This is the model of traditional classroom management. The decisions of individual pupils are not linked and there is no situational change in the benefit for cooperating or defecting. Children who defect are assumed to be mistaken and can be brought back into cooperation by the appropriate administration of rewards and punishments. In such models it is assumed that what the pupils learn will largely be determined by the style that the teacher adopts or by some other characteristics in the individual child's background.

So professional educator made research distinct courses of action cooperating and defecting. There is a further reason for choosing classroom management as a starting point. There is a further reason for choosing classroom management as a starting point. Classroom management', as it appears in the research literature, rarely deals with groups of pupils. Classroom management and behavior management are conceived in terms of a series of one-off interactions between the teacher and a pupil. The teacher is to provide a system of rewards and punishments (or stimuli) for the pupil, as a result of which the pupil's behavior (response) can be steered in the direction the teacher wishes It is of great importance in this scheme of things (a scheme of things which is markedly behavioristic) that the teacher's behavior should be completely consistent, which is to say not influenced by the immediate circumstances, the interventions of other people, her mood, or anything else. Classroom management, as it appears in the literature, is either about the logistics of managing the materials necessary for teaching in the classroom, or it is about dyadic relationships between a teacher and a pupil, all interactions being assumed to take place in a social vacuum. One of the difficulties I face is that the shortcomings of traditional models are not always easily apparent but are highlighted by features of the new models. I therefore propose to set out an approach to structuring an under- standing of classroom management based on militiaperson game theory.

Eg.Teacher are should win confidence of his pupils, give help to neglected and lonely and in the name of justice respect the right of all’. Teacher should manage to study the pupils, understand them and learn their good all to give proper motivation to the highest type of pupils’ achievement. Sometimes teacher need to give punishment for their mistake, this manner I also one kind of motivation.

Further suppose not only that each pupil has to make the choice between two courses of action, which for the sake of convenience are labelled cooperating and defecting, but that each pupil derives some benefit which depends upon the total decisions made by each individual in the class. And let me suppose that the benefit, however it is defined, whether in terms of satisfaction felt by the pupil, the amount of time the teacher devotes to each pupil, or some other indicator, can be unambiguously measured. I am examining in a class that is well-behaved, a child who asks awkward questions and behaves in an undisciplined way can reap considerable benefits in terms of increased teacher attention and kudos from fellow pupils.

The reward for those cooperating increases while the reward for those defecting decreases. These two are indicating the benefits to the pupils .The teacher is likely to be rather more appreciative of those who are not making his or her life more difficult.

One might well reflect upon a number of classrooms that one has seen where a small group of unruly children, normally those who have found their way into the back row of the classroom, are chatting, playing games, distracting each other or in some other way misbehaving, while the majority of the class continues with their work under the watchful eye of the teacher.

Eg. In my classroom, unruly students are sitting the back roll of the class so I’m not only stay on the stage but also go to the side of the student. Then I observe his manner and his mind then I chase his attitude and try to change his mindset.

The classroom will therefore remain stable with all children continuing in their obedient and cooperative behavior. Imagine that I come into the classroom when all the pupils are seated patiently at their desks waiting for the lesson to start. If we are benefits to focus, on qualitative differences between the unruly classroom and the revolutionary classroom. We might look for evidence as to how stable or unstable the equilibrium positions were in any case, possibly by examining the functioning of the classroom when a particular child with challenging behavior is either present or absent

The point of view of classroom management, there is only a model that covers two course of action. The teacher may prefer one of them over the other but from a theoretical point of view there is nothing to say that cooperation is necessarily to be preferred over defection. This illustrates is that constructing models of classroom management as multiperson games can offer an interesting and dynamic insight into different styles of classroom organization. In a qualitative sense, it seems to me to illuminate some aspects of my experience, and provides a way for me to reflect upon my own teaching performance, and to structure the way that I view my own interactions with students.

Eg The importance of teacher relationship in school system requires that every teacher has the proper attitude towards the teachers. Every teacher should try to established proper relationships with the pupils. It is the teacher responsibility to promote cardial relation with pupils in the school and classroom and to encourage pleasant content in all extra school situation. Such relationships involved the attitude of the teachers towards pupils, the interest they take in them, and the respect he show for them.

Classroom management is an important topic for trainee teachers and newly qualified teachers. When I first started teaching, the seasoned teachers in school used to give new teachers four pieces of advice (they probably still do). Do not lose your temper. Do not make threats that you do not intend to follow through (or cannot follow through). Do not punish a whole class for the misdeeds of a few. And start off very strict at the beginning (preferably line the class up outside the classroom and have them quiet before they go into the room in good order).

Eg There were two main principles underlying this advice. The first was that now was the time to disabuse the young teacher of any idea that theory was of any use in the real world of the class- room.

This is unsatisfactory for two reasons. In the first place, what viceno teachers need more than anything else are the tools to analyze what went wrong. When they come out of that nightmare classroom that we have all occasionally faced, they need to understand exactly how they might have managed it differently. And they need to know what to do next time in order to reestablish relationships that have been damaged and reputations that have been tarnished. Those are the classroom-management tools that novices really need.

They gain more experience and more confidence, they need a second set of tools, to tell them how to manage experiments, how to take their classes nearer to the edge of the abyss so that the learning is genuinely risky and memorable.

The static advice to be consistent to the point of boredom, not to let emotion enter into decisions and to be strict for fear that the worst might happen all constitute sound advice, but in the long-run they gradually destroy the excitement of teaching. We all know teachers who have a reputation for being strict. Their classes run like clockwork. But precisely because they run according to plan, nothing very exciting ever happens in them. Neither teacher nor learners have very much fun, although the teacher may be held in very high regard: 'He is a good teacher; he makes us work hard and we get a lot of work done.' Neat notebooks, plenty of notes, lots of exercises finished and marked correct, but not much love of learning or management of self-control.

Eg. If i face the students are boredom, I ask them one riddle and make fun their answer till they get the solution. But we careful duration; not more than 5 minutes, we need to continuing to the end of lesson. I know how to manage that, and how to use the situation I have created as talking about film that concern the lesson. I know a lot about my subject, and they are in the classroom because they love to listen when I explain it. The multiperson game-theory models that I have been looking at suggest that there are qualitative differences between different classroom settings.

What Students understand only too well is that if the teacher can be manoeuvred into an area where they find the explanation full of unspoken complexities, and if they can be flustered and rushed a little bit, they can be led off the topic they planned to talk about, and probably confused and annoyed as well, without anybody having done anything worse than having shown an interest in the subject and asked a few awkward questions.

The teacher is not enough for a teacher to be professionally good. They must also be good socially. The characteristic of teachers are given as a knowledge of subject matter, capacity and willingness to teach effectively and the development of good mental health and wholesome personality and management, especially classroom management.