3.1 INTRODUCTION

Guidance in the classroom is inseparable from teaching at its best. Good teachers have always carried on many of the activities described as guidance. They have used the curriculum, methods of instructions or learning and discipline as instruments of child development.

After going through the units 1 and 2 titled Understanding Guidance and Understanding Counselling respectively you would have understood the concepts of guidance and counselling as well as their implications in educational and vocational fields. In this unit, let us understand about use of guidance in the classroom in terms of its relevance to the subjects taught, how they are taught and how to manage the class.

Let us also see how the pupil’s needs can be met by guidance through curriculum, how the discipline can be improved and how a guidance-minded teacher can help his/her students in learning in a better way.

3.2 OBJECTIVES

After going through this unit, you will be able to:

- understand the importance of guidance in classroom discipline;
- suggest ways of dealing with discipline problems;
- identify similarities and differences between goals of guidance and curriculum;
- appreciate need for co-curricular and extra-curricular activities in the school;
- use some of the basic principles of learning in teaching; and
- provide help to the students having difficulties in learning.
3.3 GUIDANCE AND CURRICULUM

It has been emphasized again and again that guidance services are an integral part of the school (Refer to the Unit 1: Understanding Guidance). Unfortunately, few schools have utilized the guidance programme in curriculum matters.

Traditionally, the emphasis in guidance work has been upon adjustment of the individual. In schools the aim has been to help students make the best choice of subjects from the existing curriculum. Therefore, this unit is devoted to the possibilities of using the knowledge and training of guidance personnel and the results of their efforts in another direction; towards making and improving the curriculum itself.

3.3.1 Concept of Curriculum

From an educational point of view, "the curriculum is nothing less than the sum total of all student experiences, formal or informal, which take place both within and without the classroom walls".

From a guidance stand point, the curriculum is viewed as the "planned" learning experiences provided by the school. Certainly, it must be recognized that students learn from all their experiences and not just from those in the classroom e.g. extra-curricular activities provide learning experiences different from those available in regular classes of the school.

Meeting individual's Needs: The curriculum of the school must meet the needs of the students. In a sense, they set the boundaries of school activities. This is an important contribution, because in every community the services from which students could profit are of such a wide variety that it is impossible for the school to provide all of them. Thus, the school must select those for which it takes the primary responsibility to provide.

Therefore, a curriculum must provide certain opportunities for the students for (1) discovering a place in life and clarifying a philosophy of living, (2) establishing satisfying peer relations, (3) achieving independence from family, and (4) adjusting to physical growth and changes.

3.3.2 Criteria for a Relevant and Meaningful Curriculum

In order to meet the above said needs of students, the instructional programme of our school (1) should be geared to the needs of youth, (2) meet the recurring demands of our social order and (3) developed in harmony with the learning process.

1. Needs of youth: This first criterion is concerned with students common/general needs and special/individual needs.
   a) Common needs: All students have certain basic needs in common; they will all become citizens; nearly all of them will marry and raise families; they will earn a living; they must all meet and try to get along with other people; they will all have the responsibility of voting, etc.
   b) Special needs: Besides these general needs, there are particular or individual needs and interests. e.g. some students will like to further their studies by going to a college; some will like to join certain vocational courses; some of them would join their father's business still there would be some who would wish to join any professional course/college such as medical, engineering or architecture. The common needs are easily identifiable and can be met by planning different "courses of study"

Depending on their needs students can join any of the courses. The special needs are met in two ways: (a) by selecting certain courses for study, or by assigning students to various sections or groups. e.g. those wishing to join medical college will be studying only science subjects, and (b) other special needs are cared for by the teacher or counsellor e.g. those studying science at 10+2 are helped in preparing for various science competitive or entrance examinations, such as medical/engineering.
2. **Meeting demands of our social order**: It is difficult to identify many of these demands, and yet some of these are extremely obvious. Our society demands as a **minimum** that all will be able to read and write their names, ballot papers and traffic signs to understand oral directions, to count money, to be able to sign. Some societal pressures are more complicated e.g. physicians are expected to continue their study independently in order to keep in touch with latest advances in medical research.

3. **Learning process and curriculum**: This third criterion can be understood in a better way by going through the following charts:

<table>
<thead>
<tr>
<th>A Necessary Consideration Providing a Good Learning Experience</th>
<th>How to Accomplish</th>
<th>Contribution of Guidance Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instruction must be geared to the readiness of students</td>
<td>Review of previous work</td>
<td>Group discussion and career talks</td>
</tr>
<tr>
<td>2. The mental ability of students must be taken into account</td>
<td>Testing</td>
<td>Psychological testing and interviews</td>
</tr>
<tr>
<td>3. Students must be motivated</td>
<td>Needs</td>
<td>Occupational information and motivational talks</td>
</tr>
<tr>
<td>4. When students make an adequate response it must be reinforced</td>
<td>Rewards</td>
<td>Career fairs and career exhibitions</td>
</tr>
<tr>
<td>5. Students must have some means of evaluating the adequacy of their responses</td>
<td>Questionnaires and Counselling</td>
<td>Self-appraisal and career courses</td>
</tr>
</tbody>
</table>

### 3.3.3 Integration of Guidance and Curriculum

In the light of learning experiences in the classroom, the guidance centres/bureaus, etc. the administrative programme, the extra-curricular activities, the home and the community, it becomes obvious that guidance should be an integral part of curriculum. Let us now consider further the rationale for an integration between guidance and curriculum.

