

CHAPTER IIREVIEW OF RELATED LITERATURE

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CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In the previous chapter, an attempt was made to depict the importance of the present research work, which is directed towards the problem undertaken. In this study, the investigator makes an attempt to examine the problem in detail, taking into consideration the historical background of student unrest and welfare activity. Different research literature available in the form of various records, articles and dissertations, is reviewed here. The review of literature which is presented here will not all be exhaustive, but only some selected relevant studies are included. The reviews in this chapter have been purposefully made brief, and focused mainly on the problem under investigation. Thus, the presentation of the reviews are classified as under :-

1. Review of research studies.
2. Summary of different committees, commissions, conference reports.
3. Review of general popular literature.

2.2 INTRODUCTION OF THE STUDY THROUGH HISTORICAL BACKGROUND

A wide - spread wave of unrest has been apparent in institutions imparting higher education, not only in India, but in the world as a whole. There are people that question the propriety of this unrest and the manifold

dimensions it seems to be taking on. It gives, in fact, an indication that the student world is in a turmoil. The problem is present in varying degrees in the various countries. Be it an advanced nation like the United States of America and the United Kingdom, or a third world underdeveloped nation like India and Indonesia, the problem plagues them all. This problem force makes itself felt, not only within the ivory tower at the university, but much beyond that to the extent that the governments of some countries are obliged to sit up and take notice of this problem as one of nation-wide implications and impact.

Student Unrest as we know of it today, can first be said to have originated in America, in Berkeley in 1964, and later, in the university of Harvard. During the Harvard agitation, a number of students who called themselves the radicals sought to introduce changes in the university culture, and in society as a whole. The affair led to the seizure of the university hall building and the suspension of nine deans. Even during the course of this agitation, a large number of the students assumed a neutral stance till the Harvard president had the building raided by the police force, as a result of which around 200 radicals were forcibly evicted. The tactics used in the course of this eviction did not appeal to a number of neutral students, and they in turn joined the agitation in support of the cause that the radicals had fought for.

In Italy, a change was made in the ministry of

education in the year 1968-69. The first three prepared reform bills to evolve a suitable means of compromise. Italian students began their organized revolt much later than their American counter-parts, but earlier than the Germans and the French. Italian students, in fact, lost two academic years in the course of this protest, and the government, which controlled the curriculum and examinations of the 33 state universities and the few private universities too, similarly lost precious time owing to their own instability and hesitancy to do away with the traditional. Students revolted with such wide - spread effect, that Italian journalist Augusto Querrier stated that the university of Naples, which he had attended many decades ago, had not changed since his times, for which he doubted not, it should not only be attacked with words and rocks, but razed to the ground. He further stated that the university curriculum was not in keeping with the changes in time and in the world.

The university of Spain faced a crisis at two levels, the one being that of student rebelliousness which had assumed alarming proportions over the passing decades, and the other being that of a rapid break down of an educational system unable to cope with the demands of a rapidly expanding campus population. Both these problems were such as derived nourishment from each other to an extent that the university authorities had to perforce utilize the services of the police force to watch the student leaders.

There is an alarm amongst the Germans that the Socialist Students League is aiming for the trend of the society to refer to a certain level of university. The public has demanded that law and order be established on the campus. A few state governments have proceeded to the stage of writing university reform laws. But these exerted features of potential controls over university life, creating dismay among the moderate students and teachers. Such controls in the shape of reforms designed to satisfy the alarmed Germans will postpone the day of agreement between the Government and the student faculty.

The student community plays a significant role in the social and political life of a country. "Student Unrest In India" , a selected bibliography by Jafar (1978), highlights the role that the student community plays in bringing about revolutions in various countries of the world. Students were, thus, key elements in the revolutions of 1948 in Germany and Australia. In Czarist Russia, students spread several revolutionary activities in the mid-twentieth century. The students of Japan, Korea, Turkey and South Vietnam were instrumental in bringing about political changes. In the Eastern European countries, fruits of education were enjoyed by a few, the student community popularized the idea of liberty, equality and justice. In the developing countries, the importance of the role played by students dates back to about half a century. In Imperial China, the students of Peking university played

a crucial role in modernization. Even in Britain, the home of conservatism, some educational institutions like the renowned London School of Economics & Political Science have been victims of student unrest. In Asian countries like Thailand, Indonesia, Pakistan and Bangladesh, Governments were toppled by youth agitations, examples of which are given overleaf:-

THE CHRONOLOGICAL ORDER OF GOVERNMENTS TOPPLED BY STUDENT UNREST IN VARIOUS COUNTRIES

NATION	GOVERNMENT HEADED BY	YEAR
Venezuela	Narco Perez Jimene	1958
South Korea	Syngman Rhee	1960
Japan	Nobosukekishi	1960
Turkey	Nenderes	1960
South Vietnam	Ngo Dinh	1963
Bolivia	Victorpaz Estenssova	1963
Sudan	Ibrahim	1964
Indonesia	Sukarno	1967
France	Charles DeGaulle	1968
Pakistan	Ayub Khan	1968
Bangladesh	Abdul Rehman	1971
Gujarat (India)	Chimanbhai Patel	1975
	Madhavsinh Solanki	1985
Assam	Hiteshwar	1985
Philippines	Ferdinand Marcos	1987
Burma	Ghulam Nabi	1988

In India, during the year 1920, Gandhiji's non-co-operation movement was the first major mass agitation started by the Congress. It was the first political struggle. A number of students responded to the call of the Congress, and the students of the major educational institutions in India went on strike for an indefinite period. In 1930, when Gandhiji gave a call for his Civil Disobedience Movement, students again responded to his call and came in large numbers to join him. The All India Students Federation was formed in 1938. College students came under the influence of various other political parties of the country, as a result of which, many students were sentenced to imprisonment and had to leave college.

