Data collected from primary sources like the Government Records, opinions and suggestions given by College Principals and teachers as well as from the students community, were processed and analysed. On the basis of results of data analysis, the following findings were placed under three sections— A, B, and C. Section- A contains findings pertaining to hypotheses 1 (a & b), and 2 (a & b). Section— B reveals different dimensions of indiscipline in students. Section— C has comprised area- specific causes.

5.1. Main Findings :

Section – A

1. Students' indiscipline has become a vital issue in every college of Assam (incorporated in the sampled population in the present study).

Analysis of research studies undertaken by previous researchers, analysis of opinion reflected in related literature and
interview taken by the researcher with subject experts in connection with construction and standardization of students' indiscipline behaviour questionnaire (SIBQ) together left much room to identify four major dimensions of indiscipline in students. These dimensions are socio-cultural, educational, economic and area-related ones. Each dimension comprises many causes of students' indiscipline.

2. Record survey, given in the first chapter (Tables 1.3, 1.4, PP. 61-62) and analysis of views reported by the college Principals and teachers (in fourth chapter) reveal that there is an increasing trend of indisciplined behaviour among students.

3. Causes of indisciplined behaviour as perceived by teachers, institutional heads and students more or less reveal the same direction and intensity. However, no statistical analysis has been entertained to ascertain quantitative index for systematically significant result. Qualitative analysis of information reveals the similar direction and intensity of causes reflected in the perception of teachers, students and research studies. These are reported with different articulated words having the similar meaning and intension.
Section – B

4. Socio-cultural Causes of Indiscipline *(Perceived by the College Principals and Teachers)*

(i) Broken homes characterised by conflict prone environment, lack of adequate family cohesiveness, mal-socialization of children and absence of proper role model for the child at such homes constitute the most important single major factor of students' indisciplined behaviour. It also reveals that discipline or indiscipline is learnt at home and children carry it from home to schools and colleges.

(ii) Indisciplined activities among college students of 16 to 21 years are the outcomes of their unsuitable status passion through luxurious life style learnt due to their wide exposure to cinema, T.V and other electronic media that picturise violence, vulgarism and western culture. This finding advocates that rebellious attitude and lose of temper in the youths are learnt due to fast changing society of 21st century.

(iii) Gradual withdrawal of joint family system backed by blind inclination-cum-practice of western culture by college students have led them to loose Indian value system. Hence, deterioration of value has caused indiscipline in the college youths.

5. Educational Causes of Indiscipline *(Views Of College Principals and Teachers)*

(i) Poor goal setting backed by lack of proper direction and
clarity in the life style of the college youths make them indiscipline.

(ii) Inadequate supporting learning devices, poor infrastructure and lack of basic amenities in colleges make their learning monotonous and inattractive. Hence, indiscipline is a reflection of this monotony.

(iii) Ineffective teaching, mechanical student-taught relationship, authoritarian attitude of teachers, favouritism and politics by teachers in colleges are main teacher-related factors to invite indiscipline as well as loss of interest among students.

(iv) Ineffective educational programmes in colleges fail to care the academic needs of both the gifted as well as academically weak students.

6. Economic Causes of Students’ Indiscipline  (*Perceived by Teachers and College Principals*)

(i) College students of affluent families having low academic standard create havoc in colleges.

(ii) Feeling of economic insecurity among college students of low economic status families makes them insensitive to and nonserious in study. These students easily become victims due to interventions of teacher politicians and political parties. Therefore, poverty of students backed by dark future due to liberal education is the key factor of students’ indiscipline.
Section – C

7. Area Specific Causes: These were organized from the free-response supplied by the college teachers and Principals regarding indiscipline in students. Causes are as follows (in terms of their priority).

(i) Insurgency and terrorism have interfered with the hope, academic career and aspiration of students in different ways. Bandh culture (Assam Bandh or closed) is advocated from time to time in short-interval by different terrorist organizations in Assam. Very often even student organizations claim for such no-work status in all offices, market places and educational organizations.

(ii) Youths in Assam are inclined to develop a tendency for easy money rather than earning by hard work. Hence, corruption and cheating in manifold forms are available in different parts in general and town/city area in particular.

(iii) Lack of dynamic institutional leadership in different colleges in Assam is a reality due to non-existence of permanent Principal. College administration is backed by poor co-ordination and control mechanisms, egoistic tendency of Principal incharge and lack of relationship-oriented approach to college management.

