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ASSIGNMENT No. 2

Q.1 Objectives and evaluation are interlinked together .Elaborate

When one is evaluating anything, it is always best to write down the evaluation criteria in advance. In this way, when you need a car to take the kids to school, you are not seduced by the sports car in the show room! The same rule carries across to measured business decisions, and indeed forms a core part of the “objective” scientific method.

Evaluation has no direct outcome, just the gaining of information. So the objective of the evaluation could be classified as information. A further step is then required to actually

decide on and purchase a sensible car for the school run, taking all factors into account such as cost, safety and fuel economy, which you have presumably elucidated in your evaluation. Scientific research sets-down formal objectives e.g. we want to measure gravitational waves. What follows in the scientific method are a series of evaluations (i.e. experiments) to test and determine how this can be done.

So evaluations are a key mechanism in achieving objectives including the very sensible end-of-the-day evaluation “Have we reached our objective?”. You should find this question answered in the conclusions section of all scientific papers.

Objectives are the “goal”; evaluations form part of the strategy that control other more active phases, such as building a new scientific instrument when the previous one was evaluated as not sensitive enough to measure gravitational waves.

Aims of education are a means to attain goals of life while objectives are a means to attain the aims of education. The day-to-day activities, processes and events lead to attainment of specific objectives. These specific objectives form the basis of attaining long-term goals. For example, suppose the teacher taught the economic policy of privatization and then conducted a debate on whether privatization is desirable or not.

The learners, who think critically, come forward and give their views today and every time such opportunities are offered, their aim of education to develop critical thinking and communication skills is achieved. When children from different caste, region and religion sit in one class and behave as one group, it leads to development of respect for diversification. This opinion that there is need for specificity in objectives led to shift from nouns to action verbs. Instead of saying student will have knowledge, understanding, appreciation etc. we say that learner will be able to define, give meaning, identify, distinguish between, compare, establish relationships etc.

Objectives of education are classified into two:

1. Enabling objectives, and
2. Terminal objectives.

This classification is based on time frame within which they can be realized and their organic linkages with education processes. The terminal for one process is actually the enabling for the process as education is a life-time process. Objectives are realized in the form of learning.

It is also possible that objectives are not determined, but are judged after the teaching-learning process. Examples of such methods are play way methods, Heuristic methods of teaching, Suchman's Enquiry Training Model of teaching.

When we evaluate the success of any teaching-learning process, it is done highly with reference to objectives. However, children learn many things out of the classroom, in

co-curricular activities and in informal set up. Their evaluation is difficult as objectives are not predetermined. Sometimes qualitative approaches prove better in evaluation process rather than well defined behavioural goals. In nutshell, we can say that objectives are of great value in measuring, interpreting, judging and evaluating the accountability and success of school policies and classroom processes.

Thalheimer, the report's author and principal at Work-Learning Research, coined the term to describe a measurable outcome that is desired as the result of training. Examples he cites on his blog include "In the 'Change-Management Simulation' the learner will score 65 points out of a total possible of 90," and "The learner will initiate a change effort within one month after the training ends and be successful in getting 75% of his/her colleagues to sign a public statement of support for the effort."

These offer relevant activities that a learner can undertake. The activities apply the training.

The desired result is clear—and can be measured. The data gathered can then inform

Instructional designers (and the learners' managers) whether the training is effective. Can one person perform the stipulated task? Has performance improved since training was completed?

Thalheimer wrote that objectives focused on the big picture—job performance and business goals—are more relevant and therefore learners see them as valuable. In addition, they

provide data that can be used to improve eLearning and drive impactful goals.

Evaluation objectives complement learning objectives

Evaluation objectives and learning objectives serve different purposes, but they might capture some of the same elements of learning.

"Before we even create a list of learning objectives, we should create a list of evaluation objectives," Thalheimer wrote in the report. This allows evaluation to be "baked into our design and development process."

Learning objectives are often written in broad terms; they stipulate that learners be able to describe or explain or determine something. While a learner might be able to meet these objectives, the results are difficult to measure. They are highly subjective and abstract. They might serve to focus learners on specific aspects of the material or tell learners how they will be expected to apply the material. Other learning objectives guide the design of the eLearning.

An evaluation objective can focus those goals and wrap them in measurable outcomes; a particular score on a test or a quantifiable boost in performance or reduction in errors or safety incidents.

