IMBIBING SELF DESTRUCTIVE BEHAVIOUR; A QUALITATIVE AND A DESCRIPTIVE ANALYSIS ON THE CAUSATIVE FACTORS

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Abstract
The productivity of college students on the campus and off the campus is on the declining state, be it academically, professionally, or personally, has a new low which is visible. The measurements can be done with the results published by universities (academically), and, what the pass outs do. Most of them unemployed or underemployed, while there are evidences to tell that thought the economy is little stringent in growth globally never the less it has reduced the opportunities to work. A single look at the

Keywords; Unproductive Activities; Self-Destructive Behavior; Digital Invasion; Up-Stander; By-Stander; Verticals; Connecting Dots; Adolescent Distraction; Low Self-Esteem; Attention Deficit Disorder; Eating Disorder; Depressive Mood; Alcoholism; High Risk Sexual Behavior; Suicide.

INTRODUCTION
Digital invasion into personal and private life of individuals (for this article) in student's life is predominating his schedules of activities he pursue in life. Perception about any aspect of life by the student is premeditated by this device, in the form of cell phone, i-pad, i-phone, android or name any apps (applications) which take away his precious time line. Apart from these the social networking sites in various formats and various verticals have reshaped his relationships, and thinking patterns of sharing information.

(Objective; 1) To explore the possible or invisible variables of destructive habits that impact assiduously and evolves into the level of second nature, spinning student's attention span towards expressing destructive modes of behavior.

(Objective; 2) To analyze the connecting dots which may not be quite visible to naked eye or act as observable elements but can take a conjunctive role by connecting its invasive elements of self destructive mode.

(Objective; 3) To examine the symptomatic habits which are alarmingly high among the students, that leads to self destructive habits, leading to unacceptable and life threatening consequences.

(Objective; 4) To device counter measures that can be taken by up- standers (those responsible to the student, parents, teachers and counselors) and by-standers (friends, colleagues, classmates and other social circle close to the students).

1. The unproductive activities (for this article) includes,
    (a) Adolescent distractions-
    (b) Copy cat talent shows (less intellectual and unproductive)
    (c) Pessimism towards newer paths
    (d) Media engaged activities like sensationalized and trivialized social issues
    (e) Changing habits of reading and less writing
    (f) Referencing resources in electronic form
    (g) Attention deficit disorder
    (h) Multitasking
    (i) Mono syllable communicating habit
    (j) Jargon and borrowed terms while communication
    (k) Talking more communicating less
    (l) Self doubts and weak self belief system
    (m) Low self esteem
2. Self –destructive behavior
    (a) Drug use or abuse
    (b) Mutilating
    (c) Eating disorder
    (d) Depressive mood

(e) Alcoholism
(f) High risk sexual activity
(g) And finally suicide

1. (Objective; 1) To explore the possible or invisible variables of destructive habits that impact assiduously and evolves into the level of second nature, spinning student's attention span towards expressing destructive modes of behavior.

