CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Studies Conducted in India
2.2 Studies Conducted in other parts of the World
2.3 Resume of the Studies
2.4 Statement of the Problem
2.5 Operational Definitions
2.6 Need and Significance of the Study
2.7 Justification of the Present Study
2.8 Objectives of the Study
2.9 Hypotheses
2.10 Delimitations of the Study
CHAPTER-II

REVIEW OF RELATED LITERATURE

Review of related literature enables the researcher to know what has already been done in a particular area of study and its analysis is a stepping stone to resume what can yet to be done.

In the process to penetrate the secrets of the world renewal of knowledge is an essential dimension of man's work. Man tries to transform the world on the basis of acquired knowledges and inborn potentialities. The process of acquiring knowledge is fascinating and it demands continuous perseverance. New knowledge appears unexpectedly by way of revelation and by relentless acts on natural phenomena. Sudden penetration of the essence helps to develop new knowledge. Cognitive domain of man's behaviour acts on the process of knowing the essence of things and being of the world. Here lies the necessity of creativity of man. In the words of Galina and Lydia (1985),

Creativity is basically a conscious process. In a broad sense, it is people's activities involved in creating a new, and socially significant product. In a narrow sense, it is understood as a process involved in discovery or invention. Creativity reveals the unity of the two sides: man's effort connected with the transformation of the world in conformity with his requirements and goals, and the social value of the product he has created in the world of culture. Man himself is also undergoing change in the process of his creative activity, and his abilities are developing.

The existing stock of knowledge helps to view and review the essence of things, being, matter and the happenings or the phenomena of the world around man. The secondary sources available around man are the bases of primary search for knowledge. Here lies the importance of review of literature for every search or research work in social as well as physical sciences.

The discussion undertaken above reveals that review of literature is the base for deciding the research problem, selecting objectives and formulating hypotheses. Therefore, review of related literature is placed in the research synopsis prior to objectives and hypotheses. Because of the intensity and gravity of the available literature and previous research studies relating to the present investigation in India and abroad, these are placed in two main heads, viz, studies conducted in India and studies conducted in other parts of the world.

Review of related literature is helpful to the researcher in two ways. First, it helps to sort out what has already been done in a particular field. This is important to avoid unnecessary duplication in the specific area of operation. Second, it also helps to identify what can yet to be done.

What can yet to be done leaves room for the researcher to focus on the research needs and ultimately to ascertain many other aspects like:
1. To formulate objectives for the study.

2. To confirm appropriate direction of the research by selecting hypotheses so that the formulated objectives could be tested.

The present study is an attempt to investigate the 'Indisciplined Behaviour Among Students in Assam: Causes and Remedies'. The study aims at examining the present state and acts of indisciplined behaviour among different groups of students in different parts of society, i.e., in social life, academic situations, official complexes, political arenas, economic situations etc. Thus, the study has targeted to analyse the different acts of indiscipline and its causes in the social settings in general but specifically among the students in Assam.

The present study aims to examine the roots of the malady and to derive requisite remedial measures so that the ways could be suggested to minimise the indisciplined behaviour in students. This would help the researcher sort out the influence of a host of personal, social, educational, economic, cultural, and other variables which are more or less responsible for the acts of indiscipline. Different studies that have been undertaken by different intellectuals, academicians and researchers in India and abroad may be thoroughly analysed and reviewed as follows.

2.1 Studies Conducted in India:

A committee appointed by the University Grants Commission
(UGC) in 1960, included three types of behaviour in student indiscipline: (i) disrespect for teachers, (ii) misbehaviour with girls, and (iii) destroying property. Further it included the discipline of not a few students but of a large group of students. Some scholars describe this definition as faulty. They maintain that three situations create indiscipline among students: (a) Students lose interest in the goals of the (educational) institution. In such a situation, they remain members (of the institution) but do not follow its norms. (b) Students accept the goals but doubt whether the institution can achieve them. They, therefore, try to improve the institution by deviating from its norms. (c) Norms of institutions fail to achieve goals and students, therefore, want a change in norms.

Shah (1968) conducted a study of university students in Gujrat. He classified students on the basis of their social status into four groups to point out the type of students who are more undisciplined or unrest:

(a) High Status, High Ability:

These are students who are eligible for admission in any course, who have full confidence in self, who can adjust to all situations and who take keen interest in studies. They remain confident of achieving goals because of their abilities, work hard, do not create any problems and remain away from strikes and demonstrations.
(b) Low Status, High Ability:

These are students who have high ability and are mature, who try to differentiate between right and wrong, work hard, aim at good percentages and grades, remain away from activities which harm them since they have to depend on themselves for getting jobs and promotions and do not participate in strikes and demonstrations. However, there are some youth in this group who in spite of their abilities fail to get recognition as they belong to poor class or to the SCs, STs, or OBCs. These students participate in agitations because of their frustration.

(c) High Status, Low Ability:

These are students who can get admission in the desired course because of their influence. However, they cannot compete with good students of high academic standards because of their low ability and therefore, develop new non-academic values and behaviour patterns. For example, they find nothing wrong in using unfair means, remaining absent from class, creating noise in the classroom, spending more time in college canteens, using pressure tactics on teachers, attempting to bribe examiners and participating in agitations and instigating others to indulge in such activities.
(d) Low Status, Low Ability:

These are students some of whom take interest in agitations but some keep themselves aloof from such activities. It depends on their peer group as well as their personal aspirations. Thus, more unrest is found among students of second and third categories.

Singhal (1977) undertook a study on 'Academic Leadership and Student Unrest', and observed that (i) the attitude of the authorities had a significant bearing on student unrest. (ii) Fifty-six percent of teachers did not spend adequate time on preparation for teaching. The relationship between this attitudes and student unrest was significant at the '05 level. (iii) A large percentage of students activists had fathers who were businessmen and they accepted political affiliations more than the students in general. (iv) The academic interests of students and student activists differed significantly. (v) The students' attitudes, motives and values affected student unrest positively (r =0.01 level). (vi) The academic leadership capitalized on the bureaucratic attitude of the authorities: the hierarchical structure of organizations, unemployment and its links with political parties had a significant bearing on student unrest (P .01). (vii) The academic programmes failed to gratify students' psychological needs at three levels, cognitive, conative and affective and helped in fomenting student unrest (P .01). (viii) A large percentage of students (56.9...
per cent) listed economic insecurity as one of the important sources of student frustrations and the relationship was significant at 1 percent level. (ix) A content analysis of 37 anecdotes indicated lack of group cohesiveness on various issues and authority as the target of attack. (x) A majority of teachers as well as students observed on the absence of codes of conduct as the root cause of campus disruptions.

