"There are at present three main schools of discipline deriving partly from the differences in psychological theory. There are those who say that children should be completely free, however, bad they may be; there are those who say that they should be completely subject to authority however, good they may be and still there are those who say that children should be free but inspite of freedom, they should always be good."

-----Bertrand Russell
INTRODUCTION

1.1 DISCIPLINE: ITS MEANING:

The word discipline has been derived from Latin word ‘Discipulus’ which means ‘to learn’. It is the same root from which the word ‘disciple’ is taken. Literally, discipline means a mode of life in accordance with certain rules and regulations. Discipline is actually self-discipline when the control of discipline is not forced upon the individual but flows out from within. In fact, the term discipline refers to a state of orderly conduct of an individual which is gained through training in self-control and in habits of obedience to socially approved standards of thought and action.

According to Standard Dictionary of the English Language (1982), discipline refers to signify a system of rules or methods of practice, a systematic training or subjection to authority; especially, the training of the mental, moral and physical powers by instruction and exercise. ['Standard Dictionary of the English Language' (1982), p. 363]

Oxford Advanced Learner’s Dictionary (2010) defines discipline as the practice of training people to obey rules and orders and punishing them if they do not; the controlled behaviour or situation that results from this training. ['Oxford Advanced Learner’s Dictionary’ (2010), p.430]

In the words of Vivekananda (1894), “All knowledge is in strengthening the discipline of mind. The concept of self-discipline is the ability to exercise control over one’s behaviour or emotions. ['Vedanta Philosophy: An address before the graduate philosophical society’ (1894), p.210]

Nunn (1919) defines discipline as, “Discipline consists of the sublimation of one’s impulses and powers to a regulation which form upon chaos and brings efficiency and economy where there would otherwise be ineffectiveness and waste.”['School discipline and strategies’ (1919), p.136.]
Dewey (1938) is of the opinion that in educational institutions, discipline is the business of enforcing simple classroom rules that facilitate learning and minimize disruption of all the factors which influence the quality of education. ['Experience and Education' (1938), p.75]

Discipline can be treated as a state of perfect order and conduct for smooth running and functioning of educational institutions. Ross (1942) in this connection states, “Discipline is the means whereby children are trained in orderliness, good conduct and the habit of getting the best out of themselves. The crucial test of its soundness is whether it represents on the part of the children, the rightness of the behaviour that is expected of them. It cannot be considered good unless it is founded upon worthy ideas of conduct that are becoming, or have become embedded in the children’s character.” ['Ground work of Education' (1942), p.46]

Joshi (1996) summed up the meaning of discipline as:-

“To put it in a nutshell it is decent and decorous conduct which contributes to harmony, joy and success and exalted sense of responsibility, respect for authority, love and orderliness, eagerness to discharge duties with regularity, promptitude and efficiency, a desire to be agreeable and helpful to others by exercising, if necessary a wholesome check on individual proclivities and a capacity to maintain equipoise in the face of the most trying circumstances—these constitute Discipline.” ['School Organization and Administration' (1996), p.116]

1.2 IMPORTANCE OF DISCIPLINE IN HUMAN SOCIETIES:

It is impossible to conceive of any civilized society without some system of discipline. This was true even of the most primitive societies. In modern civilized societies characterized by numerous types of institutions, some system of discipline, of one kind or the other, is absolutely indispensable. Discipline as a way of life is the means to preserve civilization. It ensures the transmission of culture and desirable development of the societies. Discipline
in the true sense channelizes one’s energies and efforts to achieve the desired goals. It demands sublimation of instincts, emotions and urges towards socially approved means and ways of living. In fact, discipline is the basic pillar to create an exemplary society. It structures the educational process on behalf of society. Nehru (1942) has rightly said, “We are confronted with a conflict between past culture and modern civilization, between idealism and materialism, between East and West, between theory and practice, between ideals of eastern gospel of determent and western gospel of activities, between what ought to be and what is. In such a situation there is need of discipline in life, in general and need of discipline in students’ life in particular.” [‘Towards Freedom: An Autobiography of Jawaharlal Nehru’ (1942), p.102]

In the words of Tagore (1930), “Discipline is a way of life well planned and well lived. A disciplined man has certain norms, a few essentials to adopt permanently. Although perfection is never possible, yet some norms, some standards have to be maintained in every situation of life. It is a different thing that its form may change from one social pattern to another. In fact, discipline is a social concept, imposed by the society, maintained by society and ultimately evaluated by the society.”

[Available at (http://www.gyanpedia.in/tfl/Resources/books/tagore.pdf), p.5]

Dewey (1938) held the view that discipline brings social control and social efficiency. Fifty disciplined people are more powerful than a mob of one thousand. Discipline gives dignity to human actions. A chorus is melodious because the group is singing in a disciplined manner. ['Experience and Education' (1938), p.82]

In the words of Eble (1968)—“All art, all life is a search for order. Even play the freest of all human activity, is not lacking in form.” ['A Perfect Education' (1968), p.56.]

