CHAPTER II

STUDENTS POLITICS AND BEHAVIOUR
Students' Politics

Ever since, India attained political independence, the function of education has become to be an important issue for both the political and academic discussions throughout the Country. Some suggest a radical overhauling of the whole educational system so that it becomes a serviceable instrument to achieve the new needs of the changing society in India. Others opt for a "go-slow" policy in this matter resting their argument on the fact that the education system has after all sustained the Country's intellectual life and academic culture which the nation can ill afford to lose.

Very few writers have given a balanced analysis of the failings and the achievements of education and have outlined the future role it has to play in modern India.

Prof. K.G. Saiyaidain was one of those bearing educationists who possessed a sound knowledge and mature understanding of the entire system of education at all the three tiers -- elementary, secondary and university. "I am on the whole, inclined to agree with the criticism in the light of what one sees of the average quality of students being turned out, of the reports of their examiners and interviews, and of the accounts of the experts in the field of discipline as they appear in the newspaper though I would not hold the Universities and Colleges alone responsible for them".

In Tehran University whatever the specific findings of the research studies, the situation needs attention in the light of the Education Commission's Report. It demands a joint effort from all those concerned with the education. Most of our problems would be solved if various authorities could join hands in Iran and adopt out-and-out problem-solving attitude.

In recent years very few attention are taken to Tehran university students specially from the point of guiding them in right way. That is why in recent years they have taken part in some revolts and did many strikes.

Role of University:

The educationists have to placed for quality product from the Indian Universities. They make a strong case against perpetuating the low standards and thus counting a risk among other things of giving the country a low quality of leadership, intellectual and moral, which may result in disaster. On the one hand, they admit that India has by a lucky chance got a galaxy of leaders of un-usual calibre during the last hundred years, and on the other hand, they warn that it would be a fatal mistake to make lucky chance the arbiter of our destiny. According to them all the material and human resources should be concentrated on the development of a pattern of higher education which would provide high quality leadership in the various fields of national life,
intellectual, practical, artistic, technological, social and moral. It involves not only a radical reform of higher education but also inevitably a re-construction of education at low levels that is primary and secondary. The educationists are right in stating that there is not only need for what they call 'internal integration' in the educational system but also an urgency to integrate the objectives of education with the economic, technological and social objective of planning so as to inculcate in the educated youth of India of vitalizing sense of social purpose and worthiness and to enable them to utilize their trained talents both for individual fulfillment and for social service. They rightly advise the University teachers and authorities to be conscious of the new implications and the relationships and work not in an academic vacuum but in a vital social context.

Regarding the role and function of the University the educationists endorse that the University should encourage individuality variety and dissent with in a climate of tolerance. It should not produce the organisation man who is afraid to challenge the blindly accepted pattern of social behaviour and institutions and is anxious to warm himself into good graces of the people that count. This is type of mind which the University should firmly discourage.

The above view precisely gives the image of the Univer-
sity supported by the leading educationists of the country who affirms that the modern University has to maintain an ambivalent position balancing itself carefully between commitment and detachment, commitment in action and detachment in thought. The question is whether the present social and political pressures of democracy on the University can allow it to plan such an ambivalent role honestly.

In Tehran university as I shall describe in last chapter, sad to say, there is not any roundtable for discussing about the political affairs. It is very important that university authorities believe the education should be separate of politics that is why it make them more hungry about the politics and political activities.

Problem of Admissions-

The educationists of India agree that the College admissions are not based on any rational well thought out considerations. Anyone, who can afford to pay the fees is sure to get the entry. There is hardly any selection on objective basis or merit. Demoratic pressure has increased and some claim that it is birth right of every student to receive higher education. Hence, there is a frantic effort to expand higher education and accomodate more and numbers in college every year. What is needed is the tactful implementation of the demoratic principles in the policy of admission in the universities.

