

## CHAPTER I

### INTRODUCTION

- 1.1. Present day conditions
- 1.2. Need for the present investigation
- 1.3. Clarification of the concepts-
  - (a) Discipline
  - (b) Attitudes
- 1.4. Role of Discipline and Attitudes in Education
- 1.5. Summary

#### 1.1. PRESENT DAY CONDITIONS

In this dynamic world, changes take place in almost all the fields of life e.g. in politics, economics, religion, education and the like. In particular, education being a dynamic science, several changes have taken place in the principles of education, the philosophy of education, the contents of education, techniques of imparting education and so on.

Time is fast changing and with the change of time, the opinions and attitudes of the people also change. Nobody likes public flogging nor anyone likes Spartan type of discipline. The social conditions

at present are different from those of pre-freedom period. Today a number of students comes from very poor illiterate homes where there is no background of education. Many of the present students are sons and daughters of mill-hands, police constables, milk vendors, farmers, carpenters and of socially, economically and educationally backward parents. These students have to suffer a good deal owing to ignorance, superstition and illiteracy in the family. Financial conditions create unfavourable home background. Some of the students, who are suffering from lack of financial facilities, have to study along with part time or full time occupations. Girls coming from these types of homes have to perform domestic duties along with their studies, with the result that there is lack of time for the school work.

Furthermore the students at present are victims of the problems of medium of instruction. The medium of instruction is not the same throughout the country. In primary schools pupils are not taught English and this condition continues upto the fourth standard. When they come to the standard fifth, they learn English language as one of the subjects, and the

other subjects are taught through the mother tongue. They continue studies in this manner upto the S.S.C. Class. They pass their S.S.C. examination with some credit. But when they enter college, they have to study through the English medium, and being poor at English, most of them are not able to follow consequently what is taught in the class. They develop aversion to studies. This may be also one of the causes of indiscipline.

In the past, conditions were different. Majority of the students was coming from the well-educated, upper middle class families. Families with good economic conditions had no handicaps and the children coming from those homes had not to suffer from ignorance, superstition and illiteracy. Their environmental conditions were also good as they got all types of facilities for their study.

Secondly, the rights and powers of the teachers were of different kinds in olden times. The school masters wielded the birch and they believed in corporal punishment. The present child has to utilize the birch by himself. This process is very slow in progress. The child will acquire self-discipline

in the long run if he is keen to understand the present day conditions. This is the cult of self-discipline which leads the way to the new social order.

Thirdly, every year, we hear a hue and cry for admissions in schools and colleges. Students and their parents have to run from one institution to another. This was not the condition in the past. Today this condition prevails as the children of all classes take education. Education is the fundamental right of every individual without consideration of any difference in caste, creed and religion. Allied to this problem, our classrooms are overcrowded and individual attention is almost an impossibility from the points of view of curricular and co-curricular programmes, sanitary facilities, educational and vocational guidance, etc.

Fourthly, the problems of Indian Economics are becoming more and more acute. Rise in prices by leaps and bounds, places the parents in a very

puzzling situation. Expenses on the education of the wards confuse the parents.

Over and above these conditions which are unfavourable for the present generation, the interest of the students is also one of the factors, which plays its role in the problem of discipline. Most of the present students have neither higher aims in life nor any driving urge for their educational career. They look out for their emotional satisfaction in the other spheres. Quite a majority of the students while reluctant to participate actively in politics is keen to learn about political issues. They are critical of party propaganda and not enthusiastic about the actions of the government and national leaders.

Here it can be said that the conditions mentioned above and conditions of the like nature have led the common man to feel that the standards of discipline in our country have radically gone down. But after all this is a layman's opinion. It stands in need of being confirmed, even if it is to be accepted as a hypothesis. Here are the

reflections of some of the educationists in regard to the point on the anvil.