1. **Similarity of goals**: The focal functioning center in both fields is the students. Curriculum has moved from a “subject-matter-centered” approach to a “student-centered” approach. Since the student is with the teacher most of the time in school, an important goal for both fields becomes “helping the teacher” to help the student to learn, to adjust and to be competent.

2. **Similarity of function**: Some of the important similarities in function are:

   a) **Needs of the whole person**: This function is to see that the needs of the “whole person” – physical, emotional, social as well as mental – are met. The ongoing, active behaviour of students in such action settings as the playgrounds, the extra-curricular activities, and the halls/corridors between classes is important to observe. Both, the teacher and the guidance counsellor should not be content with merely a knowledge of the student’s background data and with his/her classroom performance.

   b) **Identification of student needs and problems**: If guidance counsellor, curriculum specialists and teachers combine their work, using their own particular skills, insights and specialization, a more successful result will be accomplished in identifying the needs of young people.

For the most part, guidance staff have chosen counselling as the way to identify student problems, but too often they keep their knowledge (of what problems students have) within themselves. Outstanding common problems stated by counsellors are: failure to achieve according to ability, school course failure in general, broken homes, social adjustment, whereas teachers have mentioned delinquency, absenteeism and...
lack of orientation. Do not all of these problems and problem areas call for the cooperation, discussion and aid of a total faculty group as well as parents? All of these problems have implications for guidance, for curriculum, for work with home and community, and for general good group morale in the school.

c) **Work with same people:** Guidance and curriculum staff also have the similar function of working with the same people — students, parents, teachers and the community. The help of a counsellor with curriculum staff and teachers would be invaluable e.g. she could inform them of all the records that are available for their use in the guidance office. She could help the teacher and the students find curricular and work experiences that would give them the necessary background for solving their problems and meeting their needs. Also, there would be occasions when it would prove useful for the guidance counsellor and the teacher to meet together in conference with the parents.

3. **Similarity in content and educational resource materials:** Practically the whole content of the guidance programme has potential as curricular experiences for students. The topics such as Vocational and Occupational Guidance, Home and Family, Health and Physical Development, getting along with others, could be made curricular experiences.

Also, the guidance unit usually has a well-established corner in the library and in the guidance office, which provides books and other reading materials that could be used advantageously for curricular purposes in the classroom.

4. **Similar methodology and techniques of working with students:** Guidance techniques (the case study, the interview, anecdotal records, socio-metrics, sociodrama and simple projective techniques such as autobiography, picture projection, story making etc.) are practiced in many classrooms at the present time. Teachers have always carried on interviews and given various kinds of educational and occupational information to students. However, it has been observed that sometimes teachers use these techniques without realizing their full potentialities. The guidance staff can give them a thorough understanding of how to administer, use and interpret their methods more effectively.

5. **Similarity in approaches:** The remedial and diagnostic approaches have been used in both guidance and curriculum fields, e.g. via tests and examinations. The developmental and therapeutic aspects have not been realized to the fullest extent e.g. when a student fails, very few teachers would look for reasons of his failure, especially when the reason is not obvious. No item-by-item diagnosis is done usually. Both fields have also neglected the full potential of the preventive approach. How
many teachers take steps to prevent the problems of students, from arising e.g. academic failure, sudden dropping of interest in any curricular activity etc.

3.3.4 Guidance through School Curriculum

Every subject offers special opportunities for guidance. Mathematics should develop capacities for precise and logical thinking. Social studies — history, geography and civics, government should help students make a better adjustment to the changes that are occurring in the world and show them what they can do to resist demoralizing trends. English should make a definite contribution to the development of all of the student’s communication skills and to his understanding of himself and others. Physical education offers fine opportunities for guidance in the areas of recreation and health. Home economics or home science, should include guidance in health and in present and future family living. Business education or business studies, art and the various work experience subjects have personal as well as vocational values if the teachers are guidance-minded.

1. **English**: The opportunities for developing values are most obvious in English classes. Short stories, plays, novels, essays and poems present situations in which motives are revealed, problems solved, decisions made. In English, an important part of guidance while teaching is the study of characters — why did they behave as they did, what were the consequences of their acts, what similar conflicts may arise in our lives today? Many situations in true-to-life literature can be used to illuminate the perplexities of today’s adolescents and help them develop sound values. Guidance-minded teachers believe that this is their most important objective in teaching literature. Literature lives because, through its discipline and art, it reflects life.