Not all learning objectives are aimed at learners; some provide information for the instructional designers and the organizations—the managers and executives requesting and evaluating the eLearning. Evaluation objectives fall into this category. Learners might never see them.

Reference

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Q.2 Discuss the awakening movements in Muslims of the sub-continent during the British periods?

The **Aligarh Movement** was the push to establish a modern system of education for the Muslim population of British India, during the later decades of the 19th century. The

movement's name derives from the fact that its core and origins lay in the city of Aligarh in Northern India and, in particular, with the foundation of the Muhammadan Anglo-Oriental College in 1875. The founder of the oriental college, and the other educational institutions that developed from it, was Sir Syed Ahmed Khan. He became the leading light of the wider Aligarh Movement.

The education reform established a base, and an impetus, for the wider Movement: an Indian Muslim renaissance that had profound implications for the religion, the politics, the culture and society of the Indian sub-continent.

The failure of the Revolt of 1857 saw the end of the Mughal empire and the succession of the British. The Muslim society during the post mutiny period was in a deteriorating state. Sir Syed Ahmad Khan found the Muslim society to be educationally, social and culturally backward. He blamed the prevailing education system for the degrading state of the Muslim society. This led Sir Syed to initiate a movement for the intellectual, educational, social and cultural regeneration of the muslim society. This movement came to be known as the Aligarh movement after Sir Syed established his school at Aligarh which later became the centre of the movement.

The Aligarh Movement introduced a new trend in Urdu literature. Sir Syed Ahmad Khan and his association left the old style of writing in the Urdu language, which was rhetorical and academic, and started a simple style which helped Muslims to understand the main purpose of the movement. Sir Syed Ahmed was the central figure behind this awakening.

- In 1859, Sir Syed established Gulshan School at Muradabad. In 1863 he founded the Victoria School at Ghazipur.
- Sir Syed founded the *Translation Society* in Ghazipur in 1863 to translate major works in the field of sciences and modern arts into Urdu. It was later renamed as the Scientific

Society and moved to Aligarh. The Society released two journals - The Aligarh Institute Gazette and the Tehzeeb-ul-Akhlaq, known as the Mohammedan Social Reformer in English.

- In 1866 the *British Indian Association* was established at Aligarh with the intention of addressing the political needs of the people.
- The *Bihar Scientific Society* was established by Syed Imdad Ali in Muzaffarpur in 1868. The society also launched a fortnightly newspaper, *Akhbarul Akhyar*.
- The Bihar Scientific Society and Bhumihar Brahman Sabha together established a College in Muzaffarpur on July 3, 1899. This is now known as Langat Singh College.
- In 1875 Sir Syed and Moulvi Samiullah Khan established a madarsa *Madrasatul Uloom Musalmanan-e-Hind* in Aligarh in his bungalow. The school had a primary section and a senior section known as Muhammadan Anglo-Oriental Collegiate School.
- Two years later, in 1877, the school was converted into the Muhammadan Anglo-Oriental College.
- In 1877 the foundation of *Lytton Library* was laid by Lord Lytton for the students of MAO College. It was renamed as the Maulana Azad Library after Independence.
- A debating club was founded at MAO College by Sir Syed in 1884. It was renamed Siddons Union Club after its first principal Henry George Siddons. It came to be known as *Muslim University Union* after the college became a university.
- In 1886 Sir Syed founded the *Muhammedan Educational Congress*, an organisation to reform and educate Indian Muslims. Its name was changed to All India Muhammadan Educational Conference in 1890.

