



# **Innovative Educational Practices in Teaching, Learning and Evaluation and it's Relationship between Teacher's Leadership Style and Classroom Discipline Management**

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**Abstract:** *In Secondary schools in Varanasi City, this research examined the connection between instructors' classroom management techniques and students' conduct. Three survey issues and three null hypotheses that were assessed at the 0.05 level of significance served as the report's guiding principles. A specimen of 250 primary school educators as well as 1500 students were picked for the analysis through a proportionate stratified random sampling approach. Details were obtained by employing two instruments named the Teachers' Classroom Management Styles Questionnaire (TCMSQ) and the Pupils Discipline questionnaire (PDQ). Three specialists verified the instruments. Utilizing Cronbach's alpha, internal consistency reliability indices of 0.75 and 0.71 were found for the TCMSQ and PDQ, respectively. Pearson's correlation study was employed to interpret the information. The findings demonstrated a moderately positive and substantial correlation between instructors' democratic classroom management methods and students' conduct. There is a weakly positive and substantial correlation between students' conduct and teachers' authoritarian and lax classroom management philosophies.*

**Keywords:** Classroom, Teacher, Pupil, Discipline, Classroom Management(CM)

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