Overview; the "unproductive activities" is the starting point, which draws the first thin and often invisible line to get into the trap of going evasive, and culminates into behavioral malady like self-destructive episodes of actions and later on get into regular habits of unproductive behavior to self destructive behavior. Its usally a vicious cycle which has very strong connecting dots with all elements as well the direction is self evolving and complementary. The students usually are unaware of how one element transposes its antecedents to other.
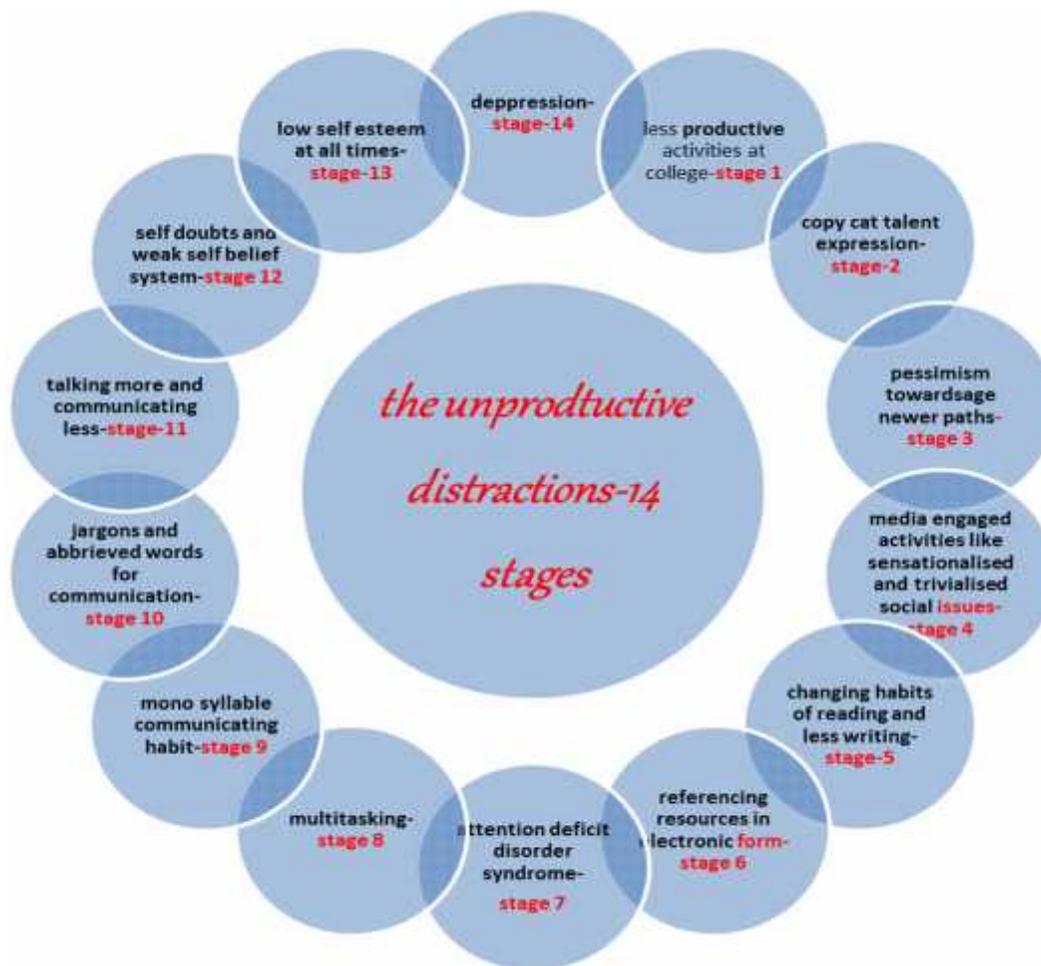
Graphic Display-1; The **vicious overlapping unproductive activity relationship cycle trap**

1.(a) The unproductive elements that starts with distractions; the inner core starts with the elements shown on the outer elements which form into ascending to various stages from stage *1 to stage 14*.(refer graphics 1 above).

(i) Less productive activities; college students in many of the professional or arts and science courses have only pre-determined objectives that are to "pass" hence the prescribed curriculum and its associated activities are the only engagement for him, which is quite only repetitive in neither nature which never develops his skills or evolves with a thought process. Because involvement is, to me, an active term, the list uses verb forms. Attach one to, commit self to,

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devote one to, engage in, go in for, incline toward, join in, partake of, participate in, plunge into, show enthusiasm for, tackle, take a fancy to, take an interest in, take on, take part in, take to, take up, undertake.

(a) Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry.

(b) Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.

(c). Involvement has both quantitative and qualitative features. The extent of a student's involvement in academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and daydreams).

(d) The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.

(e). The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. These last two propositions are, of course, the key educational postulates, because they provide clues for designing more effective educational programs for students. Strictly speaking, they do not really qualify as postulates, because they are subject to empirical proof.

