



Handling Trouble-Making and Troubled Students

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The existence of one or more trouble-making students in classroom makes the atmosphere non-conducive for **inculcating creative thinking and training to perform critical analysis**, the prime objectives of education in the third millennium. A **course well organized**, lectures properly prepared (to deliver a piece of material, teacher must understand the subject 10 times more than what is to be taught) and material delivered in an interesting manner would draw attention of a majority of the students in class and attempts from one or more trouble-making students would be suppressed by their fellows¹. To perceive such a situation, visual intelligence of the instructor is of prime importance: *assess* the situation — classroom in configuration space (is it only one or two students or a large number of students?); *analyze* the roots of trouble — subject material too difficult (students have gaps in knowledge due to inadequate preparation or because of skipping classes) or too easy, irrelevant to students, delivered in a non-interesting manner (voice, visual cues, hand movement absent or not according to the topic covered); *articulate* — try to find out from the end-users/the students reasons for lack of interest (get input from class representative and some other students through e-mail/personal discussions) and *act* — **making classroom sections according to build and shuffling students once during each session**, breaking up group of naughty students (if their identities are known, bringing them to the front seat during the process of reshuffling, filling out empty seats in the front row), attendance tracking at the same time guiding students to short of attendance (Fig. 1) as well as **weekly quizzes, monthly hourlies and structured final examinations**^{§.1}. Teacher of today should act as a facilitator, who does not deliver a monolog (a sermon) but involves students in discussions, question-answer sessions, model building, demonstration-material preparation, presentations (there were many student presentations in *the First Conference on Anthromathematics*), **projects**^{§.2}, **debates** and analyses of results of **experiments**. After *follow-through (monitoring)* based on class regularity, class participation (questioning, discussions, problem solving on chalkboard/whiteboard/smart-board), scores on quizzes, hourlies, assignments and final examinations, **there was follow-up (evaluation) in which the instructor asked the students to provide in writing**^{§.3}, 3 strengths, 3 weaknesses and 3 suggestions to improve the course contents and the course delivery, if the same were to be offered the next time. The speaker required all regular students as well as the ones entering **any special program** to write **life-history essays** (at the start of that course/that program), which were thoroughly scrutinized and discussed with the respective students. These essays helped determine the strengths, the weaknesses, the expectations and the aspirations of students as well as alerted instructors to signs of distress, trouble and other destructive tendencies. Troubled students are those, who are going through some mental anguish and as a result end up hurting themselves and others. Some examples include attack of suicide bomber (Shari Baloch, graduate student) in University of Karachi on April 26, 2022 and the other scenarios, which include shooting spree by gun-holding individuals in Robb Elementary School, Uvalde, Texas, United States, on May 24, 2022 (Salvador Ronaldo Ramos, drop out); Gymnasia No. 175, Kazan, Tataristan, Russia, on May 11, 2021 (Ilnaz Galyaviyev, 2018 graduate of the school, expelled from University of TISBI in April 2021); Marjory Stoneman Douglas High School, Parkland, Florida, United States, on February 14, 2018 (Nikolas Jacob Cruz, expelled) and Virginia Tech, Blacksberg, Virginia, United States, on April 16, 2007 (Seung-Hui Cho, undergraduate student). It is a wrong assumption that **youth radicalization takes place** only in impoverished neighborhoods or when youngsters are exposed to domestic or street violence (gang war, civil war due to political unrest, economic meltdown or natural disasters as well as war imposed by a foreign power) or any form of abuse (neglect, peer pressure/bullying as well as verbal, physical and sexual abuse). Suicidal tendencies may, also, exist in students, who excel in academics and co-curricular activities. High-tech solutions may include software able to detect hostile intent as well as **abnormal gait**^{§.4} (if the person is wearing a suicide vest). Teachers should be **trained to spot signs of trouble**^{§.5} (depression, frustration, schizophrenia) and counsel students (professional psychologists may be employed, if needed). Bi-annual **psychological examinations**^{§.6} must be made compulsory in addition to physical examinations and fitness testing for all students entering school or transferring from another school, complemented by similar school-leaving examinations. Parents in consultation and collaboration with teachers should continuously monitor emotional intelligence of their children and adopt a balanced style of rearing of their sons and daughters, which make them independent at the same time respectful to others, self-reliant at the same time obedient, curious at the same time good-mannered and, finally, considerate at the same time well-behaved. The future generation should be trained to accept ethnic and linguistic diversity, to respect differing points-of-view, to exhibit religious tolerance and to love nature. This is the true purpose of education — “**Education for Nation Building**”.



