**ABSTRACT**

Despite a lot of theoretical discourse on student alienation, the empirical studies in this field are largely missing. The present study as a fill-up in this regard reports about the psycho-social, profile of alienated students through a case study of 415 randomly drawn students from various Schools of Jawaharlal Nehru University.

The first chapter of the report deals with (i) the issues and debates relating to conceptual problems in the study of alienation (ii) the response of social scientists in India (iii) the research gap (iv) the salient findings of the preliminary study and (v) the objective of the present study.

Chapter two presents the theoretical background of the concept of alienation and the empirical research conducted over a period of two decades and the hypotheses proposed to be verified for this study. The primary concern of this chapter is to review various conceptualizations and debates on alienation. While examining the various interpretations of the concept attention has been paid mainly on the controversy over the important problems and issues which divide alienation theorists. It analyses the fundamental epistemological problems concerning the way questions and answers about alienation are formulated and studied.
Chapter three in two sections deals with the operationalization of the variables, the instruments developed and used for data collection and the design of the study. While the first section describes the development of the empirical measure of alienation and a brief note on the measures used to elicit various information required for the study; the second section presents a brief note on the university under study.

Both chapters, four and five present the findings of the study and the last one sums up the findings and draws conclusions basing upon discussion of the results. Some of the salient findings of the study are presented below.

A cluster of nine inter-related alienated outlooks such as pessimism, social alienation, distrust, anxiety, unstructured universe, ego centricty, interpersonal alienation, vacillation, self contempt were identified as dimensions of alienation.

Alienation from society as a societal level cause and alienation from university as an organizational level cause co-vary at both levels of focus and alienation is consistent at micro and macro level.
An inverse relationship exists between alienation and study behaviour - the consequence of alienation are usually negative, interfering and debilitating with regard to effective study organization.

An inverse relation also exists between alienation and social participation - the higher the levels of alienation the lower the level of desire to participate in both formal and informal social occasions.

The male students showed higher levels of alienation than female students. The students' discipline of study does not show any relation with levels of alienation.

Alienation is associated with both conditions of material deprivation and affluence - students from both extremes of socio-economic hierarchy are prone to alienation.

The students schooling background does not show any impact on the levels of alienation.

The students perceived parental control and training obtained in formative years are significantly related to the levels of alienation - students who reported have received parental care and training in formative years are less alienated than those who reported otherwise.

The students who actively take part in both campus and off-campus political activities do not endorse the outlook peculiar to alienated students and most of them are from the privileged and well-to-do homes.