Remedy shall be; Students should respect and learn from one another; feel both safe and challenged to branch out into unfamiliar relationships, ideas and disciplines; have structures of civil society that help them take responsibility for their space, residential lives, time and activities; have common intellectual experiences; recognize the central value in a liberal arts education of creating time for contemplation and reflection; have opportunities for mentoring one another and for leadership—in the words of the mission statement, "link learning with leadership"; and consider wellness as one of the life skills they should learn during their college years, both for their own sakes and as a means of engendering a healthy community.

I. The College should better assist students to find the balances between pursuing their interests and venturing outside their comfort zones, and between a broad liberal arts education and specialized training in a discipline or program.

II. Given the increasing complexity of our world and communities, we think it appropriate to consider stretching the traditional conception of a liberal arts education while maintaining the heart of our project: to foster critical thinking in a broad range of areas.

III. Student residential units should reflect the diversity of the student body as whole and should play meaningful roles in achieving the College's educational goals.

IV. The College needs better residential, academic and communal spaces that encourage community gatherings, studying, lectures, readings by visitors and contemplation.

V. The College should ensure that students, faculty and staff have many different forms of opportunity to interact outside the classroom, office and laboratory. It should also ensure that faculty and staff are recognized for that work.

VI. We should account for the increasing year-around presence of students on campus by providing students with the necessary services and support structures.

VII. We should address and subject to critical thought the culture of busyness that we live in, in order to encourage contemplation and intellectual community.

VIII. The College should promote students' physical and emotional wellness to support their intellectual endeavors and give them life skills they can use both in college and beyond.

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IX.   The community should be tied together better by using stronger communication strategies that harness technology effectively.

