

CHAPTER II

STATEMENT OF THE PROBLEM

- 2.1.Objectives of the Investigation
- 2.2.Scope of the Investigation
- 2.3.Specific Problems
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2.1. OBJECTIVES OF THE INVESTIGATION

All the educationists in India agree that there is something wrong with the discipline in our schools. It is felt that weak discipline will cause chaos and confusion in the system of education. It may lead to unhappiness and even dangerous situations. Discipline is the basic need of our society. It has been rightly pointed out by Mr.Hymes, " Humans cannot exist together if people lie, if they chaat, steal, they hurt somebody and if they think only of themselves."¹

¹James L.Hymes Jr. Behaviour and Misbehaviour, A teacher guide to action, (Prentice Hall Inc.,1958), p.3. New York

' Discipline is essential ingredient of all effective action of all purposeful behaviour. To refuse to deal adequately and unequivocally with this problem is to insure defect and disaster.'²

Thus discipline is needed everywhere in nature. Who can, therefore, deny that discipline which is nothing but another name for regularity, punctuality, obedience, co-operation, etc. is also the motive force which propels the activities of life ? There will be perfect beauty and harmony in the creation, if there is discipline. Healthy growth of a plant requires materials in a proportionate quantity and all the heavenly bodies also move in a regulated order. All the things which are high and noble inspire us to regulate our life, with certain rules and regulations. There has been a good deal of talking about the need of discipline in schools. This need has to be understood with the help of research. A piece of research work requires a systematic procedure. First requirement is the

²Robert S. Ellis, Educational Psychology, (D. Van. Nostrand Company, Inc., Toronto, New York, London, Affiliated East West Press, Pvt. Ltd., New Delhi, 1965), p.489.

statement of the objectives which are important for the study. Secondly the scope of the investigation needs to be defined and thirdly from the generalised objectives, specific problems need to be derived.

Many persons have found out a series of theoretical reasons to explain the problem of discipline. These reasons are, however, not based on research. The present study is concerned with the psychology underlying disciplined and undisciplined behaviour. The superstructure of human nature consists chiefly of various kinds of attitudes. Attitudes are formed in relation to objects. Attitudes are related to mental states with physical activities. Some attitudes are formed with ' only a small amount of contact with the object concerned while others are formed through experiences. The present investigation is the study of the problem of discipline in relation to pupil attitudes.

The objectives of the study are -

- (1) To find out the role of attitudes in the problem of indiscipline,

- (2) To find out whether disciplined pupils differ from the undisciplined pupils with respect to their attitudes towards the areas selected viz. (1) Education and educational programme (2) School (3) Teachers and (4) Home. A detailed discussion regarding the choice of these areas is given in the next section.
- (3) To study the pupils' opinions regarding politics, political parties, students' unions, existing government, caste and economic differences, curricular and extra curricular activities of the schools, teachers, attitudes towards the pupils and the use of leisure hours etc.,
- (4) To study whether sex, age and residence are associated in any way with the problem of discipline and with the favourable and unfavourable attitudes of the pupils.

2.2. SCOPE OF THE INVESTIGATION

The school teachers and parents in India are seriously thinking about the problem of discipline as it exists today in our schools. In the atmosphere of a school, a pupil has to learn certain behaviour. He has to learn to obey his teachers and

to co-operate with his classmates. In case, if a pupil develops misbehaviour, his misbehaviour is likely to be imitated by others, and ultimately the atmosphere of the whole class is likely to be vitiated.

For the purpose of an investigation, some principles of topic limitation need to be accepted. The problem of indiscipline has a very wide scope for investigation but an investigator has to rest content with a limited scope and work within the framework of limitations. The study here is restricted to the X class pupils because it was felt that it is possible for the teachers to identify the real misbehaving pupils at this stage. Moreover, this study is restricted to the schools in the Gujarat State because, the investigator belongs to Gujarat State, and is interested in the study of the educational problems of Gujarat State.

