THE PROBLEM

Introduction

Student Activism in India

The phenomenon

The explanations

Problem

Need for the study

Limitations and objectives of the study

Scope and limitations of the study

Definitions of the key terms

"Student unrest"

"Student activism"

"Student movement"

"Student power"

"Student indiscipline"

Discipline - A Formal Definition

Type 1 Education

Design of the study

Chapter scheme
CHAPTER - TWO

A REVIEW OF RELATED LITERATURE:

Introduction

Student Activism

Historical perspective

Student Activism Abroad:

Student Activism for University Reform

Student Activism for Administrative Reform

Student Activism for Academic Reform

Student Activism opposing proposed or brought in Reform

Student Activism and National Politics

Student Political activism in Developing countries

Student political Activism in the Communist countries

Student political Activism in developed countries

Student activism and Vertical Cleavages

Student Activism in India:

Higher Education in India

Growth of Higher Education in India

Higher Education in Tamil Nadu

Student Activism in India in the pre-Independent period

Student Activism in India in the post Independent period:
Identity crisis
Sudden Freedom from authority and indiscipline
Insecurity in the family and indiscipline
Organised left system towards violence
Intergenerational Gap-Indiscipline
Discontinuity between values embodied in families and in society
Revolutionary interpretations
Counter Revolutionary interpretation
Religious interpretation
Internalistic explanation
Conclusion

CHAPTER - THREE

STUDENT INDISCIPLINE IN COLLEGES IN INDIA-AN ANALYSIS:

Introduction

Student Indiscipline - A Theoretical Discussion:

Higher Education Organisation
Role
Norms
Sanctions
Values

Conceptual model

Frame work for the analysis of student indiscipline
Causal antecedents of student indiscipline:

Un internalisation of values:

Decline in respect for authority and teachers
Decline in the esteem for order and conformity
Factors contributing to improper internalisation of values

Diminishing power of the authority

Interpersonal articulation

Changing role conception of the students

Role problems of the teachers

Improper Internalisation of values and indiscipline

Perception of goals as meaningless:

Goals of higher education for the students

Factors contributing to the perception of goals as meaningless

Non utilization

Enrolment expansion and educated unemployment

Goal meaningless and indiscipline

Internalistic factors and indiscipline:

Factors perceived as inadequate for achieving goals and indiscipline

Factors perceived as indifference of the authority about goals & sanctions and indiscipline

Factors perceived as opposed to student interest and benefits and indiscipline

Alternate Commitments:

Commitments to groups based on caste, religion language

Factors contributing to commitments to groups based on caste, religion etc.
Heterogeneity of the student body

Conflicting values, interest aggregation and articulation

Commitment to groups and indiscipline

Commitment to political parties and indiscipline

Commitment to student body and indiscipline

Summary

Formulation of hypotheses

Criterion variable: Student indiscipline

Variable - 1: Attitude to Activism

Hypothesis I

Variable - 2: Proneness to political activism

Hypothesis II

Variable - 3: Academic Morale

Hypothesis III

Variable - 4: Pressures due to socio-psychological problems

Hypothesis IV

Variable - 5: Trust orientation

Hypothesis V

Variable - 6: Personal norms of obligatory behaviour to students

Hypothesis VI

Variable - 7: Perceived student - Norms of obligatory behaviour to students
Hypothesis VII

variable -8-students' attitude to student misbehaviour

Hypothesis VIII

variable-9 - students' perception of teacher effectiveness

Hypothesis IX

Conclusion

CHAPTER - FOUR

METHODOLOGY:

Introduction

Methodology:

Design of the study

Development of the tools for the study:

Tool-1 Activism Attitude Scale (A.A.S.)

Tool-2 - Pro-environmental activism scale (P.E.A.S.)

Tool-3 - Academic Merit Scale (A.M.S.)

Tool-4 - Student problem Inventory (S.P.I.)

Tool-5 - Trust Orientation Scale (T.O.S.)

Tool-6 - Student behaviour problem Inventory (S.B.P.I.)

Tool-7 - Attitude scales to study students' attitude towards specific behaviour problems of the students

Tool-8 - Perceived student norm scales

Tool-9 - Personal norm scales
Tool-10 - Perception of Teacher Effectiveness Scale
Semantic Differential Scale

Tool-11 - Questionnaire on biodata factors

Pre-test and item analysis

Validity

Reliability

Sample for the final study

Data Collection

Data analysis

Conclusion

CHAPTER - FIVE

Data Analysis and Discussion

Scheme of data analysis

Sample

Student Indiscipline:

Descriptive Analysis

Students' responses to the items in the SBPI differential study-biodata factors & student indiscipline:

Attitude to Activism:

Descriptive analysis

Comparison of the attitude to activism scores and construct scores

Differential study
Promises to political activism:
Descriptive Analysis
Differential studies

Academic Morale:
Descriptive Analysis
Comparison of the Academic Morale scores and its construct scores
Differential study

Pressures due to socio-psychological problems:
Descriptive Analysis
Analysis of the responses to some of the items in the problem inventory
Differential study

Trust orientation:
Descriptive Analysis
Differential studies

Students' norms of obligatory behaviour, perception of the legitimacy of the need to act in a situation and attitudes to student-misbehaviour:
Descriptive analysis of the incidents of student indiscipline in Tamil Nadu

Students' personal norms and perceived student norms of obligatory behaviour to other students/teachers:
Descriptive analysis

Perception of the legitimacy of the need to act:
Descriptive analysis
Attitude to student misbehaviour and to student involvement in teachers' agitation
Descriptive Analysis

Perception of teacher effectiveness

Descriptive analysis

Differential study

Testing of hypotheses (I - IX)

Inter-relationship between the variety of student indiscipline

Multivariate regression equation

Chapter Six

Summary, conclusions and implications

Introduction

Procedure

Main findings

Varrues for further study

Implications and suggestions