SUMMARY AND CONCLUSION

As a new science nowadays, Sociology is taking help from statistical methods and studies, through the direct and indirect questions, questionnaires and interviews. I have tried to find out the reasons and factors of the student's movements, specially those of the faculty of law, faculty of Engineering and polytechnics. From questionnaire and interview technique this theory has been testified as my doctorate's thesis under the topic of "The comparative study of the student's behaviour of two Universities". I have done my theoretical and practical work under the guidance of my supervisor Prof. R. N. Saksena, the popular Indian Sociologist. I hope all the materials would be approved by Prof. R. N. Saksena, so they are not only my personal theoretical views which I have expressed about the students of two Universities. It would be better to do a comprehensive study of the behavior of all the students of the Universities of the world and study the causes, reasons and factors of students' movements in both the Universities.

Although revolutions and movements of the students of the world have resemblance with each other from the point of view of quality, form and aim, yet the movements in these last few years have been different in their qualities, aims and shapes.
The student's revolts and movements have had old origin, but lately the study of such behavior and their causes have come up for considerations. Thus, in some of these countries the student's movements have had some basic role in the political transitions and the University has become an important source for political leadership and because of its importance some international conferences are held every year to study the causes of such behaviors and such conferences are sponsored by specialized sociologists.

About ten years ago, hardly very few persons would devote their time to study and inquire about students and their political activities, but now-a-days hundreds of scientists and researchers are engaged in the studies connected with the political movements and student's behavior. Of course student's movement and its importance in politics has been an interesting investigation problem and the students have always been a key for revolutions. In the past as well as in the present and in European countries the students have always been the advocate of liberal views and equal rights.
The importance of the students' role in the movements of national independence has flourished since half a century ago. Students have been the leading factors and propagators for the anti-colonism challenges in some Asian and African countries. Nehru's challenge in India and Hata's in Indonesia who have been under the influence of students' organizations and movements are its examples. In the past, the researchers did not dare about the role which the students use to play in the basic reforms and movements, but today, there are many research workers engaged in such investigations or studies.

University is an ideal place for the study of students' activities, because many Universities in the world have had many thousands students associated with the movements. It is in these Universities that many of the future political leaders of the countries are brought up. According to the statistics of Gallop Institute, America, in 1968 more than one fifth of the students population have had direct and active participation in political movements. On the other hand in 1968, one hundred thousand basic activities have been achieved by students all over the world. In some of the countries mostly the members of the leftist unions are the sons and daughters of the poor parents,
the other groups consist those students whose parents are often associated with high and distinguished governmental posts and professions and who enjoy all the economic and social facilities. The students of this category believe that politics and education are not compoundable. The junior students and the students of lower classes (with poor parenthood) with more pressures and crises in order to get rid of them. They start movements, whereas the senior students and the students of higher classes (with rich parenthood) feel that they are freer and busier do not enter involve in politics too much. This problem can easily be seen at Tehran University, because mostly those who start agitation, unrest and movements belong to lower classes.

Young people, particularly students are interested in the membership of different organizations, because in the beginning of their University life they leave their families, town, friends and step into a new environment which is not familiar to them. Thus to some extent they feel distressed and inconvenient or uncomfortable, consequently, their adaptation and adjustment to new environment is less than what they expect. They often feel lonely more than the natives. In order to get rid out of this loneliness they subsequently start taking part in political activities.
The conservative students who are higher in classes, or in other words the older students believe that "University is the centre of study and research and not the house of politics". Thus the function of the student is said to be research study, and investigation of problems in a scientific manner rather than the participation in political activities. With due attention to the above introduction and research we study the problem of why the students of Tehran University are interested in taking part in political activities. This problem is a social affair; it does not have only one single reason, but it has got a number of reasons.

The students' thinking, ideas and their behavior which they had before entering the University or outside the University are quite different from what they have developed while in the University. It is because that the mankind's (man's) behavior, is changable in group, so far the student has not entered the University he has an imperfect perspicacity about the social and economic problems of his environment. When he enters the University, he establishes contacts with other students and with his teachers. Through it he finds out what kind of ideas he himself possesses and how he thinks about these problems. Whether authorities and leaders of concerned with the affairs, pay attention to them or not?
Many of his teachers and educators do not perfectly recognize the social and economic problems as well as the political status. It is because they do not have complete insight in such problems, on account of this fact in advanced countries the social problems are first propounded and considered in the form of a free discussion by sociologists in the Universities and then draw influences, whereas in our Universities there are no such teachers or programs. Hence, the student acquires some imperfect information from his environment and since he does not have enough and exact knowledge about them, his social, economic and political difficulties are expressed in the forms of abnormal behavior or in the forms of strike. The other factors which instigate students towards revolt and indiscipline is the practice of discrimination in educational and administrative systems. The prevalence of discriminative practices not only discourages the educated one youth but they have unfavourable and negative effects on their bodies and spirits. They become pessimistic towards the society in which they want to enter. Such incidents mostly occur among technical students who possess deductive approach/thinking; and the students of law who are comparatively more aware of the problems of humanistic laws.
The students of law are well aware of the fact that responsible persons connected with the affairs do not realise any responsibility or take guarantee about the future and the security of the social and economic life of the youths.