(iv) There exists poor work-culture in both teachers and students. Teachers are more interested in private tuition and organizing private coaching centres than teaching in commitment.
On the other hand, students are mainly interested to secure high percentage of marks by adopting any means rather than learning well for examination.

(v) Non-vocational courses in different colleges backed by less seriousness by teacher as well as students advocate that many teachers in a college do not want to teach nor students want to learn.

8. Remedial Measures From Suggestions of Teachers (Including Principals) :

On the basis of suggestions given by 175 teachers and 25 college Principals to reduce indiscipline among students the following paradigm of remedial measures has been prepared.

(i) Family is the centre of generating discipline or indiscipline in children. Discipline is learnt from the behaviour of elders in family. It is an acquired trait of human personality. Parents expect much from their children without considering their (childrens) aptitude and interest. Hence, the following two things are important.

(a) There should be parental counselling at school to convince them what their children really deserve for. Parents should not have unnecessary expectation from their wards.

(b) There should be provision for vocational guidance to students at the college. This would direct their energy and time productively.
(ii) There should be curricular reform for entrepreneurship in students. Promotion of vocational efficiency in students would keep them busy. It is because busy people are disciplined individuals.

(iii) Continuous and comprehensive evaluation of students' learning as well as teaching has to be made an integral part of teaching-learning, examination—evaluation process to keep both students and teachers busy productively.

(iv) Necessary arrangements should be made to recognise and respect students' aptitude and scholarship. This would encourage them to grow towards the destination of progress.

(v) Academic leadership on the part of college principal can curb indiscipline both in students and on the campus.

(vi) Prevention of nepotism in teacher appointment is an urgent step to eliminate corruption in teachers.

(vii) Caring both the academically gifted and weak students is a positive step to foster discipline in students.

(viii) Inter-personal relationship between the teacher and taught matters. Students' idea and feelings are to be taken care of.

(ix) Adequate infrastructure in college library and laboratory can draw students' attention to learn better. Care has to be taken in this context.
5.2 Discussion of Results:

Discipline has special significance for the prosperity of individual and social life. Discipline is the foundation of the progress and indiscipline indicates the downfall of a community and society.

Indisciplined behaviour among the youth mass of the Assamese society today has had its granted roots in the greater fabric of social life. Such unexpected behavioural pattern is learnt by the younger generation in their family life and has been carrying them to the institutional settings. The polluted, disorderly, chaotic, violence oriented society which has leaned to the Western culture has more or less granted the new form of behavioural manifestation. Unsuitable status passion has grown in the corrupted Assamese society where luxury with the money earned by the corrupt practices has become the prime mission of leading life. Age old social values have lost their gravity and the younger generation has learnt to adjust with the new set of values. Indiscipline has occupied its granted place in institutional settings which needs urgent remedy to check the degeneracy of the future Assamese society in specific and Indian society in general.

Present century is often called the 'century of the youth'. Dr. A. P. J. Abdul Kalam, Honourable President of India has had a dream that within 2020 India would be a developed country. In this mission the prime roles are to be played by the
youth mass of the country. Thus, the future make-up of the new generation has special significance for the prosperity of Indian society in general and Assamese society in specific. Here in this respect every Assamese and Indian family have special roles to play for the harmonious growth and development of the personality of the younger people. It is a well known fact that in the process of personality making education has the strongest roles to play. Thus, education needs the highest priority because it is the only means by the help of which the future manpower may be developed in a planned manner. In every society more or less the behaviour pattern of every human being is a 'learnt behaviour'. Education helps in this regard in a systematic way. Thus, the findings of the present research study have proved well that for indisciplined pattern of behaviour the society and some of the elements of its existing culture, present system of Education and the Economic factors of the existing society are responsible.

Findings of the present study have revealed that home and institutional environment encourage indiscipline in students. Basically, broken home fosters deviant behaviours in the youth. Form domestic situations such behaviours in the form of annoyance and frustration are carried to the institutional settings. Findings support that children hardly perceive cohesiveness and love in parents in broken home. Experience of family disharmony
results in mal-socialization. Lack of affection for them at home and role model in social life change the direction of the child from creative and constructive abilities to involve in destructive and antisocial activities. These facts have got well reflected in the findings of the present investigation which also get support from studies like Aswal (1982), Shankar (1984), Taneja (1998), Mani (1991), Deka, Sen and Chakraborty (2001) and Zainal (2003).