University of Karachi
Institute of Space Science and Technology
SST 602: Quantum Mechanics
Session: 2021-22 • Course Supervisor: Professor Dr. Syed Arif Kamal

Attendance Record

#	Seat No.	Student's Initials	September ²	October ²	November ²	December ²
Total classes till this month			06	15	23	38
01	EP 1897###	ZG	100% (0)	100% (0)	100% (0)	97% (1)
02	EP 1897###	ZU	67% (2)	73% (4)	83% (4)	81% (6)
03	EP 1897###	ZR	33% (4)	60% (6)	74% (6)	76% (9)
04	EP 1897###	CB	zero (6)	47% (8)	63% (8)	68% (12)
05	EP 1897###	INTN	67% (2)	73% (4)	78% (5)	76% (9)
06	EP 1897###	IBS	17% (5)	34% (7)	48% (12)	50% (19)
07	EP 1897###	NT	67% (2)	67% (3)	57% (10)	74% (10)
08	EP 1897###	NB	67% (2)	73% (4)	78% (5)	79% (8)
09	EP 1897###	NIC	33% (4)	40% (9)	57% (10)	66% (13)
10	EP 1897###	NIJ	33% (4)	47% (8)	65% (8)	66% (13)
11	EP 1897###	NKI	17% (5)	60% (6)	74% (6)	79% (8)
12	EP 1897###	NXT	67% (2)	80% (3)	74% (6)	81% (6)
13	EP 1897###	PS	17% (5)	54% (7)	70% (7)	74% (10)
14	EP 1897###	SS	100% (0)	100% (0)	100% (0)	97% (1)
15	EP 1897###	TN	17% (5)	54% (7)	70% (7)	76% (9)
16	EP 1897###	TBCB	zero (6)	27% (11)	48% (12)	66% (13)
17	EP 1897###	TTBS	33% (4)	60% (6)	74% (6)	79% (8)
18	EP 1897###	TPBT	67% (2)	67% (3)	70% (7)	79% (8)
19	EP 1897###	VF	30% (3)	67% (3)	78% (5)	82% (7)
YEAR BACK						
20	EP 1797###	F	zero (6)	33% (10)	48% (12)	66% (13)

Attendance more than or equal to 75% — 34 or more classes out of 45 (11 absences or less)
Attendance more than or equal to 60% but less than 75% — 27-33 classes out of 45 (12-18 absences); not automatically condoned, but depends on the parviews of Director ISST (5%), Dean, Faculty of Science (5%) and the Worthy Vice Chancellor, University of Karachi (5%)
Attendance less than 60% — 26 classes or less out of 45 (19 absences or more); not allowed to appear in the final examination under any circumstance

²Absences accumulated shown in brackets

Fig. 1. Attendance-management system implemented by the speaker in University of Karachi

Links to previous keynote lectures delivered at the Karachi University Educational Conferences

1st Educational Conference

2nd Educational Conference

3rd Educational Conference

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¹Rapport building; listening to students in class; if cannot answer a question, handle one's ignorance in a graceful manner; availability for students after class (regular posted and maintained office hours; e-mail; ZOOM discussion sessions) and, most importantly, providing and solving sample paper as well as taking last-minute review class 2 days before final exam (may be conducted via ZOOM), should contribute to student satisfaction — the need to impart proper training to fresh graduates in the subject (who are going to be appointed teaching assistants/teaching associates), so that they are prepared for classroom handling and course organization, cannot be over-emphasized

[§]Details on ¹p 10 (quizzes and hourlies); ¹pp 13-16 (examinations); ²pp 16, 17 (projects); ³p 24 (follow up/evaluation); ⁴p 23 (abnormal gait); ⁵pp 410, 411 (spot signs of trouble) and ⁶pp 18, 19 (psychological examinations)