CHAPTER - II

CRITICAL REVIEW OF RELATED LITERATURE
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The accumulated research in all disciplines, for the past twenty years, has encompassed a host of sub-areas within the field in each discipline and interdisciplinary fields, with the result the present day researches seem to be altogether different from the studies which were conducted in the past. Therefore, the review of previous literature for the development of an objectively based hypotheses and enunciation of the new research design has become essential.

The summary introduction of youth unrest, because of a variety of forces in the socio-political and psycho-social atmosphere in the country has been analysed so as to build up a plausible nexus of the symptoms which contaminate our youth on the campuses and take them to such deviant paths, like confronting authority, destroying public property and above all bringing shame and notoriety to our educational system. Suffice to say that student unrest is not a disease but a symptom of a sick social pattern that has contaminated our student population. It won't be sound to ascribe a long list of factors to student unrest all over the country. More
often than not the violence on various campuses has not been any common or national cause. Rather there have been instances of local circumstances which sometimes erupt and foment trouble on the campuses. In the light of review of literature and for guidelines for the proposed research the investigator has drafted the review of researches under different areas which include -

(i) Academic;
(ii) Personality;
(iii) Socio-political;
(iv) Socio-psychological.

These include the studies that have been conducted in the country as well as abroad. This has been done for compiling various studies with various factors and concluding each area with investigators critical review in the light of established facts and the possible hunches.

I. STUDIES ON ACADEMIC FACTORS.

Sharma (1960) in his study aimed at spotting out the most glaring and frequent manifestations of student
indiscipline prevalent in the Government Higher Secondary Schools of Delhi. The opinions of Principals, Teachers and Students were also sought about the frequency, seriousness and desirability of various acts of indiscipline. A questionnaire was administered on the Principals, Teachers and Students. Besides, five Principals were interviewed on the basis of an interview schedule prepared on the pattern of open end type questions.

The major findings which the study arrived at are:

1) Only the problems of individual indiscipline are frequent in Government Schools.

2) Problems arising out of students clash with school rules and regulations and those arising out of students conflict with the teachers are regarded as the most frequent.

3) Problems of student indiscipline involving conflicts with the teachers and principals are regarded as the most serious.

4) Problems of indiscipline, having their causation in personality adjustment such as aimlessness,
wanderings, smoking, quarrelsomeness have not been regarded as serious.

v) It appears that the Principals and the teachers remain complacent about the problems of indiscipline till the time they assume unmanageable proportions and jeopardize the reputation of their institutions.

Peterson (1966) found that at most only 9 per cent of any student body were reported as involved in protest movements and that the protest occurred disproportionately often at select institutions of high quality. In his survey of the state of activism as viewed by Deans of Students, it was indicated that only 36 per cent of the Deans reported student activism over civil rights; 28 per cent of the Deans reported student activism over living group regulations; 18 per cent over student participation in campus policy making; 7 per cent over curriculum inflexibility and 4 per cent over academic freedom for faculty.

Cole and Adamsons (1968) studied the determinants of faculty support for student demonstration. 1061 subjects served as the sample for the study. The data were collected with the help of a questionnaire and support index to
measure faculty members attitude towards the demonstration. Correlational method was used to analyse the data.

The investigator arrived at the following conclusions:

1) Religion, political affiliation, father's occupation, age and sex were all correlated with attitudinal support of the demonstrations.

2) The effect of the first three of these non-professional statuses was substantially reduced when we controlled for general political orientation.

3) That a faculty member's attitude towards student demonstrations is more influenced by his experience before entrance to the profession than by experiences after entrance.

4) In the absence of social support, less than half of the faculty members acted in accord with their own attitudinal predisposition.

Hughes (1970) in his study tried to relate student activism and satisfaction with the school. He also tried to
differentiate activists and non-activists on the basis of their characteristics. 500 students from Illinois High School were administered survey format in order to gain empirical insight into the student feelings about the secondary schools and the problems of student activism.

The survey revealed that:

1) Activists are significantly more dissatisfied with schools than non-activists.

ii) Activists are involved in school affairs, better acquainted with more teachers, careless about high grades come more often liberal and mother directed families and consider themselves more politically oriented than do the non-activists.

iii) Both activists and non-activists expressed dissatisfaction with the liveliness and interest of classes, the part given to students in planning and evaluating class activities, the staff's consideration of student feeling, school policy on suspension and expulsion and the role that was given to the student government in the schools.
Lipset and Ladd (1970) conducted his study upon a national survey of 60,000 professors in 307 colleges and universities and investigated the relationship between faculty attitudes and support for student activism. The data were collected with the help of a questionnaire. Mean, S.D. and correlational method was used for the analysis of data.

The principal findings were that:

i) Faculty support varies distinctly by discipline with social science professors being the most sympathetic to activism.

ii) Professors whose views on national issues are liberal or left give much more support to student activism than do middle-of-the-roaders or conservatives.

iii) About half the faculty described themselves as generally left or liberal, while one quarter described themselves as conservative.

iv) In each discipline, as age increases, support for student activism decreases, the greatest effect of age was among political scientists.
Menninger (1970) attempted to analyse problems and solutions of student discontent as viewed by University administration and student leaders. Several hypothesis based on parsons theory were put to test. 93 administrators and 100 student leaders of the New Mexico University served as the sample of the study. Data were collected on the respondents personal backgrounds on reaction to student discontent and its solutions, on the respondents values and on current issues. The tools used to collect data were

- an Interview Schedule containing 7 open-ended questions,
- a closed ended questionnaire adopted from Roscoe's Polyphasic Value Inventory,
- Peterson's Survey of Protest Issues.

The data was analysed by binominal test and chi-square technique.

The following are the major findings of the study:

(i) Student discontent is a multi-dimensional phenomena, factors of which might be fruitfully categorized under Parsons four functional imperatives. Some of the factors identified were failures of educational process, new student awareness, domestic social problems and communications.

(ii) Contrary to predictions set forth, there were no statistically significant differences found between
the value positions of administrators and student leaders on 9 of 10 items of the Polyphasic Value Inventory.

(iii) Administrators and student leaders envisioned a different role responsibility towards student discontent and 30 per cent of student leaders and 12 per cent of the administrators described student discontent as having virtually no solution.

(iv) Some of the suggested solutions were increased cooperation of all segments of the university, eliminating domestic social problems, better-communication and an all university governing body.

(v) There is an intimate relationship between society problem and factors underlying student discontent.

Singhal (1974) in her study tried to evolve an explanation of the student unrest in the colleges and departments of University of Delhi in 1972-73. 116 academic leaders (67 formal + 49 informal), 73 college and university teachers and 274 students selected randomly served as a sample for the study. The tools used were (i) the teacher student study questionnaire, (ii) the interpersonal
communication form, (iii) and Allport, Lindzey Vernon value scale, (iv) the sentence completion test (v) interview. Besides records available from the offices of the proctor, teacher association, student unions, newspaper records and anecdotes were also collected. Descriptive statistics was used to analyse the data.

The major findings which the study arrived at are:

(i) About 55.6 per cent teachers did not spend adequate time on preparation for teaching.

(ii) Their attitude towards students was of indifference and negative in case they supported the authorities.

(iii) The existing academic programmes failed to gratify students psychological needs at three levels namely cognitive, affective and conative and helped in fomenting student unrest.

(iv) Students indulge in violence and vandalism prematurely and under conditions of perceived psychological threats.

(v) The police and government interference affected the organizational climate, attitude of teachers and
students negatively, and encouraged the neglect of code of conduct.

(vi) 56.93 per cent of students listed economic insecurity as one of the important sources of student frustrations.

Upadhyaya (1975) in his study tried to examine the intensity of the various causes of student unrest and to suggest remedies. The study was carried on a sample of 400 students, 100 teachers and 50 administrators drawn from degree colleges of several districts affiliated to the University of Uttar Pradesh. Questionnaire standardized was employed to collect the necessary information. Descriptive statistics was used to analyse the data.

The following are the major findings of the study:

(1) The causes responsible for student unrest are inadequate teacher taught contact, defective methods of teaching, authorities indifferent to problems of students, uncertain future, inadequate parent teacher contact, recognition being given to indiscipline rather than serious and studious students, support of political parties, secret association of teacher with students for the sake of personal gain and
selfish motives.