The urgent demands for qualitative improvement and
the limitation of the funds would, therefore, appear to
demand a slowing down of the tempo of expansion, and to
suggest definite ceilings of enrolment beyond which colleges
and universities should not normally go, unless they are
adequately equipped to meet the needs of the increased
enrolment.

In Tehran university it is difficult to get admission.
Every year more than 80 thousand students want to get admission
for Tehran university. Whereas only 10 per of them would be
eligible to get admission.

Problem of Staff Selection:

The greater point of the offer half of the battle is
the recruitment of the best available teachers, the provision
of training and orientation facilities for them, the offer of
reasonably good salary scales and related amenities, and a
persistent effort by administration and the faculty cooperat-
ing to create good and stimulating conditions of work,
physical as well as psychological and intellectual. Unlike,
some destructive attitudes the educationists are hopeful for
the re-orientation of teachers already in service. Hence, more
significant is the selection of college principals, heads of
departments and University administrators. If they are dynamic
in behaviour the staff can hardly remain immobile in character.

Problem of Research:

The need for adequate research facilities in every univer-
sity must be taken into consideration. The policy adopted by some universities known as "Publish or Perish" teaching is apt to be considered as an un-important work. This is the most balanced and rational view on the raging controversy of today whether the University should be a good centre of teaching or research or both. Some times research is preferred to teaching which is under-rated as a low-level-activity.

Defective methods of Teaching:

The educationists pointed out that the methods of teaching and techniques of work in the colleges and Universities have remained unchanged over a long period of time. This is partly due to the faulty assumption that any one having Master's degree is good enough to teach in a college. Every new entrant has to learn the mechanics of teaching through the costly and time consuming process of trial and error. They suggested the use of audio-visual media of teaching like radio, tape-recorder, cinema, T.V., teaching machines and programmed instructional materials. One can easily agree that a good teacher should possess the requisite scholarship and the adequate capacity for continuous intellectual growth. Scholarship combined with the freshness of approach to the problem of communicating knowledge can raise the whole tone and quality of education.

Medium of Instruction:

In India the medium of instruction is the foremost problem in the higher education which has received attention
from several educators. There is one school of thought which advocates Hindi taking up place of English as soon as possible so that throughout the country, there is single medium of instruction. But some people object that Hindi has not yet mustered sufficient intrinsic strength and does not possess enough literature in all the fields of knowledge to function effectively.

Whereas in Tehran university and all the Iranian universities medium of instruction is Persian. Only in Shiraz university some courses are in English and the rest are in Persian.

Social Relations and Students Behaviour

In this chapter we can relate the interesting relations between the students in these two universities, with the special reference to the educational institutions. With the passage of time all things have changed due to the historical dynamism, specially after World wars, in such a way that some of the youth investigators have been surprised about the social relations. During their university courses they perceive the implications of their future lines and their present careers in their present educational conditions. So, they expect a desirable job which is suitable for their education level and degrees. We know, that in India the students are not hopeful about their future life and it is one of the most important elements
in driving them to revolt and unrest. In Tehran university this hopelessness is evidenced in another shape, e.g. maladjustment with their teachers and sometimes fellow students or against the governmental system. Educational degree may create ambitions in the youths when they look forward for their careers. Their ambitions are quite genuine in relation to their future responsibilities. In turn, these ambitious thoughts of some of the students may influence their friends and change their characters and behaviour against the authorities. I think if the youth leaders arrange conditions in which all the students could acquire the job that they expect so that they could earn after graduation through various occupations. They could be satisfactorily accorded with them. There would never be prospects of any rebellion by the youths against their condition and the dominant orders, trends, institutions and finally in their social relations and behaviour against their teachers and fellow students in their university campuses.

**Attitudes and Student Behaviour**

I asked some questions by my interview to find the attitudes of the students towards their university authorities and their fellow student. Although, it was not a comprehensive inquiry about the attitudes of representative samples of students, I expect that, the survey showed significant relations between
the attitudes of the student towards the others.

