can change in behaviour help students academically and socially as well?

Hypothesis

The following was the Hypothesis

There is no significant difference in the behaviour of class VII F students before and after giving guided practice of improper behavior.

Time Duration

The project was carried out from 1st August, 2022 to 30th November 2022 with a total period of four months. During the period there were some holidays.

Methodology Context

A total of 38 middle class students from S B Patil Public School in Pune participated in this study. These students were studying with the researcher, who was also a classroom teacher. Out of the 38, twenty-two were boys and sixteen were girls aged between eleven and twelve. They were in grade seven.

The researchers reviewed the current issues and practices available in the literature that discussed disruptive behaviors in the classroom and how it negatively impacted teachers' instruction and students' learning.

Data Collection

The data collected was both quantitative and qualitative. The quantitative data was the comparison of before and after observational parameters by the subject teachers and students' reflection checklist pre and post the project conducted. The qualitative data was based on Parents' Testimonials.

Observation

The teacher carefully observed Teacher's pre and post observation checklist to see the impact of the activities. Qualitative analysis was done by counsellor, section coordinator and class teacher on a periodic basis. Students' participation and responses during the activities were investigated and analyzed to conclude the findings when the project came to an end.

To conclude it is realized that behavioural change is a long and a gradual process and difficult to measure, however some significant changes were observed. Hence this process will continue further to improve students' behaviour.

Action plan

- Identify the problematic students.
- Constant feedback received by subject teachers on a monthly basis.
- Checklist of observations (including the various behavioural parameters) done by Scholastic and Co-scholastic Teachers.
- Parents Interaction for those students falling under inappropriate behaviour.

- Counselor Intervention/ Class Teacher daily Interaction with students for 10 minutes.
- Class Rules and goal setting by students and display of the same on class soft board.
- Parents interaction with counselor / Orientation strategy to be followed by counselor Ms. Sabitha Ma'am.
- One on one session of counselling with problematic students.
- Appreciating or motivating students showing even a smallest change in their behaviour.
- Meeting with subject teachers to understand the progress among students.
- Quality circle time with students by English teacher.
- Goal Setting by class students.
- Action research activities done in the class which was taken by Diksha app. To help students understand not to have a fixed perception about any classmates in the class.

Interventions

Intervention strategies most often proposed to combat discipline issues in the classroom are, for example: praising, motivating, or reinforcing students; maintaining a positive/close relationship with students; formulating basic classroom rules at the beginning of the courses; adapting student-centered learning, and frequently changing the seating arrangements (Rafi et al., 2020).

Step 1. Researchers observed class VII F for almost 2 months, to examine the most common disruptive behavior among the students in the classroom.

First, the researcher observed different types of disruptive behavior that the students exhibited and took note of it. Then a checklist was used to identify the most frequent/repeating types of disruptive behavior among these students, this observation checklist was filled up by scholastic and co-scholastic teachers pre and post intervention.

Checklist of scholastic and co-scholastic Teacher's observations:

| S B Patil Public School | | | | | | | | | | | | | |
|---|----------------|--------------------|---|-------------------------------------|--|---|--|--|---|-------------------------------|---|--|------|
| Class : VII F | | | | | | | | | | | | | |
| Obesvation sheet to find out parameters of distraction in the class | | | | | | | | | | | | | |
| List of parameters responsible for the distraction of the class | | | | | | | | | | | | | |
| List of all Subject Teachers and their observations | | | | | | | | | | | | | |
| Sr.No. | Subjects | Teachers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Sign |
| | | | Striking a comment which distracts the entire class | Continuously talking during lecture | Talking Irrelevant from the topic of the class | Leaving places during absence of teachers | Asking for things or materials from the classmates | Hooting or shouting in the class in the absence of teacher | Inappropriate language - can not construct their own answer | Absenteem- lack of motivation | Lack of attention in the class (can be due to various factors) | Hormonal Changes (Letters with unaccepted languages has been confiscated on different occasion) | |
| 1 | English | Anika Patil | | | | | | | | | | | |
| 2 | Hindi | Chandrakata Sharma | | | | | | | | | | | |
| 3 | German | Neeraja | | | | | | | | | | | |
| 4 | French | Sumathi Mahajan | | | | | | | | | | | |
| 5 | Sanskrit | Deepika Kaninao | | | | | | | | | | | |
| 6 | Maths | Jyoti Kapur | | | | | | | | | | | |
| 7 | Science | Rucha Dandwate | | | | | | | | | | | |
| 8 | Social Science | Aparna Pandey | | | | | | | | | | | |
| 9 | Computer | Akansha Goawami | | | | | | | | | | | |
| 10 | Art and Craft | Kranti | | | | | | | | | | | |
| 11 | P. E. | Dhanaji Patil | | | | | | | | | | | |
| 12 | Yog | Sunita | | | | | | | | | | | |
| 13 | Robotics | Varsha | | | | | | | | | | | |

Step 2. Seating arrangement

Researchers examined how the seating arrangements used as an intervention strategy in this study assisted in reducing disruptive behavior that students exhibited in the classroom. The treatment was the frequent change of seating arrangements.

Step 3. Counsellor's session

Counsellor's sessions were arranged periodically in the classroom. Also, one on one sessions were arranged for few students.