Gour (1978) studied, 'Student unrest in the universities of Bihar' and reported his findings as: (i) The problem of student unrest was a deep and complex problem, which was multifaceted. The underlying anxiety and frustration were the real reason for a person's desire to release his pent-up feelings. In Bihar, the first phase of students restlessness had prevailed, with unprecedented aggressiveness, during 1967-72. All the five state universities had to face one crisis after another due to student turmoil on their campus. The violence resulting from student activities had taken a dangerous turn. (ii) Some of the major causes of student unrest were college and university examinations, general mural and extra-mural demands of students, troubles with governments, police, and college/university authorities on local issues, troubles with bus operators, taxi-keepers, etc. and caste or group rivalries among students.

Chaturvedi (1981) made 'A Case Study of Student Agitation. Banaras Hindu University', and concluded his findings as: (i) The
causes of agitations might be classified into four broad categories, viz. political, socio-economic, administrative and academic. (i) Political factionalism among students was due to teachers and political parties who had their vested interest. (ii) Regionalism, communalism-cum-religious sentiments, casteism and vested interest of the authorities were the main causes of their agitations. (iii) Excessive government control also came in the way of smooth functioning of the university and increased the interference of power group politicians. (iv) More than 60 percent students of the university came from families having a monthly income of Rs. 600. So, the majority of students faced acute economic problems and felt insecure. The poverty-ridden parents also did not find time to guide them. This resulted in a mental conflict which prompted the students to become agitators rather than academic learners. (v) The majority of students (54 percent) in this university came from rural areas and belonged to the first generation learners group. The gap between the rural background and the academic life of the university often gave rise to a conflict which generally culminated in aggressive behaviour. (vi) The administrative causes were related to lack of proper facilities to the poor students and lack of attention towards the problems of sincere students. (vii) Due to administrative weakness several substandard students succeeded in seeking admission to various courses and polluted the academic environment of the university by exciting the fellow students for agitational activities.
(ix) Hackneyed and traditional teaching methods, teachers not interested in academic pursuits, and overcrowding in class-rooms were the academic causes of agitations.

Sarswat (1982) did his work on 'A Study of Self-concept in relation to Adjustment, Values, Academic Achievement, Socio-economic Status and Sex of High School Students of Delhi' and found that, (i) The boy's self-concept was positively and significantly related to adjustment, while the girl's self-concept was positively and significantly related to home, health, social, emotional, school, as well as total adjustment. (ii) The boy's self-concept was positively and significantly related to political and religious values, while the girl's self-concept was not related to any of these values. (iii) Only intellectual and self-concept were positively and significantly related to academic achievement in both the sexes. (iv) Boys and girls differed significantly on total self-concept and its physical, social and moral dimensions, girls were found to be higher on all these dimensions.

Prasad (1982) studied 'Factors that Influence Stability of the Self-concept' and found that (i) Anxiety, insecurity, self-role, incongruence and self-satisfaction were the factors which influenced stability of the self-concept. (ii) Social change had not been identified as an independent factor of self-consistency. (iii) Older and younger generations differ significantly on anxiety, insecurity, self-role, incongruence and self-satisfaction.
Aswal, (1982) did his research on 'A Study of Student Activism as related to Personality Factors and Socio-economic Conditions' and reported the findings as: (i) The majority (64.25 per cent) of activists preferred to escape classes in order to enjoy or solve some college problems by logical interference with the authority. (ii) As many as 80.5 percent were found competent to subside the emotional tone of student mob. (iii) Anger trait was common (75.35 Per cent) among them. (iv) About 52.8 per cent participated in different national level political parties. (v) Of them, 24.4 per cent admitted that they were asserted for student cause. (vi) Arts and Commerce students were found to indulge in more activism. (vii) Leaders stayed more in one class and participated whole-heartedly in political activism. (viii) No differences were found in the need structure of activists of different colleges. (ix) Urban activists were found more maladjusted with their home life than the rural and semi-urban. (x) The socio-economic status of urban activists was higher than that of the rural and semi-urban. (xi) Dominance, aggression, exhibition, autonomy and affiliation were their dominant needs. (xiii) They were found maladjusted with home, their own emotions and educational situations. (xiii) Activism, in general, was found to be related to high socio-economic status.

Ghose (1985) did his work on 'Teacher-Students Relationship and its Impact on Student Unrest', and reported the findings as: (i) The peremptory and perfunctory attitudes of teachers, among
others, were largely responsible for the indisciplined behaviour of students towards their teachers. (ii) The authoritarian attitudes of the present teachers were largely influenced by those of the past, down from the Vedic age. (iii) The narrow personal outlook and attitudes, including the political attitude, of the teachers contributed to a great extent to the problem of student unrest. (iv) The strained teacher-non-teacher relationship influenced the teacher-student relationship or in other words, influenced students to treat their teachers with indifference.

Shankar (1984) did his research on Psychological Correlates of the Behavioural Dynamics of Juvenile Delinquency. The major objective of the study was to investigate the influence of differences in socio-economic status, area (rural/urban), intelligence, and home environment on the delinquent behaviour of students. The investigator reported the findings as: (i) An inverse relationship was observed between socio-economic status and incidence of delinquent behaviour. The maximum incidence of delinquent behaviour was found in the lowest socio-economic status groups. (ii) Urban environment was observed to be a potent factor in determining delinquent behaviour. (iii) Low intelligence level was found to be a very important determinant of delinquency. More delinquents were found in the low IQ category than in high IQ category. (iv) Lack of proper socialisation in the home environment was observed to lead to faulty development of
personality which was found to lead a child to becoming delinquent. (v) Out of various important sources of home environment responsible for delinquent behaviour, overleniency as a factor was found to be at the top, followed by frustrating home environment and conflicting home environment.

Sahney (1984) did research on 'A Comparative Study of Personality, adjustment and Values of Delinquents and Non-Delinquents' and found (i) The delinquents showed significant differences from non-delinquents in respect of extraversion, introversion, social maladjustment and automism and denial. (ii) The delinquents showed significantly poor adjustment on home, health, emotional, social and total adjustment. (iii) As regards values, the delinquents differed in their performance of values as compared to non-delinquents. Marked differences were observed on values of 'Broadminded', 'Capables', 'Claen', 'Forgiving', 'Honest', 'Obedient', 'Responsible' and 'Self-controlled' in case of delinquents.