(ii) The remedies suggested are, to motivate students and teachers to confine their activities to college affairs only, appointment of efficient teachers, development of proper skills among students, to organise parent-teacher conference, to debar the indiscipline students from the membership of various college committees and to introduce mother tongue as the medium of instruction.

CRITICAL REVIEW.

There are eight research studies that have considered the relation of the institutional characteristics to student unrest. Of these some studies have been conducted in foreign countries and a few studies are based on Indian conditions. Peterson (1966); Cole and Adamsons (1968); Hughes (1970); Lipset and Lad (1970); and Menniger (1970) have established that inadequate pupil-teacher relationship, non-serious attitude of teachers towards their duties, institutional size and particularly the congregation of large numbers of protest prone students in close proximity to one another, the presence of a ready body of persons with
unusual qualities of leadership including a disproportionate number of teaching assistance, institutions note for academic excellence such as selective and progressive private liberal arts college and universities which have long traditions of excellent undergraduate and post-graduate teaching, high admission policy and prestige which tend to congregate large number of potentially protesting students, active participation of admired faculty members in activities and global frustration among students in the midst of emerging value patterns are some of the factors which perpetuate dissatisfaction and disquieting attitude among students towards their academic and socially desirable goals. Under Indian conditions Sharma (1960); Singhal (1974); and Upadhyaya (1975) have highlighted indifferent attitude of teachers towards the expected duties, lack of cohesive relationship between teachers and students, group contacts with students so as to discuss the general problems which arise in a teaching and learning situation. The authors have also highlighted the non-serious attitude of teachers towards their academic development and teacher-pupil behaviour. Faulty examination system, mundane educational policy, curricula, morose attitude of students towards their academic resilience because of bleak employment
opportunities are some factors which have been highlighted by the investigator.

II. STUDIES ON PERSONALITY FACTORS.

Jansen & Winborn (1967) tried to identify the personality characteristics of campus social political action leaders and compare them with the leaders of four other categories of student groups viz. Religious Organization leaders, university residence hall leaders, Activities leaders and Fraternal leaders. 559 students (male and female) drawn from Indiana University served as the sample for the study. The data were collected with the help of 16 PF A form. Analysis of variance was used to test for differences among the five categories of student leaders and between male and female leaders on the basis of mean scores each of the factors of the 16 PF. The 't' test was used to test for differences between the liberal and conservative segments of the social political category.

The major findings which the study arrived at are:

(i) Social political action leaders have lower ego strength or frustration tolerance, more inclined
to project inner tension, more enthusiastic and aggressive than religious leaders.

(ii) When compared with Fraternal leaders social political action leaders are more sensitive to aesthetic qualities more self-sufficient and they differed from residential hall leaders by being more self-assured and self-sufficient.

(iii) The social political action leaders did not differ significantly from Activities leaders on scales other than the three that differentiated them from all other group categories.

(iv) Liberal leaders tend to have lower superego strength, less concern for the conventionalities, sober, more sensitive, more confident and secure in meeting the daily demands of life than do conservative leaders.

(v) Social political action leaders are impulsive, independent, liberal, culturally sophisticated, critical of traditions and motivated to explore the world of knowledge and ideas to a greater degree than the groups with which they were compared.
Kerpelman (1969) studied personality and intellectual characteristics of student political activist group members along the whole range of political ideologies compared with their politically non-active counterparts. The investigator obtained objective measures of intelligence, ego defensiveness and social acceptance concern from groups representing points along both the activism dimension and the ideology dimension. 73 undergraduate subjects were randomly picked up from 6 groups representing activists and non-activists with left, right and middle ideologies. The tools used in the study were:

(i) Levinson's (1959) 12 item revision of the politico-economic conservatism (PEC) scale for the measurement of political ideology.

(ii) The quick word test (QWT) Form AM level 2 to measure intelligence.

(iii) A 24 item Activism Scale constructed for this study to measure political activity.

(iv) The Gordon personal profile emotional stability scale (GPPE) as an inverse measure of ego-defensiveness.
(v) The survey of interpersonal values recognition scale (SIVR) to measure social acceptance concern.

(vi) Code sheets (CDS) to collect information regarding demographic background of the subjects. Descriptive statistics was used to analyse data.

The conclusions derived from the study are:

(i) Activists tended to be older than non-activists,

(ii) The political activists on the average belonged to more organizations than the politically non-active subjects,

(iii) Elected student government officials also tended to belong to more organization than other subjects,

(iv) On activism scale the activists differed significantly in the expected direction from the non-activists,

(v) Left oriented subjects were significantly more active than both right and middle subjects. There was no significant difference between these two latter groups,

(vi) Activists were significantly higher on intelligence than non-activists. There were no significant
difference among the 6 sub-groups regarding ego-defensiveness,

(vii) The major of social acceptance revealed a significant main effect of Ideology and no main effect of activism nor any interaction effect.

Bahadur (1970) attempted to study personality correlates of Discipline and Indisciplined students, Neuroticism and Extraversion dimension of personality of the two groups (Discipline and Indiscipline). Besides sex differences were also studied. The investigator formulated certain hypothesis which were put to test in the light of empirical investigation. 300 students (boys and girls) of age range 14 to 16 years were randomly selected from High and Higher Secondary Schools of Chandigarh. Teacher ratings was the only source for locating disciplined and indisciplined students. In the absence of a standardized scale the sample was evenly distributed into three groups viz. Disciplined, Indisciplined and Unselected. Maudsley personality inventory long and short form was administered on the sample. The data was analysed through various statistical techniques like Mean, S.D. and 't' ratio.
The findings of the study are:

(i) Disciplined students differ significantly both group-wise and sex-wise in relation to neuroticism and extraversion.

(ii) Indisciplined students tend more towards neuroticism while as disciplined students tend more towards extraversion.

(iii) The unselected group when compared with the indisciplined groups tend more towards extraversion and less towards neuroticism.

(iv) Boys and girls in Discipline and Indiscipline groups showed significant differences with regards to neuroticism and extraversion.

Freeman and Brubaker (1971) studied the personality characteristics of demonstrators and non-demonstrators at the University stage. Out of 108 students enrolled at Ohio University 54 were demonstrators and 54 non-demonstrators. The group of demonstrators and non-demonstrators included also 11 and 27 females respectively. Personal orientation Inventory (POI) developed by Shortrom (1963) was administered and the data was analysed by standard means and 't' tests.
The investigator arrived at the following conclusions:

(i) Demonstrators were significantly higher on 10 out of 12 PDI scales (Competence, Inner directed, Self actualization value, Existentiality, Feeling reactive spontaneity, Self-regard, Self-acceptance, acceptance of aggression, capacity for intimate contact). These results thus supported the hypothesis that the demonstrators, in contrast to the non-demonstrators are more self-actualized and display more of the personality characteristics which higher education purports to foster.

(ii) Non-demonstrators scored significantly higher than demonstrators on one scale, nature of man, that the nature of man is essentially good.

Dubey (1971) attempted to study the personality structure of indiscipline boys and the nature of group indiscipline in the schools. 200 students reading in class 8 and 12 were drawn from the higher secondary schools of Gorakhpur city. The sample was divided into
two groups, experimental and controlled with 100 students in each group. Various tools used for data collection were (i) Joshi's test of General Mental Ability, (ii) Asthanas Hindustan Adjustment Inventory, (iii) Adjustment Inventory, (iv) The Allport Asendance submission reaction study, (v) Nemaun-Kohlstd's Diagnostic test for introversion extraversion, (v) an attitude scale constructed to measure the attitude towards morality and social convention, (vi) A personal data-sheet and four types of interview schedules were also prepared for the study. The data were subjected to analysis by various statistical measures like 't' ratio and chi-square.

The following are the major findings of the study;

(i) The problem of indiscipline is not related to intelligence and introversion.

(ii) Difference regarding adjustment and ascendance of the two groups are significant at .05 level.

(iii) The groups showed marked differences with regard to the attitudes.

(iv) The difference in personality structure between the two groups were not significant.
(v) The eternal forces effectively operate with regard to difference in the behaviour of two groups.