Discipline in every civilized society leads individuals to maintain perfect order and uniformity of interrelations. Biestedt (1970) in this
connection observed that the concept of society implies inter-relationships and inter-dependence between a number of individuals, which involves an infinite chain of actions and reactions. For man to live in a civilized life, there has to be a group order. ['The Social Order' (1970), p.48]

Emphasizing the role of discipline in societies, Hurlock (1970) observed that the fundamental purpose of discipline is to teach the child what society expects of him and to motivate him to conform to the social expectations. ['Child Growth and Development' (1970), p.38]

Peters (1970) observed the need of discipline in the following words, “Whether it is the field of administration, legislature, executive or judiciary, it is discipline which is sine-qua-non of all progress.” ['Ethics and Education' (1970), p.97]

1.3 IMPORTANCE OF DISCIPLINE IN EDUCATIONAL INSTITUTIONS:--

Discipline is the key parameter for the survival of an educational institution. Just as nobody can imagine a living creature sans the process of breathing, likewise nobody can imagine the existence of an educational institution, school, college or university without some sort of disciplinary framework.

Crow and crow (1951) believed that the child needs the help of the teacher in effecting the transition from the direction by the teacher to that of his own self-direction. ['Mental Hygiene' (1951), p.32]

The importance of discipline in educational institutions according to the Educators’ Encyclopaedia edited by Smith (1960) has been stated as follows, “Purpose of establishing discipline and control is to teach pupils how to develop independently to become responsible, productive and self-disciplined citizens within the school, in preparation for assuming their adult responsibilities. It is an integral part of learning process.” ['The Educators’ Encyclopaedia' (1960), p.89]
Discipline is required for smooth functioning of school and reaching the great ends of education. According to ‘Encyclopaedia of Education’ edited by Deighton (1971), “Maintenance of some form of discipline in the conduct of classroom activities is helpful in minimizing misbehaviour. Without firm guidance, many students waste time to attempt projects that are far too difficult for them.” ['Encyclopaedia of Education' (1971), p.102]

Emphasizing the importance of discipline in educational institutions, Jones (1979) observed that discipline is the business of enforcing simple classroom rules that facilitate learning and disruption. ['Parents Deserve to Know' (1979), p.109]

Discipline in educational institutions is not influenced by any single factor. It is a combination of many factors like classroom environment, teacher’s interaction and strategies which play the desired role. Watkins and Wagner (1987) emphasized that school discipline depends upon classroom climate, teacher’s strategies, teacher’s communication and associated aspects of teacher’s thinking and the teacher’s self-presentation. This is perfectly true about the running of educational institutions also. Every group or class or a social strata or a nation has certain beliefs, values, traditions, customs, etiquettes etc. and follow-up of these is obligatory for a person who has accepted that social group or nation. As long as a person goes according to those principles and norms, he or she is said to be disciplined. As soon as he crosses those limits, he is declared as indisciplined. ['School Discipline -A whole Practical Approach' (1987), p.66]

Saiyidain (1966) rightly said, “I consider a person to be a good citizen if he can wisely and decently balance the claims of the self and the group to which he belongs and adjusts there in a reasonable and amicable manner.”['The Humanistic Tradition in Indian Educational Thought’ (1966), p.42]
Highlighting the nature of an ideal discipline in educational institutions, Ryburn (1955) said, “True discipline should be mainly positive and constructive rather than negative and destructive. It must be creative and should be build up rather than tear down. The goal of emotional control is character and character-building is a constructive process. The desirable requisites are not repression and force but expression and wise sublimation.” ['Principles of Teaching' (1955), p.45]

In the words of Yeager (1949), “Historically, it is always associated with the concept of discipline, having the connotations of strict mental, moral and physical training, requiring for its achievement, submission to activity, with proper punishment meted out for disobedience in any form. Thus, it implies something ‘External’, which is conformity to an external stimulus or impulse. More recently, a school control has come to imply something internal, a response to an inner stimulus or impulse.” ['Administration and the teacher' (1949), p.76]

1.4 CAUSES OF INDISCIPLINE: ---

Educational institutions in our country are facing a general all-round deterioration in discipline in the modern scenario. In some of the higher educational institutions things have degenerated to such an extent that the situation is considered as alarming. Nehru (1942) stated, “The leaders of India of tomorrow will come out of the students of today. What kind of leadership are we going to have in that tomorrow if their training in the present is going to pieces. This problem of indiscipline is not peculiar to our country alone but it is a worldwide phenomenon. Every country and every institution faces these problems at one time or another; some tackle them successfully while others make a mess of them. There is, however a difference in the degree and acuteness of the problem in different institutions at different times in different countries and our misfortune is that the problem in our country has recently taken a turn for the worse. The whole situation, therefore, is embarrassing and
intractable.” ['Towards Freedom: The Autobiography of Jawaharlal Nehru' (1942), p.120]

