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**Title of Thesis:** Disciplining Techniques Of Schools And Their Normalizing Patterns In Foucauldian Paradigm

### **ABSTRACT**

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Schools today represent a section of our society that is entrusted with the responsibility of bringing about a change throughout the society, in the long run. The nurturing of the young minds is done meticulously, so that they may fulfill the purpose required of them when they eventually step out of schools and start contributing in the larger society. In the long run, through their practices of governing the students, schools and other educational institutions instill a degree of dependence upon the orders from authorities to function as good and healthy citizens of the State. The researcher chose to investigate the very nature of disciplinary techniques that structure the working of the schooling systems and the inherent power relations embedded in their practices of control and domination. Furthermore, the nature of discipline has undergone a vital transformation from being physical to self-regulatory.

Majority of the content that has been reviewed is of western origin. This largely stems from the reason that Foucault's discourse has not been used as a theoretical framework to understand concepts like power, discipline and authority within the Indian schooling system. This is because the writings that were most helpful in building my understanding have been given priority for being shared with fellow researchers. In understanding the concepts of power, knowledge, techniques of surveillance, governmentality and bio-power the writings by James Marshall (1996) were very helpful. Written in simple language, they are a starter's guide to understanding Foucault's oeuvre. The writings by Barry Smart (2002) and Gail McNicol Jardine (2005) were helpful in understanding the relevance of these concepts in reference to school organization. The evolution and transformation of discipline has been very comprehensively illustrated by Roger Deacon (2006) in his writings.

Qualitative research paradigm was adopted to conduct the research. Two schools were selected for the study wherein data collection was carried out and analyzed through the Foucauldian lens. The architecture of school buildings as being influenced by the concept of Panopticon to ensure surveillance at all times during school hours did not prove to be effective for the purpose. Not only was the architecture insufficient for surveillance, but also the technology and manpower employed towards maintaining surveillance were largely inadequate since students in both schools managed to escape from the premises of the school. Thus the surveillance mechanism was largely ‘discontinuous’ (Gallagher, 2010) and not total and constant as Foucault (1977) had described. The findings highlighted that movement, time, space, demeanor and visibility are the prime aspects that schools aim to monitor and control. The studies conducted by Iyer (2013), De Palma, Membiela and Pazos (2011), Gallagher (2010), Sandoff and Widell (2008), Noguera (2003) and Welland (2001) shared similar areas of control by the institutional authorities to normalize the behavior of the learners where the studies were conducted.

Much needed educational implications have been inferred through the results of this study. Strict legislations must be in place, which protect the children from any form of physical, mental and emotional abuse. Though the Right to Education Act contains provisions to penalize persons causing any harm to the child, but the provision has not been operationalized so that children can fearlessly come forward and register complaints against the perpetrators. Such a provision would fulfill in real sense the spirit of the legislations already in place. Children must be sensitized about their personal rights, and must be made aware of ways and means to give voice to their emotional, physical and mental turmoil they face in schools and outside. Robust infrastructure pertaining to psychological well-being of teachers as well as students must be in place at school level so that both can come forward to share and resolve any issues that trouble them. The society at large must be sensitized to practice non-violence, since experiences from outside do trickle down in the school activities and become a part of formative years of children. A child who grows up in an environment that is stick-friendly will go further and continue that attitude, thereby forming a cyclic pattern where negative experiences at school multiply negative experiences in the society.

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