The problem of student unrest has assured considerable importance in recent years. The university after university has faced the problem of student unrest. The wave of student unrest has become a source of deep concern because it no longer represents merely youthful exuberance but has taken a destructive and violent turn. The present study is based on the thesis that Eliah of the student unrest is the reflection of the social environment in which they live.

Student unrest is not merely an educational problem; rather, it is closely linked with the growth of higher education in India. Students are an integral part of any society. As a body they represent a younger generation of society. Although they cannot be viewed in isolation, what they think and how they behave reflect the prevailing conditions in the society.

A study of the phenomenon of student unrest would, therefore, require a thorough analysis of political,
economic, socio-cultural and educational factors. The present study aims at examining the impact of these factors and demonstrates empirically the nexus between these factors and student unrest.

Students have appeared into the world of politics with a certain suddenness. They are today, a new social force of incalculable significance. Numerous studies both in the developed and undeveloped countries have demonstrated the part students have played in radical movements and political upheavals. India, dramatically, illustrates the political role of students in the developing nations. Students have played a leading part in the freedom struggle. But it is sometimes argued that a significant feature of the present day student unrest is that it has lost ideological basis. The students no longer seek long term goals and radical reforms but are mainly concerned with correction of specific grievances. Numerous studies and articles in recent years have blamed political parties and politicians for growing unrest among students. The degree of politicisation of students and the student unions varies from place to place. It would be rewarding to examine the extent to which politicisation of the students affects their restive behaviour.
Economic pressures during student life help to determine the scope and intensity of student action. The underlying assumption is that economic deprivations develop stresses and strains of which unrest is but the symptom. The intensity of economic struggle is enhanced by a permanent feeling of financial insecurity. The prospect that awaits the students at the end of their studies are dark and gloomy. The situation becomes even worse when the expectations raised by university education remain unfulfilled. The general unemployment in the country may thus be a factor to reckon with.

Caste and religious identities are inhibiting factor in student unrest. Breaking away from religious beliefs and practices may change a student's traditional control over his behaviour. The impact of western education and concept of individualism have fostered questioning attitude among young people. This has made them more liberal in their attitudes. Unlike, older generation, the value and beliefs of younger are in a state of flux. Family system in India is undergoing tremendous changes consequent upon the process of industrialisation and urbanization. Social conformity and adherence to traditional, social and religious ideas are on the wane. Decreasing control of parents, new concept of equality and the economic
pressures have weakened and crumbled the family bonds. Authoritarian atmosphere though still prevalent in some families is replaced by more congenial and free atmosphere. Students now have more progressive attitudes than their parents regarding style of life, friendship with opposite sex, mode of dresses, recreation etc. Thus intergenerational conflict is latent at family level. The conflict between traditional value system and modernity affects student's attitude. They feel closer to their peer groups than their family. A consequence of this conflict is the development of anti-authority attitude. Conflict with parents may be a frustrating experience and may find an expression in campus demonstrations and strikes. Mass education has opened the door of education to a larger segment of society. Children from families who were previously deprived of the benefit of education are more drawn to universities and colleges. Students from every strata of a heterogeneous society (urban, rural and tribal) come to the universities. Many new entrants to college life are children of illiterate or poorly educated parents. The gap between these students and their parents is quite wide. The first generation learners find it difficult to adjust to new demands and values of the society unlike those who have had advantage of generations of education. The rural students find it difficult to integrate themselves into the ethos of urban life. The
troubled sociological background structurally conducive to tensions often operates as a barrier to a student's assimilation into the corporate life of the university. The situation aggravates when the campus environment instead of lessening their difficulties further complicates their problems.

There has been a tremendous quantitative expansion of education both in terms of student enrolment and the number of institutions. This unplanned and uncontrolled expansion of higher education has led to a deterioration both in the quality of the teachers and the teaching facilities. Academic correspondence between teachers and students is lacking in many institutions. Authoritarian regime of the educational institutions has failed to nurture creative thinking among the students. Inadequacies of the examination and evaluation and the poor student amenities have added to growing stresses and strains among the students. Students assert that they are not merely an anonymous mass but they have an individuality. They want to assert more and more their right to participate in the administration of the university and want to become equal partners in the decision-making process.
These social situations prompted us to formulate various null hypotheses on such sociological variables as: political involvement; union activities; economic status of the family; fulfilment of ambition by education; religious/linguistic identity; religious observance; religious atmosphere in the home; household structure; participation in the family decision-making; conflict with parents; docile behaviour at home; parents' level of education; rural background; academic evaluations; total internal assessment; semester system; satisfaction with hostel life and hostel amenities; authoritarian attitude of administration; regular study habits; courses of studies; adolescence; duration of stay at university and student participation in university affairs.

II

The data for the present study was secured from the Aligarh Muslim University, Aligarh. Admittedly, no single university can present a true picture of the nation in its entirety, but there are several advantages to limiting the study to a single institution. Each institution has a history of its own and has its special values and traditions. Identical studies of single institution undertaken in
different parts of the country will lead to generalisations to explain the phenomenon of student unrest. We have, therefore, interpreted our data in the light of studies conducted elsewhere to give cohesive overall picture of the problem.

Aligarh Muslim University, is a residential university which was established in 1920. It is one of the central universities of India and is almost entirely financed by the Government of India. At the time of data collection there were 10,223 students on the rolls of the university. A five percent sample was planned. In view of the residential character of the university the sample was drawn from various Halls of residence. Systematic random sampling was used for data collection; the first student from each Hall was selected randomly and then every fifteenth student on the rolls was included in the sample.

The primary measurement instrument was a detailed questionnaire which was prepared after a fairly extensive review of the relevant literature on sociology in general and student problem in particular. The questionnaire included closed ended questions with three
or two scale responses in order to facilitate quantitative analysis.

For establishing statistical correlation between specified sociological variables and the restive behaviour of the students, a resting scale was constructed. Questions eliciting information regarding attitude towards participation in strikes formed the items of the scale. The validity of the items was established by the internal criteria method which yielded a six point scale. The reliability coefficient of this scale was found quite high. A tentative S.D. norm was found out to classify restive and nonrestive students from the sample. Out of a sample of 518 students, 74 were identified as restive and 68 as nonrestive students.

The testing of the hypotheses was done by using standard two-tailed chi-squared tests. The method used, enabled us to find out the degree of association between restive behaviour and the sociological variables.

III

The work is divided into five chapters. It also contains five appendices, fifteen tables, twenty five tabulations in appendix-V and bibliography.
Chapter 1 describes the nature of the problem, the underlying assumption of the present study, and the specific hypotheses on social dimensions of student unrest. Chapter 2 deals with various theories which seek to provide explanation for the student unrest. Chapter 3 describes method and procedure that have been employed for quantitative analysis of the data. Chapter 4 reports the results of the null hypotheses. It demonstrates the correlation of various political, economic, social and educational variables to student unrest. Chapter 5 deals with the interpretation of the results and inferences drawn from the empirical study. While interpreting the results of the present study comparisons have been made with the studies conducted in other parts of India with a view to present an over-all picture of the problem. The chapter is divided into four sections. The first section deals with political factors; second section examines economic factors contributing to student unrest; third section accounts for the social forces and pressures which impinge upon the life of student directly or indirectly and demonstrates the relevance of sociological background of a student to his restive behaviour; and, fourth section is devoted to the consideration of some of the most crucial areas of the educational environment bearing on the students' behaviour.