The unnecessary interference of politics in education is one of the major causes of indiscipline in educational institutions. The exploitation of students by political parties has done irreparable harm to the cause of indiscipline in our schools, colleges and even the universities. The politicians have been using the students for their own works like elections and agitations at many occasions. Secondary Education Commission (1952-1953) in this connection remarked, “At the time of election, members who contest election do not hesitate to utilize students for the furtherance of their objective, namely the winning of the election. The utilization of immature minds for the purpose of campaign with or without slogans attached there to be not calculated to promote sound discipline among students.” ['The Report of Secondary Education Commission' (1952), p.234]

Ragging, a form of abuse on newcomers to educational institutions is another major cause of indiscipline. So many ragging related incidents had been reported in the professional colleges and universities during the last decade. Anti-ragging Committee i.e. Raghavan Committee is convinced that the society at large considers ragging as a definite menace. According to the observations by Raghavan Committee, which has been formed by the Union Human Resource Development Ministry on the order of the Supreme court of our country, the medical colleges are the worst affected. At college and university stage, curbing ragging has to be a collective responsibility of educational institutions, the regulatory bodies, parents and teachers.

Secondary Education Commission (1952-1953) observed, “No amount of improvement and reconstruction in education will bear much fruit if the schools themselves are undermined by indiscipline.” ['The Report of Secondary Education Commission' (1952), p.132]. In continuation with the proceeding sentence, Kabir (1950) stated, “Failure to take effective steps at this stage can so aggravate the problem that it may shake
the very foundations of our national life.” ['Indian Philosophy of Education’ (1950), p.60].

Among other causes of indiscipline, the abnormal rise in teacher-pupil ratio is another reason for indiscipline in educational institutions. The personal relationship between the teachers and the taught have become a thing of past and most of the teachers believe that they have only been hired to teach. With this large teacher-pupil ratio, friendly cooperation and sympathetic understanding are not possible and teachers do not have any genuine interest in the welfare of their students. This is why the teachers of today have lost their hold on the students’ community in general and have failed to mould the pattern of students’ thought both in the classroom and outside. Some of them have even begun to feel that they are not supposed to do anything with the well-being and welfare of their students rather; they have only to teach a particular subject on fixed days and fixed hours.

Teachers sometimes are also responsible for indiscipline in educational institutions. Bad teaching can lead to poor and ineffective discipline. Besides, inactivity, fatigue and boredom also create disciplinary difficulties. Not only this, misdirected energy, resentment against improper control, bad physical conditions, undue egotism on the part of the teachers, low mentality, desire for sensationalism etc. all breed problems of discipline and the responsibility for their causes cannot be ascribed entirely to the pupils.

Other major causes responsible for indiscipline in educational institutions may be counted the poor methods of teaching, lack of self-confidence in teachers, strict autocratic domination by teachers in class, waning of home influence, frustration due to unemployment, absence of moral instruction in the different stages of education, lack of proper facilities for engaging students in healthy activities outside the classroom, baneful effects of unwholesome pictures and laxity in administration and absence of cooperation.
1.5 PRINCIPLES OF CONSTRUCTIVE POLICY OF DISCIPLINE:--

Authorities mention several principles of constructive policy of discipline. The principles mentioned by McNally (1959) in his work 'Elementary School Administration and Supervision' are stated below in modified and planned manner.

1) Association of school organization and students: -- This principle of student participation is based on the psychological dictum that there is no age at which children may not be held at least partially responsible for their own conduct. Even a small child can be held responsible for sharing some responsibilities especially those which are directed towards his own emancipation. Furthermore, we have to bear in mind the fact that we live in an age of democracy and as a natural consequence of this fact it is imperative for us to provide opportunities to our pupils in sufficient numbers for engagement in cooperative activities. They should learn to work in cooperation with others and imbibe at an early age those ideas and ideals that may enable them to become active members of democracy. Moreover, by taking part in the organization of the school and its activities, they do not feel that they are mere cogs in the wheels of the school plant but come to regard themselves as vital parts of the school society which represents on a smaller scale, the broader society of which the child is a member. Student participation, moreover, is primarily meant to stimulate a sense of individual and group moral responsibility. It thus seeks to develop initiatives, judgment and leadership in children. It also gives practice in administering social machinery. Last, but certainly not the least, student participation improves teacher-pupil relationship and gives birth to a healthy school spirit which animates the school as a whole which in turn has great influence on school discipline.

2) Providing a uniform philosophy of discipline for the staff: - It is important, as in other respects in the school, that the staff comes to some reasonable agreement in their point of view on this important matter. It is unlikely that such an agreement can be established in one staff meeting, or
even in several. If the staff does not already have a common point of view on discipline, the changes which are necessary to bring about will take place but slowly. Discussions with the help of outside specialists, study of individual problem cases in the school – all are examples of activities which can help teachers to understand the problems with which they are dealing.

