

Remedial Measures for Eradicating the Causes of Indiscipline and Comparing the Problems of Discipline among Junior College Students Attached To Schools and Colleges

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Abstract: *In order to bring the educational system nearer to the requirements of the people and their vocations the government of the India in consultation with some of the educationists have evolved a new pattern of education called the Basic education system. According to it upto secondary stage there will be two divisions namely, junior basic and higher basic. The ordinary seven or eight years duration programme from class VI to class XII of the secondary stage will be reduced to six years programme and three years higher secondary course. In this connection it was also decided that this system would be implemented gradually and in the first stage one or two schools would be set up in the larger towns and cities of the country.*

I. Introduction

The word discipline is derived from the Latin word "Discipulus which means to learn. It is the same root from which the word disciple is derived. From Indian history, we know that the disciple used to submit himself voluntarily to the "Guru" thus curtailing his liberty and freedom voluntarily in order to achieve his objective under the direction and orders of the preceptor.

Sir Percy Nunn has defined the word discipline in a very apt way :

"Discipline consists in the submission of one's impulses and powers to a regulation which imposes form upon chaos and brings efficiency and economy where there would otherwise be ineffectiveness and waste. Through part of our nature may resist this control, its acceptance must on the whole be willing acceptance, the spontaneous movement of a nature in which there is an inborn impulse towards greater perfection."

An analysis of the above views points to certain basic ideas regarding discipline :

- i) It is a process of education.
- ii) It is the control of behaviour to attain a goal and purpose, the subjugation of emotions and actions under the direction of a leader in fulfillment of the aim.
- iii) It implies a good understanding of right conduct, the formation of desirable habits and attitudes and an adherence to such standards as are just and necessary.
- iv) It implies the subordination of individual interests to group interests to bring efficiency and economy.
- v) It implies the willing acceptance of the controls i.e. the individual must do either what he is required to do or must not do what he is forbidden to do.

II. Concept of School Discipline in the Past

Only a few decades back, school discipline was that of the rod. With the help of rod, order was maintained. The principal was absolute monarch of the school, his word was final. He exercised the powers of a despot in obtaining unqualified and humble submission of the pupils to his authority. The Birch and the Book were the twin instruments with which the teacher worked. 'Spare the rod and spoil the child' was literally practiced. The first law of the school was order, the first task of the teacher was to compel order, and the first duty of the pupil was to obey and behave. In fact, it were the greatest floggers who were regarded as the best school masters.

This type of discipline was based on fear; it was superimposed it was negative, prescriptive and destructive and its main aim was to keep order. No wonder, this discipline crushed all initiative in the child. He felt himself helpless in situations where there was no preceptor to guide his activities.

III. The modern concept of discipline

Authoritarian discipline began to crumble at the beginning of the 18th century. There was a considerable reaction against this type of discipline. Initiated by Rousseau and followed by Pestalozzi, Froebel, Montessori, the modern reaction against this concept of discipline reached its climax and found its most persuasive exponent in the American philosopher-educationist John Dewey. Also, with the adoption of democracy both as a political creed and as a way of life in modern times, need was felt of educating him, anticipating the future needs.

Today, we teach children to obey, but we want this obedience to be a thinking obedience, not merely a reliance upon authority. Children are led gradually to discipline themselves. They are taught that there is a time for quiet and a time for activity, a time to converse and a time to listen, time to work and a time to relax. Teachers today realize that it is not possible to teach by coercion; the good will of the pupil is always essential.

Freedom is the watchword of the new school. All kinds of superimposed and unnecessary restrictions have been wiped. The teacher, instead of working as a hard task master, is a friend and a guide. The pupils have gained such boons as the right to move about the new class-room at will, to form natural groups, to talk, to choose their subjects, to handle objects, to have a voice in student disciplinary matters and to take a large and active part in a general way, in class and social affairs. Modern discipline satisfies the needs of self-respect, security and activity. It creates an earnest desire in the child to do the right thing - the child becomes a true co-partner in the educational process. Discipline emphasized is of positive and creative type. The teacher, who is a skilled disciplinarian, integrates character and education into every learning situation. Right attitudes and desirable habits are formed in the pupils.

The modern educator believes in self-discipline the source of control is to be largely within the individual, not external to him or imposed from without by force. The capacity for self-control and self-direction is developed. The child makes decisions and assumes responsibility for his actions without always requiring a vigilant watch over him. In short, the modern discipline helps the pupil to become self-propelled, self-controlled and self-guiding person.

IV. Need for Discipline in a School

In the words of P.C. Wren, "As in the army, the navy or the state, so in the school, the prerequisite, the very condition of existence is discipline." Orderliness is the most significant prerequisite for the successful implementation of school programme.

Discipline is essential for helping the child in the growth of individual personality, for giving him the feeling of security, a sense of confidence and the knowledge of the boundaries of his freedom.

Discipline is essential for the teacher also. Before he can teach the children, there must be the proper conditions to do so. For good teaching, good conditions are as necessary as good ideas and good teachers.

Discipline is a necessary condition of good administration. If the administration is interpreted as all those things administrators do for the purpose of creating a situation favourable to learning, it becomes evident that maintaining discipline is one of his major tasks. Discipline in a school is also the requirement of society. Without constructive and proper discipline, aims and aspirations of society cannot be realized.

V. Principles Of Discipline

Below we list some principles which should be there in the discipline in a secondary school in our country.