HOW SHALL COLLEGES BECOME PRODUCTIVE?
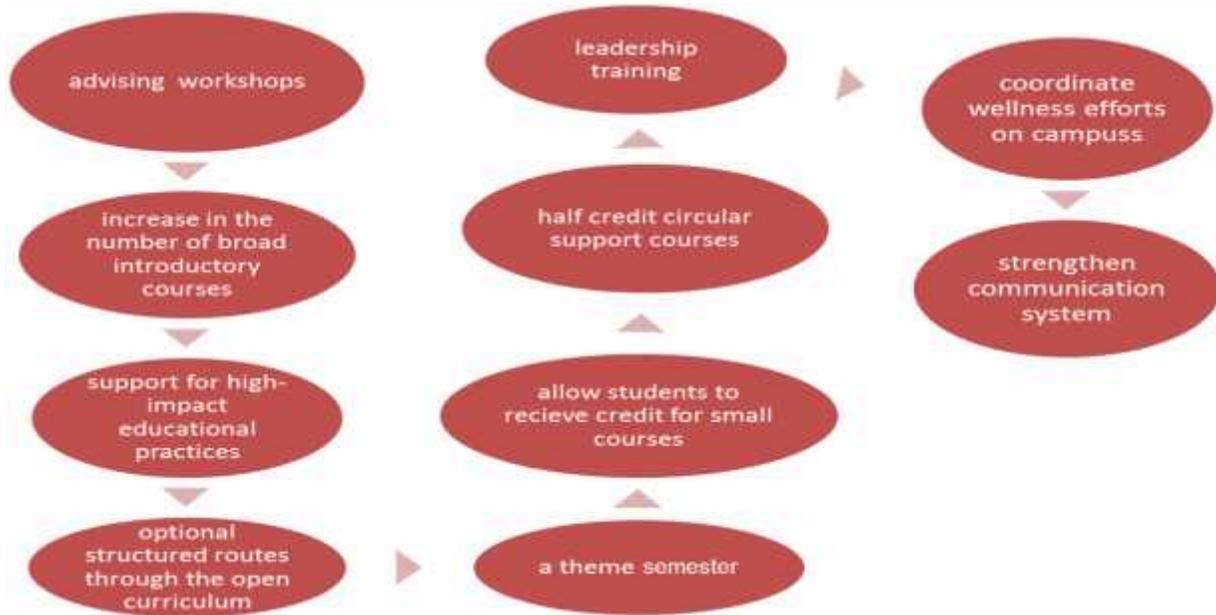
Graphic Display2; Circular process of involving students to an effective curriculum with essential skill development elements to make the course more interesting
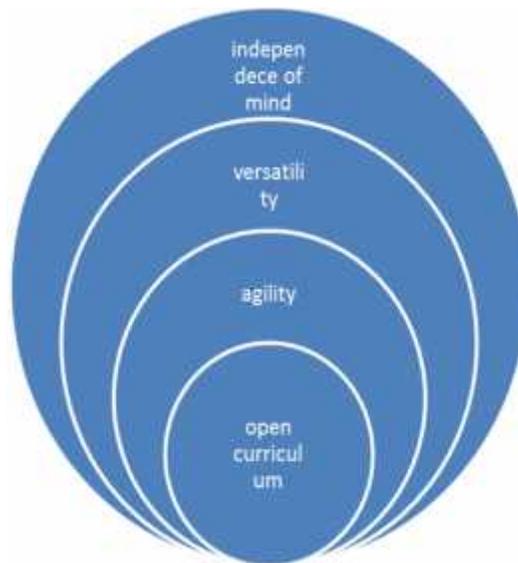
Graphic Display3 ; displays intertwining as well as open curriculum, that can encourage students to elevate their quality of thinking, participation and independent decision making capacity, as well as can fulfill the conditions of academic areas of insititution.
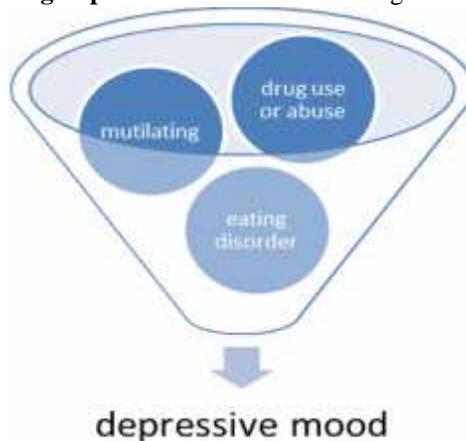
Graphic Display-1 The **vicious overlapping unproductive activity relationship cycle trap**-the unconscious process flow and is revolving around in different intensities and at any moment one or the other has the invasive probabilities, i.e. explained the **graphic display-2**
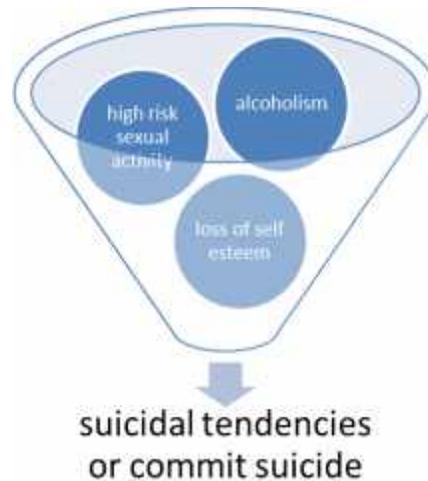

productive-
VOCATIONAL DEVELOPMENT
VOCATIONAL ENGAGEMENT
PHYSICAL DEVELOPMENT
COGNITIVE DEVELOPMENT
CIVIC DEVELOPMENT
LIESURE DEVELOPMENT AND ENGAGEMENT
SOCIAL AND EMOTIONAL DEVELOPMENT

unproductive-
Gossiping
involved in texting
continuous social networking
smoking
not interested in the class
drinking
socialising
withdrawal from regular actitity
negativism
pessimistic
loss of interest in developing self
not valuing time
disengaged in every activity

Graphic Display -2; the **counter balance impact** on the activities a student does

The down ward pushes on productive activities and upward push by the unproductive activities.

Graphic display -3-**funnelling unproductive activities** leading to suicidal tendencies or suicide

mutilating
drug use or abuse
eating disorder

depressive mood

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Graphic Display-4

CONCLUSION
The circular process above suggests
The open curriculum encourages free thinking as what can be done by the student, which shows them clarity, and agility, the quality of courses also goes up and it allows the students to explore their subject of interest allows them to pursue their passions.