The problem of discipline in relation to pupils' attitudes can be studied with the help of certain areas selected. The areas selected are education and educational programme, school, teachers, home, politics,

social and democratic life of the pupil in the school. Why were these areas selected ? The answer would give the scope of the present investigation. The problem of the present investigation is the study of the pupils' indiscipline in relation to their attitudes. Discussion of each area will give a complete account of the scope of this investigation.

First of all, we can usefully discuss the area to be designated as ' Education and Educational Programme. '

(1) Education

Education in schools includes many factors such as educational system, syllabus, examinations, text books and so on. Everywhere we find people in India criticizing the present educational system. People are dissatisfied with the present educational system as it does not fulfil the aims and objectives which they have in mind. It is felt that the teachers who are to teach pupils have no voice in the present set-up of education. They have to act as dumb spectators and blind followers.

The rules and regulations are framed by the authorities, which are rigidly followed by the teachers. It is believed that the higher authorities do not look after the needs, inclinations, aptitudes, attitudes and interest of the students for whom the syllabus is meant. And thus the present curriculum is not good enough to meet the requirements of a changing social and industrial pattern.

The major defect of the modern education in India is that it lacks in the individual touch. This means the teacher-taught relationship is not as sound as it should be. Sometimes it happens that teachers do not know the students of their own class thoroughly. How can we then expect from such teachers to know about the behaviours of some particular students ?

Again very few teachers and parents are keen to look after the character building of the students. Let them not forget that both parents and teachers, are equally responsible for the character building of the wards. Moreover, specialization of subjects has made the position still worse. No teacher can claim today that a particular student is solely his or her

product. It is said by Rev.Fr.Aureluis, 'sweeping condemnation of the existing system of education' is resulting in the loss of faith in education among the pupils and the public.'²

Our honourable Late Prime Minister Shri Nehru has said, 'Education has not bred tolerance. Present system of education is double edged.'³

Dr.K.L.Shrimali, Ex-Minister for Education has said, 'There are defects in the Educational system which needs some changes.'⁴

Prof.Humayun Kabir says, 'There are some features of the existing system which are directly responsible for maladjustment in the students.'⁵

Thus the usual criticism of the present system is as follows -

²Rev.Fr.Aureluis, 'Discipline in Schools,' Report of Regional Seminar of Headmasters and Educational Officers, May,1956.

³Shri Jawaharlal Nehru, 'Educational System,' The Times of India News Service, dated 1.8.1961.

⁴K.L.Shrimali, 'Educational System,' Under the heading 'Educational Standards.' The Deccan Chronical, dated 27-5-1961.

⁵Prof.Humayun Kabir, 'Students' Unrest, causes and Cure, (Calcutta: Orient Longmans,1958),p.8.

The present system of education is literary and academic. It does not appeal to the hearts of the pupils. Students are rated only by the final examination which has been given undue importance. This leads the students towards cramming at the end of their academic year. And finally the present system is authoritarian in character. It is also said that the present syllabus consists of airtight compartments. Pupils are not encouraged to develop their own interests. Pupils have no faith in education as it fails to cater to their physical and psychological needs. Pupils do not get appropriate jobs in accordance with their qualifications. And the question of unemployment amongst the educated is still harassing. This creates frustration among students. Moreover, they are unwilling to put any effort honestly. The notions of the present students are changing. They believe in less work and expect more money as their needs have increased. The students have also the difficulties of language as the different states have different media of instruction.

The present day educationists are devising many experiments to get out of the old pattern, yet their efforts have not met with success. Thus,

the present system of education with its rigid curriculum and poor text books has caused student unrest all over India.

(2) School

The second broad area is the school or any educational institution where students go to learn. The school is the largest durable world in which the students' personality develops. The teachers are the most important factors in the running of the school. Pupils are highly influenced by the teachers. Students develop favourable or unfavourable attitudes towards an object on the basis of teachers' influence. In the school, students come in contact with adults. The school helps them to interpret and understand the values of authority in adult life. The school also helps students to promote their progress.

The school is directly concerned with teaching and the teachers are directly concerned with pupils. Thus the behaviour and the attitudes of the teachers are of utmost importance. Teachers have to be careful in making use of their authority while

dealing with their pupils. In the past, coercive methods were used but at present these methods have lost their value as they lead the students to a rejection of teacher-authority.