- (i) Disciplinary procedures should be in harmony with the total goals of education.
- (ii) Discipline should be based on and controlled by love and not by fear. Seldom, if ever, it should sink to the bottom level - the level of compulsion. Discipline based only on love will be able to bring about "the renovation of heart and will".
- (iii) The discipline should be mainly positive and constructive. The procedures used within as well as outside the class-room should be positive and not negative. The teachers general attitude should be manifested in a challenge, "Let us do this" not in frequent prohibitions, "Don't do that", remembering always that the youth can be led, they can not be driven.
- (iv) Discipline should ensure equal justice for all, respect for the rights and dignity of the individual and humanitarian treatment for all.
- (v) Discipline is not an end. It is just means for the successful functioning of the school programme. In the words of the Secondary Education Commission, "Discipline is the fruit, valuable by product of co-operative work willingly and efficiently undertaken."
- (vi) Discipline cannot be a uniform standardized thing to be administered impartially. It is more like a skein of elastic threads stretching from the teacher to each child. It is for the teacher to assess how much each thread can be slackened and how much stretched.
- (vii) Disciplinary policies and procedures should be primarily preventive, secondarily corrective and never retributive.
- (viii) Schools discipline should be designed to place upon the child more and more responsibility in respect of his own choice, purposes and behaviour as he grows in the ability to shoulder such responsibility.
- (ix) Discipline is something which the teacher helps children to attain - not something that a teacher maintains. The dictum of Mill - the best government is one that governs the least, applies with equal force to the school discipline.

VI. Good Class-Room Discipline - How To Obtain It?

- (i) Be familiar with curriculum. The teacher must plan his programme of work well. His planning starts with the entire school life of the students. He should be reasonably familiar with the curriculum content of his field at each level. Curriculum and discipline are closely inter-related. A student who fails to see the relevance of what he is learning, is not ready to learn. Moreover, too much material crammed into one school year also causes frustration, which, in turn, may lead to discipline troubles.
- (ii) Plan the lessons well. The starting point for all preventive discipline is a good lesson, carefully prepared and skillfully executed. The first rule in preparing a lesson plan should be to err in the direction of too much material rather than too little. Too much, that is, in the plan not in the actual presentation. When a teacher has run out of material with still fifteen minutes to go and resorts to a hasty device such as "start reading the next chapter", the actual trouble starts. A good lesson plan is somewhat detailed but need not be lengthy.
- (iii) Conduct the lesson well. While teaching, the steps - Motivation, Orientation, Presentation, Application, Evaluation - should be properly taken care of.
- (iv) Know each pupil by name : Every child has got a fascination for his own name. Familiarity of name can reduce problems of discipline. It will help of the teachers to call only the pupil involved in the case.
- (v) Do not get nervous. The teacher must never lose temper. He must keep nerves, words and activities under control. Undisciplined teachers cannot expect to have disciplined pupils.
- (vi) Be a good disciplinarian and the pupils should know it. If the teacher finds it necessary, he should remove a pupil from the class for some time, or give him suitable punishment.
- (vii) Handle Class-room discipline problems yourself. Only rarely should a disciplinary case be reported to the head. If too many cases are referred to the head, it will undermine the standing of the teacher in the eyes of the pupils and parents.
- (viii) If necessary, utilize the seating arrangement as a preventive measure. Like the chairman of a meeting who is well-acquainted with the participants, the teacher can prevent a great deal of annoyance by a judicious seating arrangement.
- (ix) Work with the child's uniqueness. The teacher should find out individual differences in respect of temperament, reaction time, and size of co-ordination control. The range of potentialities is as large as the population.
- (x) Establish habits of independent study. Blessed are the teachers who have brought their class to the stage where they say, "whether I am present or not, the class carries on. The group has achieved independence."

VII. Need Of Positive And Negative Techniques Of Discipline:

In the previous pages, we discussed certain essentials to obtain and ensure good discipline in the classroom as well as in the whole school. We discussed - the content of instruction should be proportioned to the capacities and related to the present aptitudes and needs of pupils; teaching should be made vital and dynamic by appealing to their innate impulses should be harmonized judgment, faith and devotion should be awakened and properly directed; the corporate life of the school should be so organized as to provide ample and varied opportunities for the expression of the pupils' impulses and the flow of their vital energy into worthy, fruitful and satisfying channels. Placed as we are with all types of limitations on increasing number and limited facilities, perfect ideal conditions are difficult to obtain. Moreover, human beings as we are, we cannot be reduced to formulas. There might be certain individuals going off the ideal track. Self-motivation as a means of conduct, may fail to obtain good ideal social conduct involving welfare of all. This situation might necessitate a positive incentive or some disciplinary action or even a penal measure. As long as human organizations are imperfect, there will always remain a need for positive as well as negative motivations for purposes of "welfare for all". Moreover, children differ markedly in their emotional and intellectual dispositions and they differ in their responsiveness to different types of techniques and processes. Apart from these variations, there are a number of age and socio-cultural variations also.

With these limitations in mind, certain measures and techniques are suggested which may prove useful in creating motivation and conditions for good learning. These may be used with discrimination.

VIII. Conclusion

Overcrowded classes have been the targets of indiscipline in the classroom. Students are bent upon talking and disturbing others. This must be set right by reducing the number of students in the class. Home has a strong impact upon the behavior of children in schools and colleges.

Lying or stealing are frequently observed in the children, of broken homes. Unless the home condition of students is improved significantly, there will be no any significant change in the behavior of the students. However, measures to encourage self-discipline among the students must be adopted.

Value of extra-curricular activities be recognized and adequate provisions for such activities be ensured.

Adequate physical amenities be provided in educational institutions. Play-grounds, common rooms, gardens, open air theatres, swimming pools should be built up in the school / college premises.

Undue importance should not be given to final examinations. Adequate importance should be given to regular class work.

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