SECTION ONE
The word 'Education' has been derived from the Latin word 'educe' meaning 'to lead out' which enjoins upon a teacher to lead his students from darkness to light. Education is a bipolar, interactional process in which the personality of the teacher acts upon the student's personality to modify the behaviour of the latter. Krishna, the great spiritual leader of the 19th century India, used to say that a piece of wet fuel, kept near the fireplace for some time, will become dry and fit for use. Swami Brahmananda and other disciples of Swami Vivekananda showed sympathy and love to their disciples regardless of religious and racial affiliation. These spiritual leaders felt that if disorganized and distorted people came in their company and if they are given genuine love, the personality of the erratic ones will be changed and they will become tenacious in their efforts to integrate their education. The aim of education is the development of an integrated personality. The constant association with an integrated personality is important to achieve this end. In this situation, the teacher plays the most important role. Teachers of all types are ready objects for identification, specially for the adolescent students, when 'hero worshipping' and 'crushes' are common among them. A well adjusted
student may be able to identify easily without much personal contact, but the poorly adjusted student may need much closer relationship in order to achieve the feeling of identification which allows him to continue his emotional growth. Thus the task of the educator is to aid pupils in maturing their behaviour by sympathetic and intelligent understanding.

The secondary school pupil is passing through a difficult period of adjustment. The growth of personality is a continuous process. It does not pass through many separated steps, divide itself into neat chapters and move towards maturity, one aspect at a time. But there is justification for the idea that the most important problems have their critical periods at different times of life. "Adolescence is, by its nature, an interruption of peaceful growth and the upholding of a steady equilibrium during the adolescent process is in itself abnormal" (Anna Freud). No longer a child and not yet an adult, the adolescent engages busily in determining who he is and what he is to become. Erikson calls it as being in "a crisis of ego identity". If his relations with his parents are soundly constructed and if they meet his doubts and criticisms with sympathetic understanding, the temporary upsetting of his prior roles leads to a re-synthesis of his relations with them on a firm and lasting basis; otherwise adolescent turmoil may be prolonged and lead either to failure..."
emancipation or to rejection of family ties and of losing
sense of rejection. Another psychological issue at this
stage is the further evolution of the psychosexual role,
the development of adult sexual characteristics and the
experiencing of a bewildering array of new physical
sensations, both of which lead to an upsurge of interest
in physical sex and psychological sensitization, to
a new aspect of interpersonal relationships which challenge
the psychosexual structure of childhood. The awakening
of sexual feelings which accompany the development of
hormones and organs is usually a source of difficulty
as well as pleasure to the young teenager. At puberty
there is often a preoccupation with the changing parts
e.g. the relative size and position of breasts in girls,
menstruation, the amount and placement of bodily hair
and the size and shape of the penis. Indeed the whole
body is subject to scrutiny and the slightest alteration
comes in for anxious observation. A girl at puberty is
more prone to such phantasy. She builds up idealistic
dreams about sex, love and marriage. She is deeply interested
in her clothes, appearance and grooming. She wishes to
think herself attractive to the boys and evinces an
interest in the opposite sex. Sometimes these preoccupations
interfere with learning or lead to mild or usually transient

a high frustration-tolerance. Since they have to act on
their own, this is considered to be a disregard of the
authority of the elders. Hence there is so much talk
about student indiscipline, generation-gap and problem
behaviours.

Lack of understanding of the special needs of
students at this transitional stage and of the normal
behaviour of children at different ages is responsible
for much of the friction between parents and children and
between teachers and pupils. When adults treat normal
behaviour as problem behaviour, they are likely to develop
in the child unfavourable attitudes towards them and
towards the situation in which the behaviour occurred.

"The complaint behaviour problem or problem behaviour or
symptom is the expression of the underlying problem and
represents an unacceptable or inadequate solution to
difficulties in adjustment" (Loutitt, 1956). Sociologists
have analyzed insecurity, mental illhealth, exploitation
and social customs as some of the factors responsible
for this problem. Shri Jawahar Lal Nehru, in his forward
for the book 'Social Welfare in India', wrote in 1956:
"Children, I think, all over India should have the first
claim on us, because they represent the India of tomorrow."
The women of India have a background of history and tradition behind them which is inspiring. It is true, however, that they have suffered much from various kinds of suppressions and all these have to go, so that they can play their full part in the life of the nation." Let us examine the statement with a retrospective view of ancient Indian education.

In ancient India women enjoyed a high status and educational opportunities provided to them were the same as to men. This need not surprise us for, some of the hymns of Rigvedas are the compositions of poetesses Visvavara, Sikata', Nivagari, Ghosha, Romasa, Lopamudra, Apala, and Urvasi. Gargi Vachaknavi was a dilactician and a philosopher of a high order who cross-examined Yajnavalkya in the philosophical tournaments held during the sacrificial session performed under the auspices of king Janaka. Attreyi of Uttara Ramcharit was studying Vedanta under Valmiki and Agastya. Some lady scholars of the age like Sulabha, Vadava, Prathtiteyi, Kaitreyi and Gargi seem to have made real contribution to the advancement of knowledge.