Following topics were covered up by the counsellor for Self Awareness:



Introduction

Discovering Self

Strengths and Weaknesses

Self- Esteem and Its Importance

Overcoming Low Self-Esteem

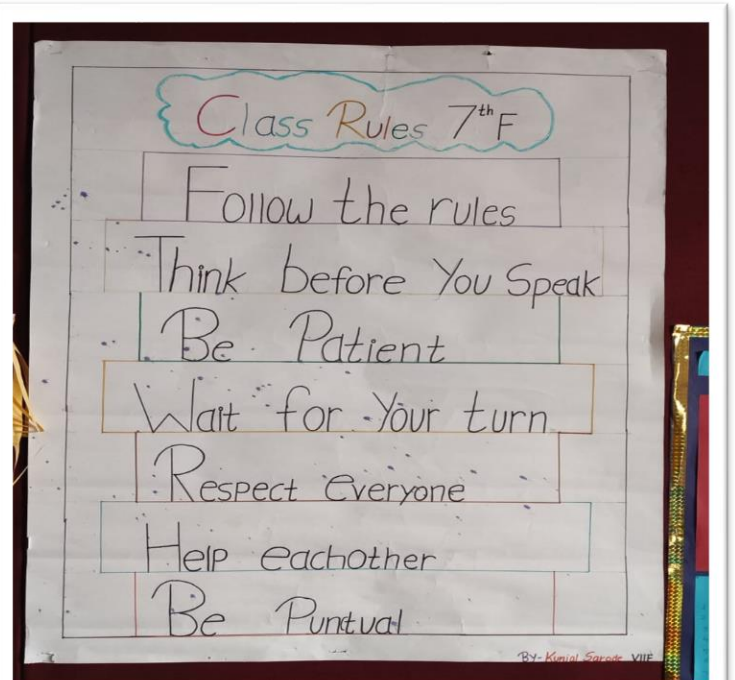
Positive and Negative Behaviour and its impact

What good happens in life when we are positive and negative impact of bad Attitude.

Multiple intelligence sheet were distributed among students.

Step 4. Classroom Rules

Students were asked to decide their own class rules and display on the softboard of the classroom.



Step 5: Interaction with parents:

Section coordinator, Class teacher and counsellor interacted with parents as and when required.

Step 6: Meetings with Scholastic and co-scholastic teachers to understand the progress of the students.



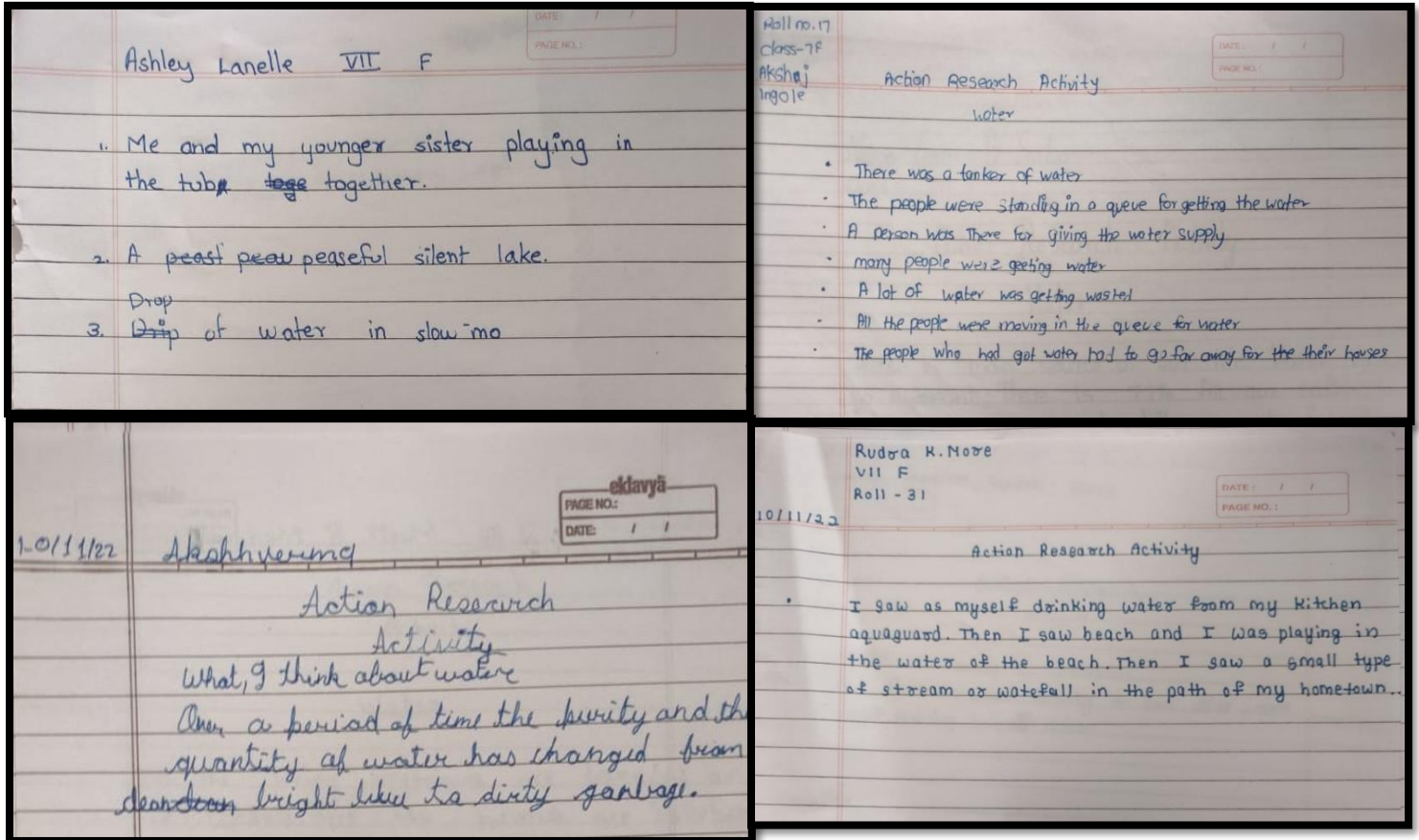
Step 7: Quality circle time conducted by English subject teacher:

In this activity students were given a few words and were asked to make a short story of their own in a group.