Manaral (1985) studied 'Indisciplined Behaviour among university Students as related to Creativity and Personality' and found that: (i) There was a negative correlation between the level of intelligence and the tendency to create indiscipline. (ii) The various measures of creativity, i.e. fluency, flexibility and originality, correlated negatively with the tendency to create indiscipline. (iii) In general, the tendency for creating indiscipline and a positive relationship with extroversion for the sample as a
whole. (iv) In the library situation introversion had a positive relationship with the tendency to create indiscipline. (v) In the Kumaun University hostels introversion had a positive relationship with the tendency to create indiscipline.

Panda, K. C. (1988) did his study on ‘Students Activism and Leadership Behaviour’ and wrote: Ideological politics play a relatively small role in the Indian Student Movement. The demoralisation of Indian students may be clearly traced to the states of the colleges and universities ..... Today we have schools and homes without discipline, parents and teachers without authority, education without knowledge, and examinations without justice. Hence, student indiscipline is a cultural, economic, sociological and educational problem ..... Student disturbances in India are a part of the larger problem of restlessness.

Chauhan Kuldeep summarised the findings of a survey the heading of which was ‘Indiscipline rises in HP Govt. School’. Mr. Chauhan reported from Mandi and explained: Government schools in the State have become centres of indiscipline resulting tiffs among students and teachers, thanks to widening gulf between teachers and the taught. As a result parents are worried over the future of their children as most of them come from lower and middle class background.

A survey in government schools revealed that there was an increasing trend among students to indulge in indiscipline in the
schools, while the teachers remained unconcerned or they resorted to physical punishment.

Though parents' associations are formed in the schools to foster greater interaction among the teachers, the taught and parents, the state education department has yet to address the issue of bringing the gap between the teachers and the students.

Today's children are being either overprotected or ignored by their parents, who tend to be more concerned with their own profession or work.

Pointing at the trend among student especially in high and senior secondary schools across the state, the teachers disclosed that the students were taking drugs and other forms of addiction in a big way, which are resulting in confrontations between the two sides.

Mani (1991) In his study 'Student Unrest in India' has concluded, 'research by sociologists reveal that the influence of the family was the key factor in moulding the discipline of the children. Cohesiveness in the family, consistent discipline, affection from the parents seems to insulate an individual from 'criminal influence'. The authors even went further in their conclusions by stating : 'In all the influences which play a part in the genesis of criminals' the mother's personality appeared to be the most fundamental.' Next comes to the peer group influence which contributes a lot for the indiscipline because the group provides the youth with security, rewards him with a sense of belonging.
and recognition, which he may lack within his family. This would seem to be particularly true of young people, who come from unhappy or broken homes, the peer group can provide some of the support that the family fails to afford. When the group finds itself in conflict with authority, it is easy for them to feel that all representatives of authority are treating them unfairly and so they lean even more heavily on each other. As one sociologist concluded, “from the point of view of a group member, the group is the world.” The problem of indiscipline among students is only a part of the much bigger problem of educational reconstruction.

Bhatnagar and Saxena (1996) were of the view that ‘Student unrest, or youthful rebellion, has emerged as a disease of national dimensions, but in fact, it is a symptom, not a disease in itself. It is symptomatic of the pollution and defects of our national system of education. The following are the causes of student unrest (i) Deterioration of Leadership (ii) Economic Difficulties (iii) The existing system of Education (iv) Decline in ideals (v) Educational Factors (vi) School Factors and (vii) Political Factors.

As to the remedial measures, both Bhatnagar and Saxena prescribed the following (i) Re-establishment of the Teachers' Initiative (ii) Solving the student's Economic difficulties (iii) Remedies for the defects of Educational systems (iv) Re-establishment of life's values among students (v) Educational Administration (vi) Social viewpoints and (vii) Political reforms.
Prahallada (1998) in his study 'Student Unrest- a Critique' studied the problem with deep sense of practicality. The observations that were made by him were as follows:

'Indiscipline among students, the fall in standards and the general deterioration of academic life in universities is largely due to the loss of leadership of teachers.'

'Over-crowding in educational institutions has made it impossible for the teacher to contact students individually or give personal guidance. In otherwords it creates a 'psychological distance' between the teacher and the taught. As a result many misgivings, misapprehensions, and even legitimate grievances of the students go unnoticed and those which can be easily redressed burst out into acts of indiscipline.'

'The general deterioration of moral values in the society has resulted in cynicism, pessimism, avarice and rebellious tendency among the present day youth. Apart from this many institutions are poorly equipped and lack facilities for proper learning. This creates an unhealthy atmosphere to the extent that students struggle against the authorities as a last resort coerces them to grant their demands. Many a time demands that are denied lead to agitations.'

'Owing to ever-increasing economic difficulties there is a widespread frustration among the college and university students. The basic urges of the students are not being satisfied either by
the parents or by the university authorities. The general economic distress suffered by the parents is being felt by the students.

'Lack of job opportunities, chronic parental poverty, aimless education which is not job oriented, corruption in public life etc. are all increasing. Undue depression in the minds of students which is resulting in widespread unrest and frustration.'

'Influence of anti-social elements, maladjusted students, influence of crime and cheap sex literature, problems of students coming from broken families, influence of romantic and crime films, social prejudices etc. are also directly or indirectly contributing to the student unrest on the college and university campuses.'

'It is a sad fact that politicians use young students as pawns in the political game and as a result they become the victims of political exploitation.

'Another major cause of indiscipline is the problem of unemployment that looms large before students. This naturally causes anxiety, makes them desperate and pushes them into acts of indiscipline.'

Taneja Vidya Ratna (1998), In his book 'Educational Thought and Practice' specially in 22nd Chapter, the heading of which is Discipline— A Philosophical Approach— has explained, 'Perhaps no other problem has so much exercised the minds of philosophers and educators as the problem of discipline. This is
a global and universal problem and not confined to any country or to any particular time. It is, however, intermittent and not a perpetual problem. At times it is absent and at times, assumes alarming proportions in the society, in the educational institutions and more so in the higher seats of learning, i.e. the universities.

Taneja further explains, 'In some universities and educational institutions discipline deteriorates to an irritating extent. When the waves of students' indiscipline surge high, hardly a day passes without the students of one institution or the other to be out of classes on the slightest provocation and sometimes no provocation at all. Rowdyism and confronting the authorities with demand, memoranda and charters are very common features of students' unions. Attacking of teachers (even the highest in the ladder) and the invigilators in the examinations is the height of criminality indulged in by students. Clashes of student with public, police and lawful authorities become frequent. The older generation bemoans that there is no discipline in students when they have no respect for their teachers, elders and superiors. May be that indiscipline among students is due to general unrest and discontent in the society but turbulence of students community does cause a great concern to the educationists, administrators and sane-thinking political leaders.