✓ Views of the Educationists

✓(a) Prof. Humayun Kabir -

" There have recently been some instances of grave indiscipline among students that have attracted the attention of national leaders as well as educationists at all levels. In some cases, things have gone so far that teachers in schools or invigilators in examinations have been attacked. " ... " Some of it is no doubt part of a general sense of unrest throughout the world due to destruction of old and the failure so far to create a new set of values."<sup>1</sup>

✓(b) Dr. L. Mukerji -

" The political parties of today are not merely content in drawing the students into certain sporadic agitation that could be organised from time to time, but took also the more effective step of trying to capture the machinery of as many student unions as possible. Since the entire group of students in any institution is not politically conscious;

---

<sup>1</sup> Humayun Kabir, Student Indiscipline - A Study in Causes and Cure, (New Delhi: Ministry of Education, Government of India, 1954), p.1.

the leadership of these fell into the hands of very few, who again were divided into rival political organisations taking their inspiration from these organisations."<sup>2</sup>

(c) V.S.Venkatanarayana -

" Education has become the sad victim of tinkering after the achievement of independence. It was thought that education prior to independence was too bookish, mechanical, stereotyped and rigidly uniform and that it did not cater to the aptitudes of the pupils or to the pupils of different aptitudes." " A need, therefore, was felt for reorienting the educational system in such a way that it would stimulate a cultural renaissance while making its contribution to the development of habits, attitudes and qualities of character which would enable the citizens to bear worthily the responsibilities of democratic citizenship."<sup>3</sup>

(d) Kamla Kapoor -

" The most outstanding defect of the present examination system is its subjectivity

---

<sup>2</sup> L.Mukerji, Student Indiscipline and Adult Responsibility, Educational India, Vol.XXIX No.9, March 1963, p.302.

<sup>3</sup> V.S.Venkatanarayana, " Current Trends in Secondary Education," Educational India, Vol.XXXI, No.5, Nov.1964, p.155.

There are merits and demerits of the usual essay type tests, objective tests and viva-voce tests. Formal examinations should be replaced by regular assessment of the child by a fortnightly and monthly objective tests."<sup>4</sup>

(e) Shri Krishna Chandra Jena -

In the article, ' Discipline among students ' says that in other countries, current politics is not the problem of the student community but the problem is the participation of students in the current political issues."<sup>5</sup>

(f) Principal B.S.Mathur -

He has quoted, ' Shri Ravindranath Tagore ' in his article, ' This discipline.' ' Teachers must have an eternal flame of light and learning is based upon continuous devotion and sincerity. ' He lays stress on teachers and says, ' If the teacher is sympathetic and emotionally stable, he is determined to be the master and the problem of discipline will take care of itself.'<sup>6</sup>

(g) J.Bhavani Shanker -

' Active participation of the students in the struggle for freedom has caused the

---

<sup>4</sup>Kamla Kapoor, 'Reformation of the Examination System in Education' Journal of 'Shiksha' 10(3) Jan.1958, p.139-142

<sup>5</sup>Krishna Chandra Jena, 'Discipline among Students' Journal of Education, Vol.XXXIX, No.1, Jan.1960

<sup>6</sup>Principal B.S.Mathur, ' The Discipline' Educational India, Vol.XX, No.9, March,1954.



present absence of discipline among them.'<sup>7</sup>

(h) S.K.Dasgupta -

' The school also contributes to maladjustment. Excessive hard work makes children unable to do it and then in turn feel frustrated resulting in loss of prestige and inferiority complex.'

' Many children may not be at ease with members of opposite sex. They experience emotions which are not conducive to happy adjustment.'

' And also home is the most important of all causes in bringing about maladjustment of all kinds. The reasons are poverty, rejection by parents for various reasons, over protection, favouritism shown to one child over others and moral discipline of the home.'<sup>8</sup>

(i) A.K.Sahni -

' Both home and school have the responsibility of handling the child carefully. Home of course has a larger share and the school is only the

---

<sup>7</sup> J.Bhavani Shanker, 'Teacher and Taught' Educational India, 22(3) Sept.1955, pp.93-94.