(3) Provision of Students’ government in the school: - Students’ government is another principle for ensuring good discipline. In the present day set up of life, only democratic way of dealing with student community can prove successful. Running of a school by the Principal without taking teachers and the students into confidence can create disciplinary problems. So, the head should recognize the individual worth of each student. There should be proper representation of students on different school bodies concerned with the development and execution of programmes.

4) Respecting the teacher’s authority: - It is well for the school Principal to remember that all of us have shortcomings and to be tolerant of those he sees in his teachers. In return, they are likely to be more tolerant to those they see in him. In this respect, it is never wise for a Principal to upbraid a teacher in the presence of pupils, parents or other teachers or to take matters out of his hands obviously and peremptorily. Such an action only undermines the teacher’s authority and lowers his standing with pupils and parents.

5) Promoting optimal teacher-taught relationships and reinforcing positive behaviour: -- When the pupils participate in the planning of the purposes and activities in the school, they tend to be impatient of any misbehaviour which militates against the achievement of those purposes. Under such conditions, there is little need to use force, threat or other coercion to hold pupils to purposes which are not theirs. In educational and social theory, one’s philosophy and practice of discipline depends upon the educational beliefs to which he subscribes. It is this fact which lends emphasis to the importance of the Principal and his staff clarifying basically what they believe the nature of good education to be. In a school that is administered
well, the disciplinary practices will be consistent with the rest of the educational situation prevailing there. Disciplinary techniques should occur in the context of a relationship in which pupils feel loved and secured. In this context, teachers’ responses to pupils’ behaviour are likely to have the greatest effect because the teachers’ approval is important to pupils. As pupils respond to the positive nature of the relationship and consistent discipline, the need for frequent negative interactions decreases, and the quality of the relationship improves further for both teachers and pupils.

6) **Rewarding desirable and effective behaviours:** Discipline stands for strategies to reduce or eliminate undesirable behaviours. However, more successful child rearing systems use procedures to both increase desirable behaviours and decrease undesirable behaviours. Eliminating undesirable behavior without having a strategy to stimulate more desirable behaviour is not effective. The most critical part of discipline involves helping pupils learn behaviours that meet teachers’ expectations, are effective in promoting positive social relationships, and help them in developing a sense of self-discipline. Behaviours that the teachers value and want to encourage need to be identified and understood by the pupils. Many undesirable behavioural patterns emerge as part of the pupil’s normal development. The role of teachers is to notice these behaviours and provide positive attention to refine them. Pupils need to be taught, such as sharing good manners, empathy, study habits and behaving according to principles. These behaviours must be taught to pupils through modeling by teachers and through encouragement. It is much easier to stop undesired behaviours than to develop new effective behaviours. Therefore, teachers must identify the positive behaviours they want for their pupils and make a concerted effort to teach and strengthen these behaviours.

7) **Reducing and eliminating undesirable behaviours:** When an undesirable behaviour occurs, discipline strategies to eliminate such behaviour are needed. Undesirable behaviour includes behaviour that places the pupil or others in danger, is noncompliant with the reasonable expectations and demands of the parents or teachers and interferes with positive social
interactions and self-discipline. Some of these behaviours require an immediate response because of danger or risk to the pupil. Other undesirable behaviours require a consistent consequence to prevent generalization of behaviour to other situations. Some problems may be handled best by taking a break from the situation and discussing them later when emotions have subsided.

(8) Establishing High and Noble traditions: - High and noble traditions among students play an important role in maintaining discipline in educational institutions. High and noble values like honesty, character development, respect for teachers and parents, community service and integrity help in inculcating a sense of self-discipline among students. Efforts should be made to strengthen high and noble traditions in educational institutions. Once these are set up, then the students will try to maintain them and there will be less chances of getting astray by way of becoming problem children.

9) Provision of hobbies, leisure-time pursuits and co-curricular activities: The inclusion of hobbies, leisure-time pursuits and co-curricular activities in the work of schools, colleges, universities and other educational institutions can go a long way in providing opportunities for training in discipline. This is so because education has to perform the dual task of providing for livelihood and for leisure. If it fails in its tasks, it can lead to serious injury of mind, body and character. Moreover, co-curricular activities are organized phases of student life where conduct is more conspicuous than knowledge. As such these play a very important role in controlling the inner springs of conduct. These activities include debates, art and craft, quiz, home science clubs, dramatic clubs, athletic clubs etc. Participation of students in co-curricular activities is an integral part of the academic programme that fosters high expectations, team-building skills, dedication and self-discipline.

10) Encouraging constructive solution of disciplinary problems: - This principle is really part of the preceding one. Pupils are sent by the teachers for disciplinary actions to the office of head of the institution. They abdicate a
large part of their responsibility for the handling of such cases. The Principal influences the nature of discipline in classrooms through his own attitude toward what it should be.