In the words the Taneja the factors which are responsible for the indiscipline among students are :

Patowary (1999) studied the problem 'the rise in indiscipline among school students' of Assam. Different acts of indiscipline of students were analysed by him. Thus, by the help of the field study he undertook, he observed that 'these developments (different acts of indiscipline and anti-social behaviour) among students were the manifestations of a sort of social malady that has its genesis in the Assam agitation, which made the old orders of the society ineffective in a pronounced manner but failed to replace them with new and effective ones.'

'Political interventions in matters of appointment of teachers and admissions of students have also aggravated the situation, while on the other hand, many post of teachers, Principals and Vice-principals in the schools are lying vacant. Moreover, the primary level of schooling has also lost its efficacy to imbibe a sense of discipline among the students.'

'Besides, the society is also to make a pay heavily through all such developments by the T. V. and Cinema which have now become an addiction for a good number of our children.'

'The extinction of the traditional joint family particularly in
the urban society of the state has also been playing a role in corrupting the mind of many of the children by creating a void in matters concerning family discipline.'

'The attitude of majority of the guardians in vesting responsibilities with their wards has also a contributory role in this connection'

Varshney and Bhargava (1999) conducted a study on 'Parenting as the Family Background of school Truancy' and found that (i) lack of adequate love, encouragement, democratic attitude, acceptance etc. seem to be important for truant behaviour. (ii) Both extreme love and deprivation do not seem to be adequate for normal development of child and (iii) lack of material acceptance and autocratic parental behaviour tends to be sociopathic.

Singh, in his work 'A study of Some Factors Underlying Students' Unrest' concluded as: (i) College students were dissatisfied with various aspects of their academic life. Their uppermost complaint was against the emotional dimension of college life followed by economic factors. (ii) The education-cum-vocational dimension obtained last rank. All the five dimensions of college dissatisfaction were strongly correlated. (iii) Sex differences were not significant with most of the college dissatisfaction factors. Females scored higher than males on academic motivation. (iv) Less friendly, less heterosexual, less
decisive, and less emotionally stable students were more
dissatisfied with their academic life. (v) High scoring students on
ego-strength, curiosity, responsibility and low scoring students. (vi)
Older age was positively correlated with college dissatisfaction.
(vii) Family income contributed positively to the economic factor
of college education. Students having a high family income were
more academically motivated but dissatisfied with the facilities
available to pursue their academic objectives.

Deka, Sen and Chakravorty (2001) of L. C. Bharali College,
Gauhati jointly conducted a study on ‘Incidence of Juvenile
Delinquency’ in the city and found that majority of the
delinquents are of lower intellectual level. The investigators
observed that as most of the delinquents have come from lower
socio-economic state of the society, intellectual enrichment is
generally unavailable to them. Therefore, the study concludes that
there is no relationship between the level of intelligence and
delinquency’.

Roquiyah Zainuddin (2002) of Aligarh Muslim University
delivered a judicious lecture on ‘Students unrest’ in the refresher
course, conducted by the Department of Education, Aligarh Muslim
University and highlighted that ‘student unrest was a world wide
problem. It refers to agitations, strikes, and often violence on
the campus.

It is not uncommon to hear that the session of one or the
other university is interrupted by strikes and demonstration by students. Frequently there are violent assaults by one group of students to another group. The use of gun is not unknown, and bombs are thrown on several occasions.

As to the Causes of unrest among students of various categories, Zainudding has pointed that, according to Humayun Kabir, apart from extreme indiscipline, the younger generation (a majority of them) are dissatisfied and have a desire to revolt. One reason, he ascribes is the erosion of old values and the failure of new values to take their place. (Humayun Kabir: Education in Independent India, p. 205).

Zainuddin has explained that there are certain other factors which are causing students indiscipline and unrest among students in India. They are (i) Student's Unrest is a Part of the wider Unrest of the Contemporary world. (ii) Globalization related fears & frustration: Due to globalization there is growing interdependence & interconnectedness of the world. But it also leads to increased risk and uncertainty and consequent vulnerability. The Indian economy is a subject of widely fluctuating flows of capital around the world. How much foreign investment is made, which will give employment? Market crash in Japan caused many people to commit suicide. After 11th Sept, even America is in Economic Recession.
- Due to Globalization There is:

1. Competition in terms of its advanced content and in terms of its acceptability on the global scene.

2. Cultural or value conflict. All these may produce tensions.

3. Technology related frustration—Multinational companies operate and hire quality staff leading to insecurity of employment. Due to boom of foreign technologies project managers are turned out from jobs. Many human hands are unemployed due to machines.

Uncertainty is further caused by various factors:

(a) Project based employment—when project ends, one is unemployed.

(b) Employer are appraised on yearly based performance e. g. how much a saleman has been able to sell.

(c) Productionwise highly competitive market.

4. Erosion of values, etc.

Parthiban Nalini, Principal of the Van Vani Matriculation school, Chennai believes that ragging which has morphed into campus violence is a foreign import unsuited to Indian Conditions and needs to be dealt with sternly. In foreign countries ragging is meant to toughen freshers. Indian youth lack the mental toughness of their western counterparts. Colleges in India are certainly not safer than else where and unless stern measures are adopted to curb the menace of ragging and
adequate security is provided to students by college authorities, it will lead to escalating campus violence,' warns Partiban.

**Gautam Hari,** former chairman of the University grant commission has observed and made his comments as, 'Fortunately officialdom is becoming aware of the magnitude and ramifications of the ragging phenomenon which is escalating into campus violence. Ragging has become a grave menace in educational institutions. Students have sometimes died. We are ashamed about it and have to put an end to the practice.

**Chib Monica,** Senior Consultant in psychiatry at Delhi’s Apollo Hospital, traces the origin of Campus violence to 'The degradation of the social fabric.' In the words of Monica, 'People with values who live by the rules are regarded as weak individuals who will never quite make the grade. Aggression is looked upon as a positive trait. This attitude is sometimes encouraged by parents who tell their children that they are unlikely to be successful unless they become aggressive. This message is intensified in schools where overcrowded classrooms make it difficult for teachers to pay attention to committed and quiet students. In universities an 18-21 year old though technically an adult, seldom has the emotional maturity to know where to draw the line when it comes to violent behaviour or sexual harassment. For this the media is also to blame. Cover stories in the print media scream about hitherto taboo subjects such as...
premarital sex, kissing on screen etc. The question is, whether this attitude is supported by what the student sees at home. Sexual awareness coupled with the contradictory messages they get from their homes and the inability of young adults to talk with significant adults in their lives about these matters degenerate into campus violence and sexual harassment.