Whittaker and Watts (1971) in their study compared samples of Berkely's alienated non-student population and student activists with the Berkeley student body. The study was completed in two phases. In the first phase a survey of 151 non-student was done in 1965 and at the second stage 154 student activists were studied in 1966. The average age of the subjects was approximately 21 years. The tools used were:

(i) Adjective check list (Cough and Heilbrun, 1965) with emphasis upon the 15 need scale.
(ii) Attitudinal questionnaire.
(iii) Biographical questionnaire SD and Fortan programme technique was used to find inter group comparisons.
(iv) Verbal test of intelligence (Thorndike, 1942).
(v) Scale of Anomie Srole's (1956).

The major conclusions of the study are:

(i) Activists and the non-students evidenced a
propensity towards non-conformity by their high scores on autonomy, change and lability and their low scores on order, self-control and to some extent endurance when compared to the student body.

(ii) Activists were significantly higher than the non-student on aggression, dominance, achievement and self-confidence and lower on succorance, abasement, and number of Negative Adjectives checked as self-descriptive. This means that Activists as a group appear to be more psychologically predisposed toward direct action and confrontation as means of expressing social protest.

(iii) The non-students with their generally more negative self concepts compared to the cited students opt for escapist withdrawal.

(iv) The profiles of the non-students also indicate a tendency toward maladjustment. The non-student tend significantly in the direction of maladjustment on 6 of the 15 need scales (Achievement), order, succorance, Dominance, Abasement and Endurance, while the cited students scored in the maladjusted direction on only two (order and aggression).
Farzana (1974) studied the complexes and maladjustment among university youth. 60 highly adjusted and 60 highly maladjusted students were selected from 1500 students of A.M.U. The distribution of these students was 47 from faculty of arts, 49 from science and 24 from professional courses. The following tools were used for the collection of data.

(i) The personality adjustment inventory.

(ii) Word association test consisting of 100 stimulus words related to these areas—home and family, health and physical appearance, emotional, financial, moral and religious, sex, educational and vocational.

(iii) Kelle's cardiopneumopolygraph. Measures of central tendency and variability was used for analysis of the data.

The results of the study revealed are:

(i) No significant difference in maladjustment were found between male and female groups for home and family, emotional, financial, moral and religious, educational and vocational areas, but in case of health and physical appearance, social and sex areas, the two groups differed significantly.
(ii) In home and family area the most frequent patterns of maladjustment was resentment and aggression against parents.

(iii) In health and physical appearance area, maladjustment usually took the form of complex.

(iv) Maladjustment related to educational and vocational area was usually expressed in the form of constant failures, dissatisfaction with studies, resentment against some teachers and these often led to strikes and other acts of indiscipline.

Homan (1976) studied the psychological, demographic and personal indices of student activist leaders and four other types of campus group leaders and a group of students as identified not being leaders. 95 student leaders and 25 non-leaders drawn from American university served as the sample for the study. Instruments used for the study were California Psychological Inventory (CPI) and university census. Analysis of variance, Duncan's new multiple range test, discriminant analysis and Chi-square were used for the analysis of data.
The study showed that the student activist leaders did not differ from the four other leadership group and the non-leader students in terms of four broad category scales on the CPI, poise, ascendancy and self-assurance; socialization, maturity and responsibility, achievement potential and intellectual efficiency, interest and intellectual modes. On the individual scales of dominance, self-acceptance and group impression, significant differences were found among the various leadership groups and the non-leader students. On demographic and personal data activist leaders and leadership groups were significantly different from the non-leaders.

CRITICAL REVIEW.

The eight research studies that investigated the personality characteristics of the student activists reported consistent findings. Studies conducted by Jensen & Winborn (1967); Kerpelman (1969); Bahadur (1970); Freeman & Brubaker (1971); Dubey (1971); Whittaker & Watts (1971); Farzana (1974); Homan (1976); all have associated student activists with factors like nonconformity, aggression towards authority, enthusiastic, emotionality, inner directed, self-actualized, dominance, achievement,
self-confidence and ego defensive attitude in general.
On the other hand non activist students have been associated
with conformity, self-abasement, non-aggressive behaviour
and emotionally well adjusted. Besides there are many
studies wherein a few factors like extraversion, neuroticism,
faulty adjustment and emotionality have been investigated
and certain inferences established. The inferences drawn
by these investigators generate a host of questions whether
emotional instability, aggressive behaviour and
non-conformity are the factors of student unrest or these
are the symptoms of a deep-rooted psycho-social sickness?
In any case activists and non-activists need to be
considered on a large number of factors associated with
socially desirable behaviour or otherwise.

III. STUDIES IN SOCIO-POLITICAL FACTORS.

Mathur (1958) attempted to assess the existing
state of discipline among students in Rajasthan and to
ascertain the causes for this state of discipline. 1398
teachers and 1452 students were the actual respondents but
responses of only 500 teachers and 500 students were used
for analysis. The data were collected with the help of
questionnaire. Descriptive statistics was used to analyse the data.

The major findings of the study are:

(i) 50 per cent teachers and 55 per cent students maintained that the students had not developed a tendency of indiscipline.

(ii) 42 per cent teachers held students to be mainly responsible for indiscipline, whereas 51 per cent students contradict this idea.

(iii) Students were more indisciplined in boys government and traditional schools as compared to girls, aided or religious and vocational schools respectively.

(iv) Students participation in politics was generally held responsible for indiscipline, but 80 percent teachers and 60 percent students thought that students should know the principles of political science and political problems without involving themselves in political movements.

(v) Children from scheduled caste, rich families and landlords were most indisciplined.
(vi) Crowded class, dissatisfaction of teachers, failure
to settle major grievances of students, dissatisfaction
about the examination system and unrealistics
syllabi were also held responsible for student
indiscipline both by teachers and students.

Westby and Braungart (1966) studied the role of
class and politics in the family backgrounds of student
political activists. 29 students from SENSE (students
for peace) representing left ideology and the young
Americans for freedom (Y.A.F.) representing 'right'
ideology and 105 students drawn from an introductory
sociology class served as the sample for the study. The
data were collected with the help of a questionnaire.
Measures of central tendency were used to analyse the data.

The main findings of the study are:

(i) 'Radical right' are more likely to be lower-
middle class or working class in origin, and
leftist students came predominantly from upper-
middle class backgrounds.
(ii) Families of SENSE members are predominantly high status democrates while Y.A.F. members came mainly from low-status republican families. Within each stratum, it seems, it is party identification and presumably the accompanying ideological orientation that are the more particular factors that predispose students towards political extremism.

(iii) Despite their opposed ideological stances, these two groups are similar in one respect - they both exhibit a kind of inconsistency or absence of crystallization.

Trent & Medsker (1967) conducted their study on 10,000 high school graduates in 16 communities across the United States. The study revealed that very few of the graduates were concerned with any of the current political, social or educational issues that might disturb student activists. The questionnaire items inquired into the students' vocational, social and personal values. The students did not appear to perceive themselves as activists. They were presented with a list of self-descriptions and asked to check those which they felt applicable to
themselves. A majority of the students entirely rejected this list of self-descriptions. It was found that 23 per cent of the students considered themselves as 'nonconformists' whereas 28 per cent considered themselves as a 'common man' and only a little over 1 per cent considered themselves 'radicals'. This data suggests a greater tendency towards commonality than towards any nonconformity and radicalism.

Jansen et al. (1968) attempted to study the characteristics associated with campus social-political action leadership. 126 male and 109 female subjects were drawn from 559 elected leaders of recognised student organizations on the campus of Indiana University. This population was divided into five categories of student leaders so that comparisons could be made among leaders of groups differing in stated goals and purposes. These categories follow (i) social-political action leaders, (ii) Religious organisation leaders, (iii) Residence-hall leaders, (iv) Activities-Hall leader, (v) Fraternal leaders. A further division of the socio-political action leaders into liberal and conservative categories was made. The data were collected with the help of a questionnaire. Chi-square test was used to analyse the data.
The study revealed that:

(i) The overwhelming majority of student leaders reported parental pleasure in regard to their leadership activities. Only the S-P action leader category departed from the general trend.

(ii) The chief goal of S-P action leader groups was described by the leaders in more altruistic terms than other types of campus groups. The goal was service to others or an improved society. This was not true.

(iii) There was no significant difference in terms of extent of participation in campus organisation other than the one represented as a leader.