11) **Avoiding the handling of extreme cases alone:** - When a child has a profound personality disturbance which is finding expression in marked misbehaviour, the Principal should seek assistance of the experts. The Principal can hold a conference with the child’s teacher and parents to determine whether the child’s problem is obvious and simple enough to solve without further trained assistance. If not, others who seem to offer hope of help should be called to assist.

12) **Establishing a referral procedure:** -- There are likely to be times when it is desirable to remove a pupil from the classroom for misbehaviour. In such cases, an established referral procedure should be set up. A referral slip, bearing the child’s name, the teacher’s name, the date, the time of the child’s dismissal from the class and a brief description of the nature of the offence should be filled out in duplicate by the teacher and the original taken to the office by the pupil. The Principal should record the nature of the action taken so that a follow up may be made. Any case which has been referred to the Principal should be the subject of follow-through study. A record form can provide for data concerning action taken and the results observed.

13) **Corrective and therapeutic punishment:** -- Sometimes, it is desirable to impose some punishment on students for an offence. For example, damaged property may require physical labour to repair it, or may require that the offender pay for its replacement. In any event, punishment should not be administered in anger or have any tinge of retaliatory action. The entire affair should be kept on an impersonal ground. Furthermore, punishment should never result in shaming the child before his peers because such action is an offence against the pupil’s personality and is likely to result in resentment which may effectively prevent any good future influence of the teacher or
Principal. Hence, corporal punishment although legalized in some states, is rarely justified in schools.

14) **Learning programmes relevant to the problems, needs, interests and abilities:** -- Whereas it seems to be a principle of curriculum, it has direct bearing upon classroom discipline. If the needs and interests of pupils are made the core of the learning programmes, it is much more likely that the children can have learning purposes which are real, meaningful and zestful to them and under such conditions, problems of discipline can be minimized.

In order to give a practical shape to the said principles effectively, a teacher should know his pupils and have an insight into their attitudes, aptitudes, likes and dislikes. He should see that his work suits the individual capacities and capabilities of his pupils and that he is not in any way forcing the dullard too fast or withholding the intelligent unduly behind.

The problem of discipline is the problem of problems and bristles with many difficulties. It needs to be pointed out, cannot be accomplished entirely by any individual or any institution only by its own efforts. In the words of the Report of the University Education Commission (1949), "Administrators and teachers cannot solve satisfactorily the problems of promoting good life and high ethical standards on campuses. They must have the cooperation of the parents, the political leaders, the public and the press. This is a cooperative task which deserves the support of all good citizens. The outcome is significant not only for higher education but for the sound growth of our country." [‘The Report of the University Education Commission’ (1949), p.385]. This cooperative nature of the problem needs to be realized by the inhabitants of this vast country as a whole in general and the teachers and the pupils in particular and efforts commensurate with the urgency and the magnitude of the problem ought to be put in by one and all, so as to remove the canker of indiscipline which has been responsible for the
demoralization and degeneration of our education and has acted as an insurmountable obstacle in the achievement of progress and prosperity.

As such, discipline becomes an essential constituent part of all human associations and may be better termed as social discipline. However, a vast majority of our teachers in schools, colleges and universities do not realize this aspect of discipline. They neither see nor appreciate its constructive aspects and its educational possibilities. They also usually fail to realize that the problem of indiscipline is essentially concerned with a person’s feelings and emotions. It is, therefore, not only wrong but certainly harmful to limit classroom discipline to a correction of wrong or undesirable conduct only. Discipline must be carried out into life of which the classroom or the school is a mere microcosm.

In the attempts to resolve the problems of indiscipline, teachers have to consider the very purpose for which education is being imparted. In fact, no society can progress unless its individual members have been prepared for the life they have to lead and given adequate and suitable training in disciplined living. It, indeed, is the sine-qua-non of any progressive society and by training children in the art of disciplined living; the teacher certainly makes a solid contribution to the welfare of his community and his state. This is so because no society can exist and no state can run unless every individual member composing it learns to analyze the social situation he is placed in and to modify his conduct so as to fit the same in his social pattern.

Teacher while considering wrong actions and other problems of conduct and misconduct should not be satisfied with only a superficial study of the case but should make a serious effort and an earnest attempt to discover the real cause of misconduct. Teacher should, therefore, consider each case of misconduct as a problem to be studied and study of the whole problem should be carried on in a sympathetic manner. Exercising same kind of punishment for the same kind of fault on different individuals may not be very effective for solution of disciplinary problems. There can be certain problems that arise out of the teacher’s own personality or quality of teaching.
and these can best be solved by the teacher himself through self-analysis, self-correction and self-improvement. This end can be achieved only if the teacher develops a healthy attitude towards himself, towards his work and towards his students. He should try to create interest in the minds of his students and arouse their curiosity in regard to the work in hand by means of questions, illustrations, descriptions, references and a wider use of teaching aids.