Ragging: Supreme court guidelines for institutional managements carry special significance. In writ petition 656 of 1998 (Vishwa Jagriti Mission through President Vs Central Government through Cabinet Secretary & ors) a two-judge bench of the Supreme Court of India (R. C. Lahoti & Brijesh Kumar JJ) took cognisance of the ragging phenomenon. The apex court defined ragging as 'any disordenly conduct whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness any other student; indulging in rowdy or indisciplined activities which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student or asking the student to do any act or perform something which such student will not do in the ordinary course and which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the physique or psyche of a fresher or junior student....... the cause of indulging in ragging is deriving a sadistic pleasure or showing off power.
authority or superiority by the seniors over their juniors or fresher.'

Pandey Nishi, Professor of English and modern European languages at Lucknow university who has herself been harassed and abused by a fellow professor, endorses the need to establishing empowered committees with the authority to take serious action against campus wolves. In the words of Nishi, 'as a teacher I have had to contend with a system that had little to offer by way of support, where does a student turn for help. The harassment that women students experience from their teachers is persistent and subtle. The first step is to evolve a mechanism wherein the anonymity of complainants is maintained. Next women students have to be educated on what constitutes harassment for very often in the absence of clear definitions, one's own perception is doubted.' In Utsaah, an NGO Promoted by her as a response, lessons are conducted in wenlido (Which translates into women's Path of strength), a Canadian Strategy that combines physical self defence techniques with self image conditioning and teaches young women to become strong, capable individuals who can take control of their lives.

Raghavan Hema, dean of student welfare and principal of Delhi’s Gargi College for the past ten years lays the blame for rising campus violence on student politics supported by political parties. In the words of Raghavan who has herself suffered
politically motivated campus violence, 'this kind of politics always degenerates into violence. It is very possible and perhaps desirable to encourage college elections where canvassing is restricted to institution improvement issues. But what is the necessity for university elections? Candidates seldom have any political ideology, know next to nothing about current affairs and the level of violence in which they indulge is desirable. If future generations are to be safe, Political Parties need to be careful about what they are supporting.

Siddiqi Saima (2005), Studied Student Unrest in Universities and the Role of a Teacher and found that student unrest means the participation of students in demonstrations, strikes, processions, mass meetings, walkouts, burning of libraries, laboratories and university property, arson, stabbing and murders and violent confrontations with the police, transport workers, restaurant and shopkeepers in Universities, towns and cities in short in anti-social activities. In the words of Saima Loss of Faith in the Aims of Education, Absence of Guidance and counselling programmes, Deterioration of Leadership, Political Factors, Lack of Values and Attitudes among Students. Economic Difficulties are the main causes of the problem. According to Saima the role of teacher in building strong personality among the students has special bearing in solving the problems.

Baruah, Govinda Prafulla (2006) Undertook a study on 'Student Politics' and observed that politics in the universities and
colleges have taken a new dimension as a result of active involvement of national political parties in the elections of students' Unions through money power and muscle power. As a result of national politics with disastrous consequences like bad money driving out good money, criminals and rowdies have replaced genuine students from campus politics. These elements force the university authorities to do their bidding without caring to academic pursuits or redressal of genuine grievances of the students. They stay in the University hostels for years together faking as students and like Dons run their empire under the patronage of their political bosses who even provide security guards for their protection! They incite students to break academic discipline, humiliate their own respected teachers who are strict in their dealings, vandalise the offices and classes and even go to the extent of intimidation and assault of their teachers. The brutal assault of a teacher in M. P. and his subsequent death in the hands of goons of Akhil Bharatiya Vidya Parishad is a glaring example of the criminal elements, control of student politics.

Raval Chandrika (2006) Undertook a study on Indiscipline among Students: An Indian Perspective, and found that Defective Education system (73%), Political Reasons (75%), Campus Environment (51%), Defective Management (69%), Personality Factor (72%), are the main causes of indiscipline among the students (age group 20–22) of India.
2.2. Studies Conducted In Other Parts Of The World:

Griffin, made his observation on unrest and explained as: ‘should an instance of mass indiscipline occur, the wise Head will resist the temptation to find a scapegoat be it the Ministry, the Board of Governors, politicians, parents or general decline in the conduct of the youth but will instead take a long hard look on his own methods.

Haller, Emil J. (Cornell University) undertook a study on ‘High School Size and Student Indiscipline: Another Aspect of the School Consolidation Issue?’ and commented that both theory and evidence suggest that large schools are more disorderly than small ones. Using data from a nationally representative sample of high schools, this study suggests that creating large institutions will increase student misbehaviour. However, the increase experienced by small rural high schools—those most at risk of consolidation will border the trivial. Thus, indiscipline provides no less ambiguous a criterion for deciding consolidation issues than does equity and efficiency.

Kafiluddin (1980) studied the problem of aggressive behaviour and found that adolescents who were subjected to assertive discipline, children reared in nuclear families, single children and firstborn children appeared to possess aggressive behaviour.
Fletcher Nick, Blaser Rudi & Blaser Joanna Kukielka (1995) organised an important workshop, the theme of which was 'From Chaos to Co-operation: An experiential workshop on Classroom Discipline'.

The authors conducted an informal survey among the trainees in the KKNJO at Gdansk, which concluded that discipline problems in the classroom were their principal worry about teaching practice and their future careers as teachers. This was also borne out by their experience actually observing the trainees in their schools scattered over the three-city area (Gdansk, Sopot and Gdynia) in many cases the trainees' confidence in themselves as teachers was visibly shaken in disruptive classrooms where minimal learning was happening.

The structure of the workshop was Indisciplined vs Disciplined Classroom. The trainees elicit from the trainees the characteristics of the two hypothetical classrooms in terms of teacher and student activity, attitude of teacher and students, motivation of teacher and students, respect between teacher and students, type of noise and degree and type of learning.

Special demonstrations were given to the two groups. When the two demonstrations are over, the trainers elicit the first 10 'golden rules' of discipline in the classroom-give clear instructions especially for oral fluency activities. Some of the rules for classroom discipline are as the following:
❖ establish clear rules of behaviour
❖ delineate the stages in your lesson very clearly
❖ display your students' work regularly
❖ give frequent informal progress tests.
❖ use the energy of your brightest students in demonstrations, as group leaders and to help weaker students.

Smith Germaine, Staff Reporter, The Star, KualaLumpur (22 February, 1997), in his report, the heading of which was, 'Students lack discipline' has reported as, 'Indisciplined and Arrogance among Jamaica's children is a sour topic that has been flogged and reflogged in the media almost to its death. This does not mean however that it has become less important.