Unsuitable status passion through luxurious life style learnt due to the wide exposure to Cinema, T. V. and other electronic medias which picturise violence, vulgarism and Western culture make the children unrealistic towards life and culture which encourage to deviate normal behavioural pattern. Studies like Prahallada (1998), Taneja (1998), Varshney and Bharagava (1999), Roquiya Zainuddin (2002) have pointed out these facts which have also supported the findings of the present investigation.

Poor goal setting backed by lack of proper direction and clarity in the life style of the students, inadequate supporting learning devices, poor infrastructure, ineffective teaching, mechanical tacher-taught relationship, authoritarian attitude of teachers, favouritism and politics by techers in colleges, less attention on the academic standard and values in educational field and social life in the country are the great menace that need prompt attention. These are got well reflected in the present study and supported by the studies of Ghose (1985), Singhal
Indiscipline is learnt by the younger generation in their family life and has been carrying them to the institutional settings. Such behaviour is a matter of great concern especially in town and city areas than in rural places, boys than girls, students offering Arts subject than Science and Commerce subjects and nucleus than joint family system.

Social scientists, thinkers and researchers have expressed their anguish over the deterioration of the value system of our society. Everywhere more or less human society has deteriorated in values. Crimes, suicide rates, violence, corruption, mental illness etc. have increased alarmingly in every society. The spirit of consumerism has changed the pattern of living at the cost of cultural heritage of the society. Thus, life has begun to lose its perception and direction as well. It has anyway failed to pay homage to truth and reality. Swami Vivekananda (1979), in his call to the nation explained, 'Truth does not pay homage to any society, ancient and modern. Society has to pay homage to truth or die. Societies should be moulded upon truth, and truth has not to adjust itself to society ....... That society is the greatest, where the highest truths become practical (p. 53).

Gandhiji (1869-1948), the father of modern India also preached for truth and non-violence. Truth and non-violence are the two main pillars of our society. The other two pillars are...
secularism and democracy. For the growth of a secular democracy, truth and non-violence are the prime necessity. For the survival of these, discipline has special significance. To neglect the history of our motto of life, society and culture would disorient us with regard to the element of time. We should not dishonour the social origins and cultural-historical specificity of the Indian society. For the progress of life and society family cohesiveness is the prime necessity. A harmonious family life disciplined behavioural pattern has the utmost necessity. This should be learnt from the initial stages of life from the family.

5.3 Implications And Conclusions:

The paradigm of remedial measures itself reveals partly the implications of the present investigation. Moreover, on the basis of findings of the study the following implications can be drawn.

1. There is an urgent need to revive the joint family system to revive the tolerance power and the feelings to co-operate one another. Gradual withdrawal of joint family from the Indian society has given rise to deterioration of value system.

2. Work-culture in educational institutions is another vital need of the hour. It requires efficient institutional academic leadership by the principal and his colleagues (teachers).

3. Preventing the Bandh-culture draws immediate attention of
the Assam Government to rescue educational institutions from haphazard friction. Problem of insurgency in Assam has to be tackled by the Government in all cost.

4. Educational and vocational guidance to both the gifted and academically weak students would eliminate much of the indisciplined activities among students. Restricted admission for higher education in this context is a desirable element to make students academically accountable.

5. Problem of unemployment should seriously be dealt with and employment opportunities should be created for the educated youths. Corruption should be checked at any cost. Strong measures for the revival of faith in value system of life is the need of the hour.

Concluding Remarks:

The country in general and Assamese society in particular are in need of holistic education. Holistic education cuts the very roots of hatred, bigotry, fanaticism, greed and jealousy. If Assamese society is to be saved, mutual understanding based on love, compassion, friendship, sacrifice, respect and co-operation are to be fostered. Life is to be lived with realisation and strength. This requires inculcation of work-culture, non-interference of politicians in educational campus, elimination of politician-teachers from
educational institutions, curbing the Bandh-culture and practices of private tuition by college teachers.

Learning to work and working to live together meaningfully with faith on each other is second to none for disciplined life. It is mandatory to arrest with iron hand the insurgency problem, forceful collection of money in the name of religious and social festivals, deterioration of human values and the increasing trend of social tension. The inner dignity of the youths has to be fostered by focussing accountability and respect for manual labour through value based education. Attitude of youth towards earning material wealth without work is a phenomenal growth that fosters indisciplined behaviour in the Assamese society.

Various aspects of society and life discussed above require urgent attention and care to revive the Indian culture and discipline in educational institutions, family and social structure.