<sup>8</sup> S.K.Dasgupta, 'What causes maladjustment?' Educational India, 28(2) Aug.1961, pp.43-46.

projection of home and not a separate world. It is indeed in the first four or five years of child's life when he establishes life habits and his temperamental pallium of behaviour are set.'<sup>9</sup>

(j) Shri Surendranath Panda -

' For the proper functioning of democracy every individual should be equipped with necessary knowledge, skill and aptitudes to discharge his duties as a responsible and co-operative citizen. This can be done by education which not only develops these qualities but fights against the fissiparous tendencies and centrifugal forces.'

' In developing all the attitudes and qualities, discipline is the life blood and the key towards enrichment.'

' The discipline in a democratic society should be positive, constructive, suggestive and should be continuous process with a remote ideal before it. It should be creative in developing a wholesome ideas, healthy and desirable attitudes and habits.'<sup>10</sup>

---

<sup>9</sup>A.K.Sahni, 'Needs of Growing Children.' Journal of Parents and Children, Vol.II, No.2, Summer, 1964, p.17.

<sup>10</sup>Shri Surendranath Panda.' Discipline and Democracy in India.' Educational India, Vol.XXXI, No.9, March, 1965, pp.307-309.

Thus, of the different educationists, some have blamed the faulty educational system and the entire educational programme, while some have felt that the school, the teachers and the politics are equally responsible for the present unrest. Others have considered the home as an important area from where children adopt certain behaviours which are not desirable. Lastly one of the educationists has discussed about the importance of discipline in the democratic country.

#### 1.2. NEED FOR THE PRESENT INVESTIGATION

Guided by these opinions and reflections, the present investigator thought of undertaking the problem for a scientific study. The problem of discipline is of a very complex nature where fields of psychology, sociology and education together with economics and politics merge. Each one has to contribute to the thinking on the problem, and yet education remains a key to the solution to the problem. The problem of discipline is perhaps a consequence of miseducation. If it is

so, how does a disciplined individual differ from an undisciplined one ? It is necessary to undertake a comprehensive study covering all the aspects of such differences. But it becomes a huge project studying a large number of individuals from the disciplined and the undisciplined populations by intensive case study procedures. This would involve large staff, huge budget, a long period, and above all an institutional support. But despite these difficulties, it remains a fact that such a study is very essential to understand this complex problem. So far as individual efforts at understanding this are concerned, they can only rest satisfied by working slowly by taking one or two aspects of behaviour likely to be associated with this problem.

It has been observed through public opinion as well as through the opinions of the expert educationists, that positive or negative attitudes of students make much difference in the behaviour they prompt. As such, a study to find out the

relationship between the attitudes towards certain specific objects on the one hand and the nature of behaviour ( disciplined or undisciplined ) on the other would be helpful. If the general belief is verified the key to the problem would lie, at least in part, in improving the attitudes of the students, which is one of the major goals of education. But unless such a relationship is firmly established, there should be no experimentation with the educational programme. Hence a study is proposed to investigate the relationship between the attitudes and the undisciplined behaviour.

### 1.3. CLARIFICATION OF THE CONCEPTS

Before actually defining the problem, the concepts of the two technical terms have to be made clear: (a) Discipline and (b) Attitudes.

#### (a) Discipline

The concept of discipline has been traditionally identified with the interaction between an individual and the social and cultural institutions.

Discipline refers to some fundamental principles. What do these fundamental principles suggest ? It can be stated that the world is composed of several types of organisms. Each organism has to play its role to justify its existence properly. So each organism has to learn to control itself to some extent. There are various forces in the environment of each organism and it has to experience them. These forces need recognition as a means of clarifying the nature of discipline. These forces are also found in interactive relationships. These interactions occur between the individual and three kinds of environments. First interaction is between the individual and non-personal objects which make up the physical universe. The second interaction is with the culture and its institutions within which the individual participates. And the third one is between the individual with other persons.