Step 8 : Activity on Perception conducted by Class Teacher.

An activity was conducted by the class teacher about perception as



how perception differs as per the individual and one should not have a prejudice thoughts or fixed perception about someone.

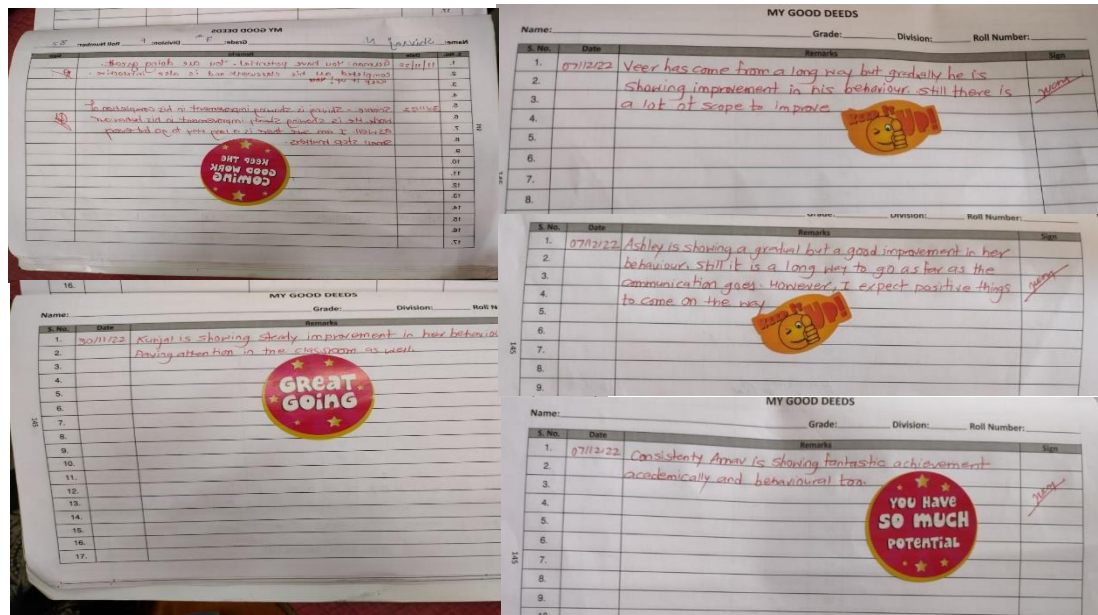
In this activity students were asked to write what comes to their mind when they hear the word **water**. It was observed as per their pre-experiences students wrote different things about water such as Waterfall, Swimming pool, Bath tub, importance of water etc.

Based on that teacher explained to the students how about one thing you can varied perception and sometimes we do not accept the other's perception which is not necessarily wrong.



Step 9: Appreciating and motivating students.

Teachers initiated to appreciate and thereby motivate the students even for the smallest changes shown by the students.



Findings

Average of post-intervention data was then compared with the pre-intervention data to find out to what extent the intervention strategy used in this study helped reduce students' improper behavior in the classroom. Furthermore, As mentioned earlier, participants were observed for sixteen weeks until their mid-term examination in the academic year 2022-2023. Students who exhibited disruptive behaviors before (pre-intervention) and while treatment (post-intervention) were analyzed. Finally, the pre-and post-intervention data were compared.

- Frequent changes in seating arrangement helped to curb the disruption in the class to some extent.
- Students who used to roam unnecessarily in the school premises was curbed.
- Students' interpersonal skills enhanced, a few students along with parents had planned a small trek which showed a good healthy friendship between the students.



- After appreciating students' smallest change in behaviors, a drastic change in them was observed.
- The counsellor's session had also helped some students to tell their issues openly.
- Teasing by names or surnames also reduced.
- Identified students started completing their tasks in time.
- Students were very vocal while deciding the rules for their class.
- Students did not participate in any link- ups further.
- Subject teachers also mentioned behavioral changes in their diaries.
- Students started to form a very strong bond with the class teacher which helped her to talk with students about their problems.

Annexure1:

Teacher's observation checklist (Before the beginning of the project)

S B Patil Public School 01/03/2022

Class : VI F

Observation sheet to find out parameters of distraction in the class
List of parameters responsible for the distraction of the class
List of all Subject Teachers and their observations

| Sr.No. | Subjects | Teachers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Sign |
|--------|----------------|--------------------|---|-------------------------------------|--|---|--|--|---|--------------------------------|---|--|-------------|
| | | | Striking a comment which distracts the entire class | Continuously talking during lecture | Talking irrelevant from the topic of the class | Leaving places during absence of teachers | Asking for things or materials from the classmates | Hooting or shouting in the class in the absence of teacher | Inappropriate language - can not construct their own answer | Absenteesm- lack of motivation | Lack of attention in the class (can be due to various factors) | Hormonal Changes (Letters with unaccepted languages has been confiscated on different occasion) | |
| 1 | English | Anita Patil | | | | ✓ | ✓ | | | | | ✓ | [Signature] |
| 2 | Hindi | Chandrakala Sharma | | | | ✓ | ✓ | | | | ✓ | | [Signature] |
| 3 | German | Neeraja | | ✓ | | ✓ | ✓ | | | | ✓ | | [Signature] |
| 4 | French | Sumathi Mahajan | | | | ✓ | ✓ | | | | ✓ | | [Signature] |
| 5 | Sanskrit | Swarnal Lembe | | | | ✓ | ✓ | | | | ✓ | | [Signature] |
| 6 | Maths | Jyoti Kapur | | | ✓ | | | ✓ | | ✓ | ✓ | | [Signature] |
| 7 | Science | Rucha Dandewale | ✓ | | | ✓ | | | ✓ | | ✓ | | [Signature] |
| 8 | Social Science | Aparna Pandey | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | | [Signature] |
| 9 | Computer | Akansa Goswami | | ✓ | | ✓ | | | ✓ | | ✓ | | [Signature] |
| 10 | Art and Craft | Kranthi Kulkarni | ✓ | | | ✓ | | | | | ✓ | | [Signature] |
| 11 | P. E. | Dhanaj Patil | | ✓ | | | | | ✓ | | ✓ | | [Signature] |
| 12 | Yog | Sunita Vasudeo | ✓ | | | | | | | | ✓ | | [Signature] |
| 13 | Robotics | Varsha | | | | | | | | | ✓ | | [Signature] |