Student Unrest in India assumed new dimensions during the 1960s, as many incidents took place during this decade of which much has been written about. There were a number of controversial issues like the official language problem, the English-Hindi controversy, the resentment sparked by change in the names of educational institutions, the increase in examination and tuition fees. Since 1947, there has been a noticeable change in the objectives behind student unrest from the strong nationalist and ideological movement of the pre-independence period to the less well organized series of non-ideological, usually local disturbances like the "MAHA GUJARAT MOVEMENT".

The state of Gujarat witnessed a mighty movement and its people participated in a state-wide popular

struggle against the anti-social forces of corruption and dirty politics, in Jan-Feb 1974. The leadership of this mighty upsurge was in the hands of the university students. The society at large welcomed it because it was directed at politicians and hoarders of essential commodities who created an artificial scarcity of these commodities in the market, thereby extracting exorbitant prices for the same from the hard pressed common people. Thus, this student movement earned considerable sympathy, more so because it ultimately achieved what it had set out to accomplish. The then state ministry was forced out of office, and the state legislative assembly was dissolved. This movement was popularly referred to as the NAV - NIRMAN movement, because it aimed at creating a new social order based on social and economic justice, an honest and vigilant administration, and a reasonable price-index for essential commodities.

The heat of the NAV - NIRMAN movement died out with the passage of time, but the impact it has left on the student community is remarkable. It has affected to the core their perceptions, values, attitudes and behavior patterns. A similar though far more violent movement was witnessed in the years 1981 and 1985 which was a protest against the reservation policy adopted by the government. Apart from such definite cases of unrest, there have always been a number of agitations taking place on a small scale in the universities of the state, and of the nation, a few instances of which are manifested below :-

The Engineering College students at Ranchi and

Delhi aired their grievances through holding strikes at different times. The students of Udaipur agitated against the prevailing system of examination. The students of Amritsar agitated for the want of adequate facilities. The Law students at Benares agitated in order to get their academic term shortened from a period of three years to that of two years. In Calcutta, a large number of students caught in the whirlwind of the friction between the United Democratic Front and the Congress, expressed their dissatisfaction against either political party through violent behavior which was often encouraged by a number of politicians with vested interests.

The recent wave of student unrest in various parts of the country is increasingly taking on a violent turn resulting in the disruption of ordered life, destruction of public property, and injury to students. Such violence is extremely shocking especially since we pride ourselves on the non-violence that was the ruling principle even during our most powerful agitations against the British Empire. It is, therefore, very essential that we look into the frustration and disillusionment in the student community, as a result of which, student unrest as a problem has risen to phenomenal proportions.

Since the attainment of freedom and independence, the national leaders have taken vigorous steps to rebuild and reconstruct the academic, social and cultural fronts. In a vast country like India, education is a social

enterprise to bring literacy and awakening to the masses. The need for an educated body of citizens requires to be stressed if India is to preserve and nurture the democracy to attain which she toiled for years. If democracy is to be kept alive, India must educate the present generation of young people to be active citizens in future. This is, thus, the primary duty and aim of the educational system of our nation, though admittedly, this is a complex enterprise which cannot function on the strength of its own motivation, but needs to be administered at the expected levels of the students and universities, to fulfill the needs and expectations of each other.

Looking to the scene of higher education, the functioning of which is changing fast, the thrust of higher education is increasing day-by-day. More and more students are obtaining higher education, irrespective of their economic condition, caste, sex, and culture. This increases the number of students but, simultaneously, there is also an increase in the number of problems that plague students, teachers, administrators, and the government. Today, the future of our country i.e. the young men and women of our universities, are busy indulging in numerous anti-social activities that include setting fire to university buildings and other public monuments as also buses and railway bogies, and generally wreaking as much havoc as it is in their power to do. These activities seem to have become a part of the unwritten time-table for many

students, in the course of which none seem to realize that these activities mean the incurring of losses worth crores of rupees - a loss to the nation which, in the long run none but they have to make good. This wave of violence that has become characteristic of university students thus poses a problem desperately crying for a solution.

Efforts have been made at some time, by one of the many sections of society, to monitor the pulse of student unrest because this unfortunate development in the academic life of the country has had an adverse effect on the standards of university education, and also serious repercussions on the national growth as a whole. Any attempts at research and reform have had no effect whatsoever, and subsequently, the problem of unrest among the university students have deepened seriously, both in dimension, and in complexity, since the independence of India.

A popular reason attributed to this spread of unrest is that university students, due to the awakening that education brings to them, are fully conscious of their status in society, their rights and interests, and as a result, are far more ready to battle for these than their illiterate counterparts. Hence, even the slightest suspicion of the infringement of their rights or anything contrary to the interests of society can bring about an eruption of violence. It is, indeed, difficult to lay down certain causes of unrest definitely but, in the broad sense, it can be said that unrest stems from the grievances

that students have or imagine they have against the institution.