Anyone who takes the time to get outside of their workplace in the days, or who goes out into the streets often will be quick to agree that today's children are a serious set. Many are not yet teens, yet their attitudes about life, death, sex and school work etc. mirror that of many adults.

Mr. Smith has explained, 'some will blame dance hall music for instilling such arrogance in the children, others will say that their parents caused it because they were mere children when they gave birth to them, while some will blame the culture of the communities from which these children hail.'

Mr. Smith has concluded, 'We need fresh ideas about how to change children for the better. We need intelligent, qualified, and
committed people who are willing to sacrifice time and money to save these children from themselves and us.

Ling Suat Chok (2000) of 'New Straits Times' reported from Kuala Lumpur how to maintain discipline in school and said that the Education Minister is considering giving all teachers the power to cane students who misbehave under a move to tighten discipline in school. This follows as spate of incidents involving student misbehaviour, including incidents of arson in schools. Education Minister Tan Sri Mussa Mohamad said he was looking into the possibility of empowering teachers with the disciplinary powers of school heads.

Muchira, Mumbi made a thorough study on 'Cultivation Nonviolence in Schools' and reported that the state of non-violence in schools is violated when an atmosphere of unrest sets in schools. Usually, unrest in schools will take diverse forms like, 'violent attacks by pupils on other pupils and even teachers, breaking school rules, chronic misbehaviour in classrooms, time wasting in lessons, challenge to the authority of teachers, disruption of pupils who are anxious to learn, stealing, truancy, untidiness in school work, dress and habits, late coming to school and lessons, lying, bullying, gross insurbodination, indecency, use of bad language.'

Muchira Mumbi composed a Research Article which was entitled as 'Cultivation Non-violence in Schools' and in the issue
of Individualised Unrest' perceptions are expressed as: Research findings have shown that pupils who fall victim of some indisciplined behaviour do so because of some personality deficiencies which is a reflection of ineffective socialisation particularly at puberty stage. Violent attacks on others and challenge to authority is most likely a result of lack of in-built disciplined traits in the learners because the parents did not instill a culture of discipline at the tender age of childhood, for according to Njoya, the parent mediates security, health, justice, order, knowledge, affection and peace. When the child enjoys justice and respect in the family he extends this joy to others in the community. So in homes where there is a lot of violence between spouses or where parents correct their children trough harsh punishment like beating or where parents are constantly absent from home, a sense of insecurity and lack of self esteem develops in the children.

Muchira Mumbi, composed an article the heading of which was, 'Cultivating Non-violence in Schools' and explained about 'Individualised Unrest' as, 'Some teachers may promote indisciplined activities by over-stretching the learners intellectually particularly if the learners are made to remain in class well after school hours such that the learners become fatigued. In some cases individual needs of learners are not addressed which may make learners frustrated and may express their frustrations through
acts of violence. Drug abuse alters the feelings and emotions of learners who take drugs causing physical discomfort, restlessness, lack of sleep, anxiety and impaired judgement which can result in breaking of school rules and regulations.

New Straits Times, KL, 28 June (2000) in its ‘Letter of the Day’ the heading of which was ‘Three tired approach to school discipline needed’ explained as, ‘Let’s face it (can culture). The students were more disciplined in the 1950s and 1960s. School life was about books, proper conduct and hobbies.

Today, the can culture of the 1950s and 1960s is gone. It has almost no place in the school system. Once again we had aped the West. The West is paying a very high toll for its misplaced belief in the benefits of demolishing the can culture as something harsh, without putting in place a strong alternative.

The harsh reality is the deleterious effects of abandoning the need for a strong system of discipline in schools to build character and shape personalities into whose hands the future of the nation can be placed.

Today we pay a high prices in the form of higher delinquency which is already shifting into higher gear in the form of gang fights and arson. Arson is very quickly leads to more serious crimes and we have seen, in the West how school children have ‘graduated’ to acts of murder, manslaughter and mass murder, thanks to the easy access to gun.
Thus to control the situation the paper voiced for the 'tree-tiered approach to school discipline' and reported as, 'Caning itself is second tier in the ladder of discipline preceded by a soft but firm counselling type approach and followed by police action in the third tier.

The Editor of the New Straits Times (24 June, 2000) expressed his Editorial voice by the heading 'Cane the Cains among Students' and reported as, 'Hooligans, Gangsters, Arsonists. What will be the next word to describe the indisciplined actions of students? Gunmen? Do we have to hear that a student has blithely shot dead his classmate or his teacher on the evening TV news? Hardly a day passes without a report on student indiscipline.

As the causes of such behaviours the editor explained, 'What has changed over time? Times have. Parental attitudes surely have. In the name of love and caring, we are guilty of over-indulgence. We desire to accord the best of everything to our children. But we do not instil the best of moral values. Like respect for elders and obeying rules. True, we bring up children to be independent. In our pursuit of building careers or seeking livelihoods we invariably are not present to discipline our children for abusing their independence. Thus, many of our young grow up with the notion that the world is at their feet.

The Star, K L, (25 June 2000) Kualalumpur, reported. 'The DAP (opposition party) is against a proposal to extend the power
Ronnie Lin said under the present regulation only principals and disciplinary teachers had the authority to cane students. He said this was in the Education Regulation (School Discipline) and was "more than sufficient." Lin was responding to a recent announcement by Education Minister Tan Sri Musa Mohamed that the Government might allow all teachers to cane students. He said the recent incidents of student misbehaviour was alarming but could be overcome with proper education, care and love.

'Hooliganism should be curbed through better education and greater co-operation between teachers and parents, he said, adding that the police could play a more active role in monitoring illegal activities.

Ruberu Ranjit, Emeritus Professor of Education, University of Colombo (2003) did his study on 'Indiscipline in Sri Lankan Universities' and expressed his views as, 'General discipline in the universities has deteriorated to such extent that indiscipline tends to become the accepted norm'.

Instances are frequent where the new comers to the university are harassed during ragging and in some instances subjected to physical threats besides verbal abuse.

Rahman Zainal Azam Abd, Senior Fellow, Institute Kefahaman Islam Malaysia (16th September, 2003) studied, 'Ways to remedy indiscipline' and explained that the recent uproar
concerning student discipline in our schools has not settled as yet given the complexity of the issues raised and debated.

In the words of Rahman, without knowledge and respect from students it is unthinkable that the teachers could really perform their job in the true sense of the word.

These days, however, the teaching profession is not as colourful as it used to be considering the fact that teachers of older generations were much more respected than their contemporary.

It is also true to say that morality in our schools is at its lowest level now than ever before.

Not only are many of us talking about the lack of morality amongst students but also the failure of teachers to serve as role models for their students.

