The origin of this work lies in a few questions: what are the forces working upon the academicians and how far they are able to fortify themselves against these forces? What is their own concept of their professional ethics and how far it varies with that of students and the other people around them? How far they are able to strike out a reasonably good balance and all that? These questions are very important and here I have made an attempt to deal with them at length with the help of the empirical method.

The current century is marked by a wide-spread sense of the transience of all forms of life and perhaps by the rapidity of social and economic changes. These factors have taken from the people, the feeling of stasis in society and the assurance of permanence. Everywhere the old configuration have broken up giving place to new forms. Society no longer offers the appearance
of an entity, but is instead, conceived as an aggregate of conflicting forces. There was once a general veneration for "Guru" that derived from partly unconscious identification of father and God. But the propensity to submission and unquestioning acceptance in all realms of thoughts and actions can no longer be taken for granted. The protestation against "Papa" have been carried many steps further. And the discrepancies between the two attitudes of acceptance and rejection have become steadily wider in more and more fields. Academic elite are no exception; they are also well in the main stream. They are actually the keystone of the social arch and constitute the matrix that mould men in accordance with the need of the time. In the present study I have made an attempt to assess the relation of academic elite to the members of their own group, the students and the members of the community. In modern society the role of the academic elite is largely affected by the divergent forces, pressures, and of course, by the
complex of expectations which the people belonging to
different strata of the society attach to their roles.
The teachers frequently find themselves confronting by
difficult situations arising out of the rub of conflic­
ting forces and mostly fail to carve such a way-out
that is agreeably acceptable to all. I offer here an
empirical study of all these problems - something of the
field of tension in which the academic elite of our
day are over head and ear down. I do not have much tall
claims about the quality of the present work but I am
sure of its presenting a very vivid and real picture,
based on actual data, of a significant current problem
that seems to have swelled up to a signally dangerous
magnitude and undoubtedly contains in it, ingredients
of universal interest.

In the end I wish to single out a few persons
whose precious advice and tireless labour kept my work
going at many critical moments. My distinguished teacher
Dr. R.N. Saksena at whose feet I had the favour to learn many things was a continuous source of inspiration to me. The subtle penetrating mind of Dr. Yogesh Atal doubtlessly shaped many of my ideas about the problem. I shall be actually failing in my duty if Dr. Hameed Khan's name, who is lecturer in the Department of Statistics, goes without getting thanks for his assistance at working out tedious statistical details and calculations. I am very much grateful to my respondents also for their valuable help and cooperation.

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