I found that the behaviour of the parents of the students during their childhood has a deep influence on their attitudes. So, I can say that, the behaviour of the parents in training their children is a good model for their future careers. As advisers, when the child is in difficulty they can play an important role in pulling them out of it. It may be possible that after puberty, boy’s attitude towards his father and girl’s attitudes towards her mother would be particularly hostile and critical. As the values and standards of the parents are different from their own children and it will have an influence on their behaviour against their teachers and some of their fellow students. The attitude in any social class is different from that of the others. So, the attitude of all the students would differ with each other. As such it is different in Iran and India. Whatever their validity might be for it in Indian society, it is different and more apparent from that in Iranian society. For example, the students in Aligarh Muslim University are more patient than those in Tehran university. The students, who are studying in Tehran university, are trained in a more crowded, mechanised society and under the supervision of their comparatively angry parents and teachers while most of the Aligarh students are from rural and silent society. As much they prove to be more patient than the Tehran
students. This influences their behaviour towards each other. It is even so for western students; for example, French family still enfolds its adolescents more completely and securely than the American family.

Murphy in his book 'Personality' (1947) reported studies of "Cordiality behaviour" in an American boys' summer camp. It suggested that high status determined less by conformity than did the French boys. That is why, recently they have found that American boys manifested perceiving difference between the expectations of their parents and peers. They also demonstrated a preference for the pattern of behaviour which they found in their society.

In the end, I should say that, it is also designed to reveal qualitative as well as quantitative changes in the attitudes of parents and in turn more changes in the youth attitudes towards their parents and fellow students. It will further change in the future as compare with that in the present. The boys or girls usually observed that fathers or mothers exercised extreme authority in their homes. Father and mother, in Iran, also exhibit strong authority.

Behaviour inside and outside the campus:

It is since a long time that the students' behaviour has been of great interest for research for the social scientists as every year there are new revolts post of the young students are taking place in one or the other part of the world. In
this section, first, I want to describe the students behaviour and misbehaviour inside the university campus and, later on, outside it. Most of the youths leaders blame exclusively the teachers for the students misbehaviour inside the university campus. But I feel that there are some other social and emotional factors as well which influence student behaviour. I think it would be better if I describe the problems, exclusively, in Aligarh and Tehran universities.

In Tehran university, there are many factors which influence the students behaviour:

1. The character and behaviour of teachers, their system of teaching and the subjects being taught have a deep influence on students behaviour.

The character of teacher on students behaviour has not only an influence on the Tehran university student, it is also a common element among Indian students behaviour, or to say anywhere among the students of any other foreign country. I think, in Tehran University, students expect to have intimate relations with their teachers. In Aligarh university, which is an old university, in the past the teacher used to be a moral, spiritual and intellectual guide for his students; and the students used to worshipping him. But now a days, in Tehran university, due to the big problems, which the teachers have faced during their stay in foreign countries, especiall
in Western societies, from the point of economic difficulties, cultural and race differences, and food and climate problems, they do not establish good relations and behaviour with their students. The students due to the rapid communications cherish intimate relations with the teachers. So, when they compare their condition with foreign students they, out of frustration, misbehave with their teachers and university authorities. Now a day, in Aligarh University, due to the low economic income, there is no intimacy between the teachers and students. There is hardly any close contact between the teachers and, especially, B.A. and B.Sc. students. During my stay at Aligarh University I have never seen any kind of contact between them for the academic or moral purpose and not even for the spiritual development of the students.

In Tehran university, the teachers are divided in two groups, old and young. You can never see any close touch between the old teachers and students. But there are some intimate relations between the young teachers and students.

Most of the Tehran university teachers are old and, as such there is no affectionate and cordial relation between them and the students. So, if the students face some problems in their university life, the teachers can not solve it as they have no influence in any sphere or affair upon their students. As a result, instead of any affectionate or familiar
relation, the ruling and attitude strangerness develops between them which, in turn, makes the students to revolt against their teachers and university rulers. In Aligarh university, there is no association or institution good enough which can guide the students. So, hardly prove to be useful for their future society.