In the words of Rahman school location also sometimes contribute to indiscipline among students. When they are on their way to school for instance, many of them are open to possible unwanted attractions in the vicinity of surrounding areas.

Magoha George, the acting Vice-Chancellor of the University of Nairobi, in his Speech, the heading of which was, ‘Varsity won't tolerate indiscipline’ (2004/2005) spoke when he addressed first year students that students must uphold basic values. They include respect for rights, differences and dignity of others, honesty
and integrity, commitment to the pursuit of excellence and accountability for their actions and conduct.'

He again mentioned, that 'they are further expected to refrain from acts of indiscipline, thuggery, hooliganism, disorderly behaviour and violence. He asked them to desist from misuse, malicious or wilful damage to university property.'

**Luthra Rohini, Boston Medical Center; Gidyecz A. Christine Ohio University, Athens (2006),** did a study on. 'Dating Violence Among College Men and Women' and reported that the incidence of self-reported Partner Violence is 25% for women and 10% for men.

**Spratt, Jennifer; Shucksmith Janet; Philip Kate and Watson Cate (2006)** wrote an article the heading of which was, 'Links between the School Environment, Mental Health and Behaviour', where they asserted as, 'Drawing from a Scottish study, this article examines ways in which the school environment can impact upon the well-being of pupils and their associated behaviour. It identifies tensions between existing school structures and cultures and the promotion of positive mental health, particularly in relation to the curriculum, pastoral care, discipline and teacher/pupil relationships. In many cases, schools attempt to address mental well-being by bolting fragmented initiatives onto existing systems, and we argue that a more fundamental review of values, policies,'
and practices throughout the school is needed. This paper also looks at the roles of interagency workers in schools, and reports that, in most cases, these workers are seen as offering a parallel service to the mainstream school, targeted at the most troubled or troublesome pupils. We suggest that schools should draw on the skills and understandings of these workers to help build new cultures throughout the school for the benefit of all children and young people.

2.3. Resume Of The Studies:

Studies conducted by the previous researchers highlight that student unrest in various parts of the country and the globe are caused by (1) social-cum home related factors, (2) economic factors, (3) socio-cultural factors, (4) Personality factors, (5) administrative factors and (6) educational factors. However, some findings are found contradictory, say, for example some researchers have found that students with high IQ are indisciplined in the class whereas others are of the opinion that low IQ students from high status families create chaos in the class and on the campus of the educational institutions. However, in some cases all the researchers are unanimously agreed upon the facts that (7) children coming from the broken families are the keys to create all anti-social problems at schools and colleges. Moreover, (8) lack of role model in the nuclear family system, (9) lesser affection for children.
by parents due to the diminishing rate of joint family system and (10) frustrating and conflicting home environment make children disobedient in schools and colleges. (11) Influence of the western culture due to students' exposure to TV, evil impact of romantic movies on youths, crime and tension have led them to the path of indiscipline.

Some of the studies conducted in the area have revealed that the (12) erosion of old values and the failure of new values to take their place is more or less responsible for indiscipline among students. (13) Unrest of the contemporary world, (14) globalization related fears and frustration etc. are some of the factors which have encouraged indiscipline among students of India. Some of the studies indicate that (15) cultural and value conflict, (16) technology related frustration, (17) Project based employment which creates unemployment after a specific periods etc. are responsible factors for frustration which encourages unrest and indiscipline.

Researchers are with the support of findings that (18) lack of academic leadership on the part of teachers, (19) teacher politicians and political interference on academic life in the campus are some of the vital factors that lead to student indiscipline.

It has also been found that student indiscipline is available more in (20) arts stream than science and commerce streams.
The findings support that majority of students (21) lack direction in life. This makes them unruly at schools and colleges. Moreover, the (21) liberal curriculum has lost credibility in the employment market. Majority of students feel frustrated when they perceive less employment opportunity in the society after education. This is also an important finding that students fail to utilize their leisure hours effectively.

Even many (22) teachers have been found rejected by a majority of students. This causes student absenteeism. (23) Poor academic programmes and lack of proper and adequate infrastructural facilities in schools and colleges lead to student unrest.

The findings of the studies that are conducted in other parts of the world have resemblance with the findings of the researches conducted in India. The studies in the foreign soils have reported that (24) discontent among the students and university community for different issues relating to their academic and social life are responsible for unruly behaviour. In the words of the researchers discontent leads to discord, conflict and friction in a society. The (25) authoritarian attitudes of some of the teachers and the non-recognition of genuine student problems by the authorities appear to be an important factor that contribute to many student crises. (26) Politics and political intervention in university affairs are also responsible factors for
campus problems which encourages indisciplined behaviour among students.

(27) Social problems, i.e., over-indulgence in social excesses such as alcohol, drug and other substances etc. are also responsible factors for students indiscipline.

(28) The fracture in the value system of the society has polluted the base of social life as a result of which indiscipline increases in all corners of the society.

Thus, the findings resumed above leave for the present researcher sufficient scope for the formulation of objectives and hypotheses of the present investigation. The contradictory findings have again been undertaken in the form of hypotheses to test their relevance in the context of the sampled area.

2.4 Statement Of The Problem:

The present investigation intends to focus on different types of indisciplined behaviour among students in colleges from the perception of teachers, principals and students themselves. Finding out causes and preparing a paradigm of action for remedial measures would be the contribution of the present study. Hence, the formulated research problem can be entitled as 'Indisciplined Behaviour Among students in Assam : Causes and Remedies.'
2.5 Operational Definitions:

Logically human behaviour may be dichotomised in terms of disciplined Versus non-disciplined categories and indisciplined behaviour may constitute one of the core part of the non-disciplined behaviour.

Disciplined behaviour is culturally defined in terms of prevailing expected practices that need to be reflected in the dealing and interactive Pattern of members in that particular culture. Hence, disciplined versus indisciplined behaviour are relative terms with respect to the culturally established norms of a society. A member in a particular culture learns such behaviour through socialization process since his/her birth.

2.6 Need And Significance Of The Study:

"The destiny of a nation is shaped in her classrooms," Kothari Commission explains. This helps to realise the importance and significance of the educational system of the country in socio-cultural, socio-political, and socio-economic growth and development of the nation. Dewey (1859-1952) explains, 'School is a miniature society.' Educational institutions, specially the schools are established by societies. As such society expects to get some kind of return or benefits from the schools. Our schools are to reflect the social ideals, cultural characteristics, political necessities
and economic goal of our societies and of our nation as a whole. Educational institutions are the mirrors of societies where the social process, social values, social norms, economic conditions, political perspective all are to be reflected. Progress of society and the progress of the national life can well be measured from the existing educational system of the society and nation as a whole. Thus our educational institutions are to develop such personalities who will be socially more enlightened, culturally more advanced, politically more conscious, economically potential and individually more and more disciplined.