The following composition by a tenth class boy on "the kind of person I think I am, the kind of person others think I am, and the kind of person I would like to be“ illustrate how revealing to the students themselves as well as to the teacher such introspective reports can be:

"The kind of person I think I am"— I like to think that I am the greatest thing on two feet, but I know, much to my sorrow, that I am not. In reality, I am just another student in school with usual problems, activities and the ever present thoughts about girls. I have a good sense of humour and when I try I get good grades. One of my problems is laziness of the highest degree, but with pressures from my parents I got almost all the work (I have to do) done. I have a lot of friends of both sexes, but most of the boys I go around with are older than myself which makes feel that I am mature for my age.

"What kind of a person others think I am"— I hope most people think I am O.K. I show off too much and at times drag so that lowers what other people think. I am not looked upon as either a leader or a follower but more or less as in between. I must be thought of as an understanding guy for at different times people tell me their life stories and problems. I make friends easily, but I have quite a few enemies too. Some people think I am silly or a ‘nut’, the kind of guy automatically dislike unless you know him.

"The kind of a person I want to be"— I like myself the way I am however, I wish I were a little less selfish for that is my major drawback. The only other thing is that I don’t work hard enough. I take the easy way out or ‘just get by’. If I could change this I would be much the better person for it. All in all I feel that I owe my parents quite a bit, and I am very grateful for all they have done for me. I just hope I grow up into the kind of person they would want me to be.

2. **Social Studies**: The way social studies is taught in many schools seems to have aroused considerable student resistance. To deal with this problem, the teacher may first encourage the students to express their negative feelings about the course. This shows them that she understands their point of view and wants their ideas about how to make the course more worthwhile and interesting to them. She may then discuss the reasons why the subject is required and why she thinks it has value for students.

In social studies, students learn how the present grew out of the past and influences the future. It should teach young citizens how to avoid some of the mistakes of the past.
Like science, it should teach students to distinguish fact from opinion unbiased reporting from propaganda. Both subjects should help them to face the uncertainties of the present and at the same time have a commitment to enduring values.

3. Mathematics: It is not by chance that a number of great philosophers, e.g., Aristotle, were also mathematicians. One may more easily from the logic and discipline involved in solving math problems to the wonders of a universe which seems to be orderly, predictable, and logical.

The teacher can emphasize the place of logic and reason in a man’s history; how the language of mathematics transcends race and colour; mathematics as a source of fun, as in working out puzzles and problems.

In algebra, the teacher can help students see that mathematics is a “sign language” which man has learned to use, over the centuries, to facilitate both abstract and practical thinking. Students will also be interested in the role of mathematics today in attempts to conquer outer space.

4. Personal and social values of all subjects: Any subjects whether an academic subject or art, music, business studies, education or home-science, is a means to an end. It should contribute to a better life for the individual and for mankind. Students should see each subject in relation to their social and personal development and to the long-range goals of mankind.

Check Your Progress

Notes: a) Write your answers in the space given below.
       b) Compare your answers with those given at the end of the block.

1. Write three criteria for a relevant and meaningful curriculum.
   i) 
   ii) 
   iii) 

2. State whether the given statements are true or false.
   a) Curriculum has moved from a “subject-matter-centered” approach to a “student-centered” approach.
   b) There is no need for integration of guidance and curriculum.
   c) The common needs of students are easily identifiable.
   d) Every school subject has an educational and vocational implication.

3. Match the given terms with that of their meaning column on the following:

<table>
<thead>
<tr>
<th>Terms</th>
<th>Their meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Curriculum</td>
<td>a) Rewards</td>
</tr>
<tr>
<td>ii) Reinforcement</td>
<td>b) Evaluation</td>
</tr>
<tr>
<td>iii) Special needs</td>
<td>c) Planned learning experiences</td>
</tr>
<tr>
<td>iv) Appraisal</td>
<td>d) Particular/general needs</td>
</tr>
</tbody>
</table>

4. Explain in brief.
   a) Curriculum from a guidance stand-point.

........................................................................................................................................
........................................................................................................................................
3.4 GUIDANCE AND LEARNING

In a guidance-based curriculum, the nature of the learning process, the learner, the learning situation, the roles of the teacher and of the guidance counsellor are vital factors. The teacher and counsellor must have knowledge of how children and young people learn.

Early in our educational and psychological history, memory was emphasized as important in the learning process. Now, it has been recognized that learning is a matter of acquiring changes in behaviour patterns through “experience” rather than the acquisition of knowledge primarily through memory.

Experimental investigation of the problem of how we learn has gone on for some of hundred years or so. Three schools of psychologists have carried on experiments, producing the theories of learning by conditioning responses, learning by trial and error and learning by insight. More recent studies have emphasized learning by perception, by thinking, doing and by creative expression. In actual life situations, learning seems in reflect certain aspects of all outstanding theories about it.