- Sir Syed founded the United Patriotic Association in 1888 along with Raja Sivaprasad of Benaras to promote political co-operation with the British and ensure Muslim participation in the British Indian Government.
 - In 1889 Sahabzada Aftab Ahmad Khan established *Duty Society or Anjuman-Al-Farz* to support the poor and needy students of the Mohammadan Anglo Oriental (MAO) College.
 - In 1890 Mohsin-ul-Mulk founded Urdu *Defence Central Committee* later renamed to Urdu Defence Association for the advocacy of Urdu.
 - To promote the political interests of the Muslims before the British Government, the *Muhammedan Anglo-Oriental Defense Association* was established in 1893.
 - In 1893 the Muhammedan Educational Conference established Anjuman-i Taraqqi-i Urdu for the promotion of Urdu. The first anjuman was held in Delhi with Thomas Walker Arnold as its president and Shibli Nomani its secretary.
- After the death of Sir Syed in 1899, the *Old Boys Association* was formed at Aligarh to generate support for the Aligarh Movement. ^[19] Maulvi Bahadur Ali was the founding secretary of the association.
- *Sir Syed Memorial Fund* was established by Sahabzada Aftab Ahmad Khan in 1899 to raise MAO College to a university.
 - In 1901 *Mohammadan Political Organisation* was founded by Nawab Waqar-ul-Mulk to present Muslim grievances before the government.
 - Sheikh Abdullah launched the Urdu monthly magazine *Khatoon* in 1904 to promote education of girls.
 - In 1906 the All India Muslim League was founded to safeguard the rights of Indian Muslims.

- In 1906 Sheikh Abdullah and his wife Wahid Jahan Begum established a small school for girls known as *Aligarh Zenana Madarsa* in Aligarh.
- In 1914 Begum Sultan Jahan founded the *All India Muslim Ladies Conference* at Aligarh. The Begum served as President of the Conference, while Nafis Dulhan Begum from Aligarh was its Secretary.
- On October 29, 1920 Jamia Millia Islamia was established at Aligarh. It was later moved to Delhi.
- On December 17, 1920 MAO College was granted the status of university and Aligarh Muslim University was established. The Raja of Mahmudabad Mohammad Ali Mohammad Khan was appointed the Vice-chancellor.
- In 1929, Zenana Madarsa became an Intermediate College and In 1930 the girl's college was converted into a *Women's College* under the affiliation of Aligarh Muslim University.
- A new constitution was drafted for the Muslim University Union in 1952 and it came to known as the Aligarh Muslim University Students' Union

Reference

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Q.3 Describe the Objectives and salient features of Distance Education?

1. To provide an effective alternative path to wider opportunities in education and especially in higher education:

There are different categories of potential learners. There are some who never been able to enter into any institution of higher learning. There are some who just need additional knowledge in a particular discipline. There are still others who are in need of refresher courses to cope with the latest development in their perfection. For all of those there is need for distance learning or correspondence education.

2. To provide an efficient and less expensive education:

Provision of universal schooling is beyond the means of our country. Increasing population and limited resources is the predicament of our educational planners. It is difficult to divert huge sums of money in a developing economy to match the required level of expansion for traditional schooling. Distance education is the only practical alternative.

3. To provide education facilities to all qualified and willing persons:

The objective of correspondence courses is to provide education facilities to all qualified and willing persons who are unable to join regular university and other courses due to various reasons. For them, there is an incessant search for an alternative system and that system is distance education.

4. To provide opportunities of academic pursuits to educated citizens willing to improve their standard of knowledge:

There are many learners, both young and adults, who cannot afford to join the face-to-face system of education due to personal and professional responsibilities. For such type of persons, some provisions have to be made through distance education. Hence, the objective is to provide opportunities to improve the standard of knowledge and learning through continuing education while in employment.

5. To provide education facilities to those individuals who look upon education as a life-long activity:

Distance education facilities are needed for those individuals who look upon education as a life-long activity or to acquire knowledge in a new area. Because lifelong education is emphasized for all stages of life. In this context, the report of the National Policy on Education, 1986 is worth- mentioning here.

The NPE-1986 says, “Life-long education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice, at the pace suited to them. The future thrust will be in the direction of open and distance learning.”

The distance learning system must be well-supported with instructional materials, and suitable radio and television programmes in different areas of study. This correspondence education or distance learning is becoming popular and being accepted as an alternative and economical approach to our formal education system.

Learning framework dependent on formalized educating yet with the assistance of electronic assets is known as eLearning. Here are the highlighted features of eLearning that the best of eLearning organizations need:

1. Collaboration Of Various Learning Tools

Mixed learning apparatuses enable you to oblige diverse adapting needs and inclinations. You can offer online students up close and personal guidance combined with online, preparing assets to improve the advantages. Just as to give self-guided, web-based, preparing ways for the individuals who incline towards no concurrent online investigations. At times, an LMS may highlight video conferencing instruments. This enables you to offer the best you can from any place on the planet.