Thus with other aspects ‘discipline’ has vital importance for the prosperity of individual, social and national life.

Once Assam as a state was very peaceful and disciplined. Assam and assamese people were originally peace loving. But today, the state has become vulnerable. Anti-social elements and divisive forces are looming large today. Demographic scenario, economic condition, political situation, cultural state and social situation of the state have rapidly been changed and become more and more complex today. Insurgency problem, problem of population growth, political instability etc. have become acute problems of the state today. The problem of insurgency and foreigner issue have added new and critical dimensions to the socio-political, cultural, educational and other problems of the society. Anti-social activities are in the rising trend day by day.
The old value system of the Assamese society is in turmoil. As a result a value-vacuum situation has arisen in every part of the society. Thus, in order to study the trend and acts of indiscipline among students of rural and urban areas have become the urgent necessity. The present study is an attempt to explore the kinds and causative factors of indiscipline among students especially from Higher Secondary to Undergraduate levels, i.e., within the age group of 16–21 years. It intends to find out ways and means to check this great menace of the student folk of the State.

2.7 Justification Of The Present Study:

Like discipline, indiscipline is a universal phenomenon. In the long history of human society and social life it has been experienced in different ways and degrees which are already examined by the previous researchers.

Researchers, all over the world have thoroughly studied the problem and found out various causes of indisciplined behaviour. In this respect the brief account of the review of related literature and general studies help us to acquire a brief idea regarding various dimensions of the problem. Most of the studies that are reviewed for the need of the present study help us to perceive that the studies that have already been completed are more or less related to the problem of students' indiscipline on
unrest among the students of college and university levels of the country. Parallel to the national scenario, some of the studies, the information of which are collected from the Internet help to know the nature and depth of the problem in the international level. Unfortunately, though in the North Eastern part of India, specially in Assam, the problem of indiscipline, more or less in all levels of education has gradually become tough, no thorough investigation has been made up till now. Different works on different problems have been done, but this basic issue which has its own genesis in socio-economic, cultural, political as well as psychological settings of the individuals and society has failed to draw the attention of the researchers. The studies that are conducted in the national and international levels help us to understand the research potential in the regional level as well.

In Assam the problem of indiscipline has been well felt in different phases of time, life and society. However, after the Assam Movement of 1979-85, August 15th the problem has been worstly felt in every part of the society. Till 1980, Assam was more or less one of the peaceful state. But after 1980 socio-political, socio-cultural, socio-economic and academic life of this part of the country started to take new turn. Today Assam is identified as one of the troubled states of the country. Insurgency operations by different groups of militants, viz. ULFA, NDFB, BLT as well as SULFA etc. have made life miserable. Counter insurgency operations by Indian Army and by the State
Police and Central Reserved Police Forces, Under Unified Command System have also stricken the moral and conscience of the lay people of the state as well. Fear-psychosis is always there in the mindsets of all the peace loving people of the state. Frustration and chaos have engulfed the entire dimensions of life. The problems of underemployment and unemployment have taken new turn in the state. It has already been assessed that there are more than 16 lac of educated unemployed youths in the state today. This proves that the flow of the spirit of regionalism which began to grow after the Assam Movement, i.e. since 1979 have failed to produce expected results. It also has proved the futility of political and economic farsightedness of the political leaders and bureaucrats of the state and the nation. The morally as well as ethically bankrupt politicians and the bureaucrats have failed to realise the problems of the frustrated youths of the state. Thus, the overall deterioration of the value system of the Assamese society as well as the law and order situation have polluted the academic arena of the state.

Thus, from the present socio-political, socio-cultural, socio-economic and more specifically the academic environment of the state have drawn the attention of the investigator towards the area of study. The present study assumes significant as it tries to study thoroughly the roots and causes of indisciplined behaviour among students in general and at +2 and undergraduate level of education of the state in specific. The review of the research
works at the national as well as international levels and the general investigations in the specific area have reflected the depth of the problem. The review, i.e. the general assessment of the works that have already been done by the researchers and the investigations have unfolded the different dimensions of the problem in the state, national and international levels. The review also informs that in the state of Assam it was only the work of Patowary (1999) and the study jointly conducted by Deka, Chakraborty and Sen (2001), teachers of L. C. Bharali College in Guwahati have partially studied the problem.

Except these two works which relate to the present study of the researcher, no serious, thorough and direct attempt have been made to study the vital problem seriously. Thus, the present study seems to be a pioneer work to investigate the indisciplined behaviour among students, upto degree level in Assam. It is expected that the study seems to relate the concept, nature and categories of indisciplined behaviour among students and its causes and remedial measures to curb the menace that has been poisoning the academic, socio-cultural, socio-economic and the value system of the state in specific and the nation in general.

2.8 Objectives Of The Study:

On the basis of resume of the research studies, the following objectives were formulated for the present investigation.
1. To find out various dimensions of indisciplined behaviour among students.

2. To find out causes of indisciplined behaviour among students as perceived by (a) teachers (also institutional heads) and the students themselves.

3. To prepare a paradigm of action in the form of reformative measures for student indiscipline.

2.9 Hypotheses:

The following hypotheses were formulated to test the objectives taken above.

1. (a) Indisciplined behaviour exists in the student community of every college. Its dimensions are manifold and this can be observed in terms of domains like socio-cultural, economic and educational ones.

   (b) There is an increasing trend of indisciplined behaviour among students as perceived by teachers (including principals) and students.

2. (a) Causes of indisciplined behaviour as perceived by teachers and as sorted out by previous studies are more or less same. However, there are some area-specific causes available in the perception of teachers.

   (b) There exists consistency in the perception of teachers and students in identifying causes of indiscipline prevailing in the student community.
3. Preparing a paradigm of remedial measures on the basis of perception of teachers and students intends to help planning and policy making for discipline and academic excellence among students.

2.10 Delimitations Of The Study:

1. The present study was confined to the students of Assam only and that too in the age group of 16-21 years.

2. The study was limited to a sample strength of 200 teachers and Principals and 500 students from the selected institutions.

3. Questionnaire of both the forms e. g. forced type response and free supply type response were used for data collection purposes, from the perception of teachers and students only. Both the types of items were kept in the same research tool to make data collection process economical in terms of time, money and human resource.

4. The sample strength of the present study was confined to 25 out of 193 colleges spread over 13 out of 23 districts of Assam.

5. Percentage as a main statistical technique was applied to draw generalization and conclusions (on the basis of average viz. 50% or more as a cut point) for any opinion.