The problem of student unrest has two aspects - the personal and that of the group or the corporate. Students often tend to organize themselves into groups - an advantage which our national leaders perceived and availed of skillfully, in the course of the struggle for independence. The tendency of students to revolt against political servitude and social injustice has, however, been put to a vicious use by politicians. Students have become mere pawns in the dirty game of politics because politicians often ignore the salutary principle of leaving students alone as a sort of protected area of society.

Campus unrest has become a common phenomenon of the university culture. Let us then examine some of the main factors that could possibly contribute to aggravating this problem.

The fundamental problem may be said to lie with the existing system of education. This system of education is totally divorced from the realities of the world and of life. Our education is not all career oriented which could otherwise pave the way towards such destinations as may be profitable for the individual and for the community. In stark contrast to the ideal outlook is the grim reality that encompasses the future of our country in darkness and a meaningless existence which can hardly be said to give them the thrill of being on the threshold of life. The

significance given to power of memorizing rather than the ability to acquire knowledge and retain it after full comprehension is what characterizes our university examination system. Subjectivity in assessment of the work of students still dominates the university culture. The open-door policy of granting admissions may be considered another reason for student unrest and agitation. Our universities and the colleges affiliated to them are teeming with an enormous number of students of which very few are actually interested in undertaking serious and profitable study. Many young people have neither planned on higher education nor on taking up such courses as may be career-oriented and would subsequently hold more weight when one considers the prospect of employment. These mistakes on the part of youth are mostly because of the lack of proper guidance and opportunity. There is also a feeling of economic insecurity brought on by middle class or poor backgrounds added to which there is no guarantee of securing employment. Thus, a present status of financial stress alongwith the prospect of a dark and gloomy future serves to develop an attitude of bitterness and resentment, and when he compares his condition with that small fraction of the community which is better off, he rebels against the existing social order. The Education Commission has also made a significant observation that, " nothing is more frustrating than to be under qualified or over qualified for a job, or to be unemployed because there is no call for

one's qualification."

Poor student - teacher relationship is another reason that can be attributed to the feeling of unrest. The bitter truth must be faced that there is no close interpersonal relationship between students and teachers, in general. They only interact for a few hours a day in the classrooms where again there is not much scope for dwelling on issues apart from academics. Under the circumstances, very few students have a sense of belonging or affiliation with their educational institutions. This is by far the greatest drawback of Indian universities and, as such, needs the first attention. There are other factors like the rigidity of the curriculum, its adherence to traditionalism, high percentage of failure that marks the examination system, lack of guidance in academic and related matters, lack of welfare activities and of co-curricular activities that would serve to strengthen the bonds between the students and the faculty.

In this connection, the investigator would deem it worth our while to conduct research studies on the existent literature that is available with regard to the subject of student unrest. The presentation of the reviews thus made by the investigator, is done in two parts :-

1. The first pertaining to the literature related to student unrest, and
2. The second pertaining to literature related to student welfare activities.

2.3 REVIEW OF LITERATURE RELATED TO STUDENT UNREST

The review of literature related to student unrest includes :-

2.3.1 REVIEW OF RESEARCH STUDIES

Students in colleges and universities come across a variety of problems, some of which have been dealt with in the studies under examination by the investigator :-

Bhatia (1958), Limye (1967), Pillai (1964) and Advani (1965), have studied the educational environment on university campuses in terms of safe-guarding the mental health of students and of monitoring the change in attitude of college students towards N.C.C. training. They have studied the needs and problems of students keeping their interests in perspective.

SHARMA (1961), in a study conducted at Raipur (a center known for student troubles in Madhya Pradesh), covering eleven colleges there, found that as regards the role of university authorities in relation to students, eighty-seven percent students accused the authorities of being indifferent to the urges and complaints of students. Students alleged that the authorities did not care to understand even the genuine grievances of students, and that the only language they understood was that of protest and demonstrations, which taught the students to resort to strikes for airing their grievances. The researcher observed, " whatever be the attitude and approach of the university authorities toward student welfare, the

perception of their authoritarian role among the student leaders should be an important factor in turning the latter into rebelling".

RIDDLE (1962), conducted a study on 'The Problem of Indian College Students'. The questionnaire was conducted in English and different regional languages. According to him, it is because the authorities turn a blind eye to the needs and grievances of students that the latter resort to strikes.

PASRICHA (1962) identified the following factors as responsible for unrest in the M.S. University of Baroda :-

- Lack of student counseling and guidance facilities.
- Unsatisfactory student/faculty relationship.
- Pressure of numbers and lack of selectivity.
- Insufficient importance given to student welfare by the authorities.
- Immaturity of students.
- Problems related to co-education.
- The influence of politics.
- The need for reform in the system of education.
- Difficulties arising from the medium of instruction.
- Unemployment among the graduates.

BHATTACHARYA (1967) studied the problem of student unrest at a higher educational level. He put forward six findings in the form of assumptions. His findings revealed that both parents and teachers are not

vigilant about the needs and problems of the students. Students cannot gratify their emotional and social needs in their family life, nor does the educational curriculum they are subject to, encourage their learning process. Teachers and parents fail to inspire students to strive for a purpose in life and consequently, their mental and emotional growth is often stunted. He further described unrest as a symptom, not as a disease, in that it is nothing but a passing phase of the students' struggle for betterment of their academic, social and economic opportunities.