Teacher's observation checklist (At the end of the project)

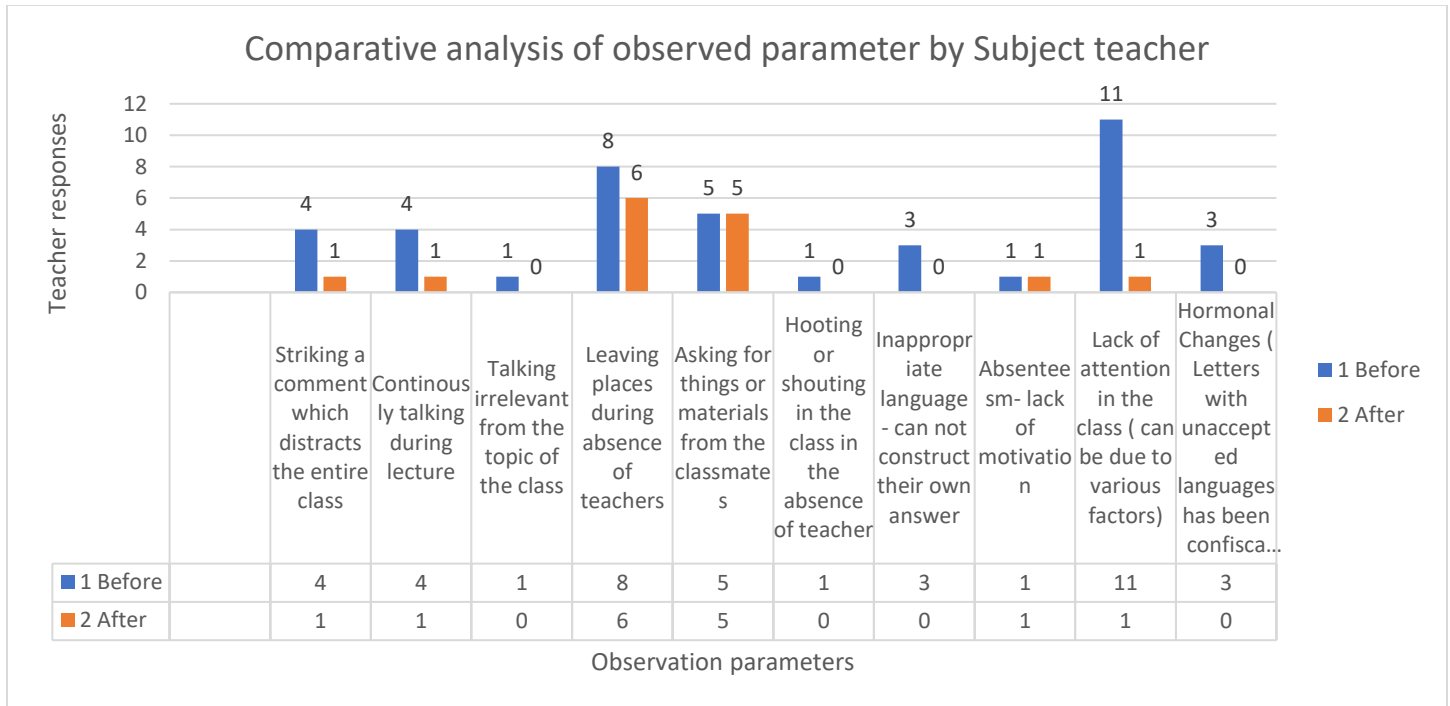
S.B. Patil Public School 30/11/2022

Class : VII F

Observation sheet to find out parameters of distraction in the class
List of parameters responsible for the distraction of the class
List of all Subject Teachers and their observations

| Sr.No. | Subjects | Teachers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Sign |
|--------|----------------|--------------------|---|-------------------------------------|--|---|--|--|---|--------------------------------|---|--|-------------|
| | | | Striking a comment which distracts the entire class | Continuously talking during lecture | Talking irrelevant from the topic of the class | Leaving places during absence of teachers | Asking for things or materials from the classmates | Hooting or shouting in the class in the absence of teacher | Inappropriate language - can not construct their own answer | Absenteesm- lack of motivation | Lack of attention in the class (can be due to various factors) | Hormonal Changes (Letters with unaccepted languages has been confiscated on different occasion) | |
| 1 | English | Anita Patil | | | | ✓ | ✓ | | | | | | [Signature] |
| 2 | Hindi | Chandrakala Sharma | | | | ✓ | ✓ | | | | | | [Signature] |
| 3 | German | Neeraja Pathak | | ✓ | | ✓ | ✓ | | | | | | [Signature] |
| 4 | French | Sumathi Mahajan | | | | ✓ | ✓ | | | | | | [Signature] |
| 5 | Sanskrit | Swarnal Lembe | | | | ✓ | ✓ | | | | | | [Signature] |
| 6 | Maths | Jyoti Kapur | | | | ✓ | | | | ✓ | | | [Signature] |
| 7 | Science | Rucha Dandewale | ✓ | | | ✓ | | | | | | | [Signature] |
| 8 | Social Science | Aparna Pandey | | | | ✓ | | | | | | | [Signature] |
| 9 | Computer | Akansa Goswami | | | | ✓ | | | | | | | [Signature] |
| 10 | Art and Craft | Kranthi Kulkarni | | | | ✓ | | | | ✓ | | | [Signature] |
| 11 | P. E. | Dhanaj Patil | | | | | | | | | | | [Signature] |
| 12 | Yog | Sunita Vasudeo | | | | | | | | | | | [Signature] |
| 13 | Robotics | Varsha | | | | | | | | | | | [Signature] |