Just as the school is related to teachers, the home is related to the school. It is not possible that the atmosphere in all homes may be ideal. Some students also come to the school from disturbed homes. Often their behaviour in school is the reflection of their mode of life in disturbed homes.

The school is also related to parents, indirectly. The faulty attitude of parents, more often than any other factor, is the cause of the misbehaviours in the school. Problems such as truancy, telling lies, arrogance, disobedience, copying in the examinations, late-coming to classes, neglecting homework, disturbing other children, mischief making, starting quarrels, injuring others and misappropriating fee money etc. are the reflections of their homes.

There are certain other factors which also lead students towards misbehaviours and ultimately to indisciplinary acts. The factors such as, the site of the school, construction of the building, and the other facilities are directly concerned with their study and hygiene. Lack of provision for sports and games and literary facilities also add to their dissatisfaction. Thus the students require both types of facilities which help them in developing their mental and physical abilities.

Lastly the attitude and behaviours of the teachers are important. We all know that the students are the best imitators. Without their conscious effort of understanding one's behaviour, they imitate teachers. The behaviour of the teachers thus gets importance. The attitude and discipline of the teachers give the school a tone of 'well disciplined school' or 'ill-disciplined school.' Ultimately, the school is the supreme agency in moulding the students.

(3) Teachers

The third related area which is useful in measuring the attitudes of the pupils is 'teachers.' The teacher is the pivot of the educational system. The teacher has a particular role in the school and the society. How well he plays his role, depends largely upon his character and activities as an ordinary citizen, in the community he serves. Teachers come from the different homes and all homes do not possess the same culture. The teachers who are the transmitters of that culture, should be better models. Teachers should be aware of the changing needs of the pupils.

' It is obvious that the development of pupils into properly balanced and integrated personalities depends largely upon teachers who similarly have developed properly balanced and integrated personalities. The teacher becomes a whole person in action. The nature of his personality and its influences is so complex and so sensitive as to be easily thrown off balance by

impairment of any physical, mental, social or emotional imperfection.⁶

The school atmosphere depends upon teachers only. It becomes smoothened by good teachers. Few teachers who are actuated by envy and apathy may mar the school atmosphere. These few teachers try to obtain cheap popularity among the pupils. They try to create the impression on the minds of the pupils that they have a great influence upon the school authorities and they should be thus respected. Even in well-organised schools unconscious behaviour of the type referred to above, affects the discipline of the school adversely.

Prof. Humayun Kabir believes that the cause of the present state of unrest among students is in the role of the teachers. Effective leadership of the teachers affects the problem of unrest towards favourable side. According to him the loss of leadership is due to ' (1) Steady growth in political consciousness, (2) unceasing and sweeping criticism

⁶ William A. Yeager, Administration and the Teacher, (New York: Harper Brothers, 1954), pp. 379-80.

of the prevailing system of education, (3) loss of social status by his low income level, (4) unsatisfactory salaries, (5) demand for expansion of facilities in education has contributed to a lowering of the prestige of the teacher, (6) Loss of personal contacts with the pupils and (7) Undue emphasis on examinations and private tuitions on commercial basis.⁷ These factors have contributed to the frustration of the teachers and resulted in the loss of leadership. Teachers' frustrations have direct reflection on pupils' attitudes. Owing to these frustrations, teachers have lost their sincerity and missionary spirit to work in schools. They think that the school is only their financial agency and nothing more. They only look at their selfish motives. They use uninteresting old type teaching methods and do not care for developing their good personality. Teachers are marked by their modes of speaking, dressing, walking and their voice.

⁷Prof. Humayun Kabir, Students Unrest, Causes and Cure, (Calcutta: Orient Book Company, 1958), pp. 2-5.

Present generation blames the teachers. The guardians and the school authorities also find fault with the teachers. Nobody thinks that a teacher is also a human being. He is living in the society and he has to follow the social pattern. When the teacher is dissatisfied, his attitudes and behaviours naturally would show distortions.