A well defined awareness workshop of advisory nature. The pre-major advising workshop shall given to students on the areas of, course selection, majoring and preparation for life after college. Such discussions could occur on at least a monthly basis, in a variety of campus venues, conducted by faculty advisors together with peer mentors.

Introductory courses. the number of broad introductory-level courses offered shall stimulate intellectual experience, we think there is a cost to not also offering broad survey courses that can give more students—especially non-majors—an introduction to disciplines, provide a common intellectual experience and allow students greater access to unfamiliar fields before they settle on their majors. Instead we in India specially in Tamil Nadu, never have attempted to make a sustainable model, and mostly stick to what the university prescribe and are more interested in admission process for next academic year.

Support for high-impact educational practices. These "high-impact practices" include first-year seminars, community-based learning, study abroad, undergraduate research with a faculty member, internships, thesis writing and capstone experiences. The College shall have means of regular funding with them. These high-impact practices can become one of the biggest motivators, for the students as well as the faculties

Program for motivation. the educational institution shall address some of the issues relating to motivating the upcoming students on the issue of helping students think about how to choose a major, cultivate a meaningful educational experience, explore interests on and off campus and explore career paths. Such a program could be expanded to a week or two and involve the prominent outside speakers, alumni panels and workshops, mentorship conversations and fun.

Optional structured routes through the open curriculum. Although much is made of Amherst's open curriculum, there already exist some well-worn paths through our increasingly fragmented curriculum—the pre-med path, the Five College certificates and a host of interdisciplinary programs. We would like to see interested faculty identify voluntary "curricular paths"—sequences of courses designed to maximize the benefits of a liberal arts experience, following multiple modes of inquiry. We can even imagine students who choose such paths living together in a common residence
hall and occasionally meeting with associated faculty.

A theme semester. A set of courses that engage ideas of current interest across campus spaces and disciplinary boundaries. Such a semester could create a communal space for sustained and critical analysis, as well as strengthening community by building connections across programs, departmentsand institutions.

Greater flexibility in the use of pass/fail and in the apportioning of course credit. A more flexible system for declaring the pass/fail option might encourage students to take more risks and explore the curriculum more. We could also consider apportioning course credits differently. Science courses with labs entail so much additional work and class time that students with less background and preparation, or students who do not plan to major in that science, may be discouraged from taking them. One possibility is that **students be allowed to count up to four labs for a half credit each, with those credits being cumulative.**

Allow all students to take only three courses during two semesters, the remainder made up with half-credit courses at Amherst or summer courses at other institutions. Students with varying levels of preparation, non-native-speaking international students in courses with heavy reading loads, and indeed all students whose learning styles work better when their attention is less scattered could
benefit from some flexibility in the current four-course juggernaut.

Options for Principle 2
Allow students to receive credit for a small number of courses—perhaps three—that offer liberal arts approaches to fields not offered at Amherst, such as linguistics, journalism, education or public health. In comparison to many other liberal arts colleges, including our peer institutions in the Five Colleges, Amherst now maintains a relatively narrow definition of courses acceptable for credit toward a degree. With students and families increasingly seeking evidence that college helps create
pathways to careers—a concern we already respond to with elaborate internship opportunities and career services—we propose it is time to slightly relax our strictures. Students who wish to pursue this option would ordinarily take these courses within the Five Colleges. They would need approval from their Amherst advisors.

Experiment with offering a limited number of half-credit curricular support courses. Students already take a wide variety of applied courses on top of their more theoretical ones. These courses provide skills—such as GIS mapping, digital storytelling, Web programming, data visualization, sexual respect training, docent training and many more—that can help shape and enhance students' traditional liberal arts courses. Many of these courses are offered by staff with advanced degrees in the co-curricular entities on campus, whether alone or with faculty members: staff at the Library, the Center for Community Engagement, Information Technology and the Mead Art Museum, as well as music and dance instructors. (See some interesting examples from a recent Interterm.)