(iv) S-P leader appeared to be similar to religious and residence hall-leaders in terms of their social lives resolved for their respective groups. Activities leaders diverged from this general pattern in the direction of a smaller proportion of hours, while fraternal leaders indicated a greater proportion.

(v) The altruism of the liberal political activity leaders was more directly channeled towards a
specific goal than the altruism of the conservatives.

Thomas (1971) studied the political behaviour of children of politically active and ideologically polarized parents (both liberal and conservative). 60 white families living in six upper middle class communities were selected from north sub urban chicago. The sample was selected purposively on the basis of the parents being visible in their community for political participation and for holding ideologically polarized political views. Half were chosen from who held liberal and half who held conservative views. One parent and a college age child were interviewed from each family. For the liberal sample the mother was interviewed in 15 families and the father in 15 families and mother in 16 conservative and father in 14 families.

The major findings of the study are:

Liberal and conservative children differed significantly in radical activism with 57% of the liberal and only 17% of the conservative group having taken part in two or more such activities.
Both groups were high in conventional political participation. For the liberal sample parental dedication to ideological causes was found to be significantly associated with radical political activism for male and female students. Disapproval of radical activism by conservative parents apparently contributed to the low level of activism of their children.

Dasgupta (1972) in his study attempted to find out the modus operandi of the gheraos at Calcutta University in 1969, their genesis, objectives functions and to find out the roles of student leaders, university authorities, state and central government, political parties, student front and non-violent students. The data were collected from documents, newspapers, social case records of actual events and case studies of student leaders (6 in number) teacher politics in the university and student fronts. Besides student leaders, administrators, political leaders and uncommitted students were interviewed.

The major findings of the study are:

(1) The movement was not a cross generation conflict and it was not a generation gap problem.
(ii) It was a conflict of programmes and ideologies between different political and functional groups.

(iii) The aim of student fronts was not to create students power, but to aid their respective political parties.

(iv) The student movement was not an attempt to gain an identification and there was no intergroup unity.

(v) The student movement was not an expression of dissatisfaction in the infrastructure of educational system but the movement was a battle for power between rival groups of students to put up their own political party at the seat of the government.

(vi) The battle was more of a psychological warfare rather than the physical one and no group intended to initiate violence but tried to make the other group to initiate violence.

Bakin (1972) attempted to find out the feeling of students about college professors, their political efficiency, political awareness, information about public affairs, levels of political interests and participation in college
organisation and activity. 230 students randomly drawn from arts and science college of Bombay served as the sample for the study. The questionnaire and personal interview technique were used for the collection of data.

The study arrived at the following conclusions:

(i) Some students showed that they are upset about professors who appear ill prepared for the lectures and do not allow questions in the class.

(ii) Students tend to be fairly happy and content with lives with a few nagging doubts about their economic futures and their relationship with opposite sex.

(iii) Half of the students are liberal and the other half belong to broad conservative group.

(iv) Students who are politically involved tend to come from politically involved homes.

(v) Activists are found to be intellectually gifted, academically superior and politically radical. They come from advantaged homes in which the parents are successful in their careers, comfortable in their
economic position and liberal in their political orientations.

Vidyarthi (1972) in his study tried to identify the factors which were of crucial significance in causing and promoting student unrest in Chhotanagpur. 422 students drawn from eight colleges served as the sample for the study. Attitude of the students towards social, moral, professional religious and political issues were studied through questionnaire and interview technique. Besides opinions about students unrest was sought from 65 guardian 59 teachers and 48 civil servants and police officers. Descriptive statistical techniques were employed to analyse the data.

The major findings which the study arrived at are:

(i) Attitude of the students spoke of their awareness and optimism about future career. It was interesting to note that a majority would like to take up the profession of a teacher.

(ii) The students did not get help from their teachers in academic and personal problems. Most of the students felt that college/university authorities
authorities were inactive in serving the cause of the student.

(iii) In general students link with their union was very loose—but, by and large, they did not like that outside agencies should interfere in their union affairs.

(iv) The guardian opined that political parties made the students restive. They did not approve agitational methods of the University students and wanted strict control over their wards by the teachers, at the same time more intimate teacher—pupil relationship.

(v) The teachers located the causes of student unrest in interference and instigation by political elements both in teacher and student communities, tact-less handling of police and magistracy, and overall frustration of the young generation due to economic and political conditions prevailing in the country.

Sayeed (1973) studied the politicalization of student leaders of Lucknow University. 26 student leaders holding the offices of the President and Secretary of the
Lucknow University union during the period 1948 to 1970 served as the sample for the study. The data were collected through personal interviews on the basis of a schedule prepared in accordance with the objectives of the study. Descriptive statistical techniques were employed to analyse the data.

The study arrived at the following conclusions:

(i) The majority of the student leaders were drawn from non-politicalized families. Student politics was not an end but a means to help the attainment of independence.

(ii) The majority of the student leaders entered union politics incidentally and they had never planned to be leaders in the student world.

(iii) Most of the student leaders confessed that they hardly thought of entering union politics before reaching the university. The student leaders belonging to the first decade from 1947, unanimously contented that the merit of the student used to be primary condition for his success in politics. They
attached secondary importance to the role of the Youth Organizations and the professionals in getting the students prominence in politics.

(iv) The success of a student would depend upon the factors other than his own merit. Students politics became a costly affair and it would be beyond the limit of a poor student to take part in unions.

Aikara (1974) examined student activism within the theoretical perspective and tried to know how the revolutionary ideologies with its channels of the Marxist party and communism based student union is rallying force in student activism. 590 students (450 non-professional and 140 professional) randomly drawn from various colleges and universities departments served as the sample for the study. Data were collected by administering a questionnaire and analysis was done by percentages and chi-square techniques.

The investigator arrived at the following conclusions:

(i) Political parties played a significant role in providing ideological orientation to student activism.
(ii) Student activism was not simply a rambling of frustrated or aimless students but marxism or communism played a significant role towards ideologically oriented activism of the students.

(iii) The left student union acquired both ideology and organizational techniques from the political parties.

CRITICAL REVIEW

There are nine research studies which have been discussed in the light of socio-political factors and student unrest. Politicking on the campuses perpetuated by various political parties is a common phenomenon on all the campuses. The universities of Banaras, Allahabad, J.N.U., A.M.U., and Delhi are some of the glaring examples where student unrest has been nursed by extremists like Leftists, R.S.S., Jan Sangh, Jamati-Islami and the other political parties. Dasgupta (1972); and Ekin (1972) have beautifully reviewed the student politicking in Calcutta and Bombay. Mathur (1958); Westby & Braungart (1966); Trent & Medsker (1967); Jansen et al., (1968); Thomas (1971); Vidyarthi (1972); Sayeed (1973); Aikara (1974); have also attributed political factors to the existing student unrest on the campuses. The studies further
established that only a section of the students representing a specific social sector of the society are mostly involved in vandalism. These are the students who are authoritarian by nature, radicals from their family background with sufficient educational background and a comfortable economic standing in their families. Their parents are successful in their careers, comfortable in their economic position and liberal in their political orientations. Their parents believe in a change of political system by introducing radical reforms. On the other hand students from the common masses are mostly the back banchers as far for their politicking on the campuses is concerned. Their demands seem to be genuine and plausible as well. These demands include improvement for job oriented education and protection of their academic benefits. However there is negligible section of students from this class who do not benefit from conventional educational atmosphere and take to loitering aimlessly till they become pawns in the hands of bureaucratic and political exploiters.

IV. STUDIES ON SOCIO-PsYCHOLOGICAL FACTORS.

Goldsen et al., (1960) collected ideas and opinions of the students regarding the aims of higher education, their occupational choice, the functions of fraternities in
the campus social life, sex relations, issues of national politics, economic philosophy, religious and ethical beliefs. Questionnaire technique was mostly followed to collect the data. Besides the students were interviewed. 2,975 male and female students from eleven universities were randomly drawn to serve as the sample for the study. Correlational method was used to analyse the data.

The study revealed that:

(i) The students exposed for a certain period to institutional norms and values in its milieu become socialized to the predominant values of the milieu and acknowledge their legitimacy.

(ii) The present generation of college students is politically disinterested, apathetic and conservative.