3.4.1 Nature of Learning Process

Learning must be goal-directed, particularly since the learner is continually undergoing change in his/her behaviour. How these changes take place and in what direction is a direct challenge to the guidance programme.

1. Goals in learning: Effective learning is an organized (or ordered) process, proceeding from simple to complex. Thus there exists direction set ‘beforehand’. Hence, the teacher decides, before starting the class, what he/she is going to teach that day; after the class, she tells the students what kinds of questions can come from that topic and discusses with them.

2. Learning as a unified process: Guidance, involved as it is with growth and development, has also to consider the problem of mind and body dualism. Research has shown that the child responds using both aspects of his/her personality, intellectual and physical e.g. throwing a ball requires logical thinking (which other player is more likely to catch it) and motor coordination (moving his hand and arm
in a particular direction). In a similar manner mastering an arithmetic table requires rote memory (learning it again and again and use of special ability to speak and write).

3. Experience and learning: Experience is an intensely individual matter which pervades all our beliefs and attitudes. Each student brings his/her own experience to the classroom, which in turn leads to new experiences. It is the sum total of these experiences which makes up the pattern of learning. Thus if a teacher can accept each child for what he/she is and go on from there he/she is following in the best tradition of guidance.

4. The physiological basis of learning: Although it has not been fully explained yet how the human nervous system functions in the learning process, enough evidence has emerged to believe that the brain is the seat of learning. In fact, many learning disabilities such as dyslexia, underachievement, poor achievement, slow learning, etc. can be accounted for by some kind of malfunctioning in the brain.

5. Emotion in learning: Periods of tension, pleasurable/disturbing tend to inhibit/reinforce learning. The teacher creates much of the emotional climate in the classroom from her/his own personality. Effective learning depends on the well-adjusted teacher and students.

6. Learning and the self-concept: As most behaviour is directed towards the attainment of those goals which seem important to the person in the satisfaction of his needs how the individual interprets his goals and the acceptable methods of attaining them are significant in the learning process, e.g. Vipul at sixteen perceives the ownership of an automobile to be most important thing in his life. He is willing to go to extremes to get one, even to steal parts for building one. His interpretation of his needs and how to satisfy them colours most of his learning. Thus, according to Rogers, the individual's "internal frame of reference" (his self-concept) must be understood in assisting the pupil, in his learning process, whether in group instruction or in individual counselling.

3.4.2 Importance of Learning Material and Teacher

Learning is dependent not only upon the learner’s efforts, but as well upon the organized presentation of that which is to be learned. In other words, the teacher has an important role in the learning process.

Guidance programmes in the past have tended to neglect the role of the teacher. However it has now become evident that specialists alone cannot operate the guidance programme in the school. It is the teacher who arranges the subject matter, directs the course of learning and interprets the goals which have been set up for her.

1. Need for organized procedures: An “ordered” arrangement of classroom procedure is necessary if the desired learning is to take place. Therefore, from the seeming class which confronts the beginner, the teacher has to select those kinds of experiences which are designed to educate the student e.g. after deciding which topic to teach, the teacher can first present an overview of the entire chapter in a summarized form and then begin with the introduction part.

2. Learning and effective work habits: What happens to the student after he has departed from the classroom? That is outside the classroom also, the students have a real need related to learning; the establishment of effective work habits.

The well-adjusted human being is our goal but students need also to be taught that learning is not just a game. It needs concentrated effort, mastery of subject-matter through hard work, interest and a definite schedule for studying at home. The problem is that of a proper balance of interest and discipline in learning, which is our next topic.

3. Suggestions for classroom discipline: The most effective means of evaluating the discipline which is maintained in the classroom comes through the students themselves.
Waller has suggested certain rules for maintaining good discipline in the classroom. They are:

i) Plan the day's work in advance.

ii) Be sure that the students know the assignment.

iii) Place time-limit on all written work.

iv) Be firm in your dealing with students: "I mean business" firmness.

v) Be in your room/classroom ahead of the students.

vi) Develop an interest in every student in your class.

vii) Be sure to grade and return all written work submitted by students.

viii) Be sure you do not allow favours to jeopardize class morale.

ix) Plan to control your own classroom. Send offenders to Vice-principal, or Principal, only as a last resort.

x) Don't make a lot of rigid statement. Be sure you can defend a statement when you make it.

### 3.4.3 Importance of Learner

A fundamental problem which education must face is found in the guidance of students who for one reason or another, vary from accepted norms. Thus, the teacher needs always to bear in mind that children respond in their own unique fashion.

The successful teacher will have to employ her skills and understanding in drawing up a procedure ample enough to include varying needs in individuals. A crippled student may appear to act differently from his more fortunate fellows, but his basic attitudes are likely to be the same. On the other hand, two apparently normal children may vary extremely in their outlook on life. When the teacher has recognized that specialized help is needed she can refer such students to the professional counsellor.

