



ROLE OF TEACHER IN DISCIPLINE

Dr. G. K. Petkar
Associate Professor,
Janata College of Education,
Chandrapur (M.S.)

ABSTRACT

One of the primary objectives of the schooling is to inculcate a sense of discipline in the minds of young folk who tend to be unruly because of their spiritedness. It is well known among the educationalist that main use of indiscipline in schools is there is no contact between teachers and pupils. In order to provide students an opportunity to explore the possibilities towards their original contribution to human life, it is indispensable to know and understand the students in the prevailing conditions of classroom as a whole. When a student is a member of his classroom or group, he should not be thought of on the principle of separation or understood in isolation. On the other hand he should be considered in and through his own class.



KEYWORDS : *primary objectives , educationalist , human life.*

INTRODUCTION

The nature of discipline is revealed if we study the origin of "discipline". Discipline is derived from 'disciple'. The characteristics of a disciple are that he submits himself willingly to the care and control of his master. A disciple has to follow the doctrines of his master and spread them.

At this point it is desirable to note the difference between disciple, pupil and student. Disciple "always implies personal adherence to the views or doctrines of one's master or teacher... Pupil suggests more of the teacher's personal care... Student, as here compared, is the general term for those in attendance at a higher institution of learning." Thus it is obvious that a disciple has to follow his teacher with all his mind and soul. For this he has to be disciplined.

MEANING OF DISCIPLINE

Let us examine the various meanings of the word "Discipline". According to Webster's New International Dictionary, there are six meanings attached to the word 'discipline'.

- i) Teaching; instruction; tutoring.
- ii) a) That which is taught to pupil; teaching ; learning; doctrine
- b) A branch of knowledge acquired through study and research requiring scholarly training.
- iii) Training or course of training which correct. Moulds, strengthens, or perfects especially a faculty or faculties.
- iii) Punishment.
- iv) Control gained by enforcing obedience or order.

V) Rule or system of rules affecting conduct or action.

These meanings of discipline are indicative of the wide field covered by it. Discipline refers to a subject or a branch of knowledge, a method or technique of training and finally to a control. According to the Secondary Education Commission discipline is the fruit, the valuable by-product of co-operative work, willingly undertaken and efficiently completed.

The word discipline comes from Latin root *discere* to learn and the word *disciple* is also derived from the same. This means that a disciple has to observe some discipline which helps him in his work of learning. Discipline requires the pupil to stop all other activities in a given situation, in a desired manner, to clear their minds of every other disturbance and to attend whole-heartedly to the teacher's lessons. This is a psychological truth and sociological basis and hence one and all connected with education must act up to it. The real learning process cannot begin in the mind unless it is free from all pulls and pressures. Discipline includes such ideals as learning, purity of mind, governing and education. There are all positive ideas intended to produce some good effect in the mind of the young learners. The work in his education has to go on in a free, favourable environment, without any disturbance. He should form good habits of observing and handling things of reasoning, comparing, inferring and judging.

When we talk about class room discipline it does not mean meaningless silence, but it does mean meaningful silence. When the teacher is explaining or demonstrating with purpose some point, the pupils have to sit quiet and to listen to him. Then they are mentally busy, receiving and understanding the teacher's explanation or demonstration. When any assignment is given to them, they ought to devote all their attention and energy to it, they must finish it as good as possible.

INDISCIPLINE

Opposite of discipline is indiscipline according to Oxford Advanced learners Dictionary.

Indiscipline means – Lack of Discipline, unruliness.

According to A new approach dictionary of living English.

Indiscipline means want of Discipline.

The development of discipline begins right in the home. But its real manifestation can be seen when the child attains the age of 14 plus. In other words, it is during adolescent period that it can be seen whether a boy or a girl loves discipline or not.

The Secondary Education Commission (1952-53) considered the place of discipline in relation to the education of character. According to the commission, with discipline among students it is not possible to give them proper education. From the psychological point of view there are other factors such as poverty, social disparity, caste and class prejudices etc. Nevertheless now-a-days students in schools, colleges and universities are being influenced by political movements.

FACTORS PROMOTING DISCIPLINE

The Secondary Education Commission examined the factors promoting discipline and made the following suggestion:-

- 1) Discipline should be a responsibility of parents, teachers, the general public and the authorities concerned.
- 2) Personal contact between the teacher and the pupil is essential and from this point of view it is necessary to maintain a proper teacher pupil ratio. Normally this ratio should be 1:10.
- 3) In school life a greater responsibility should be given to students themselves in maintaining discipline. This will help in developing a proper sense of self discipline.

- 4) Students should choose their own representatives and see that proper codes of conduct are observed.
- 5) The house system in schools with prefects and monitors or student councils should be organized with a view to maintaining a code of conduct and its observance in the school.
- 6) Group camps may be organized to inculcate values of discipline among students.
- 7) Elections should be fair and just and students should learn the value of discipline during elections also.

ROLE OF TEACHER IN DISCIPLINE

The role of teacher in promoting discipline among students is extremely important. If teachers love discipline and present good examples before their students the tone of the school is improved. Unfortunately now a days the teacher has lost his influence over students.

Pt. Jawaharlal Nehru was of the view that, "Indiscipline among students, the fall in standards and the general deterioration in universities is largely due to the loss of leadership of teachers and the party factions and political intrigues which disfigure academic life.... Similarly, intrigues and party factions in Managing Committees are a major factor in the deterioration of school discipline."

From the above it is quite evident that the leadership of the teacher among students has to be restored. This can be possible only if suitable measures are taken by the government. On 28th August, 1953, Pt. Jawaharlal Nehru wrote a letter to the Chief Ministers of the different state in India and made the following suggestion in regard to restoring the social status of teachers:

'I am sure you will agree that we must take special measures for increasing public esteem for teachers at different levels. I would suggest that you may associate teachers and their organizations to a greater extent in the formulation of educational policy and see that the social status of teachers is improved by giving them adequate recognition of all state and other public functions...'

Thus the teacher has to be himself a mature, calm, quiet, sincere, straightforward, honest and selfless person. If the teacher has a harmonious personality, he is bound to produce harmony among his students.

CONCLUSION

Discipline or co-operation for instance, cannot be instilled into students through lectures or exhortations; they can become a part of an individual's normal technique of life only when he has been given numerous opportunities of participating in freely accepted projects and activities in which discipline and co-operation are constantly in demand for achieving the ends in view.

Discipline in the school will not be a matter of arbitrary rules and regulations enforced through the authority of the teachers helped by the lure of rewards or the fear of punishment. The students will be given full freedom to organize functions, to conduct many of the school activities through their own committees and even to deal with certain types of disciplinary cases. In this way, discipline will be maintained through the influence of the social group and it will gradually lead to the development of self-discipline. Above all, discipline will be ensured by providing for the students psychologically congenial types (and methods) of work which will fully capture their interest and thus impose their own inherent discipline on them. Many teachers must have seen how, when a group of students is working on a really interesting project like staging a drama or arranging a prize distribution function, there is usually no problem of discipline. The sincere and spontaneous desire to do the work as satisfactorily as possible ensures discipline automatically and, if some members of the group interferes in any way with its smooth working, the group opinion asserts itself and puts them right. It is this kind of discipline that we should like to see built up in the school.

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