(iii) Social movements and social philosophies do not arouse their interest or command their commitment.

(iv) Economic and political beliefs are quite differentiated.
Zweig (1963) in his study attempted to find out the interests, views and opinions of university students on basic problems affecting their own future and the future of society at large. 250 male and female (79 from Oxford and 102 from Manchester) were randomly selected. The data were collected by means of self-evaluation personality test developed by the author containing 18 questions covering different dimensions of personality. Personal interviews were also conducted.

The conclusions derived from the study are:

(i) Sincerity, honesty and integrity were the qualities quoted by the big majority as the most desirable traits. They want to find their own niche in society as good and respectable citizens.

(ii) The youth of today starts old and tends to grow younger with the years. The students did not strike me as young, carefree, they struck me as old, laden with responsibility, care and worry, with nightmares and horror dreams.

(iii) Most students came from middle or upper middle class and had a conservative background.
Political interests did not, however, generally seem to go very deep and party allegiance was not strong.

Khan (1964) tried to make a comparative study of attitudes of adolescents students and their elders towards authority and discipline. 510 adolescent students and 136 teachers and parents drawn from the various colleges in the city of Aligarh and the A.M.U. with the help of matched pair technique of controlled selection served as the sample for the study. The data were collected with the help of likert type scale constructed on the basis of psychometric principles. Chi-square test, 't' test and analysis of variance were used to analyse the data.

The study arrived at the following conclusions:

(i) Adolescents and their elders on the whole tend to be authoritarian in their attitude towards the problems of authority and discipline.

(ii) Adults and adolescents having higher education or coming from better socio-economic status are less authoritarian than those having lower education or low socio-economic status.
(iii) Adults and adolescents of the present sample differ in their attitudes the former being less authoritarian than the latter.

(iv) Significant differences exist in the attitudes of subjects when they are differentiated and compared in terms of age, sex, religion and socio-economic background.

Sarkar (1965) tried to studied all possible environmental factors supposed to be responsible for student unrest and opinion of teachers, administrators, students and their guardians in terms of their agreement or disagreement on the factors identified. Questionnaire, interview, observation and information data sheet were the main tools used for collecting the data. 400 subjects (100 college/university teachers, 100 academic administrators, 100 guardians and 100 college/university students) were requested to respond to different items of the opinion scale. In order to substantiate the findings of the opinion survey 36 students (18 indisciplined and 18 discipline) were required to fill up students personal
information data sheet. The analysis of the data was done by calculating Pearson product moment, chi-square and 't' test.

The investigator arrived at the following conclusions:

(i) There was appreciable difference of opinions about relative importance of some factors causing student unrest.

(ii) The professional and non-professional colleges did not differ significantly with regard to their opinion about the causes of student unrest.

(iii) Absence of full fledged and properly organized system of co-education was one of the contributory factors leading to unrest among college students.

(iv) The socio-economic and academic factors were considered more important than the administrative factors in contributing to the development of student unrest.

Flacks (1966) in his first study selected 50 students from mailing lists of various peace, civil rights
and student movement organizations in the Chicago area. An additional 50 students matched for sex, neighbourhood of parents' residence and type of college attended were drawn from various colleges. In each case, an attempt was made to interview both parents of the student respondent, as well as the student himself. The interview with both parents and students averaged about three hours in length, were closely parallel in content, and covered such matters as political attitudes and participation; attitudes towards the student movement and youth - values; broadly defined; family life, child rearing, family conflict and other aspects of socialization. Rating scales and projective questions were used to assess family members perception of parent child relationship. It was found that some students who appeared on mailing lists of activist organizations had no substantial involvement in the student movement, while some of our 'control' students had a considerable history of such involvement.

Flacks (1966) in his second study undertook, to interview 3 samples of students, a random sample of 65 students supporters of SAR (the protesters); a random sample of 35 signers of the SPC petition (the anti-protesters); approximately 60 students who constituted
the total population of two randomly selected floors in the student dormitories of these only 117 were finally interviewed or returned mailed questionnaire.

The major findings which the study arrived at are:

(i) Activists tend to come from upper status families.

(ii) Activists are more 'radical' than their parents; but activists, parents are decidedly more liberal than others of their status.

(iii) Activism is related to a complex values, not ostensibly political shared by both the students and their parents.

(iv) Activist's parents are more 'permissive' than parents of non-activists.

Shah (1966) studied the problem of discipline in relation to attitude of the students. The investigator also tried to find out the relationship between demographic background of the students and the indiscipline. 460 students of grade 10th with an average age of 15 years served as the sample for the study. The sample was distributed into two groups. Discipline and indiscipline
on the basis of teachers rating with equal number of students in each group. An attitude scale prepared on the basis of Thurston's technique was administered on students. Chi-square and 't' test technique was used to analyse the data.

The main findings which the study arrived at are:

(i) Students with prominent misbehaviour are labelled as indisciplined as compared to other students with mixed type of behaviour.

(ii) Disciplined group of students has a favourable attitude towards educational system and its programmes as compared to their counterpart.

(iii) Disciplined group like their teachers, their mode of teaching, their knowledge of content, their attitude towards students while the indisciplined group is antagonistic to all these things.

(iv) Disciplined group is more satisfied with its facilities at home than the other group.

(v) Disciplined group shows academic interest and favourable attitude towards politics, but indisciplined
grouped is made the cat's paw by political parties. Both the groups showed favourable attitude towards student union, deliberation of caste and economic difference.

(vi) Place of residence - rural or urban, is not related to the problem of discipline.

(vii) Discipline utilize the leisure time in the creative work while the other group wastes it.

Brammer (1967) tried to describe the status of university rebel in developing countries. The data collected for the study came from investigators observations of student life, interviews with students and professors in 52 countries around the world.

The conclusion derived from the study are:

(i) In most developing countries the students have high social status. The student is viewed as the champion of the people against the force of exploitation and tyranny especially when he works for popular social causes.

(ii) University students often consider themselves the collective conscience of their society.
(iii) The students feel bound to speak out even at great personal risks against political corruption, illiteracy, disease, tyranny and injustice.

(iv) Among the privileges granted to the students by society are the use of the University as a locale for unrestrained criticism, social action, public policy and pronouncement.

Block et al. (1969) studied the socialization correlates of student activism. 1033 students from California University and San Francisco College participated in the study. The sampling was done by purposive and incidental technique. The students were then divided into five categories viz. inactives, conventionalist, constructivist, dissents and activists. The data were collected by the child rearing practices report (CRPR) available in Q-sort format with a rectangular 7 step distribution. It covered the information regarding father, mother, divorce or separation of the parents, students perception of their parents values and child rearing intensions. Correlational method was mostly followed to analyse the data.
The investigator arrived at the following conclusions:

(i) University students and peace corps volunteers, differentiated according to political social orientation, were compared in terms of the socializations practices attributed to their parents. CRPR revealed significant differences in patterns of socialization reported by the five activism groups.

(ii) Political social inactives indicated their parents emphasized conformity, obedience and docility.

(iii) Conventionalists were concerned with achievement, responsibility, obedience and conformity.

(iv) Constructivists describe parent child relationship most positive.

(v) Activist parents encourage, independence, differentiation self expression and were unaccepting of aggression.

(vi) The parents of dissents were described as emotionally highly involved with their children, emphasis achievement, competition and self expression.
Bhalla (1970) tried to compare disciplined and indisciplined student groups with respect to the patterns of self concepts they hold as well as to find the nature and content of their differences in this aspect. The sample of study included 250 college students of the age group seventeen to twenty two drawn from certain colleges randomly selected from three states and two union territories. The D-I inventory was the major tool for the study. Besides D-I inventory, the adjective check list and the Deo's personality word list were used to find out the self concepts of the two groups. Central tendencies, dispersion, skewness, kurtosis and CR test were used for the analysis of data.

The major findings of the study are:

(i) The indisciplined groups describe themselves through greater number of adjectives-perceiving themselves as graceful, likeable, amicable, energetic, forceful etc, whereas the other groups perceive themselves to be shy, introvert, socially withdrawn.

(ii) Both the groups consider themselves to be kind, co-operative, friendly, self-controlled etc;
(iii) Both the groups differ significantly on emotional adjustment and social adjustment.