Children enjoy talking about themselves, their homes, their friends and the interests. Many of them consider the teacher as a kind of second parent to whom they can entrust their confidences. Even during ordinary conversations with children, the teacher can get to know more about them and their attitudes.

### Guidelines for Teachers and Counsellors

1. **Expect the best of each student:** Most students can do more than adults expect of them. Teachers should not do things for the students that he can do for himself. e.g. if the teacher has taught the formula for solving the sums of an exercise with examples, then she should not do the exercise on the blackboard.

2. **Encourage each student:** Encouragement is not the same as reward and praise. The latter can be overdone e.g. if a teacher writes ‘good’ on every notebook that has all the sums of homework correct, this praise will lose its value. On the other-hand, if she writes ‘good’ on only a few selected notebooks with a comment on what was good about it (say “very organized work” or “neatly done”), such praise would be more encouraging.

3. **Listen more:** Many teachers talk too much. That is why some children become “teacher-deaf”. How much time teachers waste explaining things, the students already know: How much time they waste scolding the class! One youngster said, “My Hindi teacher spends so much time scolding us, she doesn’t have time to teach us”.

4. **Try to understand what a child’s behaviour means to him:** What is he trying to get by his behaviour? What satisfaction is it giving him? If he wants to be accepted by the group, he may make silly remarks, defy the teacher or insist on talking; this is his way of getting attention, being recognized, feeling that he is playing a part in the group, however unhelpful or even negative it may be.
5. **Try to gain knowledge of following three things:**

1. The child himself - his aptitudes, values, goals, personality, previous education, general experience and physical condition.

2. The task itself - its interest, difficulty and usefulness.

3. The situation - the child’s interaction with his classmates and his relation to the teacher; the attitudes and morale of the group; the motivation, anxiety or stress inherent in the situation; the immediate work environment - lighting, ventilation, distractions.

### 3.4.4 Psychological Factors in Classroom Learning and Guidance

Learning about the students and helping him to learn about himself forms the basis of guidance. There are certain principles which have proved helpful in providing the setting in actual classroom situations to facilitate classroom learning.

1. **Motivation:** Learning has been found to proceed more effectively and to have more chance to become permanent when the learner is made to feel part of the activity, e.g. the individual who desires to become an engineer will do all he can to acquire such information as relates to his ambition. This motivation is all to the good and to be encouraged - provided there exists some aptitudes in this area.

2. **Adjustment to level of maturation:** When a student is to learn a new skill, such as throwing a baseball, or new steps of a classical dance, he must be sufficiently mature for the task. The student himself needs to recognize his limitations as well as his capacity. Inherent in this principle are two concepts: (1) The teacher should be careful not too tax the student to far beyond his ability, (Over concentration), (2) Learning occurs most effectively when there is an intelligent distribution of work and rest in the activity (or activities) presented to the student. (Too long a work period).

Both over concentration and too long a work period tend to impair learning.

3. **Pattern learning:** The more clearly the pattern of an objective is understood the more permanent the learning tends to become. The student who hopes one day to become an advocate tends to look at his various subjects in terms of their meaning in this respect e.g. debating and civics are more interesting to him than they might be to others. Similarly, tenses and punctuation have little or no meaning unless their use is understood in everyday language.
4. **Evaluation of progress**: Students are concerned with success (or lack of it) in their school activities. Hence, learning is made more effective when the learner is kept appraised of his progress. A learner needs to know whether he should go ahead or slow down. Evaluation can and should be a positive form of guidance. Very few students will not respond to knowledge of success or failure.

5. **Broad integrated development**: Every aspect of education enters into the development of the learner. More proficiency in school work will not make the citizen of the future a mature personality.

The student who acquire skills and abilities tends to increase in self-confidence, social poise and competence to face difficulties with firmness and without fear. It should be recognized that the development of an integrated personality during his formative years will go far towards making the student a more mature individual (see Fig. 3.1).

---

**Check Your Progress**

**Notes**:  
(a) Write your answers in the space given below.  
(b) Compare your answers with those given at the end of the block.

7. Classify the given statements as true or false:

   a) Effective learning is an ordered process, proceeding from complex to simple.
   
   b) Other than the learner’s efforts, learning is dependent on the learning material and teacher.
   
   c) When a pupil is to learn a new skill, he must be mature enough for that task.

8. Select the most appropriate answer?

   Learning involve both:

   i) Motives and emotions  
   ii) Self and others  
   iii) Mind and body

9. Match the major terms with related terms in the following:

   **Major terms**  
   i) Learning  
   ii) Dualism

   **Related terms**  
   a) Mind and body  
   b) Praise
Introduction to Guidance and Counselling

Guidance and Discipline

Guidance and discipline is something we are more aware of when it is missing than when it is present. We know that teaching without discipline is exhausting, frustrating, demoralizing and impossible. But what is this elusive quality that some teachers (the lucky ones) almost seem to take for granted?