Taking all that has been said above into consideration, discipline should be positive and not negative, it should be constructive and not destructive, it should be suggestive and not prescriptive, it should be indirect and not direct and lastly, it should be remote and not immediate. Negative, destructive, prescriptive, direct and immediate discipline seeks to administer laws and wield its authority by resorting to suppressive measures. It believes in correcting the wrong conduct on the part of students by means of unquestioned obedience to the will of the teacher. Instead of appealing to the higher levels of conduct, this form of discipline makes use of fear motive—the fear of punishment.

Positive, constructive, suggestive, indirect and remote discipline, on the other hand, seeks to create in the students wholesome ideas and ideals and healthy and desirable attitudes and habits. The right type of discipline touches the inner springs of thought and conduct and develops self-restraint and self-control which enables students to reach the highest level of ethical conduct. The individual in such cases refrains from doing a wrong act not because he is afraid of some rule, law or punishment but because his inner conscience disapproves of that act and overrides the lower desires and passions. Hence, the discipline should always be educative and should be of such a nature that encourages and releases creativity.

Good character which is an essential attribute of good citizen consists of traits like self-control, obedience, promptness, honesty and orderliness etc. The training of character, therefore, implies that schools, colleges and universities should work towards the inculcation and cultivation of the said qualities. The need of the hour, therefore, is to revise the working of
our educational institutions in such a way that these develop in the student an integrated personality. This kind of personality cannot develop in vacuum but grows out of real participation in the social life of the school and community. When looked at from this point of view, discipline in educational institutions does not remain a problem for the classroom alone but envelops the entire life of the child and becomes co-existent with living.

Hence, discipline is a device used to hold pupils to purposes to which they do agree but imperfectly understand. Since the curriculum experiences consist primarily in memorizing facts and practicing skills, a quiet, immobile classroom is deemed the most desirable and conducive learning atmosphere. With such an orientation; discipline is first, last and always a means to an end – the end of developing seemly and conforming behaviour and the end of learning the required subject matter.

1.6 DIFFERENT SCHOOLS OF THOUGHT ON DISCIPLINE:---

In the field of education, the concept of discipline has been defined differently by different schools of thought. Naturalists oppose the traditional concept of discipline and they provide utmost freedom to the child. They emphatically oppose the method of physical punishment, for they believe that this gives rise to undesirable conflict in the child. If the child makes a mistake, he will get his reward from nature itself and thus he will learn to distinguish between the right and the wrong through the consequences of his own actions. To the naturalists, liberty does not imply the freedom to interfere with the activities of others.

Idealists favour inner discipline – the discipline of mind or intellect. Idealists are not in favour of free discipline. According to them, children must endure a restrain on freedom which leads to inner discipline. They stress more on cultivation of higher values through moral and religious instructions which will ultimately make the child properly disciplined. Thus, idealists give top most priority to fundamental values of life, character building and character formation.
Pragmatists believe in social discipline. In the views of Dewey (1930) -- 'Discipline is a mental attitude. Play and work should be combined which will result in formation of disciplined mental attitude. Their main concern is inner discipline and this cannot be maintained through force and domination.' ['Experience and Education' (1938), p.102]

The present scenario of twenty first century demands free discipline, self-discipline and co-operative discipline. In case of free discipline, students enjoy freedom within limits. Freedom is counterpart of discipline and the essence of discipline lies in freedom regulated by the reason. Self-discipline consists of controlling the rational self and true discipline is the self-discipline. It involves change in one's own tendencies and desires, according to the changing demands of the community and the society. It is inner, free, self-imposed and does not consist in an external order created by some external authority. It is based on the conviction of doing the right thing in the right manner and at the right moment. The current educational scenario considers the use of rod to be positively dangerous and harmful, so it is totally banned. Thus, discipline is constituted of an exalted sense of responsibility, respect for authority, having a desire to be agreeable and helpful to others and capacity to maintain balance of mind in the face of most trying circumstances.

Several prominent Indian educational thinkers recognized the concept of discipline in society and educational set up. These disciplinary concepts have always been emphasized as morale boosters for harmonizing the worldly agonies and celestial bliss. Raja Ram Mohan Roy, Swami Dayanand Saraswati, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo Ghosh and Dr. Zakir Husain have reflected upon the concept of discipline in society and educational institutions.