Until now, these courses have not counted for credit. We propose developing a rich offering of such "curricular support" courses counting for half credits each, offered during regular semesters,interterm or the summer, akin to what Mount Holyoke's "curricular support courses" and Smith's"concentrations" do. Apart from their clear educational benefits, such half-credit courses would give students more flexibility in their schedules, allowing them, for several semesters, to take three **5** Committee on the Enhancement of Student Intellectual Life courses instead of four. We could roll this out through a pilot program.

Coordinate the various leadership training initiatives across the College and tie them more closely to the College's educational mission. **Our mission statement states that our graduates "**link learning with leadership—in service to the College, to their communities, and to the world beyond." Effective leadership skills—entailing, among others, collaboration with others who differracially, culturally and economically; intergroup dialogue; conflict mediation; peer mentoring; sexual misconduct prevention and response; and project management—are essential to work, personal relationships, communities and the public interest. Moreover, student involvement with leadership in clubs and organizations yields substantial learning gains, gains that are in direct proportion to the quality and quantity of involvement. Many leadership trainings currently exist at Amherst, but there has been no campus-wide coordination of them, and their quality is uneven. The coordination of existing efforts would allow us to develop higher-quality and better-integrated programs.

 Leadership courses approved by a faculty committee could be included in the pilot program offering half credits for curricular support courses.

Options for Principles 3 and 4
Reorganize residential life by "neighborhood." Freshmen should continue to be housed using the current system. The current Room Draw system, however, should be dropped. Instead, each sophomore could be affiliated with a residential entity composed of a number of dormitories—a "neighborhood"— and retain that affiliation until they graduate. These neighborhoods should reflect the diversity of the student body as a whole and be managed by students themselves.

Ordinarily, each rising sophomore would join a neighborhood as part of a roommate-sized group— say, four students. While students may change roommates, they would rarely change neighborhoods.

Neighborhoods should have about 250 students and be composed of existing and currently planned dormitories in substantial proximity to one another; they should have similar numbers of rooms that students regard as highly desirable. Because theme housing seems to work well, current theme houses could be incorporated into larger neighborhoods.

Neighborhoods would be responsible for organizing their own lives and activities. They should develop and sustain representative structures for making decisions and carrying out those decisions, creating more opportunities for students to develop their skills as leaders. Neighborhoods should have well-understood ways of initiating and carrying out activities of interest to the campus as a whole—inviting lecturers or alumni/ae, planning social events, etc. Students who are part of the same neighborhood should also feel responsible for one another's behavior. Campus police and deans should be able to work with student representatives, chosen by their neighborhood peers, when issues of conduct arise.

Neighborhoods should play meaningful roles in achieving the College's educational goals. For example, they could be locations for conversations with faculty and staff about choices of courses,majors and careers. Perhaps we could have "neighborhood deans" instead of class deans. Perhaps some faculty and staff, like students, could be affiliated with neighborhoods.**6** Committee on the Enhancement of Student Intellectual Life *All neighborhoods should have substantial and attractive social spaces* that can be used for meetingsand parties; if possible, all should have kitchens for students to use. Each neighborhood could also have some kind of snack bar, coffeehouse, fire pit, volleyball court, etc.

As the College improves residential arrangements for students, we should also be mindful of the need for other kinds of spaces on campus that promote congenial and pleasurable interactions among varied groups of students, staff and faculty—active lounge spaces in academic buildings,snack bars that bring people together for lunches or beverages, flexible and inviting places for meals,and other spaces that promote invigorating conversations.

Options for Principle 5
Create incentives, support structures and infrastructure to help faculty and staff educate students.
If the College is serious about creating opportunities for interactions across campus, it should also put in place adequate staffing, incentives and recognition for participation in these activities. Facultymembers should be recognized during the promotion and tenure process for both traditional committee work and service that helps foster a more thriving student intellectual community. Managers should provide release time for staff and conduct workforce planning that takes into consideration the importance of staff participation in community events.

Centralize event management to relieve faculty, staff and students of the burden of coordinating the various aspects of events and programs. A centralized event management system would save time, improve communication and participation, and encourage collaboration between departments.