SHARMA (1968) studied the problems of student unrest at university level in Rajasthan and according to him, student indiscipline all over India has caused a state of profound unrest, anxiety and frustration. It has become a law and order problem because there are numerous instances of arson, looting, manhandling and hooliganism of the worst type ever expected by the cultured and refined members of the society. Now the question arises that who is responsible for this regrettable state of affairs whether it is on the call of the opposition parties who always try to fish in troubled waters or it is exhibition of youthful exuberance, ask the students themselves or the university authorities, and other such like people, and more often than not they will lay it all at the doors of the police in particular and government in general. It is just the fable of the blind men who went to see the elephant all over

again. Each of them mistook that part of the pachyderm which his groping hands touched and felt for the whole creature. So it is with the experts who set about probing this monster of student unrest. Each looks at it from his own particular angle without going to the roots of the problem in question, the factors comprising which can be listed as follows :-

- The moral degeneration of youth.
- The faulty system of education, as a consequence of which the graduates proliferate while the employment opportunities shrink.
- The failure of the older generation to set an example of good behavior and of commitment to duty.
- The uncertainties and quarrels among our top leaders, bitterness and disgraceful wranglings in our parliament- the supreme tribune of the people, corruption and inefficiency at the highest level of the administration, fasts and counter fasts without moral convictions by protagonists of this or that faith.
- Little or no control over the admission policy which results in over-crowding of educational institutions.
- Lack of activities to channelise the energies of youth in the right direction.
- The sharp break that takes place in the medium of instruction between the secondary and collegiate levels, whereby students experience problems in comprehension.
- The spread of communalism that political parties often encourage in order to further their own interests.

-A disillusioned fraternity faced with an ever mounting spiral index of prices which has to be chased by tuitions avariciously sought. Too few and too ill-paid, how indeed could they hope to provide the inspiration and guidance that the students need ?.

- A dismal lack of facilities for a liberal education with universities operating on a shoe-string budget with the result that they can hardly survive as teaching institutions.

- The gap between the termination of University examinations and the announcement of results.

- Non-recognition of students unions.

- Improper and impartial distribution of Educational facilities.

- Appointment of vice-chancellors and such other university authorities purely on political grounds.

DOUGAL (1968) studied the problem of student unrest in relation to student participation in institutional management and student control ideology of the teaching staff in a doctoral study undertaken at the University of Michigan. The study rejected two hypotheses, viz that student unrest is related to student participation in institutional management, and that student unrest is related to dogmatism of teachers.

However, another hypothesis that student unrest is related to pupil control ideology of teachers was accepted. He concluded that:-

(1) Unrest is a response to the psychological rather than the material environment.

(2) Student participation in institutional management creates new aspirations and new frustrations.

(3) Student councils are poor channels of student participation in institutional life.

(4) Student-faculty and student-administration relations seem to be better in certain educational institutions after unrest.

(5) Level of student participation is low for all the institutions.

DEV SHARMA (1971), in a perspective study of the youth in turmoil in the campuses of universities in India, quotes the Union home ministry's analysis of the causes of the disturbances upto 1966.

Sharma's concluding observations are revealing:-

"If the youngsters protest against inefficient and unwanted teaching, if they ask for universalization of softer standards, it might be indicative of their tendencies to make use of the opportunities which the environment offers to them. Their protest against corrupt, inefficient and unimaginative administration should be welcomed in a self generating democracy; particularly when the educational system fails to meet the needs and aspirations of youth, when classes are drab and teaching trivial, and cost of education spirals upwards, the students have a right to protest".

KALE (1972) studies student unrest in terms of

causes, results and remedies, on the campus of some Indian Universities. Among the causes he listed the following:

- (1) Rapid unplanned expansion of higher education.
- (2) Misdirected sex-interest.
- (3) Declining standards.
- (4) Student dissatisfaction with the campus conditions.
- (5) A break-down of the communication system between university college authorities and students.
- (6) Hostility against the bureaucratic authority in the college or university.
- (7) The rapid whirlwind of social change.

Student riots result increasingly in loss in terms of man hours, private and public property and, at times the loss of life. The loss of faith in the significance of education as a process of development of 'soul' or the 'society' though it cannot be quantified, is at the same time, disturbingly colossal. It is also not possible to measure the actual loss resulting in cynicism and frustration of the intellectuals and the breeding of disrespect for law and order.

KARSTEN (1972) in a study confined to interpretations of the causes and meanings of the protests on university campuses, classified eight groups of interpretations. The more important being the following :

- (1) Campus disturbances were a result of the focusing upon the campus, of national problems.

(2) The higher educational establishments were so full of unresolved problems that the disturbances were simply reactions to them.

(3) The psychological situation of many students had predisposed them to campus activism.

(4) Consequences of technological society contribute to campus disturbances.

(5) Disturbances were politically motivated. These disturbances were highly complicated historic phenomena which probably could not have been controlled except in individual instances, and to a limited extent.

MEHTA (1972) studied student unrest in the university campus. Of the total sample, forty-five percent of the respondents indicated that the present student unrest in many universities is primarily due to the tactless handling of student problems by the authorities. Nineteen percent of the whole group attributed general frustration in youth as the reason for unrest. Another interesting feature of the study was that a hypothetical situation was given where the students of a college had gone on strike, and the respondents were asked to rate one of the three given methods for handling this strike effectively. Ninety-three percent suggested that teachers should mingle freely with the students on strike in order to understand their problems and find out a mutually agreeable situation.

