CHAPTER-VII

LIMITATIONS OF THE STUDY
AND
SUGGESTIONS FOR FURTHER RESEARCH

“Education without discipline is of no use. An educated person without any civic sense is worse than an illiterate.”

-------Vaishanavi Ramaswamy
LIMITATIONS OF THE STUDY

Any research study could hardly be perfect. The present study could also not be an exception. The present research study aimed at building up an integrated pattern of discipline on the basis of the meeting points among thinkers' concept of discipline. The comparisons that were made to work out the meeting points were, however, limited to relatively important features of Indian educational thinkers' concept of discipline. Obviously, in this way, much must have been left out from the educational thinkers' side as well to build up an integrated pattern of discipline and a programme to put it into action in school systems on wider bases.

Another limitation of this research study arose from the absence of direct review of research literature on lines of which the present study was accomplished. The literature of previous researches was truly a few and far between from the actual aim of research. The investigator came across several research studies which were indirectly related to the causes of indiscipline, causes of wrong-doing and classroom environment in educational institutions but no such study had been found relevant to the concept of discipline propounded by any educational thinker. Besides, the investigator could not come across any systematic work undertaken to compare educational thinkers' concept of discipline, except in the form of scattered patches on which he could stumble upon only by relentlessly going through books.

Still another limitation which the investigator realized during the accomplishment of his research work has been that he failed to make use of all the available 'Original sources' for gleaning the concept of discipline propounded by educational thinkers. He had to limit his untiring efforts to the study of only those original works which directly dealt with the concept of discipline of theorists. In several cases, he had to rely upon 'Secondary sources' concerning theorists' thoughts on the problem.
Finally, in what respects the concept of discipline emanating from educational thinkers were complete or incomplete could have been a relevant dimension of the problem of present study but it was left untouched.

**SUGGESTIONS FOR FURTHER RESEARCH**

The investigator during the course of his research work found that following researches should be carried out to bridge the gaps that the present or previous researches exhibit in the light of his own experience of research.

- In the present study, the concept of discipline of only selected Indian educational thinkers were brought out and compared. In view of this delimitation of the study, it is suggested that Western educational thinkers should be similarly studied and compared. This in turn, may lead to the discovery of more comprehensive grounds for tracing out an integrated pattern of the concept of discipline as propounded by educational thinkers.

- Suggestions for further research work include a plea for a similar comparative study of concept of discipline as propounded by educational theorists to ascertain as to how far the educational thinkers really succeed in devising a programme of action of an ideal discipline for educational institutions. The findings of this research can lead to a more adequate critical appreciation of the contribution of each educational theorist.

- Research is needed to trace the evolution of the concept of discipline right from the Greek period down to the present times. This in turn, will lead in fixing each concept of discipline in proper historical perspective.

- The concept of discipline has proved an inexhaustible subject for discussion in contemporary educational institutions. Research is needed to ascertain variations in concept of discipline at school, college and university level.