2. Strong Reporting With Customization

LMS reports give you a total picture of online student execution, commitment, and fulfillment evaluations. You can discover how well they are faring amid intelligent activities. View eLearning appraisal scores with the goal that you can suggest supplemental web-based preparing assets, and guarantee that they are getting the data they have to accomplish the ideal results.

3. Web-Based Business Support

One of the LMS highlights eLearning organizations should search for is eCommerce coordination, which enables you to market your eLearning courses. This might be done in installment portals, virtual shopping baskets, or item URLs. Another vital thought is eCommerce LMS measurements. These reports enable you to follow changes, navigate rates, and deals figures to improve your eLearning promoting procedure.

4. Brand Integration

It's basic that your new LMS enables you to redo eLearning layouts and has different advantages to pass on your image informing. This guarantees coherence, cohesiveness, and validity. Accordingly, you fabricate brand dedication and grow your online student client base.

5. Online Course Catalogs

Your LMS needs to help online course lists. Ideally, with an implicit shopping basket choice, so online students can rapidly buy the substance or select an eLearning course with the snap of a catch. This, as well, ought to be completely adaptable. For instance, you can transfer your own logo, designs, text style, types, and catch styles.



6. Self Registration

Online students examine your online course inventory and locate the perfect eLearning course for their requirements. In any case, how would they book their spot and pay their educational cost? Your LMS ought to have a self-enlistment or auto-select element, where online students can join self-governing. Remember that a considerable lot of them are settling on a brief instant choice.

7. Responsive Design Features

Current students need access to eLearning courses anytime, anyplace. Subsequently, you need a Learning Management System that can convey portable inviting substance immediately. All the more, one that offers everybody a similar survey involvement and gives similar advantages. That implies your LMS needs responsive structure highlights.

8. Accreditation Support

Your LMS must offer affirmation support. For instance, the capacity to pick explicit online preparing ways and consequently convey culmination testaments to effective online students. You ought to likewise have the capacity to follow each component of your accreditation course, from individual student advancement to a general diagram of how many individuals have finished the eLearning course.

9. Natural User Interface

A Learning Management System isn't of much esteem as you can't utilize the LMS highlights and capacities. That is why an LMS must be easy to use and instinctive. In a perfect world, it ought to have an assortment of dashboards that feature distinctive parts of your eLearning course.

10. Availability Features

On the off chance of your planning to offer your eLearning courses to online students with exceptional requirements, you ought to consider availability highlights. For instance, include inscriptions and captions to suit online students who are hearing debilitated or sound portrayals for the individuals who are outwardly hindered. It's also quite smart to pick an LMS which will allow you to provide useful online assets to your students worldwide.

Q.4 Whichever way we measure the noise, the Islamization of education in Pakistan is still on papers. Discuss?

Education system in every state of the world in one way or the other is governed by certain policies, plans or declarations. These education policies are developed on an ideological basis at least for a predictable timeframe so that the upcoming generations may be taught in accordance with the national needs and beliefs. The same is the case in context of Pakistan where the ideological base is essentially and historically provided by Islam as an ideology derived from Islam teachings. Islam as code of life offers guidelines for all spheres of life. As a religion it differs from the European mythology. It encompasses the totality of human life and draws inspiration from Quran and Sunnah whereas two European approaches, individualistic and socialistic, focus upon certain specific aspects of human life. That is why the Islamic philosophy of life that vindicates the socio-economic, political, philosophical and ethical foundations, significantly differs from any other existing religion or myth in the world. Islamic system of education not only ensures the development of character needed for the success in the life but also in the life hereafter. The importance of acquiring knowledge in Islam is obvious from the very first day of its beginning when Almighty Allah said that;

“Proclaim! (Read!) in the name of thy Lord and Cherisher, Who created- Created man, out of a mere clot of congealed blood. Proclaim! And thy Lord is Most Bountiful. He Who taught (the use of) the pen. Taught man that which he knew not”. This first revelation provided the foundations for sound knowledge-based Muslim society. In the same way the Knowledge is regarded as the symbol of honor and prestige for the human beings; “Allah exalts the believers [among you] in proportion, as well as the ones endowed with knowledge, and Allah is all-aware of what you do”. Finally; a distinction was made between the people who possess knowledge and those without it; “Say (to them O Muhammad): Are those who know equal with those who know not? But only men of understanding will pay heed”. There is need to impart education to the youth of a generation so that the might be trained as per the needs and requirements of the society. It has been acknowledged by educators throughout the world that education serves a dual purpose, one for the individuals and one for society. Through proper education, an individual’s potentials - physical, intellectual, moral, spiritual, and emotional be drawn out, cultivated, and developed. Therefore, education system in Pakistan needs to be reformed as per the requirements of people and the teachings of Islam. Purpose and scope of the study