(4) Home

The fourth area, which has direct concern with the attitudes of the pupils, is the pupils' home. The home is a pupil's initial world. The home consists of parents and brother-sisters and other relatives. Parents play the important role in the development of the pupil's attitudes and behaviours. The behaviour of the parents in the early years of the pupil's development tends to lay down impressions in the pupil's mind. Thus the home is the greatest possible force in the life of the youth. In the unconscious mind, the child brings to school, his emotional make up, varying affinities and repulsion for certain types of personalities. In the school, the teachers enter

his life and play a great role. When the home and the school both have a share in the development of the pupils, there should be no split between the parents and teachers. The child has to suffer as a result of their conflicts.

The child's basic ways of reacting to the authorities lead to the formation of his attitudes to them. The child receives education for better culture and well disciplined behaviour at home. If the homes are well-organised and well-disciplined, there would be no cause of trouble in schools or societies. But the present conditions are reverse. The rich parents have no time to look after their children. They keep paid servants for their children and these paid servants have selfish motives and the children under their care receive, perhaps, some bad habits. It is correctly said that education for culture that the family ought to impart, has almost disappeared from many homes. Some parents do not bother for their children except giving clothing, food and shelter. It is essential here to stress the responsibility of the

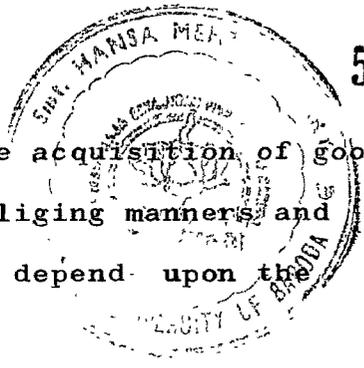
parents so that they can provide a normal home where the children can grow up under their care in an atmosphere of moral and material security.

' Children growing up in a well ordered and happy homes under the loving care and understanding of their parents or guardians will rarely resort to anything base. Their chances of getting into trouble are remote.'⁸

Family disputes also contribute to the mental make up of a child. Children coming from the broken or disturbed homes, generally cause trouble in the school. Children should be educated in right relationship in homes and it should be seen that such education is also carried on, in the schools to which they are sent.

It is said that majority of the children is coming from illiterate families. These children may show disgraceful manners. This does not mean that only the educated in the proper sense of the word are truly showing refined manners.

⁸ Ponnammal Paranjothi, ' Why Children go astray,' Magazine of 'Parents and Children,' Summer, 1964, Vol. II, No. 2, p. 4. (New Delhi: Doctors Lane, Quarterly magazine.).



This can be said that the acquisition of good habits, the inculcation of obliging manners and learning of social etiquettes depend upon the atmosphere of the home.

Another complex factor related to the home is the environment outside the home. It is more likely that the child may be more influenced by the outside environment than that of the home. It is also observed that many children in their early adolescence ruin their careers by frequently seeing cinema films of cheap sex appeal. Often students in their early and late adolescence fall prey to obscene literature which enjoys a wide circulation.

It is indeed true that society moulds the life of the individual. A keen observation of the society often stresses the point that at no other time in the Indian social History, the tone of the society was at such a low ebb as it is today. We can conclude that home is the basis of the community life. The personality of the child develops in it. The child learns the conforming aspects of social pattern, the

language, the morals, ideals and social adjustments. The home is also looked upon as the chief source of moral training. The home gives a child, an individuality, a feeling of belongingness, an ancestry and a birth right. Better parent-teacher relations or home-school relations lead to effective co-operation. The closer the parent-teacher understanding, the better is the education of the child.

It is said by Charlotte M.Mason, ' Parents should trust themselves more. Everything is not done by restless endeavour. The more blessed fact of the parental relationship and of that authority which belongs to it by right and by nature acts upon the children as do sunshine and shower on a seed in good soil.'⁹

' The success of school's efforts to help young people meet their needs in this area is, therefore, closely bound up with favourable family relationships and understanding parental guidance.'¹⁰

⁹Charlotte M.Mason, School Education, (London:Kegan Paul, Trench, Trubner & Co., Ltd., 1929), p.29.