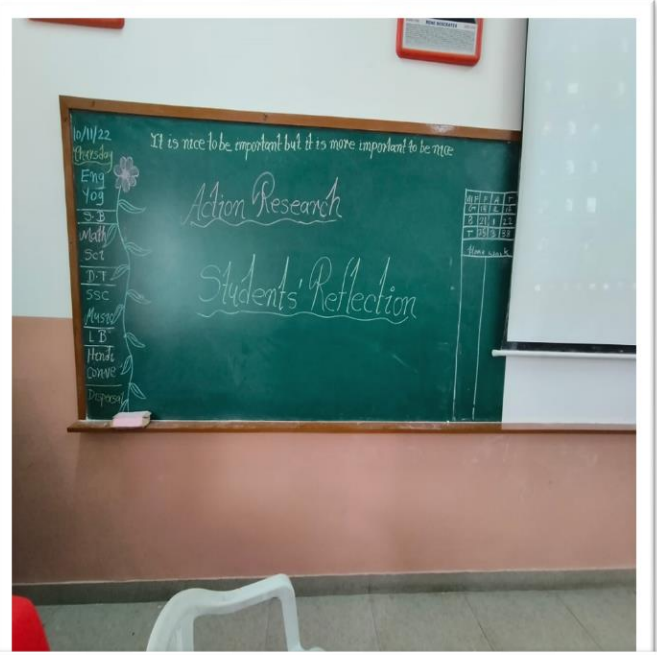
Comparison of the data received at the beginning and at the end of the project.



This graph clearly shows students' improvement in terms of behaviour

Annexure 2

Students' reflection checklist



| Students' Self Reflection Checklist | | | | | |
|-------------------------------------|--|-------|--------|------------------|--------|
| Name of the student: Ashley Lanele | | | | | |
| Roll No.: 02 | | | | Date :05/08/2022 | |
| Sr. No. | Questions | Never | Rarely | Sometimes | Always |
| 1 | I believe my class can be the 'Best class'. | | ✓ | | |
| 2 | I can see my classmates have some positive and unique qualities | | | ✓ | ✓ |
| 3 | I think my behaviour is appropriate in the class. | ✓ | | | |
| 4 | I tend to make opinion about about few classmates. | | | ✓ | ✓ |
| 5 | I find it difficult to focus during lectures when any kind of misbehaviour is going on | | | | ✓ |
| 6 | I believe that one should get a chance to improve one's behaviour. | | | | ✓ |
| 7 | I would like to help my friend in the process of behavior change. | ✓ | | | ✓ |
| 8 | I would intervene when I see any student misbehaving in the class. | | ✓ | ✓ | |
| 9 | I think that 'behavioural Change' is possible if you work towards it consistently. | ✓ | | | ✓ |
| 10 | I believe that deviation in behaviour can affect and impact my academic performance adversely. | | | | ✓ |

Researcher's Name :
Vandana Sangle

Rucha Dandwate

| Students' Self Reflection Checklist | | | | | |
|-------------------------------------|--|-------|--------|------------------|--------|
| Name of the student: Vedant Kedari | | | | | |
| Roll No.: 3G | | | | Date :10/12/2022 | |
| Sr. No. | Questions | Never | Rarely | Sometimes | Always |
| 1 | I believe my class can be the 'Best class'. | | | | ✓ |
| 2 | I can see my classmates have some positive and unique qualities | | | | ✓ |
| 3 | I think my behaviour is appropriate in the class. | | | | ✓ |
| 4 | I tend to make opinion about about few classmates. | | ✓ | | |
| 5 | I find it difficult to focus during lectures when any kind of misbehaviour is going on | | ✓ | | |
| 6 | I believe that one should get a chance to improve one's behaviour. | | | | ✓ |
| 7 | I would like to help my friend in the process of behavior change. | | | | ✓ |
| 8 | I would intervene when I see any student misbehaving in the class. | | ✓ | | ✓ |
| 9 | I think that 'behavioural Change' is possible if you work towards it consistently. | | | | ✓ |
| 10 | I believe that deviation in behaviour can affect and impact my academic performance adversely. | | | | ✓ |

Researcher's Name :
Vandana Sangle

Rucha Dandwate

| Students' Self Reflection Checklist | | | | | |
|-------------------------------------|--|-------|--------|------------------|--------|
| Name of the student: Vedant Kedari | | | | | |
| Roll No.: 3G | | | | Date :05/08/2022 | |
| Sr. No. | Questions | Never | Rarely | Sometimes | Always |
| 1 | I believe my class can be the 'Best class'. | | | ✓ | |
| 2 | I can see my classmates have some positive and unique qualities | | | | ✓ |
| 3 | I think my behaviour is appropriate in the class. | | ✓ | | |
| 4 | I tend to make opinion about about few classmates. | | | ✓ | |
| 5 | I find it difficult to focus during lectures when any kind of misbehaviour is going on | | ✓ | | |
| 6 | I believe that one should get a chance to improve one's behaviour. | | | | ✓ |
| 7 | I would like to help my friend in the process of behavior change. | ✓ | | | |
| 8 | I would intervene when I see any student misbehaving in the class. | | | ✓ | |
| 9 | I think that 'behavioural Change' is possible if you work towards it consistently. | | | | ✓ |
| 10 | I believe that deviation in behaviour can affect and impact my academic performance adversely. | | | | ✓ |