On the other hand students know this fact that after the completion of their studies, at the time of employment the kith-and-kins considerations and recommendations are preferred against the real skill and specialization. It is only because of this fact that they feel, that they do not require real education and qualifications, it will be sufficient for them to pass and get documents and degrees. If students have extensive and scientific programme of education and intends to acquire real education, they then will have no time for riots or revolts, instead they would spend a few hours from their relaxation time in study and research.

Another problem is the weekly teachers periods or service time which is depended on their economic life and this phenomenon has got indirect influence in the students' reactions. In my opinion every year a lot of young teachers who come back from abroad after obtaining their Doctorate's degree must be employed for teaching purposes in the Universities. Those teachers who have good /noble thoughts and ideas should be employed with only a few hours contracts to teach.
They should be given enough time for preparations so that they may study and conduct experiments or research in those areas which they want to teach in various classes. For an hourly teaching a teacher must study deeply at least for about four hours in order to give answers to different questions of the students. Unfortunately our University teachers in Iran have to spend most of their weekly time in teaching and do not find sufficient time to conduct or carry out research and study their problems. A teacher who has to teach for about 20 to 30 hours a week cannot get sufficient time to carry out research. Hence he cannot deliver lectures on new important and interesting topics, about which the students are much eager to learn. One of the dominant factor governing students' unrest and revolts is inherent in having such kinds of teachers who have very little understanding and knowledge about their subjects. It has been observed that a subject has been taught without any change in a class for many years. So it becomes monotonous subject for the forthcoming students. A student whose taught and ideas are fresh, needs up-to-date materials for his entitlement. He is interested in change and transition, from the present to the new circumstances. In the absence of such a courage he is instigated for reaction and revolt.
The Universities do not want research and compilation work from teachers, thus they merely spend all their time in taking classes. This makes them bored monotonous and they are no more in the mood to give replies to the questions of the students. Such lack of information and education bring about a negative reaction in the students' behaviour. This may be mentioned here that the average economic security of the teachers should not be forgotten. Because it makes such problems.

The system of examinations is another factor in student's motion. The teachers who have not been successful very good and satisfactory in their classes during the academic year should not expect much from their students. At the time of examination outlook which the students have regarding the examinations must be given due regard as far as its nature and quality are concerned. Holding class test regularly will force the students to study regularly and will not allow them to take part in strikes and revolts.

Another problem is the relationship between students and teachers. I am of the opinion that the teacher and student should be like two sincere friends and cooperate with each other in the pursuit of scientific researches. They must have reciprocal respect towards each other.
The relations between them should be so close that the teacher is able to gain the confidence of his students. In this way the young and unexperienced students can secure the help of their experienced teachers in solving their problems and difficulties. The young students have got much readiness to be diverted and it is through the proper guidance of their teachers that they can find the correct path of the life to follow and to perform their activities.

A teacher should know that students need humanly affection which must be given to them by their teachers. In the light of it, it is not advisable to deprive them of good and acceptable behaviors. It is merely through these human relations that the spiritual influences of the students are decreased and in this way they become helpful about their future life and would become interested in their society. If affection is not extended to the students by their teachers, they may develop unfriendly attitudes towards their teacher. If the students feel that the teachers who teach them have a feeling of superiority their (students) social and economic difficulties of life will not be solved. These difficulties are later expressed in the form of depressed desires.
Thus, in my opinion the more the teacher’sis sincere and cordial to his students the more the students will come near him and bring their problems and social difficulties before him. These contacts and approaches may provide some kind of relief for their distressed spirits. The result will be that these difficulties will not remain in the form of complex and depressed desire. In this connection the more educated teacher can attract the students towards himself. Students are of little experiences, so their judgements may be superficial, it is the teacher who should acquaint them with the problems and difficulties by which they have been surrounded. The teacher must justify and explain the reasons and factors of the problems/difficulties facing them. The teachers should clearly explain the reasons and factors of slow advancement which are present in our societies and the reasons and factors of advancement of other societies. When the students are well informed about the reasons of advancement of some societies and vice versa, then their expectations become logical and specific. When they rationally realize the social and economic difficulties through scientific solutions, they do not immediately expect to be in the line of those advanced countries which have been struggling for their economic development for the last many years.
As a result of this, their unsatisfied self which is affected by the consciousness of backwardness and under-development, leads them to strikes and revolts. The Universities motions and riots are concerned with the technical and law faculties. Here we analyse the factors and suggest some solution for these affairs.