Pakistan has a consistent long history regarding documenting educational schemes and strategies. Since its inception in 1947 several education policies and plans had been envisaged to streamline and reinforce the system of education in the state. Every subsequent ruler had criticized the previous efforts and proposed new plan for action during their regime. Despite political differences and varied plan of actions islamization of education had remained the common agenda for all the successive governments. Therefore, all the policies and plans had made impressive and rhetoric claims for Islamization of education system. In the present study a comparison is made between all such proposed measures and practical

efforts initiated to materialize these endeavors.

Methodology

The present study aims at exploring the measures proposed by the successive Pakistani governments and the corresponding efforts made to realize these proposed measures.

Therefore, data for this study was extracted from nine education policy documents of Pakistan published during 1947-2009. Hence this study is “document analysis”, a method of qualitative research in which different documents are analyzed by the researchers to determine the meaning and reality of the concept under study.

Policy Provisions for Islamization of Education in Pakistan

Pakistan emerged as independent state in 1947 at the demise of colonial regime in south Asia.

Since the inception, education is being considered very important for the sovereignty, stability and progress of Pakistan. That is why in his message to the participants of first education conference in 1947 the founder of the nation said “there is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan”. At the time of independence foremost issue was preservation and propagation of ideology of Pakistan to the next generations. Hence, according to Lingard & Ali, at that time it was essential to specify the role of Islam in curriculum and instruction. Since, Pakistan came into being as a homeland of Muslim Indians; the sentiments towards the position of Islam in education are always high.

The same question remained central to this date. Soon after the independence in 1947 an educational conference was arranged by the government to layout fundamental guidelines for the future educational policies. While addressing the conference Mr. Fazlur Rahman said; “I consider it of vital importance that our education system should be animated and guided by these principles”.

After the conference no significant progress was made towards the improvement of education system in Pakistan because of the tragic death of the father of the nation and political instability during 1950s following the assassination of the first prime minister of Pakistan. In 1959 a commission was constituted to reform the existing system of education in the country. The report of the National Commission on Education stated that; “Our educational system must have to play important role for protecting those theories by which Pakistan came into being. Struggle for Pakistan was actually shaping a path for the safety of Islamic way of life. The people of Indo-Pak demanded a separate country only for living their lives freely according to the Islamic values.” Therefore, the commission suggested that measures should be adopted to educate the citizens in such a way that Islamic values and norms may be inculcated among them to enable them to live their lives according to the teachings of Islam. Moreover, the commission stressed upon enhancing religious education through schooling. It was suggested that the religious education should be provided in three stages i.e. compulsory, optional and research based. In the same way it was aimed to include Quraan (Nazira and translation), Seerat-Un-Nabi, Muslim history and literature in curriculum for the elementary and middle level students. For rest of the levels Islamic Studies was proposed as optional subject.

References

<https://iri.aiou.edu.pk/indexing/wp-content/uploads/2016/06/22-islamization-of-education.pdf>

Q.5 Narrating the brief background of discipline on campus, please suggest measures to improve the situation?

“ Discipline is the bridge between goals and accomplishment”

Discipline plays an essential role in keeping up a healthy social life. A disciplined life helps to eliminate hindrances for growth and other confusions that stand in the way of success.

Since schools play an important part in character development and shaping behavior, discipline in school is pivotal and of paramount importance.

Now, what is ‘discipline in school’? Every school will have a set of norms and codes of conduct. School discipline is an arrangement of these specific implicit rules, conduct, and behavior for keeping the students in check and making them efficient individuals.

In order to make the teaching-learning process effective and useful, the classroom environment must be great and ideal. Discipline helps to create a healthy classroom and a healthy classroom ensures discipline. It works both ways.

Today, we will be talking about 10 ways to improve discipline in school and how to maintain discipline in school. Discipline in schools for students can be tricky to tackle but with these ten tips, you can control it to an extent.