Researcher's Name :
Vandana Sangle

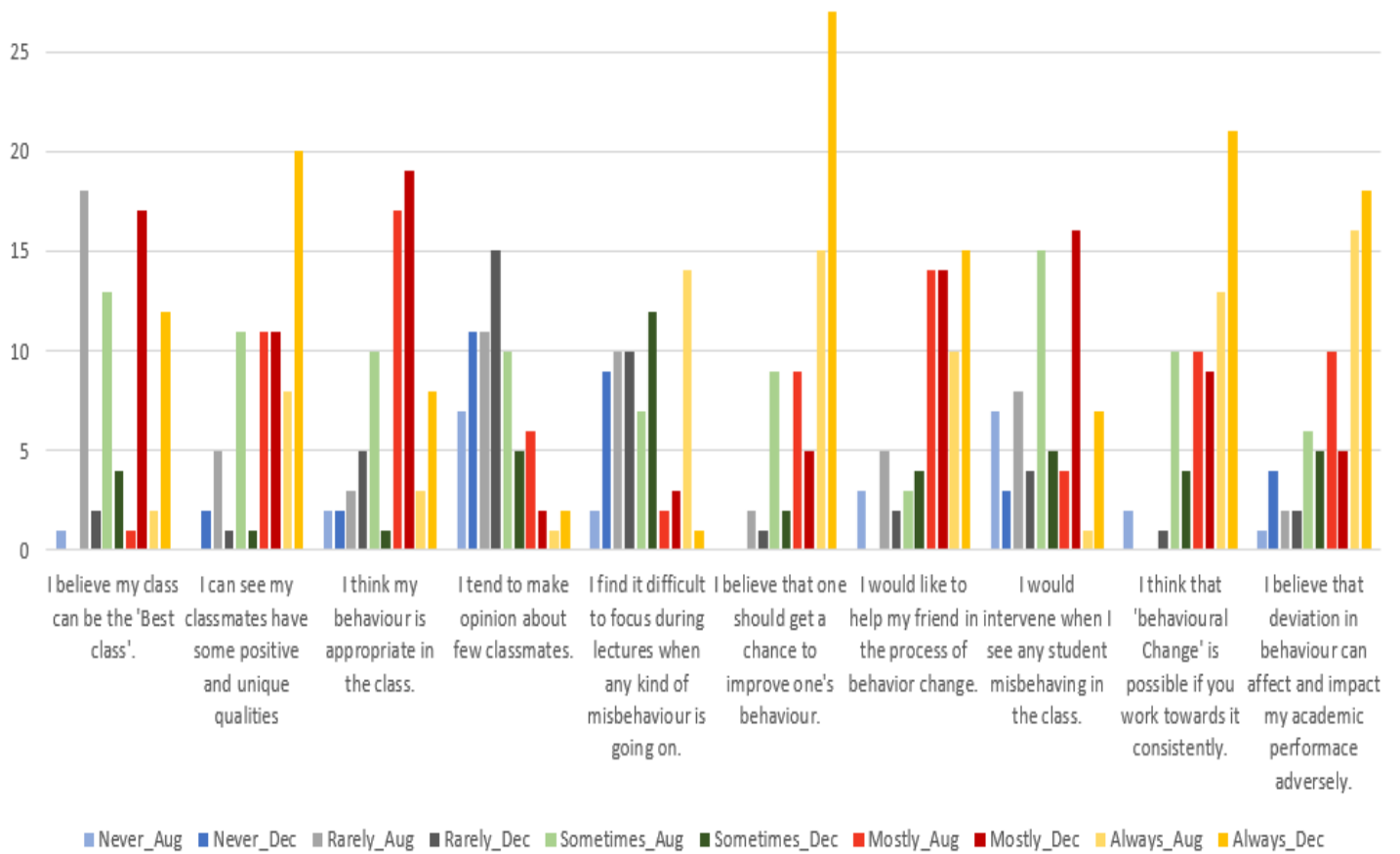
Rucha Dandwate

| Students' Self Reflection Checklist | | | | | |
|-------------------------------------|--|-------|--------|------------------|--------|
| Name of the student: Vedant Kedari | | | | | |
| Roll No.: 3G | | | | Date :10/12/2022 | |
| Sr. No. | Questions | Never | Rarely | Sometimes | Always |
| 1 | I believe my class can be the 'Best class'. | | | | ✓ |
| 2 | I can see my classmates have some positive and unique qualities | | | | ✓ |
| 3 | I think my behaviour is appropriate in the class. | | | | ✓ |
| 4 | I tend to make opinion about about few classmates. | | ✓ | | |
| 5 | I find it difficult to focus during lectures when any kind of misbehaviour is going on | | ✓ | | |
| 6 | I believe that one should get a chance to improve one's behaviour. | | | | ✓ |
| 7 | I would like to help my friend in the process of behavior change. | | | | ✓ |
| 8 | I would intervene when I see any student misbehaving in the class. | | ✓ | | ✓ |
| 9 | I think that 'behavioural Change' is possible if you work towards it consistently. | | | | ✓ |
| 10 | I believe that deviation in behaviour can affect and impact my academic performance adversely. | | | | ✓ |

Researcher's Name :
Vandana Sangle

Rucha Dandwate

Analysis of Student's Reflection



Annexure 3

Parents' Testimonials:

10/11/22
NOTE - feedback form.
NAME - Kunjal Sarode DIV. VIII Roll No. -

After the covid gap, when the school started and when students actually interacted with each other they were all happy. Soon we realised that Kunjal was influenced by the talks from other students. We were tensed, looking at this behaviour. We ourselves discussed the issue with the teachers. Teachers had the counselling sessions with students and we as parent had a detailed discussion regarding the issue faced by her.