As law students are more familiar with the laws and their execution than the other students and they know much about international laws which are based on the public and social welfare, thus they compare different societies of the world with each other with their limited experiences and studies. Consequently, this mental analogy would lead to discriminations at different levels. If there are no good leaders and teachers for the attainment of some better goals, they will put their demands and desires in the form of demonstrations and riots. For example, they claim that the government does not consider their conditions. They claim that the laws should be executed in a favourable manner. These programmes are not suitable for the people and they are not satisfactory for their welfare. They believe that they recognize the social problems more than others and are more aware of the human rights.
They sometimes start sparkoff riots or revolts in order to compete with advanced nations. This is because that there are not good advisors to make them aware about their social, political and economic status, as compared with other advanced countries. They are also to be made aware of the fact that every country has got its own rules and regulations which necessarily be not the same in all the world. The students of professional subjects who have rational and logical approach always try to solve the problems in the form of exact mathematica accounts. Thus they study the social and economic problems through the logical and rational way. They are quite aware of the systems and expenditure of the new industrial products. They for instance claim that the goods are not judiciously valued. They say that the system of distribution of income is not just. They claim that the workers are not paid properly. Thus they always try to seek the justification of these problems. They themselves know that after their education they will be employed in some private companies in which they are exploited and paid the minimum salaries while serving the best and the most.
In this context the skilled teachers must know that these students because of the lack of information on their part have been influenced by some socio-economic theories. Thus teachers through some conferences must educate students that history has always shown that the situation of the nations has become better as compared with the past and it will much better and more prosperous in the future. It must be noted that even in capitalist countries the conditions of the people and workers have become better than that of the past and they have been benefitted to more social welfare. With the passage of time, the authorities become able to realize more responsibility about and their students pay more attention to their needs and desires. Generally speaking, for removing the above notions, if under the advisement of University teachers more freedom of discussion and speech is given to the students about their social, political and economic problems, some of their spiritual superstition will be removed. Through such discussions, students will learn how to analyse their problems and difficulties in a better way. It has been proved through experience that more a person is prevented from doing somethings the more greedy he becomes. Thus the more they are repressed, controlled and restricted their behaviors will become worst.
It is because they try to show their spiritual excitement in the form of strikes and riots. In India the students have got more freedom of expression and democratic licence for their problems. As surely, they have less riots or strikes, although their economical status is much poorer than that of the Iranian students. In the end this point must not be forgotten that the students' riot and revolutions are a social affair or in other words they have become a social mode as we find them in all parts of the world, even in the advanced and developed societies of the world where people live in better social conditions, but in every country the reasons of the revolution are related to the problems and difficulties of that particular environment. Some other leading factors have got particular and indirect influence in the quality of the students' behavior.

As I have studied during my research, there were no significant strikes and revolts in Aligarh Muslim University inspite of their bad economic conditions of living. Most of the students do not pay attention towards political activities. But, these students just like other Indians have different problems which we do not find among the students' community of Tehran. In the light of this finding, I mentioned some of the problems I have noted in the context of Indian Universities.
Economic Problems

Social planning is defective in this country (India) because millions of people are unemployed and their leaders are not going to plan for them. Unemployment even for professional and technical personnel like Doctors and Engineers is increasing every year. Floods and diseases are the other causes of poverty, increasing in population size is another problem. Illiteracy, diseases, absence of adequate housing and delinquency are the common sight in slum area, slum areas are over crowded where one finds many forms of deviant behavior. Standards of living are very poor. People of South are very conscious and are not satisfied with the Central Government. Communist China is the enemy of India. Hence India has to spend a lot of money on military services. Religious differences are also fundamental problems and one of important in political activities. Language differences is another problems because every state has its own regional language and they are not ready to change or accept their local spoken and written languages. Regionalism is another problem, the people of every state have their separate culture and they are not willing to change their culture. Opposition of parties against each other is another factor, there are many political parties in India, like;
4. Swastha (A Capitalist Party it is a party established and formed by Maharajas). 5. Socialist Party which consist of C. P. I. (Communist Party of India). 6. D. M. K. (Regional Party in Madras). 7. Republican Party. 8. Old Congress. It is a problem of the Indian researchers and their national leaders to study these problems and solve them by proper social and economic planning till these problems are solved. One of the most important factors responsible for students' lethargy and disinterestedness in the case of their studies is unemployment which they face after their education. That is why they are not very serious about their studies and take a large time for completing their education.