Whom can we consider as a disciplined person ? A person who controls his behaviour so as to produce a reasonable degree of conformity, co-operativeness and a drive towards improvement, and who interacts well with the cultural and social institutions in which he participates. According to James L.Hymes, ' Discipline is particularly hard because it cuts across what the child can do. It stops it. Blocks it. Channels it. The child has to learn how to hold in, how to keep back and how to restrain.'<sup>11</sup>

Here are some definitions of the term discipline -

#### Definitions

##### 1. James L. Hymes -

' Discipline means fitting in, discipline means doing what the others do. Discipline means doing the approved things.'<sup>12</sup>

---

<sup>11</sup>James L.Hymes Jr., Behaviour and Misbehaviour, A Teacher Guide to Action. (New York: Prentice-Hall, Inc., 1958), pp.23-24.

<sup>12</sup>Ibid., p.10.

## 2. Charles E. Skinner -

' Discipline is defined as the persistent, active and self directed pursuit of some selected course of action even in the face of obstacles and distractions.'<sup>13</sup>

## 3. Crow and Crow -

' Good discipline means development of individual adjustment and self control. Order cannot be used synonymously with discipline.'<sup>14</sup>

## 4. John Dewey -

'Discipline means a power at command; mastery of the resources available for carrying through the action undertaken.'<sup>15</sup>

## 5. H. R. Bhatia -

' Discipline means of course the capacity for self control.'<sup>16</sup>

The investigator agrees with the definition of Crow and Crow. Good discipline leads to the

---

<sup>13</sup> Charles E. Skinner, 'Punishment and Discipline', Southern Illinois University: Journal of the Mysore State Education Federation, Vol. XIII, No. 6, Sept. 59.

<sup>14</sup> L. D. Crow and Crow A. V., Mental Hygiene, (New York-London: McGraw Hill Book Co. Inc., 1942), p. 262

<sup>15</sup> John Dewey, Democracy and Education, (New York: The Macmillan Company, 1948), p. 151.

<sup>16</sup> H. R. Bhatia, 'Elements of Educational Psychology', (Bombay, Calcutta, Madras: Orient Longmans Ltd., 1954), p. 272.



development of the individual. The development of the individual depends on his adjustability in environment, and adjustability depends on his self control. Order and discipline cannot be used synonymously. When self control is there and when a sense of understanding one's responsibility are adapted by the individual, there is no necessity of order.

' Discipline is important. It is basic. It must be learned by all children. It must be taught by all teachers.'<sup>17</sup>

Robert Ellis fully corroborates the above view, says -

' It seems therefore that, the disciplinary training in the early years of infancy and childhood is most important and that, if this is properly done, the difficulties of discipline will decrease progressively with growth. It is the responsibility of the parent and of the teacher to supply such supervision and control as may be needed until the child is able to take over on his own account.'<sup>18</sup>

---

<sup>17</sup> Irwin O. Addicott, Constructive Class room Control, (Fresno State College, San Fransisco, California, 1958), p.6.

<sup>18</sup> Robert S. Ellis, Educational Psychology, A Problem approach, (Toronto, New York, London: D. Van Nostrand Company, Inc., Affiliated East West Press Pvt. Ltd., New Delhi, 1965), p.492.

Thus children should be taught discipline in their childhood by their teachers and the elders. Discipline should be taught at the right moment so that the flowers will blossom and the fragrance will spread around.

There are several types of discipline viz. military discipline, formal discipline, scholastic discipline, moral discipline, school discipline and free discipline.

Educationists of the old school believed in certain types of discipline while modern educationists believe in free discipline. Military discipline consists in commands and obedience strictly. Formal discipline covers the whole field of activities whose end is not the immediate result attained. Scholastic discipline forms the fundamental basis of education. So in modern age, before preparing children for disciplined behaviour, societies must discipline themselves to construct and to progress. Moral discipline cannot be achieved by physical compulsion but by the school work as it proceeds in the formation of habits and character. School discipline implies government by rule. It means

weaving of ideals into personality structure of the individual and the society. This involves right type of attitudes. Free discipline belongs to modern concept of discipline which puts a premium on extreme cases and modifies the old traditional pattern of discipline.

Discipline involves obedience as the prime factor. Obedience in the sense is of different types. Moral discipline demands self submission and self control. Slavish obedience is weak. It springs from hope of being favoured or fear of being punished. Mechanical obedience is unsympathetic in behaviour. True obedience involves intelligence and self control based on affection. Obedience is claimed on the ground that it is right to yield in.