We now have a daily activity conversation, playing in garden a dance classes.

This has helped her to deviate from such things and pay attention to study & her hobbies.

Supriya Sarode
Nishal Sarode

Page: 1/1
Date: 11/11/2022

To: Respected madam.

Sub - About positive changes which have happened in our son Vedant.

Madam,

This is to inform you that we have observed a lot of positive changes in Vedant post counselling which have happened to him in school. He has become calm and behaves responsibly in not only with his own brother but in society and even with his elders and friends.

He has become serious about studies. He was also encouraged in sports and was selected in cricket team which has further increased his affection towards school and felt responsible to do something for school. He goes for badminton coaching and we request school to check his skills in this sport as well and give chance to him to represent school making him further more responsible and confident about himself.

Thanks to all you teachers to understand and support Vedant and for bringing positive changes in him.

Regards
[Signature]

11:37
Vandana Sangle Ma'am
last seen today at 4:16 pm
22 November 2022

Forwarded

Respected Madam,
We wanted to share a story to inspire many parents & Guardians. Our Daughter Ashley Lanelle of VII F had a mixed start during this academic year. Mostly contributed to extensive Online Classes, Excessive Internet content, lonely times & many more scary stories from the internet. This has led our child to explore sooner than ages we had done. She may be naughty, But a lively & Active child. She may have an attitude, but respects those who respect & love her.

During this year, she & like many other children, had encountered more than once, come under the observations of teachers & some parents for some of her deeds. However, we are happy that with a strong parent teacher relationship & open culture between student- Teacher, Ashley was given the right observations & the right corrective action taken in a very delicate & passionate way.

This helped parent & child to reflect on themselves to take necessary course correction in a gentle way. Thereafter, ensuring that the efforts are continuous, monitored, mentored which enabled the child to re-invent herself for a fresh start. Now we are more than ever confident, that children are mentored & coached by one of the finest teachers. Kudos!!

We want to thank the management, principal, coordinator, All teacher for all the best efforts they put forward selflessly, for the upliftment & prosperity of our children.

Forwarded
With regards, Aksha Lawrance 7:39 am

Veer Bipin Badgjar 7th f.
PHONE NO. 9420098282
DATE: 21/11/22

Hello Madam
I am (Rajshree Badgjar) mother of Veer Badgjar. I am very happy that you explain each child carefully. We have seen a lot of changes in Veer. He is enjoying all things. Thank you so much mam. But sometime he is bored about studies due to ERP. In my area so much network problems. We can't download worksheets. His study is messed up and subjects notes also not completed.

I request to you mam please stop the ERP service kids also disturbing me. Veer didn't study online regularly. And now because of ERP He always looking on mobile playing games. (like other things - Apps). My both kids always fighting for mobile we are worried. Again you start school 100% offline. mam Let kids experience 100% offline school.

Veer's mother
Rajshree Badgjar

29 November 2022

Forwarded

Hello madam,

We are very thankful to sbpps faculty and staff (specially you) who is there to support and monitor the development of our child. We remember our first interactions where you honestly informed us that you are new to organisation and shared the feedback for our daughter based on information from other teacher also listened to our point regarding expectation from teachers. We have number of interactions with you after that. your attitude and personal attention on child development (i.e working not as a act of role but act of responsibility) touched us. We can surely tell that our child is in safe hands and you raised our bar on expectation from teacher on child development. We once again thank you for your involvement and expect any feedback /action needed from our side to help our child to achieve new height

9:39 pm ✓✓

sent by Varada Mandhare parents 9:39 pm ✓✓

Teachers' Testimonials

Testimonial by Ms. Neeraja Pathak – German Teacher

Testimonial for Shivraj Inbox x



neeraja pathak
to me ▾

Dec 2, 2022, 11:28 AM (7 days ago) ☆ ↶ ⋮

Shivraj N

German

It was observed that Shivraj was not paying attention in the classroom and was lacking behind in studies also continuously talking with his friends during lectures and incomplete Books. Zero participation in the class as I discussed this problem with the class teacher and coordinator ma'am.

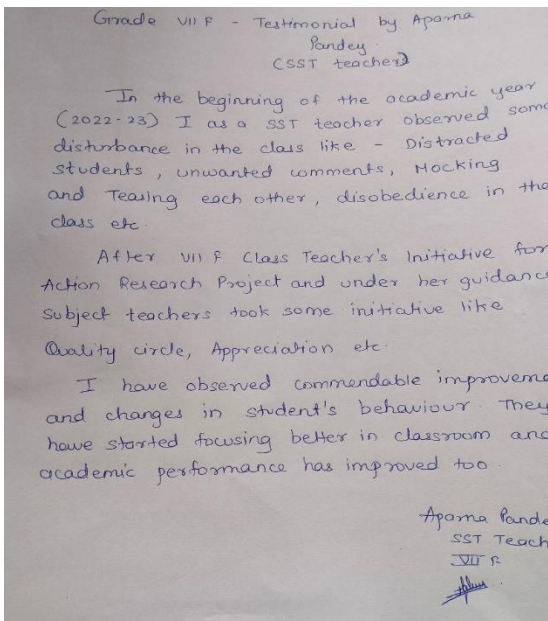
We had regular interactions with him and guided him in incorrect manner. We gradually started seeing changes in his behaviour.