MAJMUDAR (1974) found intense political interest

in the campus. He further discovered that police and government interference was responsible for violating the rules and neglecting the professed code of conduct.

PARKER (1974-76) examined administrative responses to student protest in four states of India. He found that minimal attempts were made to discuss and negotiate matters with regard to student problems and that the only time the authorities took the students seriously was when they resorted to violence. This tendency on the part of the administration left the students with no alternative but to take recourse in violence.

UPADHYAYA (1975) studied student unrest in eastern U.P. and discovered certain causes that, according to him, were responsible for the strained relationships of parents, guardians, teachers and administration with the students. He categorized them into four areas i.e. academic, administrative, political and socio-economic. He further stated that inadequate intimacy of the student-teacher relationship, ineffective teaching methods, and an educational system irrelevant to Indian conditions were the most significant causes that could be pin-pointed in the academic area. He also put down refusal to recognize student unions as a reason for student unrest.

MOOKERJEE (1977) found in his study that students were disinterested in studies because of the lack of co-curricular activities and library facilities mainly responsible for creating unrest among the students.

SEMA(1983) studied the problem of the university students at the Baroda university. The collected data through questionnaires and interview schedules were from one hundred and sixty-five students belonging to five different faculties. The following were the main findings of the study :-

Academic problems such as high cost of reference books, inadequate library facilities, socio-economic system, health and hygiene are often responsible for student unrest.

A probe into student unrest has been attempted on and off by a number of different researchers in various countries with the need for a solution in mind. The fact, however, is that it is not merely a transitional phenomena but is a deep-rooted weapon politicians make use of to further their own interests. Thus, though the students cannot exactly be given a clean chit, the political world of the nation is largely responsible for the spread of unrest.

Student unrest is usually organized by the small number of anti-social elements on campus whose sole purpose in attending college is to create a ruckus. This minority succeed in their malevolent schemes because diligent students too have much to say against the university culture and the norms that society binds them with. These aggrieved students are won over by promises of bringing the tyrants in the university to justice and the meeting of

their legitimate demands as also by assuring them that the only way that university authorities can be made to respond is to resort to violence.

2.3.2 SUMMARY OF THE COMMISSIONS AND SEMINAR REPORTS

Reports made in the course of various seminars and commissions are listed here. The University Education Commission was appointed in the year 1949, to look into the problem of student unrest and the solutions to it. The commission emphasized the lack of moral education in higher educational institutions as a reason for student unrest.

In March 1964-66, a commission was appointed, headed by Kothari, to look into the problem of student unrest. This commission pointed out frustration and several other factors of an academic, social, political and economic nature responsible for the problem of student unrest. Therefore, the stress that the students are subject to is focused on as a ruling cause of student problems and hence, is looked into in great detail by government, university authorities, educational researchers and the general public.

The Faculty of Education & Psychology, M.S. University of Baroda (1966), had organized a seminar on the problem of student unrest and indiscipline. During the course of this seminar a number of possible reasons for the... aggravating problem of student unrest were brought to light, some of which were erosion of ideas, secularism and traditionalism, corruption, frustration, influence of

political leaders, disgruntled teachers, out-dated teaching methods, socio-economic factors, improper implementation of admissions and promotions, lack of genuine interest in studies and the conducting of professional agitations by a few anti-social elements with vested interests.

2.3.3 REVIEW OF GENERAL AND POPULAR LITERATURE

This section gives instances of published literature of eminent writers like educationists, administrators, sociologists and journalists, whose contribution is enriched by their experience and intellectualism. There is, in this presentation, a mixture of articles taken from various essays and papers in general and popular literature.

KABIR (1954), a pioneering educationist, studied the problem of student unrest in great depth. After extensive research, he listed the following as the causes of student unrest :-

- Loss of leadership by teachers.
- Economic difficulties faced by students of the lower or middle class social strata.
- The overwhelmingly literary and academic character of the present system of higher education.
- The under-emphasizing of the university final examination.
- The authoritarian character of the present system of education.

- The limited scope offered to students with initiative and freedom in curricular and co-curricular activities.
- The spread of a materialist ideology, undermining the sense of values among the students.

SHAH (1963) tried to analyze the problem of student unrest in the social context. According to him, there is an increasing emphasis in India today, on formal education. He classified the students as per their socio-economic status, in four broad groups :-

- High status - high ability students.
- High status - low ability students.
- Low status - high ability students.
- Low status - low ability students

The factors commonly found responsible for student unrest were classified as follows :-

1. ECONOMIC FACTORS

Increase in fees, reduction in free - studentships and scholarships and lack of proper discretion in their distribution.

2. ENROLLMENT, SYLLABUS AND EXAMINATION

Lack of proper screening and selectivity at the time of admissions, a lengthy and often uninspiring syllabus, and the overdue stress laid on examinations and their outcome.

3. LEARNING CONDITIONS

Inadequacy of qualified staff and library and laboratory facilities, and lack of guidance and orientation.

4. POLITICS

Encouragement given to student unrest by politicians, teachers, administrators and students with vested interests in university politics.