In post-vedic age, the immortal names of such female scholars as Lilavati, Khanna, UbhayabharatiK Vijaka, Madhuravati etc. are well known. In India God is depicted as Aradhanaishwara.
half-man, half-woman. The Goddess of learning is saskasti.
Goddess of wealth is laxmi and Goddess of Power and Strength
is Sakti - all females. The conditions changed and female education received a great set-back in the period C 200 B.C. to C 1200 A.D. Upanayana, which marked the initiation of a child into the studies of the Vedas and which was performed for boys as well as girls, began to be gradually prohibited to girls. In Manusmritis it is stated that it is really the marriage rituals of girls which correspond to the Upanayana ritual of boys.

The mischief caused by the discontinuance of Upanayana was further enhanced by the lowering of the marriageable age. It was regarded as an ideal thing to celebrate the girls marriage at the age of eight. Child-marriage was a rigid custom in Bengal. Marriage of a daughter given at the age of eight was 'Gouridan, at the age of nine ' Rohini, at age of ten, Kanyaka. After the passing of her tenth year it was called Ruphwalla. Any break or violation of marrying the girl after the age of ten, would welcome boycott. Sin, thus committed by the father, could be compared only to the murder of a Brahmin. When it was regarded as an ideal thing to celebrate the girls marriage at so young an age, female education could hardly prosper.
During the Muslim rule the percentage of literacy among women went down rapidly. All the available sources show that by the beginning of the 19th century about 99% of women population had grown illiterate.

The dependence of women on male throughout her life (রাজনীতিব্যাপারে) and the evil customs of sati and purdah provided a scope for her exploitation. Exide price tended to dwarf the personality of our women. Let us quote a folk saying of Bengal "Kantor Ma Kande an takar putli bandhe" (কান্তর মা খুনে, আন তাকর পুট্টিক বন্ধ কেন) (রাজনীতিব্যাপারে)

In another folk song a girl is complaining to her mother as to why she did not kill her just after birth, so that she did not have to give her a dowry. "There is still a feeling among the rural population that if a girl gets education, she will be a widow in her lifetime." (Shankar Sen Gupta, 1970)

However, influence of western ideology of individualism and liberalization, reform movements undertaken by Raja Rammohan Roy and Kesabchandra Sen to Mahatma Gandhi, brought about a social awakening. With the advent of independence, the need of education changed completely and with it also changed the whole outlook of the people.
The political framework has had democracy as its base. Planning has been accepted as essential in the economic and social life of the country. Equality of status and opportunity for men and women occupy an important place in Articles 15(1), 16(1) and 16(2) of the Constitution respectively, wherein it is stated that 'the state shall not discriminate against any citizen on grounds only of religion caste, sex, place of birth or any of them' and that there shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State. This is the highest aspiration in the realm of modern and progressive social thought and the complete equality of both the sexes has, for the first time, brought a new awareness with regard to expectations from and equipment of women as equal citizens of India. In fact, an estimate of woman power has been made by the Planning Commission, which points out that there would be need for the cooperation of women in all fields of human activity, as time goes by. In free India women have been entering salaried, remunerative occupations and professions in increasing number. Indian woman is no more considered a weaker section of the Community.
Indian woman is the Prime Minister of the country,
another a vice chancellor of a large co-educational
University, yet another was President of the United Nations
General Assembly and the only woman to hold that post.
Women are coming to the forefront with amazingly dramatic
speed but still the general conditions and opportunities
provided for women's education are far from being
satisfactory. The proportion of girls to boys education
is approximately 1:4. Girls are not attending schools
because the conservative attitude of the society still
persists. Higher education for boys is still reviewed
as more vital because they are considered as the main
bread winners of the family. Further, whenever stresses
and strains affect the family it is the girl who has to
be discriminated against with regard to higher education.
The view that the daughter ultimately belongs to the
husband's family discourages parents from allowing
daughters to pursue higher education. A son is highly
valued in our society being the torch-bearer of the
family. "Hindu Religion and philosophy strongly indicate
that both parents desire sons greatly and treat them
indulgently" (8. Pratt. 1966). Marriage is still
considered to be the central object of a woman's life and the general expectation is for the boy to be superior in educational qualifications to his future wife.

If we study the problem behaviour of girl students viewing the above background of neglect, we can understand the root cause of late coming of girls to schools, absenteeism, depression, anxieties, hostility, nervousness, rudeness and attention seeking behaviour. Shyness has been taught by our culture. Fears, anxieties, jealousy, procrastination, unsocialness, talkativeness etc. etc. are but the manifestations of the underlying problems and difficulties which the girls have to face. Hussain's (1966) research on problem of 221 adolescent girls at the S.N.E.T. College, Karachi, revealed that 40% of the 221 subjects checked the statement "I often wish I were a boy". In the anonymous essay entitled "If I were a boy" collected from fifty adolescent girls, Dhuby (1965) saw evidence that 40% of the subjects would like to be boys. These studies revealed girls as rejecting the restrictions which they saw as more severe in the female role than in
the male. They also showed fear of childbirth and resentment of menstruation. Further evidence comes from Sequiera's (1962) comparison of early and late maturing Indian girls who showed an overwhelming preference for late menarche. Their reasons were that they wished to prolong childhood, postponing as long as possible the restricted life of an Indian adult woman, postponing the physical discomfort of menstruation and gaining time for finding out more about sex and marriage.