Let us see how some teachers have defined discipline: (1) it is training to develop self-control and orderly conduct, (2) it is acceptance of, or submission to, authority and control or (3) it is treatment that corrects or punishes.

But there is something missing in above definitions of discipline. What is missing is the educational and guidance component of discipline. For discipline to be applicable to the classroom setting, it must be linked with the purposes of education and guidance.

Discipline is not an end in itself, it is a means to make our students to understand that what one seeks and how one behaves are related. Hence, we do not want our students to submit to authority just out of fear. We want their actions to be based on principles, ideals and a feeling for others.

3.5.1 Classroom Discipline and Guidance Methods

Effective teachers know that classroom discipline is something more fundamental than administering restraints. It can be either democratic or autocratic in method and all the teaching staff must share the responsibility for maintaining discipline.

The class teacher in particular is most concerned about what is best for the student. This means that she has to play a judgment role in deciding what is good or bad for her students. To maintain a good learning climate, she must enforce the rules of the school and limit the activities of those who cannot discipline themselves.

The best working atmosphere exists in a classroom when the teacher helps his students become acquainted with school rules and regulations, tells them why such rules are made, and helps them learn how to assume personal responsibility for enforcing them.

Guidance methods for handling discipline problems

Guidance methods can be used effectively in working with discipline problems. Perhaps the most important contribution of guidance to discipline is the use of child study techniques. All who work with a discipline problem should become acquainted with the child's needs and interests, his home background and the information on various aspects of his school performance, which can be obtained from the cumulative record and from case conferences. Knowing those factors which have shaped the child’s attitudes towards life and those around him makes the teacher’s task easier and more fruitful.

A guide for handling discipline problems

As the teacher/the counsellor answers these questions, he becomes better acquainted with himself as well as the child and is able to identify the causes of the child’s unacceptable behaviour.
1. What did the child do the last time that he misbehaved in my presence?

2. How do I feel about this child, outside of the incidents in which discipline problems arise?

3. What did I do when he misbehaved in my presence the last time?

4. Do I have any information about his general health, his diet and his living conditions?

5. Do I know of anything which is worrying him?

6. How do the members of his family feel about one another?

7. What is most important in the life of the family as a group?

8. How is the child disciplined at home? How does he feel about the restraints in the home and the methods of enforcing them?

9. Did the child know what I expected from him and his peers? Did he know what he should expect from his peers and me?

10. How does the pupil “rate” with his classmates? Who are his friends?

11. What are the working conditions in my classroom?

12. What is the quality of the child’s school work?

Very early in life, the child learns that there is some behaviour even his parents cannot tolerate. There are certain limits on his behaviour. But parents and teachers sometimes forget that it makes a difference how they enforce these limits. Teachers in particular need to remember that the child must understand the limits before he can be expected to live within them.

In enforcing limits on the behaviour of individual student for the good of the whole class, the teacher should recognize that merely suppressing the child will not solve the problems which account for his unacceptable behaviour. The child whom the teacher faces as a problem has taken months or years in learning to be what he is. Somewhere in his personal history there is an explanation for his unacceptable behaviour. Take the following case as an example.

Case of Shalini

Shalini’s class teacher, Mrs. Jain was so concerned about Shalini that she sought the help of school counsellor. Shalini was a student of class VII and was going to be reported to the Principal for shortage of attendance. A careful survey of the facts by the two of them showed that Shalini’s absenteeism began during the final term of her class VI when she began having trouble with arithmetic. Most of her leaves were on the days when she had arithmetic classes.

After a series of counselling sessions, the counsellor planned a programme of remedial work in arithmetic. After only a fortnight of remedial classes, the quality of Shalini’s work improved and she also accepted the school’s regulation on regular attendance.

3.5.2 Behaviour and Misbehaviour

Since teachers and guidance workers have different training and different responsibilities, they view the behaviour of student differently. Teachers seem to be more concerned about violations of school rules, teachers rules and moral standards. Teachers appear to believe these violations to be more serious than the students personal problems.

Whereas, Guidance workers and counsellors are much more accepting of children’s aggressive behaviour than teachers. But both are concerned about such behaviour as unsocialness, cruelty, stealing and fearfulness.

What makes children misbehave?

A child’s misbehaviour in the class or outside the classroom is caused by something or somebody outside her/his control. Following are the possible contributors to classroom misbehaviours:
1. **Ignorance**: Ignorance of the rules is certainly one of the reasons for a student becoming a deviant. Even if a student is presented with a neatly organized set of rules he never really knows which rules are operational and which are just on paper. So, they have a very practical way of solving this problem. They simply proceed to “try out” the teacher to see what they can “get away with”.