ASTHANA & CHITNIS (1967) observed, in a research paper on "Disturbed Campus", that most agitations arise during the initial part of the academic sessions. These agitations are often related to the activities of students seeking office in student unions. Student leaders utilize agitations to acquire popularity and win power, not only in terms of leadership among students, but also as a leverage in establishing a relationship with the authorities of the institution concerned. Politicians are often accused of leading the students astray, yet, they only misdirect the fund of energy lying untapped on the university campus.

KASHYAP (1967) said that the problem of student unrest is a cultural, economic, sociological and educational problem which calls for an interdisciplinary approach and understanding. This unrest is neither new nor restricted spatially. It has been existing for a long time now and has global dimensions. He thinks that the conflict between generations is also a root cause of the problem of student unrest in that in every age and society there arises the fight for supremacy between the older generation, struggling to impose its views and concepts on the young, and the rebelliousness of the young against norms and traditions.

LULLA (1967) attributes student unrest to the

fact that students cannot identify with either family, university, society or the world at large.

The shift in the concept, scope, and importance of student welfare service in Indian colleges and universities is evident from the following pertinent observation of the UNIVERSITY GRANTS COMMISSION in its annual report for the year 1964-66 :-

A university or college is not a barren ante-room to life; it is a part of life, and the students' stay there should be happy and a stimulating experience. A congenial environment and a healthy corporate life are essential for serious intellectual pursuits and proper development of the personality. The conditions in which the students have to live and work significantly affect the general academic atmosphere. They are conducive to an improvement in student behavior and should provide a healthy curb on student unrest".

OILE, HARREN and DRAGER (1966) note a shift in the scope of student welfare activities and personal services in the institutions of higher education in the United States. Thus, they observe, "Gradually, more student welfare programs in higher education are seeking to shift from an emphasis on services and activities peripheral to the main goals of education to an emphasis on student development and learning". But they maintain that in order to fructify this trend, in order to see that such a shift is to be more than temporary, theoretical conception must

be used to guide program functions. They stress the need to do four things :-

- Consider the philosophy to undergird significant goals and purposes for each program, and for the mosaic of programs called 'student welfares.
- Knowledge of the campus environment.
- Knowledge of student development, characteristics and sub-cultures.
- Knowledge of applied program areas such as counseling, admissions and student welfare activities.

Studies by PRASHAR(1959), SHETH(1962) and CHAUBE (1963) also stress the need for similar student welfare activities in institutions of higher education.

These opinions bring to light the fact that the concept and scope of student welfare services and activities has changed and broadened considerably.

UST (1968) surveyed the operation of youth welfare services and activities in 48 Arts and Science, and 21 professional colleges affiliated to the Madurai university. The following findings are based on the analysis of the replies of 66% of the total colleges which returned the questionnaires duly filled in.

<u>SYMBOL</u>	<u>MEANING</u>
1. a	No, we do not have this service.
2. b	Yes, we do have this service but it needs improvement.
3. c	Yes, we do have this service and it is functioning well.

SR.NO	ITEM	PERCENTAGE		
		'A'	'B'	'C'
1.	SELECTION FOR ADMISSION	48	11	41
2.	ORIENTATION OF NEW STUDENTS	73	11	16
3.	REGISTRATION AND RECORDS	32	11	57
4.	COUNSELING SERVICES	43	25	32
5.	HEALTH SERVICES	27	36	36
6.	STUDENT SERVICES IN HOSTELS	39	20	41
7.	FINANCIAL SERVICES	16	43	41
8.	EXTRA-CURRICULAR ACTIVITIES	05	16	80
9.	VOCATIONAL PLACEMENT	84	11	05
10.	OTHER SERVICES	81	14	05

RUST further remarks that a number of students remain idle during the vacations. It is, therefore, high time that some arrangements are made to utilize their vacations with material benefits to them. The dictum of 'EARNING WHILE LEARNING' must become practical in the country.

Some general studies on the historical growth of student welfare activities in colleges and universities in India give one an insight as to why these services have been very slow to develop in this country. Several studies of the history of the development of education in India have been conducted, among which, the work of NURULLAH and

NAIK (1950) is, perhaps the most critical, comprehensive and research - oriented. In the Gujarati language, two studies conducted by DESAI (1969 & 1972) are equally illuminating.

The most probable reason for slow and inconsequential growth of student welfare activities and personal services in Indian universities had not developed in the past and are of very recent development. DESAI, in his study (1972) on higher education in India, has shown that prior to the attainment of independence, the colleges and universities in India were not sensitive at all to the welfare needs of students, and, for them, student service and welfare activities did not stretch to anything beyond the providing of hostels for students, some freeships and scholarships, provision of some few sports and indoor games, and organization of student unions as centers of student activities. NURULLAH and NAIK (1950), while summarizing trends and issues in colleges and universities in India, also observed to the same effect. They say that, in the second half of the nineteenth century, the major controversies in Indian higher education were about the place of the private agency in higher education, liberal versus professional education, medium of instruction and the use of Indian languages in junior college classrooms, etc. Before the first World War, the focus was on the improvement of standards, while the third decade of the present century was dominated by the surging wave of

nationalism. Some minor student activities came began to come into the limelight from the thirties onwards. But, during the British rule, very limited student services were known to develop in colleges and universities.

MUKHERJEE (1959) also makes a passing reference to the absence of any strong current towards the development of student welfare activities and services in colleges and universities in India.