I think, the teachers and university authorities should be close in touch with the students because they are young and may commit mistakes in any aspect of their behaviour. So, the teachers only can guide them and help them. But, it is sad to say that in these two universities the teachers never go to the student's house or hostel and never enquire about their health or their family problems which have a more importance in student's life. In response, students too do not exhibit such courtesy. So this relations and behaviour outside the university are just as that of the strangers.

Table No:

<table>
<thead>
<tr>
<th>Name of the University</th>
<th>Students' interest to their studies</th>
<th>Having good relations between teacher and students</th>
</tr>
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<tbody>
<tr>
<td>Aligarh</td>
<td>32 %</td>
<td>52 %</td>
</tr>
<tr>
<td>Tehran</td>
<td>48 %</td>
<td>46 %</td>
</tr>
</tbody>
</table>

On the basis of the above table and the interviews
with the students, I can say that, most of the student indis-
cipline and misbehaviour is due to the disintegration of values,
lack of close relations between them, lack of social institutions
for student guidance, emotional stresses and strains in the
changing society, and diminishing influence of family and
religion.

The consequences of these factors betray that outside
the university, some unsmooth relations between the students
and a limited number of young teachers, as well as between the
students of opposite sex creep up. There is a small number
of young teachers in India, who can go with their students
to the movies, restaurants or drinking stalls. These vices
may be the first step in ruining the student's life by making
him prove to serious vices. The old teacher, who have silvered
their fair in educating the young generations, are as the
fathers of the students in helping only their educational
matters and compromising with other demands of the students.

In Aligarh Muslim University, due to the separation of
boy and girl students, exhibit to be sexually starved. Hence,
they always behave like a hungry wolf, intensing to entice the
girl studying and living in separate college or hostel. Most
of them find a friend of opposite sex and they may arrange
some travel to New Delhi. This kind of behaviour and relation
is taught by the opposite sexes of Thai student who
are studying in Aligarh University. Some of them are ever
living with each other outside the university campus. So due to this kind of behaviour and natural need of the youths, Indian boy and girl students establish some relation, for example going to the cinema or restaurant. But, there is a danger in this advancement, as they have not been taught about this system of their relation in their university courses. I think, it is necessary that some teachers should guide the students for a same and wise behaviour with the opposite sex. In my questionnaire I included as a question as to: Do you agree with the separation of boys and girls? 8 percent of the male and 10 percent of female students answered 'Yes'. So coeducation is a desire of the students and, as such, they should be wisely taught by experienced teachers in such situation.

In Tehran university, there is coeducation system. So, the students exhibit no deprivation in their behaviour with the opposite sex. It is natural for one of them to have a friend. Most of them get married with their friends and most of them prove to be happy with each other. So, there is no sex problem for the students there as it is in Aligarh. The cinema plays an important role in the students' behaviour in Aligarh and Tehran universities. For the students in Aligarh university, it is difficult to go with their girl friends to cinema as most of the students know each other.
There are only six movies, as this kind of behaviour will not be approved by the rules and rituals of their society while, in Tehran, there are more one hundred cinema houses. All the students there do not know each other. Apart from this, it is quite natural for them to go to cinema houses with the opposite sex. Sexy films and love stories have been largely responsible for the youth corruption. Therefore, they are in need of proper guidance. We find that sexy films is just like a fatal diseases for the students, because most of them are not married. In Aligarh, or other parts of India there is no freedom of sex behaviour, so they suffer from sex starvation which they compensate by going to films. All the students male and female are stimulated by the attractive limbs of the cinema stars, and all of them are aggravated in the case of sex hunger. So they try to satisfy themselves outside the cinema in various natural and unnatural ways. The natural way leads them to love with their opposite sex students or with the opposite sex neighbours with whom they are living. The unnatural way leads them to homosexuality, visit to a prostitute house, or attending women sales and get sex relations with them, In such affairs they may affected by some venereal disease which is harmful for their future life and then for their society. Thus, we can visualize, what a great injury the the cheapest way of recreation, is giving to cinema, our young generations. There is no club for the
young to go there and play, dance, drink and eat other kind of food which they daily eat at their houses or hostels. Students in Tehran and Aligarh university waste a lot of their time in going to the cinemas, cafes and restaurants. They spoil their money, especially by giving feeds or drinks to their girl friends who are easily tempted with feeds, drinks and cinema. Most of them are interested to read crime stories which have detrimental influence on them. Sometimes, we get reports from various parts of our country that how some of the students joined the gangs of robbers and dacoits. So it is the duty of the student welfare offices to make the students aware of the consequence of going to such places.