2. **Conflicting rules**: When the behaviours that brought results at home (made parents happy) are deemed improper or immoral at school a student faces a conflicting situation e.g. a neighbourhood kid knocked him down and he hit back for revenge. When he came home bleeding, the parents treated his injuries and never said a negative word. The child repeated the same behaviour at school and was in for a great surprise when the teacher punished him.

It is obvious that a number of students break discipline, merely because they have failed to discriminate between the rules of the home and school situations.

3. **Frustration**: Problems in maintaining classroom discipline have often shown that aggression in students increases significantly after they have experienced failure. There are at least three sources of frustration in a classroom that may influence any student:

   a) The teacher
   b) His/her classmates
   c) The activities

**Case of Ahmed**

Ahmed was one of the brilliant students of his school. From the beginning he has been getting merit certificates and scholarships for his brilliant academic achievements. Now he was in class IX and had become a problem for the class teacher. His classmates complained that he doesn’t let them study during the free-periods, bullies them to play with him and makes fun of weaker students.

The class teacher Mrs. Agarwal, waited for a few more days before approaching his previous class teacher in class VIII. In the meanwhile, she found that Ahmed had scored more the 80% in all subjects in the first weekly test.

After talking with Mr. Singh (the previous class teacher of Ahmed) and a few students who were with Ahmed since primary school, Mrs. Agarwal discovered that the problem...
had started in class VI when Mr. Singh had become his class teacher (and remained so for next two years as well i.e. for classes VII and VIII).

Mr. Singh was well-liked by students and respected by all his colleagues and students alike. However, because of being a topper, Ahmed soon became his favourite.

Once, Ahmed obtained 39.5 out of 40 in English (the subject taught by Mr. Singh), he requested Mr. Singh to make it 40/40 in his progress-report. The teacher made the requested change. This same incident was repeated in next exams as well but this time, Mr. Singh himself increased his 1/2 mark to make it 40/40. Similar incidents took place for two other subjects as well which were taught by two different teachers. While signing the progress-report Mr. Singh gave him full marks wherever he was short by half or one mark.

This behaviour on part of Mr. Singh spread to other classroom activities as well. Even when some students complained of this partial behaviour, Mr. Singh took no notice. Then, Ahmed learnt to exploit this leniency and started bullying other children by flaunting his good relations with Mr. Singh. This behaviour, when continued to class IX, came into focus because Mrs. Agarwal was not giving marks where not deserved by students. This was leading to frustration in Ahmed and consequently, he was becoming more and more violent.

4. **Displacement:** Inappropriate feelings are often displaced upon the people and objects in the school e.g. Mary was quite open about the fact that she could not stand Miss Ruby or her Physics class. She never answered to any of the teacher’s question. Miss Ruby had rarely heard her voice in the class. During practical periods also, she would ask fellow students to explain an experiment than ask the teacher. Miss Ruby never thought of this as unusual, but one day she happened to be passing the corridor where Mary’s classroom was and was surprised to hear her loud voice reciting a poem in the class.

Next day Miss Ruby deliberately passed that corridor several times in the day and found to her surprise that Mary was actively participating in all the subject classes except physics.

After talking with Mary’s parents, it came out that Ruby was also the name of Mary’s step-sister with whom she did not get along and so the unusual behaviour in Miss Ruby’s class.

### 3.5.3 New Ways in Discipline

When a teacher/counsellor finds it necessary to discipline a deviant student, it affects other students as well who are witness to this altercation. This is called the “ripple” effect. The following factors influence the ripple effect:

1. **Clarity:** A ‘clear control’ technique is one that specifies the deviant, the deviancy and the preferred alternative behaviour. The teacher who bears a disturbance in the back of the room and yells, “Hey, you boys, stop talking”, has used a control technique with no clarity at all. In addition to interrupting every other student within earshot, not even the deviants are sure that the reprimand was meant for them.

   The same teacher might have moved back towards the noisy group and said, “Amarjeet, Rajesh and Joan, stop talking and get those algebra problems finished!” The clarity of this command is very high and can be expected to have two beneficial effects on the audience students:

   a) They will be less likely to become deviant themselves.

   b) Their learning behaviour is less likely to become disrupted than would be true for an unclear technique like the first one.

2. **Firmness:** A ‘firm control’ technique has an “I mean business” quality about it. This may be accomplished by the teacher’s tone of voice, facial expression, or gestures. It may also be accomplished by “follow-through”, meaning some way of seeing to it that your disciplinary prescription is carried out, e.g. Punit was playing with a pen by hitting it on his desk again and again. His action had got the attention of most of his classmates and the teacher’s working on the blackboard was going
unnoticed. She stopped abruptly and commanded in a stern voice, "Punit, put that pencil in your bag and pay attention".

Focusing her whole attention upon Punit, the teacher followed his action of opening his bag-pocket, putting his pencil inside and closing the bag and only after he looked at the teacher again did she resume her work.