(iv) The mean score of self-concept of indisciplined students is lower than that of the disciplined students.

(v) Both the groups display sound and endurable character and their self-concept reveal many desirable characteristics.

Lewis (1970) attempted to study the characteristics of high schools activists and to compare them with the characteristics of their peers. 400 students were randomly selected from various high schools. The sample was divided into two student groups viz., urban high school activists and their non-activist peers. The groups were compared in academic ability, achievement, family background and teacher perception of student interests. The data were collected with the help of a standardized questionnaire supplemented with an exhaustive interview of the participants. 't' test and Cluster analysis was used to analyse the data.

The major findings which the study arrived at are:

(i) Activist were superior to non-activists in academic
ability and achievement and were more dominant, tenderminded, trusting and more reserved.

(ii) Activists were more involved than the non-activists group in extra-curricular activities. There were no prominent differences with regard to demographic variables like, parents, occupation, family size, birth order and vocational plans.

(iii) Activist students are highly involved and appear to desire a relationship with the environment that is characterized by creative interaction.

(iv) Activists are encouraged by their parents to use their own judgement in making decisions.

Sohal and Gupta (1970) in his exploratory study of student motives behind strikes administered an attitude scale (likert type) on 10 per cent students of Agricultural University of Ludhiana. The 90 students thus drawn randomly were classified on the characteristics like age group, division before admission, residence and grade point average. The item analysis technique were employed to analyse the data chi-square and 't' test were also used.
The major findings of the study are:

(i) Majority of students have a positive or undecided attitude towards strikes, but sometimes willingly or otherwise they get involved.

(ii) It was felt that a high proportion of the 'undecided' category of students represent a nebulous mass which is amenable to pressures from outside to join others in nefarious activities like strikes.

(iii) Strained relations between teacher and taught is one cause for the students to go on strikes.

(iv) The faulty examination papers becomes the other cause of launching strikes. The tests should be rather educative and evaluative one should be in accordance with the course taught.

(v) Senior students often mislead the immature junior ones who fall pray to their suggestions.

(vi) The strikes are sometimes politically motivated.

(vii) The educational system with no chances of absorbing the educative youth is a source of continuous dissatisfaction and discontent for them.
Braungart (1971) attempted to study the relationship between parental identification and student politics. 1,246 students which served as the sample comprised of 284 members of the students from Democratic Society (SDC) 109 Young Democrats (YD) a control group (CG) of 557 non-activist a political college youth, 117 Young Republican (YRD) and 215 Young American for Freedom (YAF) were drawn from the universities of New York, Pennsylvania and Maryland, and from students attending national conventions of SDC and YAF. A likert type attitude scale was administered on the students in order to find their identification with their mothers and fathers. Besides information was collected with regard to their demographic background. Statistical techniques were employed to find the significance of difference between means.

The following are the major findings of the study:

(1) Students tended to be consistent in their attitudes towards both parents, that is, the plurality of students in our sample did not identify more frequently with one parent than with the other.

(ii) Of those youth identifying with one parent more often the other, both sexes tended to identify more
frequently with mothers than with fathers. Although the identification was more prevalent among females than among males.

(iii) Left wing activists males identified less frequently with their mothers than did the other student groups in our sample.

Chandra (1971) in his psycho-social analysis of tension in college going youth took a random sample of 805 students of the age range 17-24 years and administered a questionnaire on them. Descriptive statistics was used to analyse the data.

The investigator arrived at the following conclusions:

(i) 805 students reflected almost an average amount of tension on its three indices, namely, level of adjustment, anxiety and insecurity.

(ii) Tension was higher among students from low and middle income groups than those from higher income groups.

(iii) Tension was higher among students with urban background than those coming from rural areas.

(iv) Lack of clear cut ideas as to the choice of vocation was greater among the high than among the low tension groups.
(v) Tension in youth was due to lack of communication between teachers and students.

(vi) Majority of the students felt that political parties took undue interference in the affairs of the students.

(vii) Discrepancy between achievement and aspiration level was higher among the group with high tension than among the group with low tension.

Sharma (1971) tried to explore social background and outlook of student activists and its bearings on disquiet campus. 61 student activists identified on the basis of their participation in strikes were drawn from 11 colleges of Madhya Pradesh. Personal interview standardised by means of a schedule containing 118 questions, case analysis and informal discussion were used to collect data.

The following are the major findings of the study.

(i) Most of the respondents were found to be mediocre. The academically dull cases were double in proportion to the bright ones.

(ii) In majority of the cases, the pursuit of education, was without any definite sense of purpose.
(iii) The activists came predominantly from high socio-economic status. Also the urban bias was revealing feature in most of the cases.

(iv) Large number of activists hailed from families with low level of education.

(v) The level of politicalization was relatively insignificant only a minority professed party affiliation not completely secular in their social outlook. Most of the activists were more or less conformists.

(vi) The basic causes of student unrest as they appeared to the minds of the activists, emerged in the following order defective examination system, unemployment, insecure future, political interference, lack of communication between authorities and students and demoralizing influence of public leaders and union politics.

Farjad (1973) tried to find out the reasons of and the factors contributing to the student movements in the faculty of law, engineering and polytechnique of A.M.U. and Tehran University. 900 students from A.M.U. and 1,400 students from Tehran University served as the sample for
the study. The tools used to collect data were questionnaire, interview and observation. Descriptive statistics was used to analyse the data.

The conclusions derived from the study are:

(i) Students were interested in the membership of different organisation because while entering into the university life they left their families and friends and stepped into a new environment. They feel distressed and inconvenient to some extent, consequently their adaptation and adjustment to new environment was less than what they expect. They often feel lonely in order to get rid of this loneliness, they started taking part in political activities.

(ii) The other factors that instigated students towards revolt and indiscipline were the practices of discrimination in educational and administrative system, with the result the students became pessimistic towards society in which they were to enter, such incidents occurred most among technical students and the students of law.
Law students know more about human society and laws, therefore, they were more open to students movements on the question of injustice and partiality.

Saigal (1973) in his study tried to inquire into the social background characteristics of student activists. The investigator also tried to find out the causes of student unrest as perceived by student activists. 41 male student activists identified on the basis of their participation in strike where drawn from nine degree colleges and some teaching department of Punjab University. The data were collected with the help of (i) interview schedule with open ended and multiple choice and (ii) socio-economic status scale. Coding system was followed for the purpose of tabulation and cross tabulation.

The main findings of the study are:

(i) 15 student activists had minimum activist commitment, 13 had moderate and 11 had maximum.

(ii) Activism was more common among professional and least among physical science students.

(iii) 50 per cent of the activists came from upper status family, a little less than 50 per cent from middle
and only negligible number came from low status families. The majority had lived in urban area.

(iv) With regard to parental reaction to their activist roll 13 student activists perceived favourable parental attitude towards their activist role, 16 respondents reported indifferent parental reaction and remaining 12 cases perceived unfavourable parental attitude.

(v) Majority of respondents have shown a somewhat insignificant level of politicalization.

(vi) The causes of student unrest as perceived by the students were raise in fee, attendance compulsion, recognition of student union, more grace marks, authoritarian attitude of teachers, insecure future, corruption and political interference.

Mishra (1974) in his empirical sociological study tried to find out whether the degree of activism was associated with the level of academic achievement, socio-economic status, attitude towards authority and the degree of political awareness and affiliation. Several hypothesis were tested. The student leaders were sampled from the affiliated colleges of APS University. The tools used to
collect data were (i) Activism scale, (ii) SES scale, (iii) Semantic differential scale, (iv) A questionnaire and an interview guide.

The investigator arrived at the following conclusions:

(i) Academic achievement of high activists was greater than that of low activists.

(ii) Leaders belonging to upper, middle and lower socio-economic status did not differ significantly in terms of activism.

(iii) The unfavourable and favourable attitude of leaders towards authority did not really differ in terms of their activism.

(iv) No significant difference was observed between two groups in regard to their political awareness and affiliation, but the two groups differed significantly in their identification with political parties and in their views regarding students participation in politics.