¹⁰V.T.Thayer and Ruth Kotinsky, 'Reorganizing Secondary Education', (New York:Appleton-Century-Crofts Inc., 1939), p.187.

Thus home is an agency for education. Formal and informal education go together, go a long way to inform and educate both parents and teachers. Parents are able to know more about the work and conduct of their children in schools and teachers are able to assess better environmental influences which account for children's behaviour, in class and their relation to authority.

(5) Politics

The next area which has direct influence on the problem of students' discipline is politics. We all hear that the veneration for and prestige of the teachers are lost. The root cause of this present state lies in the prevailing state of politics in the country. Indian students think that Indian politics has always been a symbol of struggle. The present politicians create a glamour for politics amongst our students and as a result the students gradually become their followers.

These students utilize their energies under the guidance of these politicians, who may ultimately lead them to their selfish motives. Secondary

Education Commission believes that the group indiscipline in the country is due to political activities. Political leaders tend to use students at the time of elections. Those students who are conscious enough of their role, will refuse to be misled. However quite a majority is likely to be misled because it is the adolescent period for them. These students tend to show indisciplined behaviour; other students imitate them and thus indiscipline spreads in the entire group of students. Sometimes students' unions also influence some good students. Students' unions are organised for the betterment of the students. These unions help students to assert their rights. Students' pick up pugnacious attitude from such unions and they show misbehaviours without conscious understanding. Thus they learn to oppose the authorities. Thus politicians, politics and students' unions create the problems of discipline and hamper the progress of students.

But newspapers and political bulletins do not play a less mischievous role in existing and

agitating students. The young generation takes an active part without full realization of its meaning and implications.

Moreover, the media of mass communication like the press, radio and cinema should not be overlooked. Political speeches also have influence over the students. Thus students are exploited by the politicians, whose influence in education is detrimental to progress. Rev.Sister M.Priscilla says, ' Political influence and political controversy must be entirely eliminated from the field of education.'¹¹

Today it has become a fashion for students to get themselves affiliated to this or that political association, and thus upset the institutional atmosphere. Unless and until we strike hard at the very root of the social evil, all the efforts made by individual institutions to eradicate the evils of party politics in student life will prove to be only a patch work.

¹¹Rev.Sister M.Priscilla.'Deterioration in the Standards of Secondary Education, 'Journal of Education and Psychology, Vol.XXI, No.2, July, 1963.

The conditions in our country are different from those in other countries. In our country, there is an active participation of the students in politics, while in British and American universities, the students by and large study the political problem before their groups and nothing more. They do not resort to strikes and violence. So we must differentiate the students' natural and legitimate interest in politics from active participation into party politics.

(6) Students' Social and Democratic life in
the school

This is the sixth area from which the investigator tries to find out the students' opinions about the activities of the school. The attitude of the students can best be judged when they participate in extra curricular activities such as games, cultural programmes, excursions, students' unions etc. These activities help the students to a great extent in developing the qualities like leadership and good citizenship. Social and cultural programmes will enable teachers to satisfy the four psychological

needs of the pupils, namely (1) the need for security, (2) responsibility, (3) appreciation and (4) adventure. If these activities are organised by the students themselves, the school will become a community centre. Students like to shoulder responsibilities and are quite capable of great achievements, if properly guided. These activities will enable them to become good and worthy citizens of tomorrow. Self government provides opportunities for each individual student to become an unselfish, devoted and well-balanced member of the school community.

Students' self government requires democratic life and democracy requires disciplined behaviour. It will be worthwhile here to quote the words of Dr. Rajendraprasad, the Late President of India, which he uttered on the eve of his retirement while delivering a reply to the touching farewell arranged by MPs. ' We may not forget that democracy is a sort of double edged weapon, if it is well managed, well regulated and well cared for, it may give us all the

good things we need for our people.'¹²

Democracy in India is wedded to the twin principles of the welfare and dignity of individual and peace and co-operation amongst mankind. It emphasizes (1) the dignity and rights of mankind, (2) the democratic method of persuasion and negotiation, and (3) unity and equality of all the races, religions etc.