1.7 DISCIPLINE: ITS RELATED FACTORS: -- Followings are the factors which are involved in discipline and have direct relationship with it in educational institutions—
1) **Discipline and Freedom**—Both discipline and freedom are interconnected as freedom is one of the indispensable components of discipline in educational institutions. Discipline and freedom are not confusing in the field of education. Discipline and freedom are two sides of the same coin which co-exist with each other. The fundamental idea is that the right discipline consists not in external compulsion but in habits of mind which lead spontaneously to desirable rather than undesirable activities. The reality is that the relationship between discipline and freedom is of a vital nature. Without discipline, freedom is not possible. It is in the bed of discipline that the rose of freedom blossoms. Thus, good discipline is always self-discipline and self-commanded. If a child is to learn self-discipline, he must have some freedom of choice. Freedom can be dangerous, however; it can give the child an opportunity to choose what he will not do; how he will not behave; and the child may choose unwisely. A child must be given limits of choice—not too much freedom and not too much curtailment. A good and well disciplined citizen, is therefore, he who obeys orders and commands and respects law not because of any alien authority but because he recognizes the good that will come out of such obedience. The ideal discipline recognizes reasonable freedom of child in collaboration with certain rules and regulations in a logical sense i.e. in the sense of controlled self-discipline. Here, major emphasis is laid on explaining the rules and repeating them until the child learns. No external restraint on the child and no unnecessary authoritative powers are exercised in regard to the freedom of the child in educational institutions. The child in this case uses his powers to ask and respond questions in a disciplined manner. The aim of such discipline is to produce self-reliant and self-controlled beings who will work together without supervision. This is the ideal and is known as constructive discipline.

2) **Discipline and Punishment**—Punishment is defined as the application of a negative stimulus to reduce or eliminate a behaviour. It is assumed to be one of the most important tools in the hands of a teacher to maintain discipline in educational institutions. There are two types of punishment typically used with
children: punishment involving verbal reprimands and disapproval and punishment involving physical pain, as in corporal punishment. Many teachers use disapproving verbal statements as a form of punishment to alter undesired behavior. When used infrequently and targeted toward specific behaviors, such reprimands may be transiently effective in immediately halting or reducing undesirable behaviors. Verbal reprimands given by teachers during time-out are a major cause of reduced effectiveness of this form of discipline. Corporal punishment on the other hand involves the application of some form of physical pain in response to undesirable behavior. It ranges from beating, scolding and burnings. Because of this range in the form and severity of punishment, its use as a discipline strategy is controversial. Punishment in educational institutions is not totally ruled out but it is resorted to in case of intentional misbehaviour where punishment does not aim at to torture the students. Although the principle of non-violence is greatly admired, yet punishment should be of such a type which tends to melt the hearts of students. The child, here, is given an opportunity to explain why he misbehaved, before he is punished.

3) **Discipline and Praise/Reward**—Praise is a common reward exercised by teacher in educational institutions. For the proper development of healthy patterns of behaviour of students, encouragement plays a significant role where praise for appropriate behaviour is equally essential. Reinforcement supplemented with feedback is assumed to be an important reward for child's disciplinary actions. However, more successful child rearing systems use procedures to increase desirable behaviours and decrease undesirable behaviours. The most critical part of discipline involves encouraging the students to continue their admired behavior to maintain an effective discipline as it tends to prevent the occurrence of behavioural problems on the part of the students.

4) **Discipline and Pardon for wrong doers**— Pardon in place of the punishment is also one of the major components of discipline in educational
institutions. Establishing a rapport among teachers and students is the key idea of effective discipline. If a student does not know what he has done wrong, then he should not be punished for that error. If the student has done wrong knowing it to be wrong, the teacher is responsible for finding the root cause. The punishment must be suitable so as to reform the offender and warn others not to follow in the offender's footsteps. On the other hand, wrong doers should self-realize the feelings of expiation in their minds which will ultimately generate the feelings not to exercise indisciplinary activities. An effective discipline demands converting wrong doers on the right track which may be deemed as a true pardon for them.

5) **Discipline and Teacher-taught Relationship** -- Discipline in educational institutions is predominantly affected by the nature of teacher-taught relationship. If there is a healthy teacher-taught relationship, disciplinary sensitivities can be smoothly developed in a friendly school atmosphere and can respond positively to teacher's reactions or stimuli that stand in harmony with the elements of his nature. From this standpoint, teachers are the core constituents of school atmosphere. They should be loving, leaving no doubt in the minds of children that they meaningfully love them. Congenial school environment is essential for an all-round development of the child. It can generate a good rapport among students and school administration. Impartiality is another important factor that contributes to the maintenance of discipline in educational institutions. Unless the teacher has an equal and impartial attitude towards all students, he will not be able to maintain discipline.

1.8 **EDUCATIONAL THINKERS AND THE CONCEPT OF DISCIPLINE:**--A perusal of history of educational thought shows that educational thinkers of the world, right from Greek times have given their thoughts not only with respect to fundamental aims of education and responsibilities of teachers but also about the nature of discipline that should prevail in educational institutions. In propounding their concepts of discipline,
they have been indicating in clear cut terms how discipline should be related to
the factors described in the earlier two pages of this work.

1.9 EMERGENCE OF THE PROBLEM:

Study of the relevant research literature so far produced in the field of
education shows that comparative studies of the concept of discipline
propounded by educational thinkers have been few and far between. In the first
place, this fact stands established by the study of research works as edited by
M.B. Buch in six volumes. In the second place, this fact again stands
confirmed beyond doubt by the study of Philosophical, Psychological and
Sociological Dissertation Abstracts. In the third place, the perusal of related
studies many of which have not found their place either in the studies edited by
M.B. Buch or in studies in the form of International Dissertation Abstracts also
reveals that comparative studies relating to the concept of discipline
propounded from time to time since Greek time down to this day have not been
undertaken by previous researchers.