The investigator, herself, interviewed one patient, among others, in the Willingdon Hospital, New Delhi who used to have hysterical fits and in those fits she showed all play actions playing football and other games usually played by boys. The girl was 14 years and was a student of class IX. She had started menstruating five months back. This physiological phenomenon interfered with the girls' psychological acceptance of her feminine role. The onset of the fit was sudden. This reflects on our educational system and traditions of our social life where ignorance of woman about her body is a flower-like innocence.
The investigator has been with girls as their teacher for a period of seventeen years working with them in their different phases of development as a teacher, as an administrator (Headmistress), as a supervisor of schools, as a method master and as a Lecturer. She found that there are adjustment difficulties with the girls with variations in their problems. There is some justification in studying the problem behaviour of girls specifically in the classroom situation where I find that there are some situations in which timely help and guidance to the students can prevent great hazards of life. Teachers' inability to understand the roots of the problem behaviour comes in the very nature of their Mental Health. This study will be helpful to the teachers, the school psychologists and the administrators as well as parents and the society in general.

It is important for a teacher to understand her students not only as a group but as individual. We agree with the teachers that problem behaviour interferes with the teaching-learning process. Many a teacher had had to bring class discussion to a halt so that she could attend to a student whose disruptive
behaviour was interfering with the orderly progress of
the instructional period. Even student, whose behaviour
problem is not disruptive in character, may have a
disturbing influence. A girl, who is excessively shy
that she cannot make any presentation to the class is
likely to absorb more of the teachers' attention than
the average student does and at other times it poses a
question of her classroom discipline. Many teachers take
the position that they would rather not concern themselves
with problem behaviour looking upon it as some extraneous
factor that interferes with their teaching; something
for which they should have no responsibility. Hence
they refer such cases to the administrator, counselors
or parents for "Straightening out" or then such students
are just punished. Referral of the problem cases is an
idea provided it is done judiciously after considering
the magnanimity of such behaviour problem but the ef
try to get rid of the problems, by getting someone else to
accept the responsibility, may not actually help the
teacher because it will prevent him helping his student
to become a more affective learner. Furthermore,
great many instances of problem behaviour are produced
or aggravated by classroom experience or even by the behaviour of teachers themselves. The opposite of the statement is also true. A great deal of the problem behaviour is prevented or allayed by classroom experience and by proper attitudes or behaviour on the part of the teacher.

This study will also prove helpful for the school psychologist. A psychologist is interested to promote the harmonious development of the pupils which depends on the coordinated growth of all aspects of the personality. If the child is disturbed in one area, his other areas will also not remain unaffected. For parents, it may be said, that it is generally the home which moulds the habits and character of a child. The affection or lack of it, the family tension, the financial stress, the type of discipline in which he is brought up are the basic problems which can interfere in his studies. If parents can be made to understand the type of atmosphere best conducive to the mental health of the child, they may change their attitude towards considering children as bad, indisciplined or problem
children but understand their behaviour in terms of their specific needs according to the specific stage of development.

Behaviour problems at school reflect the major upheavals of the society in general. For example, the students indulge in delinquent acts and destroy the Govt. property or there is mass cheating in the examinations, murders, ticketless travel or sexual improprieties. Hence the understanding of the root cause of such misbehaviours and preventing the same at the school level will help the student to become a constructive citizen.

This study will be useful to the student population as far as it gives them an insight into the behaviour and an understanding of the impact of their behaviour on other members and agencies of education. Last but not the least the study is specially useful in understanding emotional difficulties of girls, their psychological needs, problems of adjustments at the adolescent stage which lie at the root of their academic adjustment in general.

I hope in this International Women's Year, this humble attempt of mine will fulfill some of the felt needs in the educational circles in India and specially in West Bengal.
In the following pages an attempt has been made to study the type of problems which might be having a disruptive influence on the students' mind and which are likely to disturb the classroom discipline of an educational institution and also to understand why the student behaves as he does.

The whole work is divided into three sections.

In the first section, after introducing the work, a review of the related studies has been recorded and the problem at hand has been discussed at length followed by some case histories in the second section. In the third section, a rigorous attempt has been made to study the problem quantitatively by selecting standardized tests, computing correlations between various constitutional and environmental factors with some of the problem items. Analyzing, identifying and isolating different variables and by factor analysing the data to analyze the complex set of relationships among the variables which might indicate the seriousness or discriminative power of specific items.

As the researcher is quite aware of the numerous limitations, such a study entails, so she has not asked for any generalizations.