Inter and Extra Curricular Activities:-

It is natural that most of the students in all the universities of the world have taken parts in some kind of activities, especially, during the present century. In Aligarh students are desirous to take part in some kind of activities, particularly, in physical and religious activities. But due to the lack of facilities they cannot be engaged in any useful task. So they waste their time and energy in useless activities, such as, going to the restaurants and movies or drinking shops. Apart from it, the system of education is not competent for it. The students have to study some particular books which mostly have been published by their teachers. They are not expected
to be interested in intellectual tasks. As such, they do not learn how to think and how to reach to a new idea through their university courses. Some of them are neither interested in sports nor in studies to get new ideas or facts. For those who are interested in sports and education, there is no suitable educational institution to engage all of them in sports and scientific tasks. In Tehran University, it is a different situation in the Arts and Science Faculties. In Arts Faculties, there is every facility available for sports and researches. But some of the teachers are not interested in helping the students. However, those students who are interested in researches and studies, they themselves, under the guidance of some teacher, continue their studies. But this facility is not available for all of them. Most of the students in Arts Faculty like to take part in all kinds of physical activities which train them and strengthen their muscles. But, due to a limited time for their daily education hours, it becomes difficult to fix teaching hours and sports simultaneously. So it poses a problem for the university authorities as how to engage the students in sports within a fix span of time.
<table>
<thead>
<tr>
<th>Name of the University</th>
<th>Satisfaction of researches and studies facilities</th>
<th>Satisfaction of sports and games facilities</th>
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<tbody>
<tr>
<td></td>
<td>Art</td>
<td>Science</td>
</tr>
<tr>
<td>Aligarh</td>
<td>64 %</td>
<td>52 %</td>
</tr>
<tr>
<td>Tehran</td>
<td>71 %</td>
<td>63 %</td>
</tr>
</tbody>
</table>

In the Faculties of Sciences in Tehran University, there are sports facilities similar to those in the Arts colleges. In the field of researches, there are good experienced teachers not available. So, the students study only a limited number of books which have been published or translated by their teachers for their examination purposes. That is why, there is no development in the field of scientific studies. Same is the situation in the Arts colleges of Tehran University.

I think all the students should take part in sports for maintaining good health which could facilitate them in their studies. University should provide them all kinds of facilities for sports, for maintaining sound health of their students. They should also provide amenities and facilities for researches and studies for improving their knowledge. I can divide student activities into the following:

1. Activities in home
2. Activities in colleges
3. Activities outside the college.

University authorities have to guide their students for these activities. As it is necessary for every student to learn how a cook, clean and work in his hom. He should learn to do all sorts of indoor and outdoor domestic works, especially, the girls who have to organize their future family life.

I think the teachers should put a good example for such extra-curricular works. If they spend their time in researches and studies and their free time in sports, the students automatically would follow them. They should know that they are inevitably needed for guiding in some physical and intellectual tasks. It is evident that all the developed countries have reached their stage of advancement by putting in hard work not by idleness. So, it is necessary for the teachers and students to take part in all kind of activities if they want to make progress.