It was only after the attainment of independence that some attention began to be given to the question of student welfare activities and services. The UNIVERSITY EDUCATION COMMISSION (1949), presided over by DR. S. RADHAKRISHNAN, the former president of India, devoted, perhaps for the first time, a separate chapter (chapter XI) of their momentous report to this subject, of which they had to say,

" The student is not created for the university, but the university exists for the student, and, therefore, it must spare no effort and omit no device which may promote the fullest and most complete realization of student possibilities on all planes - physical, intellectual and spiritual. Education in a university should be, for a student, a source of interest and enjoyment. Whatever be his speciality, every student should develop an intellectual habit, an attitude of mind and a temper of social behavior".

DESAI (1972) concludes that the question of student welfare activities in Indian universities began to

acquire some importance only after the university grants commission came to be established in 1956. In another study (1970), he observes :-

" In the last decade (1960-70), considerable change has taken place on the outlook of student welfare and the role of these. The University Grants Commission has begun to regard student services and welfare as an integral part of educational development. An improvement of the conditions in which students live and work is expected to have a salutary influence on the attitude and academic life of students".

Owing largely due to financial assistance of the UNIVERSITY GRANTS COMMISSION, the universities in India have begun to expand their student activities and services. A study of the annual reports of the U.G.C. (1960-70) shows that considerable expansion of hostel facilities in Indian universities began from 1960-61, the establishment of a health center from 1967, the Kothari Commission in 1966.

The MUDALIAR COMMITTEE of the U.G.C. (1968) recommended that the university health service program should have a comprehensive scope including preliminary medical examination, preventive and creative measures, supervisory and advisory services on environmental hygiene, sanitation, etc. The committee also felt that such health services should also include immunization and regular health check-up. It also suggested improvement and expansion of scholarships at the university level, the

establishment of counseling and guidance centers in a few universities on an experimental basis towards the closing of the 1950's, the appointment of dean of students in some universities in the mid-sixties, and the beginning of orientation programs for fresh students in some universities in the late-sixties.

From 1963-73, the U.S. Educational Foundation in India proved to be the pioneers in undertaking the training of personnel given charge of student welfare activities and services. PASRICHA (1973), in the editorial of the latest issue of the Student Welfare Service Review, remarks that :-

" Ten years of investment of time, money and personnel on behalf of the foundation, should have been sufficient to create an opinion about student services among the educators. If, during these years, the institutions have developed a sense of conviction about the usefulness of student welfare activities and services in the academic life of the student, then they should be willing to make their own contribution in the form of time and resources. On the other hand, if this conviction is missing, and student services are still regarded as an extra frill to higher education, then there is not much sense in the U.S.E.F.I. diverting its limited resources in this direction endlessly".

PASRICHA (1973) has attempted a broad assessment of the extent of impact which the U.S.E.F.I. program of student welfare services and activities seems to have made on the campuses of Indian universities.

" Between 1968 and 1973, the foundation organized 71 brief or intensive programs of training for Indian educators, giving full or partial financial support to each program. On an average, 25 educators participated in each of these conferences. 25 American experts in student personal and welfare work served as consultants for the training program. During the summers from 1964-68, 65 Indian teachers and administrators attended three - month seminars on student welfare services in two leading universities in the United States".

DESAI (1973) has shown, by citing the example of the M. S. University of Baroda, how the effect of the benefits that accrue to the student community from the improvement and expansion of student welfare services and activities in an university is considerably reduced by a mounting student population. In the last decade, the average increase in enrollment in the university being 700 to 800, the expansion of facilities in the halls of residence, free studentships, loans to poor and needy students, library and laboratory facilities, English orientation services, cultural activities and sports were felt to be inadequate. This is all the more frustrating because the overstrained finances of the university are not able to expand student services or to provide student personal services.

CASEBEER (1973), however, strikes a hopeful note. He refers to the fact that , in 1966, the

S.N.D.T. Womens' university appointed a full - time faculty member as the dean of students. Since then, twenty - two universities in India have appointed full-time deans of students.

" Indian colleges and universities have heeded the call of the Ministry of Education in meeting the needs of the students through student welfare services. The Ministry of Education well knew of the emergent problems facing Indian youth in a rapidly expanding technical society and planned to take efficient measures to give Indian youth the advantage of professional counseling and advising. The student personal movement is catching on in India".

2.5 REVIEW OF STUDENT WELFARE ACTIVITIES

SIDNEY HOOK (1946), has identified the philosophy of students personal work with the progressive education movement, where, providing each student necessary educational environment and facilities to realize their potentiality is to receive an important focus. The 'AMERICAN PRESIDENT'S COMMISSION ON HIGHER EDUCATION, appointed in 1947, reported that the main goal of education in a democracy was the all-round and continuous development of the individual student with the help of welfare activities.

WRENN (1951), said that the university education becomes a course of interest and enjoyment for every student. The university must spare no effort

and omit no device which may promote the fullest and most complete realization of students' possibilities on physical, intellectual and spiritual levels. The university should be concerned with the students' life on the campus :- how the student maintains his health, derives his recreation, develops his varied interest apart from his studies, his individual and social behavior, and hostel life. The university should provide proper welfare activities which take place, shape, colour and emphasis in the concept of university. The offices of welfare activities should look after the health services, financial aids, jobs placement and many other elements of the total campus organization which are recognized as important facets of student welfare activities. HAROLD TALYOR (1952), has said that, in an educational system, emphasis should be given to student welfare and educational environment. Things should be arranged in such a way that it becomes possible for the individual students to find their own way towards full development.