Discipline helps in creation and preservation of the conditions which are essential to the orderly progress of the school work. It helps the students in preparing themselves for effective participation in an organised adult society. It also demands that the individual inhibits those desires and represses those ambitions which are inconsistent with social

welfare. It also helps the individuals in achieving self control, which is the gradual impression of the fundamental lessons.

Discipline presupposes the right of the school authorities and the teachers to prescribe the necessary things for their behaviour for the good of the pupils and of the school.

(b) Attitudes

' Teachers in all kinds of schools and at every grade level must be interested in improving their pupils' attitudes. Many of the most serious class-room problems are the results of the undesirable pupils' attitudes. Conscientious teachers often want to experiment to bring about improvement in their pupils' attitudes.'<sup>19</sup>

Students in schools and colleges violate the rules of discipline. If they do so, it means that there is something in them which leads them to behave in an undesirable way. That something according to many is the 'attitude' of the children. This attitude is something which includes one's likes and dislikes. These likes and dislikes are the abstract things which the human beings

---

<sup>19</sup> J.M. Stephens Educational Psychology (New York: Henry Holt and Company, 1961), p. 68.

can feel. We cannot see the person's likes and dislikes just as we see some material objects. Yet their importance is greater in the field of education. Then by 'likes' we mean the students' favourable inclinations towards certain issues and by 'dislikes' we mean students' 'unfavourable inclinations.' Favourable inclination implies the degree of willingness. These degrees of willingness and unwillingness can be judged from one's actions or from his verbal behaviour.

Here are some definitions of the term attitude:

(a) Allport G.W. -

' An attitude is a mental and neutral state of readiness organised through experience exerting a directive influence upon the individual's response to all objects and situations with which it is related.'<sup>20</sup>

(b) Krech and Crutchfield -

' An attitude is an enduring organisation of motivational, emotional, perceptual

---

<sup>20</sup>G.W.Allport, A Handbook of Social Psychology,  
( Warcester Clark Univ.Press,1935),p.81.

and cognitive process with respect to some aspect of the individual's world.'<sup>21</sup>

(c) Thurstone L.L. -

' An attitude is a complex affair which cannot be wholly described by any single numerical index.' The concept attitude will be used here to denote the sum total of man's inclinations, feelings, prejudices or bias, preconceived notions, ideas, fear, threats and convictions about any specific topic.' To simplify the above definition, ' An attitude is the degree of positive or negative affect associated with some psychological objects.'<sup>22</sup>

(d) H.H.Remmers -

' An attitude may be defined as an emotionalized tendency,organised through experience, to react positively or negatively toward a psychological object.'<sup>23</sup>

---

<sup>21</sup>David Krech and Richard S.Crutchfield,Theory and Problems of Social Psychology, (New York:McGraw Hill Book Company,1948),p.152.

<sup>22</sup>L.L.Thurstone,'The Measurement of Values, Attitudes can be Measured, (University of Chicago Press,1960),p.216

<sup>23</sup>H.H.Remmers and N.L.Gage, Educational Measurement and Evaluation, (New York:Harper and Brothers Publishers,1955), p.362.

The investigator agrees with the definition given by Remmers. As attitude is an emotionalised tendency, it is organised through experience. It prompts the individual to react in the direction, positive or negative towards a particular object which is psychological in nature.

The origin of attitudes is the state of 'drive'. 'Drive' in human nature is the most essential thing in the development of attitudes. Attitudes are more or less generalised states of readiness. When an individual is ready with certain drives, the individual starts forming his favourable attitude in a rudimentary form. Favourable attitudes have been built up which generalised into many other areas of human association. Therefore, in the concept of attitude, is implied an arrangement of mental processes. It is an internal disposition. The concept of attitude does not refer to anyone specific response. It is only an abstraction from a large number of related facts. The concept 'attitude' includes 'mental set task' but gradually this concept becomes

restricted to mean social attitudes. Also we can say that attitudes can be developed from man's cultural determinants, from parental and group influences and from one's personality. Attitudes are not independent factors. Attitudes imply subject object relationship. The object of an attitude is important to the individual. There are various concepts allied to attitudes. They, according to H.H.Remmers, are ' interest, motives, values, appreciation, tastes, moves, morality, moral ideals, social distance and character.'<sup>24</sup>

Some attitudes are healthy and some are diseased. How we act in critical circumstances will depend upon the wholesomeness of attitudes. Healthy and 'diseased attitudes' can be compared with light and shadow of the character.