About 500 of the Tehran university students participate in extra curricular activities in their university or outside it during their free time. As they have to earn money for meeting their educational and living costs they have very little time for such activities. I think these activities will help the students to develop a sound personality. That is why, in developed countries, children have to work after eighteen
years of age whether they belong to a rich class. In the Aligarh Muslim university there is no job available for the students to engage them in their free time. I asked a question: Are you willing to do some work in your university course to get money. About 85 percent replied 'Yes'. But due to the grave condition of unemployment, there is no work available for them. If the university can provide them some work to do even with a low salary, some opportunities to standing on their own legs and doing extra activities independently without anybody's help can become possible for them. That is why, the Aligarh students in the classroom, possibly listen to the lectures of their teachers and take down the notes and dictations.

While, in Tehran university a lot of the class time is spent on the question raised by students, especially, in Arts college classes. They are made to use their own brain and intelligence and solve their problems. Even they have to answer the questions put by their friends. Learning how to think develops the students personality. In the absence of this process, even after graduation they will remain immatures because their mental capacities would not develop by this way. It is natural, that no one can develop abilities and qualities unless he is allowed to depend on his own self and knows to think independently. So, the university authorities should give chances to the students to think and act independently.
during their intra and extra-curricular activities in certain spheres of their education courses. The students should be given some work to do independently by themselves without any kind of help from others. If the students would be made to depend on their own self, they would think and find out the way of doing it by applying their brains and skills. So, finally, they would solve it and do the task which had been assigned to them. According to a proverb, "necessity is the mother of invention".

It is independence which makes the human spirit to have its perfect growth. The best example is the condition of women's work before and after the independence in India. Most of the clerical work, teaching work and medical work are done by them today. They were rare in these professions in pre-independence days.

Students Organizations and Participation in the Activities within the University Campus:

Since last few years, Indian students are participating in some special kind of activities within their university campus. There are some student organizations which stimulate students turmoil in such a way that these for activities have attracted much public attention towards it especially during the activities for independence. For the first time, people saw the angry processions, hunger strikes, walk-outs from
examination halls, destruction of furniture, windows and doors, battle between the students and police and many other forms of revolts increasing in number and becoming a new system of students life during their university courses. These activities are not only noticed in the Indian or Iranian students, they are evident in all universities of the world. According to the Philip Altah's book 'Students in Revolt', half of the world university students have taken part in some political activities and one fifth of these movements were violent. So, it seems to be natural, in these day, due to the rapid communications between the students of the world. There were about 2,096 demonstrations in India in the year 1966, of which 480 were violent, while due to the limited number of universities in Iran, there were many revolts demonstrations, and strikes in the university campuses in which many students have been killed and sent to prisons. There are several explanations about the students activities in Tehran and other Iranian and Indian universities which can be divided into three categories, viz., social, Economical and Political. The number of students in Aligarh and Tehran universities are increasing in the last few years. We know that one of the most important problems for Aligarh students, especially for Arts students, is unemployment after graduation. So, the economic insecurity may be an important reason for students'
political activities. While in Tehran university, 5-10 years later, unemployment for Arts students may become a problem. Thus, we are in need of professional university graduates. That is why, most of arts students believe in leftist ideas than the science students. I think it would be better for the student to concentrate to their studies and not to think of anything else, because they have to prepare themselves for taking up a responsible job in their country. Students can study politics as a science in the universities or study some problem of their country without any participation in any activity or movement, as they are mere the learners and their work should only be to study. So, most of their time and energy should be devoted to their studies. Without good education they can not be good member of their societies and they will not be fit to take up any of the responsibilities of their country. That is why, I believe, it would be better for them not to take part in such activities, whether inside or outside their university campus. But, as I have described before, due to the rapid communication with the western universities, the students in Aligarh and Tehran universities have the spirit of revolt against their university authorities for a faulty system of their education. The value standards have changed as compared with that which was a long time ago. They are
now rising in revolt and acting against their university authorities who are acting with full vengeance against them.

I think, the other reason for the students activities in the university course may arise from the limitations in their High School course or home which put the students in revolt when they enter into the university. Or it may have psychological reasons behind all kinds of student activities or indiscipline. It is the duty of the teachers and advisors to guide them and rectify their faults.