3. **Focus**: Two ‘focus control’ techniques are approval-focused and ‘task focused’ control techniques. An **approval-focused** technique depends for its effect upon the relationship between the teacher and the deviant while a **task-focused** technique "makes connections" between the teacher's demand and the work to be accomplished.

Examples of teacher's use of focus-control techniques:

1. **Approval-focused**: "I am very disappointed that you talked when I asked you not to. I thought you had more respect for me than that".

2. **Task-focused**: "You must be quite during my class or else you will not be able to answer my questions afterwards. I won't repeat this class".

Evidence has shown that task-focused control techniques have a more desirable ripple effect than approval-focused methods.

3. **Signal interference**: Without using any words, angry or otherwise the teacher conveys to the indisciplined students that she knows about them and their misbehaviour. For instance, using an angry stare at them, going to stand near their seats etc.

4. **Physical proximity**: While managing a class, the principle of proximity is also very useful. That is by making the offenders sit nearer to the teacher's chair, she is able to put a control over their mischiefs.

5. **Motivational recharging**: Sometimes, students misbehave in the class for the simple reason that they are bored with the routine. Some change in the teaching methods is preferable at this stage. For example, the teacher, in the beginning or at the end of the period, may play some short game with them to recharge their motivation. e.g. quiz, role-play, etc.

6. **Comic relief**: This is another method to control students when they misbehave out of boredom. Here, the teacher makes some witty remarks and encourages the students to do the same.

7. **Post-martem session**: When teacher finds a student misbehaving in the class, she does not say anything at that time other than saying in general "Behave yourselves". But after the class, she takes that the student out of the classroom to have a discussion regarding his misbehaviour in the class.

---

**Check Your Progress**

**Notes**:  
- a) Write your answers in the space given below.  
- b) Compare your answers with those given at the end of the block.

11. **Discuss in brief**.
   
a) **Conflicting rules**

b) **Displacement**

(c) Firmness
12. Match the following.

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Clarity</td>
<td>a) “Joyce, go and wash that ink-stain. I won’t start teaching before your return”.</td>
</tr>
<tr>
<td>ii) Firmness</td>
<td>b) “You see, once same thing happened with me also. And my teacher replied ………..!”</td>
</tr>
<tr>
<td>iii) Focus</td>
<td>c) “Sumit, stop that nonsense and look at the blackboard”.</td>
</tr>
<tr>
<td>iv) Comic relief</td>
<td>d) “Don’t play with that box. If it breaks your project will not work and so no marks”.</td>
</tr>
<tr>
<td>v) Motivational</td>
<td>c) “It is very hot today. Let’s do something lighter for a change. How about a short-quiz?”</td>
</tr>
</tbody>
</table>

13. Which is the most appropriate definition of discipline?
   a) a training to develop self-control and orderly conduct.
   b) an acceptance of or submission to authority.
   c) a sense of inner-discipline with respect to given rules and regulations, or external authority.

14. Classify the given statement as true or false.
   a) Teaching without discipline is as good as teaching with discipline.
   b) It is important for the children to first understand the logic behind limits placed on their behaviour.
   c) A child is to be punished for his misbehaviour always.
   d) A task-focused control technique has more desirable ripple effect than an approval-focused method.
   e) It is better to take the misbehaviour out of the class to talk out his problems than to scold him in front of the entire class.

3.6 LET US SUM UP

The guidance programme should make a contribution to the school by (a) assisting in curriculum development; (b) providing better learning experiences in the classroom; and (c) suggesting ways to deal with classroom discipline problems.

The curriculum was viewed as being all the planned learning experiences that the school provides for its students. It should satisfy both the common and specific needs of students, as well as the recurring demands of the social order. An adequate curriculum must also take into account what is known about the learning process. Guidance through school-subjects was also discussed with emphasis on value development.

Learning was recognized as changes in behaviour through experience. Learning process requires both intellectual and physical aspects of one’s personality. To facilitate classroom learning, certain psychological factors, such as motivation and needs, must also be considered.

Anybody who has been given a class, the class teacher, the subject-teacher, the counsellor or a visiting personality would know how easy it becomes to teach when the class is disciplined. Indiscipline occurs because of ignorance of rules/conflicting rules, frustration in the child or because of displaced feelings as was obvious in the case of Mary. Clarity, firmness and focus are some of the techniques by which discipline can be maintained in the classroom.
3.7 UNIT-END EXERCISES

1. Visit a school and identify the needs of students of a class—the-first criterion of a relevant and meaningful curriculum, "needs of students" (or youth). Observe the school activities and find out which needs are met by the curriculum and which are not met. Prepare a report.

2. Observe a class and find out how teacher's personality is an element in the classroom discipline.

3. Observe a student who has been creating discipline problems and with reference to his/her case, supply answers to all the questions asked in a "guide for handling discipline problems" under the sub-unit on discipline.

4. Why do we need to integrate guidance and curriculum?