Reddy (1974) tried to study the relationship of student activism to socio-economic status, aspirational
levels, degree of alienation, value patterns and academic training of the students. The study was conducted on 1127 male and female students, selected through clustered and multistage sampling techniques representing the rural and urban background and the various academic divisions and colleges of the Osmania University. The tools used to collect data were:

(i) Activism scale (verbal situation test).
(ii) SES scale.
(iii) Contrils ladder technique (to measure level of aspiration).
(iv) Alienation scale
(v) Traditionalism versus modernism scale. Simple linear correlation and multiple correlation was used to analyse the data.

The conclusions derived from the study are:

(i) Socio-economic status had significant positive relationship with student activism indicating higher activism at higher socio-economic status.

(ii) Aspirational level of students was also significantly and positively related to their activism.

(iii) Degree of alienation had positive relationship with student activism but it was not significant.
(iv) The degree of traditionalism showed a significant negative relationship with the activism.

(v) Level of activism had no significant relationship with student activism i.e. students of social science and humanities did not show higher degree of activism than their counterparts in natural and physical sciences or professional courses.

Sharma and Chandra (1971) attempted to study the underlying causes of student unrest as perceived by the cross section of our society which is directly or indirectly concerned with the problem. Using the opinions of five sophisticated judges, a questionnaire consisting of 42 items was administered on 100 subjects belonging to different social groups which have fairly close contact with the student community. The subjects were randomly selected from each social group i.e. politicians, teachers, guardians, members of the college management, professors, Principals, Govt. officials, psychologists, university authorities, political thinkers and doctors. The variable of 'future prospects' plays a dominant role in student unrest, factor analysis of the data brought for the need of improving the contents of education, educational atmosphere and adaptability of students for solving the problems of student unrest.
Pathak (1975) in his sociological analysis of student unrest tried to study the aspirations, change in norms and values, relationship between the students and politics and defects in the prevailing system of education. The investigator also studied the relative importance of some of the causes and remedies of the problem of student unrest. 150 students from the faculty of Arts, Science and Commerce of a Cuttack College served as the sample for the study. The sample was divided into two categories—leaders and non-leaders. Non-leader student were best performance in the previous examination as well as average students. The data were collected with the help of the questionnaire and an intensive interview. Mean, SD and percentages were computed for analysing data.

The major findings of the study are:

(i) Leaders and non-leaders were found to have a high level of aspiration.

(ii) Most of the respondents participated in demonstrations and strikes and liked the idea of permanent existence of students union in the college and getting representation in the decision making bodies.

(iii) Students in general were found to be dissatisfied with the system of education, course of study and the system of examination.
(iv) There was some change in norms governing marriage. The respondents showed inclination to accept love marriage and inter communal marriages. Majority of them had faith in religion, worship and prayer.

(v) The causes for student unrest as perceived by the students were faulty system of examination, lack of guidance and advise, economic difficulties, political interference and unemployment.

Reddy (1980) attempted to find out the underlying attitudes and values of the manifest activism on the part of students with different socio-economic background. 1064 boys and 683 girl adolescent students (876) rural, 657 urban and 214 migrant urban students served as the sample for the study. The stratified random sampling technique was adopted.

The tools used to collect data were:

(i) Social attitude scale.
(ii) Reaction to Authority Inventory to major conformity behaviour.
(iii) Rokeach belief system scale (adopted) to study open mindedness—closemindedness.
(iv) The osgood semantic differential technique to find out the differences in the perception of concepts.

(v) The allport vernon-lindzey study of values adopted Descriptive statistical techniques were employed to analyse the data.

The investigator arrived at the following conclusions:

(i) The rural students are more traditionalistic than the urban subjects especially in the areas of "home" and hetero-sexual relations. The migrant urban students vacillate between their rural and urban counterparts in their social attitudes.

(ii) The rural students are more politically oriented than the urban group. However there are no sex and age variations in attitude to political participation. The migrant urban students are the least satisfied with the present educational system closely followed by the urban students.

(iii) Girls have revealed more modern attitudes than the boys.

(iv) Students coming from deprived educational background are more favourably inclined towards political
participation than those with higher educational background, the higher income level of the family the less inclination on the part of students to active politics.

(v) The extreme income groups (high and low) reveal a greater degree of non-conformity compared to the middle income groups.

(vi) The urban students are found to be more conforming than the rural and migrant-urban subjects, and students staying with their parents are more conforming than those staying with relations, in rented rooms or in hostels.

(vii) The rural-urban variations are pronounced in respect of the concepts, police, authority, examination and love.

(viii) Boys are found to show preference to political, theoretical and economic values while girls are more for aesthetic religious and social values.

CRITICAL REVIEW

Quite a good number of studies have been conducted in the field of social and psychological dimensions as
related to student vandalism. Among the studies which have been conducted in foreign countries are Goldsen et al. (1960); Zweig (1963); Flacks (1966); Brammer (1967); Block et al. (1970); Lewis (1970); Braungart (1971); and those in India are Khan (1964); Sarkar (1965); Shah (1966); Bhalla (1970); Sohal & Gupta (1970); Chandra (1971); Sharma & Chandra (1971); Bakshi (1973); Farjad (1973); Salgal (1973); Mishra (1974); Reddy (1974); Pathak (1975); Reddy (1980). The main theme around which these studies revolved is based on the healthy/unhealthy social factors, desirable/undesirable demographic conditions and above all the social interaction in the midst of a particular social climate. Block et al. (1970) have established that students from conventional families are docile, academically oriented and non-political in their activities. On the other hand students from activist families are potential trouble-makers because of their persistent attitude of questioning everything under the sun. The authors further state that activists improve their observations on the functioning of academic institutions where they are registered for their studies. Pathak (1975); Sharma & Chandra (1971); Bakshi (1973); and Sohal & Gupta (1970) have established that the basic social discrimination based on casteism, rural urban background,
economic hierarchy are some of the factors which generate a non-academic atmosphere on the campuses and in the midst of such an atmosphere students from socially higher families, with sufficient educational background and with a cushion of political backing take to acts of vandalism and pressurize the low economic group to follow suit. Besides, the above factors social values, attitudes and perception have also been taken into consideration for the study of student unrest. As for the psychological factors, obviously it is not logical to discuss these factors in the absence of social background or vice-versa. Psychological factors like emotional depression or emotional instability, emerge in a particular atmosphere of home or society. In the same vein other psychological factors like egoistic behaviour, distorted perception or acting-out attitude emerge in a specific mould of social and psychological atmosphere in the midst of which a child is nursed. Society has a long hand in influencing the behaviour of an individual through the institutions like family, school, church, mass media and peer group. In the midst of such an atmosphere a child in view of his innate characteristics reacts on the atmosphere and thus assimilates certain behavioural patterns which shape his attitude,
outlook and the global behaviour. Therefore, psychological and social factors act and react on the growing personality of a child through his family to school, university and adulthood.
CUMULATIVE SYNTHESIS
CUMULATIVE SYNTHESIS

Eight research studies have discussed student unrest in the light of academic factors. Of these some have been conducted in foreign countries and few studies are based on Indian conditions. Reviewing the picture of over all conclusions drawn by these investigators it is observed that mostly inadequate academic facilities have been associated with student unrest. Sharma (1960); Peterson (1966); Cole and Adamsons (1968); Hughes (1970); Meninger (1970); Singhal (1974); Upadhyaya (1975). All these studies have highlighted some common factors related to academic atmosphere. The investigators have established that inadequate pupil-teacher relationship, non-serious attitude of teachers towards their duties, global frustration among students in the midst of emerging value patterns and horrors of unemployment are some of the factors which perpetuate dissatisfaction and disquieting attitude among students towards their academic and socially desirable goals. Under Indian conditions Singhal (1974); Upadhyaya (1975) and Sharma (1960) have highlighted indifferent attitude of teachers towards the expected duties, lack of cohesive relationship between teachers and students, group
contacts with students so as to discuss the general problems which arise in a teaching and learning situation. The authors have also highlighted the non serious attitude of teachers towards their academic development and teacher-pupil behaviour. Faulty examination system, mundane educational policy and curricula are some other academic factors which have been associated with student vandalism. Some researchers have considered the relation of institutional characteristics to student unrest. Peterson (1966); reported that at the most only 9 per cent of any student body was involved in protest movements. Lipset and Lad (1970) investigated the relationship between faculty attitudes and support for student activism. He found that faculty support varies distinctly by discipline, with social science professors being the most sympathetic to activism and that the professors whose views on national issues are liberal or left give much more support to student unrest than do middle-of-the roaders or conservatives.