Comparative studies are always of far reaching
importance subject to the condition that the same are not needlessly repetitive.
No country can afford to overlook or ignore the similarities and dissimilarities
between the educational doctrines propounded by its educational thinkers. The
present study was undertaken to discover how far some of the great
educational thinkers in our country have put forward similar or dissimilar
views on the nature of discipline deemed appropriate by them for educational
institutions in our country. It is a matter of common knowledge that all
societies in the world and very particularly the developing ones are faced with
the formidable problems of discipline in the educational institutions of
divergent levels.

The present scenario in educational institutions of
our country demands that we should be in a position to work out functionally
guiding principles of discipline that should prevail at different levels of
education. Unquestionably, the views of educational thinkers could be of great importance in working out action plan for the use of disciplinary procedures in our educational institutions. The present scenario in our country is of disciplinary turmoil not only in the society at large but also in its educational institutions. Developing countries such as ours can ill afford to ignore the need for undertaking research ventures for ascertaining how far its educational thinkers are on similar or dissimilar parameters relating to the field of education.

1.10 STATEMENT OF THE PROBLEM:--

Keeping in mind the above facts and considerations, the problem of the present study can be framed in words as under:--

"CONCEPT OF DISCIPLINE AS PROPOUNDED BY INDIAN EDUCATIONAL THINKERS AND DEVISING A PROGRAMME OF ACTION."

1.11 OBJECTIVES:--

In the light of above considerations which led to the emergence of present study, the following are set out to be its objectives:--

1) To study Rabindranath Tagore’s concept of discipline and the thought underlying the same.

2) To study Mahatma Gandhi’s concept of discipline and the thought underlying the same.

3) To study Aurobindo Ghosh’s concept of discipline and the thought underlying the same.

4) To study Dr. Zakir Husain’s concept of discipline and the thought underlying the same.

5) To compare the concept of discipline as propounded by the said educational thinkers.
6) To bring out the similarities in the concept of discipline as propounded by the said educational thinkers.

7) To bring out the differences in the concept of discipline as propounded by the said educational thinkers.

8) To build up an integrated pattern of discipline on the basis of similarities in the concept of discipline of four educational thinkers.

9) To devise a programme of action for putting the integrated pattern of discipline in practice in Indian educational institutions.

1.12 DELIMITATIONS OF THE STUDY:--

History of Indian educational thought clearly reflects the image of a number of educational thinkers right from Greek time till date. As per the title of study, the present research work is delimited to some selected Indian educational thinkers. Four educational thinkers are selected whose names are as under:--

(a) Rabindranath Tagore (1861-1941)

(b) Mahatma Gandhi (1869-1948)

(c) Aurobindo Ghosh (1872-1950)

(d) Dr. Zakir Husain (1897-1969)

1.13 METHOD AND PROCEDURE:--

1.13 (I) RESEARCH DESIGN:--

Keeping in view the nature of problem, ‘Historical Method’ of research is followed. Historical research is highly important in the field of educational research as it yields useful knowledge concerning the effects of certain past educational practices and may suggest programmes for future action, based upon the evaluation of the past experiences. Besides, use of ‘Historical Method’ of educational research constitutes integrated narrative of past events leading to critical search for the whole truth in present and in future perspectives. It clearly provides us with a great appreciation of ancient and
modern cultures and the role which education has to play in the progress of a civilized society. The present study required to go through objectively the primary and secondary sources of thoughts pertaining to their concepts of discipline. The primary sources included the original works of educational thinkers and secondary sources were the authoritative works on them.

1.13 (II) PROCEDURE:--

Keeping in view the objectives of present research work and its delimitations, original works of the above said educational thinkers were critically analyzed to study their concept of discipline propounded by them. The works of various authorities on the thinkers included in this work were also studied. This perusal enabled the investigator to delineate precisely the concept of discipline of educational thinkers. However, before delineating the concept of discipline as propounded by said thinkers, a brief biographical sketch followed by the works of each educational thinker was given.

The progressing step in the accomplishment of this work comprised gleaning out the factors affecting discipline in educational institutions. By working out the concept of discipline of each thinker, its relationship with the factor of freedom, factor of punishment, factor of praise and reward, factor of pardon for wrong doers and finally factor of teacher-taught relationship was assessed. The next step was to bring out similarities and differences in the concept of discipline propounded by the thinkers. Meeting points were brought out diligently from the broader similarities in their concept of discipline. After locating the meeting points, the investigator built up an integrated pattern of discipline. Finally, the investigator endeavoured to devise a programme of action at Elementary, Secondary and College/University levels separately for putting integrated pattern of discipline in practice in educational institutions. A simple schedule in the form of a questionnaire was also framed to elicit opinions of fifty secondary school teachers relating to the identified factors of discipline.