The educational implications of democracy embrace very nearly all modern aims of education. It has to be planned for self-realization, for growth and for free choice and responsibility on the principles of individual differences in traits and duties. The social aspect of such education has also to be stressed equally.

It is stated previously that our country is a democratic one, it needs discipline and discipline needs self-control. ' Self-control is essential to group life. Great importance is attached to the

¹²Quoted by Suderhan Ahluwalia, 'Democratic Education, University Journal of Education and Psychology, Vol.I.1962.

problem of class room discipline by laymen as well as educators because control in terms of common good is absolutely essential in all situations in which humanbeings live or work together in groups.¹³

Self control is learned. The attitude and habit of self control in terms of the common good or as it is often called socialization is learnt. It should theoretically at least decrease as children grow older. The Home and the school teach the students the habit of control in terms of the welfare of the group as well as of the individual. Self-control is an expression of the sense of social responsibility.

If the teachers and parents fail in the development of self control, indisciplinary acts will be as frequent as we hear today.

Another factor which is of no mean importance is child's socio-economic conditions. If the child is not well set-up economically, he may not be able to take part in school programmes such as tours and

¹³ Irwin O. Adicott, Constructive Classroom Control, (Fresno State College: A Teacher guide, 1958), ch. II. Sanfrancisco, California.

trips. He may not be able to show his capacities and talents. Proper use of leisure hours is also likely to solve several problems of discipline. An idle man's brain is the devil's workshop. If the student utilizes his time in useful activities, there will be no time left for misbehave in school or at home.

Lastly whether the organismic variables such as residence, age and sex have any role in the problem of students' indiscipline and their attitudes towards the six selected areas. Each variable can be studied by having two groups of each. Residence is concerned with rural and urban students. Sex is concerned with boys and girls and the age is concerned with the pupils below the age of 15 years and above the age of 15 years. Attitudes of these groups can be studied towards all the six areas.

After defining the scope of the problem under investigation, the specific problems of the study are listed.

2.3. SPECIFIC PROBLEMS OF STUDY

The following are the specific problems of study:

1. To verify the assumption of differences between individuals with regard to behaviours and misbehaviours.
2. To study the common misbehaviours of the pupils, and to what extent each misbehaviour occurs ?
3. To study the difference between the disciplined and the undisciplined pupils with regard to their attitudes towards ' Education and Educational programme.'
4. To study the difference between the disciplined and the undisciplined pupils with regard to their attitudes towards ' school.'
5. To study the difference between the disciplined and the undisciplined pupils with regard to their attitudes towards ' teachers.'
6. To study the difference between the disciplined and the undisciplined pupils with regard to their attitudes towards 'Home.'

7. To study the difference between the disciplined and the indisciplined pupils regarding their opinions about -
 - (a) Politics
 - (b) Political parties
 - (c) Students' Unions
 - (d) Existing government
 - (e) Economic and caste differences
 - (f) Extra Curricular activities of the school
 - (g) Planning the students' programmes.
 - (h) Use of leisure hours etc.
8. To study whether there are sex differences with regard to disciplined and indisciplined behaviours.
9. To study whether there are any age differences with regard to disciplined and indisciplined behaviours.
10. To study whether there are any differences in the rural and urban subjects with regard to disciplined and indisciplined behaviour.

11. To study whether there are sex differences with regard to attitudes towards -
 - (a) Education and Educational programme
 - (b) School
 - (c) Teachers
 - (d) Home

12. To study whether there are age differences with regard to attitudes towards -
 - (a) Education and Educational programme
 - (b) School
 - (c) Teachers
 - (d) Home

13. To study whether there are differences in rural and urban subjects with regard to attitudes towards -
 - (a) Education and Educational programme
 - (b) School
 - (c) Teachers
 - (d) Home

2.4. SUMMARY

In this chapter the problem of discipline is discussed along with objectives of the investigation. The scope of the present investigation is also discussed and the chapter ends with the enumeration of specific problems related to the present investigation.

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