Options for Principle 6
The College now remains open during 12 months each year in order to meet the changing needs of our student body. Currently more than 400 students live on campus during the summer months, and at least that many live here during the winter break, and we are recommending that sophomoresbe required to come to campus for Interterm. *Intellectual opportunities, services and support structures should become more widely available as the population of 12-month residentsgrows.* This will likely require hiring additional staff in areas spanning health and wellness, facilities, custodial services and dining services, where staff members are already often stretched across both hours and duties.

Options for Principle 7
Reserve a regular period of time each week—sometime between 8:30 a.m. and 3:30 p.m.—for the community to gather together and engage in a common activity. We heard frustration on the part of virtually everyone on campus that their lives are so busy that they don't have time for things they value; many expressed a desire for a shift in priorities and for more balance in their work and personal lives. Reserving a weekly time when the regular pace of the week stops and there are no other **7** Committee on the Enhancement of Student Intellectual Life activities on campus (other than essential ones) would model for students how building a space for community and contemplation is an important value and life skill. It would also demonstrate to students the importance of the communal life we build together, and introduce them to people and practices that could enhance their lives in and out of the classroom. We mark out a period in the 8:30 a.m.–3:30 p.m. time frame so staff members have the chance to attend; we suggest it occur midweek so that it doesn't become an opportunity for a long

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weekend. We imagine a variety of possible uses for this time: college-wide talks, performances, workshops, "big ideas" conversations,town halls, walks, dialogue groups that span the student-faculty-staff divide, contemplative practice or any other ideas that should arise. There should also be weeks in which we schedule nothing.***Designate the week after Spring Break "Go Deep" week.*** During "Go Deep" week, students each choose one of their courses and, with the professor and others who chose that same course, engage in a deeper inquiry into its subject matter. This would allow professors to pause the course and engage approximately a quarter of their students in a different kind of work. Among other advantages, this would model for students that serious intellectual endeavor rewards a slow and focused look at the object of inquiry, give them a closer connection to the professor whose course they chose, and provide a change of pace during the long spring semester. We can imagine going back over previous material and engaging it in a new or more thorough way, discussing the "big questions" posed by the course, field trips, shared meals and other activities suggested by faculty. It would also give faculty some time to experiment, if they wish, with new teaching methods in an informal setting.

Options for Principle 8
Coordinate and promote wellness efforts on campus as part of Amherst's educational goals, through the creation of an integrated Wellness Center and "wellness spaces" throughout campus. In student surveys conducted at Amherst and our peer institutions, our students rank above the national average in their self-reporting of being "lonely," "sad" and "overwhelmed." Many faculty and staff members have observed extremes of anxiety in students and a high level of academic stress. Indeed, we understand the phenomenon of binge drinking as an expression of the fact that, on the institutional level, students are not encouraged, or taught how, to reduce stress or engage in self-care. There is currently a wealth of isolated wellness efforts on campus, but no concerted organization or campus-wide promotion of these efforts. Staff involved in mental health efforts report that the College devotes many of its resources to responding to mental health crises rather than to their prevention and faculty worry about the high incidence of distressed students, whom they feel ill-equipped to help. The College should prioritize the creation of a Wellness Center that integrates Health Services and the Counseling Center in the same space, as well as create quiet space and rooms for activities like contemplative practice, yoga and tai chi; relationship, stress-reduction, nutrition and alcohol workshops; or counseling and training in self-care. Models of such wellness centers include Stanford and Bowdoin.

The emotional well-being and the development of resiliency that can take our students through and beyond the challenges of Amherst is a goal in and of itself. It will also make them more able to engage in the intellectual challenges of the classroom.

Options for Principle 9
Strengthen communication systems on campus so all members of the campus community understand how to access information, and so that they can choose the kinds of information they want to receive. If the College wants to ensure that faculty, staff and students have opportunities to interact outside of the classroom, communication structures need to be more systematic and transparent. Moreover, the sheer volume of information flooding into people's inboxes makes it overwhelming rather than inviting. We hope that plans underway by Information Technology and the office of the Chief Communications Officer can relieve some of that volume by allowing different campus constituencies to choose the categories of information they want to receive.