Personality as a global concept has very rarely been looked into for the study of individual behaviour and student confrontation. No doubt there are many studies wherein a few factors like extraversion, neuroticism, faulty
adjustment and emotionality have been investigated and certain inferences established. Studies conducted by Jensen and Winborn (1967); Kerelman (1969); Bahadur (1970); Freeman and Brubaker (1970); Dubey (1971); Wittaker and Watts (1971); Farzana (1974) and Homan (1976) all have associated student activists with factors like nonconformity, aggression towards authority, emotionality and ego defensive attitude in general. On the other hand, non-activist students have been associated with conformity, self-abasement, non-aggressive behaviour and emotionally well adjusted. The inferences drawn by these authors generate a host of questions whether emotional instability, aggressive behaviour and non-conformity are the factors of student unrest or these are the symptoms of a deep-rooted psychosocial sickness? In any case activists and non-activists need to be considered on a large number of factors associated with socially desirable behaviour or otherwise. This is a potential clue for the present investigator for exploring factors of student unrest which have not been taken into consideration by the authors whose studies have been cited above.

During the past two decades the accumulated research in the field of student unrest has invariably taken into consideration the political factors besides the
social, psychological, academic and economic factors. Politicking on the campuses perpetuated by various political parties is a common phenomenon on all the campuses. The universities of Banaras, Allahabad, J.N.U., A.M.U. are some of the glaring examples where student unrest has been nursed by extremists like Leftists, R.S.S., Jan Sangh, Jamati-Islami and the other political parties. It has become a common place among politicians to build a militant youth wing in their respective political groups. This wing functions as a source of propaganda and provides field information to its source party i.e. main party. Dasgupta (1972) and Ekin (1972) have beautifully reviewed the student politicking in Calcutta and Bombay. Mathur (1958); Westby and Braungart (1966); Trent and Medsker (1967); Jansen et al (1968); Shaw (1968); Thomas (1971); Vidyarthi (1972); Sayeed (1973); Aikara (1974) have also attributed political factors to the existing student unrest on the campuses. But it is interesting to note that only a section of the students representing a specific social sector of the society are mostly involved in vandalism. These are the students who are authoritarian by nature and radicals from their family background with sufficient educational background and comfortable economic standing in their families. Their parents believe in a change of political system by
introducing radical reforms. On the other hand students from the common masses are mostly the back banchers as for their politicking on the campuses is concerned. Their demands seem to be genuine and plausible as well. These demands include improvement of academic atmosphere on the campuses, provision for job oriented education and protection of their academic benefits. However there is negligible section of students from this class who do not benefit from conventional educational atmosphere and take to loitering aimlessly till they become pawns in the hands of bureaucratic and political exploiters.

Quite a good number of studies that investigated the socio-psychological characteristics of the student activists reported consistent findings and seem to represent atleast one area of research in which there appear to be few disagreements. Goldsen et al. (1960); Zweig (1963); Khan (1964); Sarkar (1965); Flacks (1966); Shah (1966); Brammer (1967); Bhalla (1970); Lewis (1970); Sohel and Gupta (1970); Braungart (1971); Chandra (1971); Bakshi (1973); Farjad (1973); Saigal (1973); Mishra (1974); Reddy (1974); Pathak (1975); Reddy (1980). The main theme around which these studies revolved is based on the healthy/unhealthy social factors, desirable/undesirable demographic conditions
and above all the social interaction in the midst of a particular social climate. The consensus of their conclusions is that student activists were exceptionally high in measured intellectual disposition, autonomy, flexibility and liberalism as well as in level of ability. They exhibited marked qualities of individuality, social commitment and intellectuality not observed among more random samples of college and university students. Activists represent humanities and especially social science majors in disproportionately high numbers. Non-activists and their parents tended to express conventional orientations towards achievement, material success, sexual morality and religion; the activists and their parents tended to place greater stress on involvement in intellectual and aesthetic pursuits, humanitarian concerns and opportunities for self-expression, while deemphasizing or disvaluing personal achievements, conventional morality and religiosity. Activists tended to come from upper middle-class families; their fathers tended to be professionals (doctors, lawyers, professors) rather than lower level businessmen or working classmen. Their mothers were likely to be employed in career types of employment with many holding advanced academic degrees. Fathers of activists were disproportionately liberal in their political
views. Contrary to popular belief, most of these activists were not rebelling against parental authority or their father's political views and values, rather the great majority of these students were attempting to fulfill and renew the political tradition of their family, acting out the values which their parents explicitly believed but did not have the courage or opportunity to practice or fight for. Block et al. (1969) Flacks (1966) have established that students from conventional families are docile, academically oriented and non-political in their activities. On the other hand the students from activist families are potential trouble-makers because of their persistent attitude of questioning everything under the sun. The authors further state that activists impose their observations on the functioning of academic institutions where they are registered for their studies. Among the Indian studies the authors have shown that the basic social discrimination based on casteism, rural-urban background, economic hierarchy are some of the factors which generate a non-academic atmosphere on the campuses, and in the midst of such an atmosphere students from socially, higher families with sufficient educational background and with a cushion of political backing take to acts of vandalism and pressurize
the low economic group to follow suit. Besides the above factors social values, attitudes and perception have also been taken into consideration for the study of student unrest.

As for the psychological factors are concerned, obviously it is not logical to discuss these factors in the absence of social background or vice-versa. Psychological factors like emotional depression or emotional instability emerge in a particular atmosphere of home or society. In the same vein other psychological factors like egoistic behaviour, distorted perception or acting-out attitude emerge in a specific mould of social and psychological atmosphere in the midst of which a child is nursed. Society has a long hand in influencing the behaviour of an individual through the institutions like family, school, church, mass media and peer group. In the midst of such an atmosphere a child in view of his innate characteristics reacts on the atmosphere and thus assimilates certain behavioural patterns which shape his attitude, outlook and the global behaviour. Therefore, psychological and social factors act and react on the growing personality of a child through his family to school, university and adulthood. Although the contradictions between the findings of these studies and data concerning
activists may be a result of difference in research design, measurement or sampling patterns, it is also possible that the difference in findings reflects not only students growing social awareness but their willingness to work actively towards bringing about what they consider a better society.

Conclusion

In sum the overall review of about forty-seven studies on student unrest, conducted in India and abroad, reveals that there is no agreement among psychologists, sociologists, politicians and the teaching community on the nature and genesis of student unrest. However, a multitude of characteristics within the matrix of social, economic and political atmosphere breeds instability, which results in vandalism, by the students, on the campuses. Among the authors discussed in the related literature, some have associated student indiscipline to political interference on the campuses, others to deteriorating teaching and academic standards and still others to a sick social structure emerging out of the cut throat competition between the have's and have not's. The neo-literate class, who till recently, were content with petty economic or agricultural jobs has swelled in the colleges and
universities with an intention of shredding their backwardness and joining the white collar community. But the limited openings in the white collar community in proportion to the numbers competing for such jobs have generated a class struggle among different sections of the society. There are still other studies which associate psychological reaction of the youth population towards the growing social, economic and political descrimination between the established white collar class and the neo-literate. However the nature of an individual and the changing modes of his behaviour cannot be explained through economic, social or political factors alone. A person represents a dynamic personality with certain predisposed qualities and limitations which in the midst of socio-economic, socio-psychological and socio-political environment find nurturance. With the impending detours some of the individuals rechanalize their ambition and goals whereas others confront themselves with frustration, failure in their pursuasion which they express in various forms of which student vandalism or youth unrest is an example. Nevertheless an attempt with a global understanding of the nature and problems of students at various levels and in different geographical regions could be made and remedial measures through adequate reforms in education, examination system,
acknowledgement of leadership qualities and by restoring the degree of confidence could be worked out for a homogenous and cohesive atmosphere on the campuses. It is in this direction and with this understanding that the investigator for his 'Doctoral work' has taken into account the social and psychological factors which breed violence among students on the campuses. To mark the proposed study as a humble beginning in this field a comprehensive research design has been developed. It is hoped that multidimensional analysis of the variables taken into account will offer an opportunity for probing into specific areas breeding discontent and turmoil among students on the campuses.