10 ways to Improve Discipline in School

1. Plan and Organize

Ensure that there is a routine and a rhythm in the classroom. This way, the students know what to expect from the class and what is expected out of them.

On the off chance that there is no legitimate planning and proper organization in your classroom, kids will feel exhausted and would begin to act mischievously.

You will see that classroom management is easy and better when the lessons are appropriately planned when you have everything that you need for the class beforehand, and.

In addition to this, while conducting classes, always have a backup plan, consider things that can go wrong, and have a plan B in place to make sense to the framework that you had in mind.

2. Resolve issues from the beginning

It is ideal to manage issues that spring up before they become too enormous to even consider handling. You can address every single little issue occurring in the classroom.

This might be daunting in the beginning but, students need to feel that they are valued and listened to, otherwise, they will cook up more mischiefs to attract attention. Handle problems tactfully. A tiny slip-up in discipline issues can turn into a huge problem on the shoulder later on.

3. Establish Proper Procedures in Place

The school should have a decent control procedure to keep the students in check. Proper code of conduct, rules, and regulations must be followed.

Here, one thing that schools should keep in mind is to strike the right balance. You don't have to be too strict because there's a chance of students becoming rebellious and that's the last thing that you need.

Adopt the method of controlled freedom both in classrooms and in the school altogether.

4. Explain the rules

Next to establishing the right procedures, the most important thing is to communicate the procedure to your students. They must know what is expected out of them so that they can do it accordingly.

Conduct orientation classes, explain the rules and regulations, and how you expect them to behave within the classroom, within the school, and as a responsible adult. Do not patronize the students.

5. Practice what you preach

The teachers, staff, management, everyone within the school must practice the code of conduct that has been established by the school.

As mentioned before, discipline in school can be tricky. Students are vulnerable and are at an age where they are just beginning to learn what is right and wrong.

They look up to their teachers and elders. So, if there is a rule that says no phones in the classroom, the teachers should also refrain from taking phones to the classroom.

Now that classes have moved online, you cannot say no to phones but you can say no to phone calls and texting and the teacher should also adhere to this.

6. Make your classes interactive

When you make your classes interactive, the student engagement is better and they have less time to be mischievous.

Make your classes interesting and engaging by including games, quizzes, animations, visual aids, and likewise.

During online teaching, it is easier to incorporate animated videos and games with numerous online teaching tools available.

7. Establish a connection with your students

When you create a good rapport with your students, they will be more disciplined and understanding.

Mutual respect will help in bringing about harmony in your classroom. We have talked about classroom management in detail in one of our previous blogs, if you have not read it yet, read it [here](#).

8. Reward good behavior

When you reward good behavior in the classroom, you are encouraging other students to behave better.

They would put in an effort to become a better student and to be disciplined. You can create a chart, reward them with stars, and in higher classes, you can change the rewards accordingly.

9. Be fair

As a teacher, you should not be prejudiced or biased, you have to be fair. It is okay to have favorites but do not be evident about it.

You should not involve favoritism while grading papers and assignments. Be fair and ensure your students that efforts and growth matters and failures are just a stepping stone to success.

10. Be optimistic

Having a positive attitude can help with discipline in school. The students must not feel hostile in the classroom.

They must feel at ease and that they have a room for expressing themselves. Being a positive teacher will help you to achieve this in the classroom. There are different types of disciplines in schools, you should focus on being fair and bringing up a generation that understands values.

Types of Discipline in Campus

The three main types of discipline are:

1. Preventative Discipline

As mentioned above, teachers have to explain their expectations and set ground rules to ensure discipline. Measures taken in prior to prevent any unacceptable behavior is called preventative discipline.

2.Supportive Discipline

It is possible that the preventive measures do not work as perfectly as expected and things may go wrong. At this point, the teachers may give warnings and show the students the right way of doing things. This is called supportive discipline.

3.Corrective Discipline

This comes after supportive discipline. When a student has failed to show any improvement despite numerous efforts at supportive discipline, corrective disciplinary actions come into play. Punishments such as suspension, and likewise fall under corrective discipline.

Conclusion

We have discussed 10 ways to improve discipline in school. When we talk about how to maintain discipline in school, it is important to understand that it is a two-way road.

You have to be a role model for the students so that they can pick up the good things from you. Exemplary teachers observe their students and the classroom and adapt tips and strategies to ensure that they implement best practices that work in their classrooms.