#### 1.4. (A) ROLE OF DISCIPLINE IN EDUCATION

Education and discipline are correlated with each other. Education in general has two fold aims.

---

<sup>24</sup> H.H.Remmers and N.L.Gage, Educational Measurement and Evaluation, (New York:Harper Brothers, 1955), p.362.



The first aim is to instruct the students and the second is, training them in a good conduct in order to make them better citizens. The fundamental characteristic of a good citizen is that he co-operates with society to secure happiness for all others including himself through his normal activities in life.<sup>25</sup>

The training in good conduct of a better citizenship is only possible through an innate sense of discipline which every pupil must imbibe through the school. No study on school discipline is therefore complete without a corresponding search into the nature of the social environment in which the child is brought up. Teachers and educationists therefore earnestly feel the need for the whole-hearted co-operation and support of our society leaders and the present government.

Discipline is a technical necessity in school management. The correct carrying out of the school programme would be impossible if there is lack of discipline.

---

<sup>25</sup>Report of the Committee of discipline in school, (New Delhi: Ministry of Education, Government of India) Pamphlet No.150.

The requirement of discipline is so natural that if arranged upon right lines, it might occasionally be rather inconvenient to a child but never a source of suffering. Children respond to reasonable demands for discipline and without further trouble, they allow themselves to be guided within these limitations with perseverance, reasonableness, good faith and good humour.

Education in the wide sense has various factors. If we start right from the administrator to the peon, discipline is essential.

#### (B) ROLE OF ATTITUDES IN EDUCATION

Attitudes are most important in the field of education. According to J.P.Guilford, ' By attitudes we mean the tendency to favour or not to favour some type of object or situation.'<sup>26</sup>

It is something which impels a human being towards something. It is something which is partly inherent and partly acquired. It is something which include one's likes and dislikes towards a thing. Here in the field of education, students

---

<sup>26</sup> J.P.Guilford. Creativity in Reading in Educational Psychology. Jerome M.S.Aidman, (New York: Houghton Mifflin Company, 1955), p.223.

have various favourable and unfavourable attitudes towards many things in the school.

Attitudes are, therefore, basic and fundamentally important to educational activities. Attitudes are also the fundamental units of personality and the development of right personality implies the formation of right attitudes. ' From healthy attitudes, come the beautiful melody and harmony of life. And diseased attitudes issue the grating, disgusting dischords of life.'<sup>27</sup> So the real source of right attitudes is the teacher with his developed personality.

In the field of education right attitudes are as important as the steady steering wheel is to a speeding motorcar. The real teacher's interest is the healthy development of pupils' personality through guidance, lasting enrichment and reasonable control of discipline. Though useful knowledge and practical skills are necessary for educational processes, right attitudes are of pivotal importance

---

<sup>27</sup> Orville L. Davis, ' Right Attitudes,' Journal of Education and Psychology, Vol.II No.2, July 1944.

in making of choice, enthusiasm, interest, patience, endurance which are necessary to a useful life. For these, teachers' attitudes should be examined and be known.

In order to develop right attitudes in children a teacher must have right attitudes towards life. All teachers should try to build right attitudes. The adjustment of a pupil can never be what it should be without a right attitude.

Looking to the present need of studying this problem of discipline and attitudes in the educational sphere, the investigator has tried ' to study the problem of discipline in relation to pupil attitudes in the secondary schools of Gujarat.'

#### 1.5. SUMMARY

This Chapter at the outset, discusses the common feeling that discipline in secondary schools of India has gone down because of changed attitudes. Reflections of the eminent educationists, corroborating the same view, have been quoted. Guided by these opinions and reflections, the present investigator

thought of undertaking the problem for scientific study.