He started completing his notebooks. He started participating in the class room activities interactions with the teacher and doing well in his studies. I appreciated him and also asked him to continue with this positive behaviour.

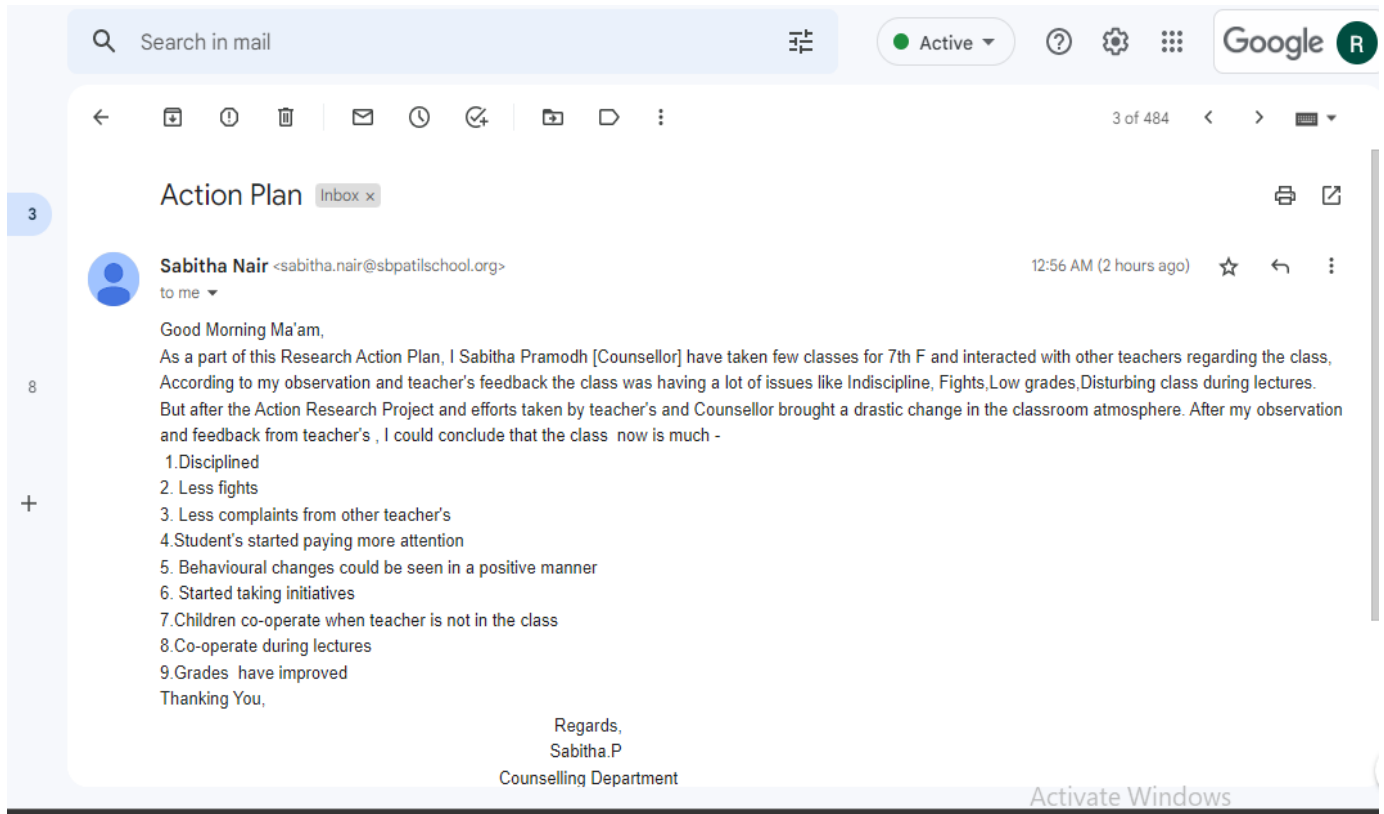
Testimonial by Ms. Jyoti Kapur – Mathematics Teacher

Initially when I joined in the month of June 2022, I observed that class 7 F was very indiscipline, distractive, not paying attention to the teacher's instructions and irregular in submission of their work.

Gradually with timely efforts taken by Rucha Madam, Vandana Madam and other subject teachers class has become more disciplined and responsible. The class has improved in their discipline and completed their work on time. They also listen to the teacher's instructions. I congratulate Ms. Vandana Madam and her team for their timely efforts and look forward for their continuous efforts in shaping our children. I am confident that this class would definitely contribute more effectively towards school's progress.



Testimonial by Ms. Aparna Pande – Social Science Teacher



Testimonial by Ms. Sabitha Ma'am – School Counsellor

Recommendations

- Henceforth, the same strategy could be used for any class to improve Inappropriate behaviour in the classroom.
- The action research to be further handed over to the teacher for the next academic year.

References

1.Evidence-based Classroom Behaviour Management
Strategies

Dr Barry S. Parsonson

2.Ministry of Education: Special Education, Hawkes Bay Region
Training of trainers: An action-based research for improving
the pedagogical skills of academicians

Bayram Özer¹, Volkan Duran², Mustafa Tekke³

Department of Curriculum and Instruction, Ondokuz Mayıs
University, Turkey

Psychology Department, Iğdır University, Turkey

Psychological Guidance and Counseling Department, Düzce
University, Turkey

3. Classroom to Reduce Student Disruptive Behavior:

An Action Research¹

Thinley Wangdi², Walailak University, Tha Sala, Nakhonsithamarat, Thailand

Samten Namgyel³, Benjamarachutit School, Nakhon City, Nakhonsithamarat, Thailand

4. Diksha App Portal for the Activity of perception. Personal and Social Qualities for Holistic development.