Before actually defining the problem, the concepts of the two technical terms attitudes and discipline have been clarified. The relationship between Education and discipline cum attitudes having been discussed in detail, the problem has been pinpointed thus -

'AN INVESTIGATION TO STUDY THE PROBLEM OF  
DISCIPLINE IN RELATION TO PUPILS' ATTITUDES  
IN THE SECONDARY SCHOOLS OF GUJARAT.'

---

## REFERENCES

### CHAPTER I

#### BOOKS

1. Addicot Irwin O. Constructive Classroom Control.  
California: Fresno State College, 1958.
2. Allport G.W. A Handbook of Social Psychology.  
Warcestar, Clark University Press, 1935.
3. Bhatia H.R. Elements of Educational Psychology.  
Bombay, Calcutta, Madras: Orient Longmans Ltd. 1954.
4. Crow L.D. and Crow A.V. Mental Hygiene.  
New York, London: McGraw Hill Book Co., Inc., 1942.
5. Dewey John. Democracy and Education. New York:  
The Macmillan Company, 1948.
6. Ellis Robert S. Educational Psychology. Toronto,  
New York, London: D. Van Nostrand Company, Inc.  
Affiliated East West Press Pvt. Ltd., New Delhi,  
1965.
7. Guilford J.P. Creativity in Reading in Educational  
Psychology. New York: Jerome M.S. Aidman, Houghton  
Mifflin Company, 1955.
8. Hymes James L. Behaviour and Misbehaviour. A  
Teacher guide to action. Prentice Hall, Inc. New York,  
1958.
9. Kabir Humayun. Student Indiscipline. A Study in  
Causes and Cure. New Delhi: Ministry of  
Education, Government of India, 1954.
10. Krech David and Crutchfields. Theory and Problems  
of Social Psychology. New York, Toronto, London:  
McGraw Hill Book Company, Inc., 1948.
11. Remmers H.H. & N.L. Gage. Educational Measurement  
and Evaluation. New York: Harper and Brothers,  
Publishers, 1955.

12. Stephens J.M. Educational Psychology. New York: Henry Holt and Company, 1961.
13. Thurstone L.L. The Measurement of Values, Attitudes can be Measured. University of Chicago Press, 1960.

#### JOURNALS

14. Bhavani Shanker J. 'Teacher and Taught,' Educational India, Sept. 22(3), 1955.
15. Dasgupta S.K. 'What causes maladjustment ?' Educational India. August 28(2), 1961.
16. Davis Orville L. 'Right Attitudes.' Journal of Education and Psychology, Vol. II. No. 2, July 1944.
17. Jena Krishnachandra. 'Discipline among students.' Journal of Education, Vol. XXXIX, No. 1, Jan. 1960.
18. Kapoor Kamla, 'Reformation of the Examination System in Education,' Journal of Shiksha, Jan., 10(3), 1958.
19. Mathur B.S. 'The Discipline.' Educational India, Vol. XX, No. 9, March 1954.
20. Mukerjee L. 'Student Indiscipline and adult responsibility.' Educational India, Vol. XXIX, No. 9, March 1963.
21. Panda Surendranath. 'Discipline and Democracy in India.' Educational India, Vol. XXXI, No. 9, March 1965.
22. Sahni A.K. 'Needs of growing children.' Journal of Parents and Children. Vol. II, No. 2, Summer, 1964.

23. Skinner Charles E. ' Punishment and Discipline.'  
Journal of the Mysore State Education  
Federation, ( Southern Illinois Univ.) Vol.  
XIII.No.6,Sept.1959.
24. Venkatanarayana V.S. 'Current Trends in Secondary  
Education.' Educational India,Vol.XXXI No.5,  
Nov.1964.

REPORTS

25. Report of the Committee of Discipline in School.  
An account of the First All India Seminar for  
Head Masters of Secondary Education,Ministry  
of Education, Government of India,Pamphlet  
No.150.
-