RAMCHARAN (1957), CHOWHAN (1960), FARIHAR (1963), PATHAK (1965), have studied some of the problems of university students keeping in mind different aspects. These studies highlight the need for providing student welfare activities and services in colleges and universities, so that the student can be helped to adjust to the environment in the classroom, residential hostels,

and overcome some of their tension and emotional stress.

The UNIVERSITY GRANTS COMMISSION(1957), has taken a decision to give grants to build more student hostels, staff residential quarters and non - residential student centers, university health centers to provide medical facilities and follow - up work, organize hobby centers to promote interest in creative activities and bring forth the natural talents of the students, to provide financial aid to needy students, to provide subsidized cafeterias and lunch rooms, to promote extra curricular activities that develop a sense of adventure and leadership, and to expand library facilities and modernize science laboratories.

The ' UNIVERSITY GRANTS COMMISSION'wrote in it's annual report for the year 1961-62," The Commission is of the opinion that student welfare forms an integral part of the academic atmosphere in a college or university, and affects very significantly, the conditions in which the students live and work. With the rapid increase in the number of students seeking the benefits of higher education, the need for adequate amenities for students in colleges and universities has become greater, and as a result, is a highly inflammatory subject, often leading to student unrest".

PASRICHA (1964) and her co - workers, in a study on the problems of the students of the M .S . University, administered a check - list to 1998 students of different

faculties. The check - list in it's final form consisted of 232 problems spread over different categories like :-

- (i) Health and Physical
- (ii) Sensitivity and Confidence
- (iii) Economy and Lack of facilities
- (iv) Self schedule and Independence
- (v) Self and Self-Image
- (vi) Society and Family

Some of the peculiarities of these findings are interesting and lead one to draw certain conclusions useful for counselors, administrators, and teachers. The most significant finding of this research is associated with individual difference. The profiles of different groups have clearly brought out the difference in the adjustment problems which each group faces.

The KOTHARI EDUCATION COMMISSION (1964-66) regards the failure of Indian universities to provide adequately for student welfare as the major weakness of the existing system of education. The Commission held the view that the shortcoming of higher education should be improved on a priority basis. It advanced a plea that student personal services are not merely a welfare activity but they constitute an integral part of higher education. The Commission suggested the following six services as important ones to be included in the student personal services programs of each university :-

- Orientation for new students.
- Organization of adequate health services in universities

and colleges and the establishment of health centers on every university township and campus with a large student population.

- To expand considerably the hostel facilities and to establish day - study centers for the use of non - resident students who do not have the adequate learning facilities at home.

- The organization of guidance and counseling programs in every university/college to assist the students in the choice of academic courses, indicate the lines of remedial actions, and help in dealing with emotional and psychological problems.

- Intensification of co - curricular and varied programs of co - curricular activities in the university/college campus.

- To increase the provision of scholarships in each university in such a way that at least 15% of the enrollment at the under - graduate stage by 1976 and at least 25% of the enrollment at the post - graduate stage by 1976 and to 50% of such enrollment by 1986, are covered by this welfare scheme. Studies on governance of universities and colleges have commented adversely on the inadequate financial allocations made for universities. The implication is that inadequate funds in universities and colleges is one of the major causes of unsatisfactory development of student personal services in Indian universities.

The seminar on student welfare activities and student personal services organized by the Education Commission in collaboration with the World University Service at the Delhi University in Aug - Sep 1965, considered the problem of students amenities at length. The seminar recommended the following measures :-

- The vice - chancellor or principal should be closely associated with the programs of student welfare if they are to make a perceptible impact.
- Each university should have a full - time dean of students who should preferably be a teacher of a fairly high position.
- Every university or college should have a student welfare council consisting of students, teachers, administrators, social workers, and representatives of state and central governments.
- Appropriate departments in a university/college should periodically survey and study scientifically, the needs and problems of student welfare and personal services in the campus.
- The economically and socially weaker sections of the student community should be given special attention.
- Testing facilities should be made available to the student community to enable it to delve into the varied range of subjects offered and then make a decision as to the subject they wish to undertake for their studies.
- With respect to certain essential amenities like hostel accommodation certain standards should be laid down and

enforced in all institutions.

- Life on the campus should be organized on a co-operative basis.

- Sound machinery and carefully designed programs for student health services should be created for the students.

- The percentage of students receiving financial aid should be raised from 15% (as at present 4) to 35%, and the number of post - graduate and research scholarships should be increased substantially.

The amount of scholarships required by the students should be based on actual studies conducted from time to time.

- Guidance and counseling programs should make up an integral part of the educational facilities to be provided in an institution of higher education.

- Pre - admission counseling and diagnostic tests should be followed up by special remedial programs for those who need them.

- Special orientation programs should be organized for fresh students joining the universities, to familiarize them with the services and facilities available.

TRIGUNA SEN, the former Union Minister of Education, rightly said in the Delhi conference of vice - chancellors (1967), that :-

" The significant element in the situation to which we must attend is the student, and make him feel that education is a purposeful, challenging and stretching process which will tax to the utmost all his capabilities

and energies. This will need attention to several matters such as improvement of curriculum and methods of teaching and evaluation, equally, the development of adequate guidance services, provision of opportunities for effective communication with teachers, expansion of extra-curricular programs, especially games and sports, improvement in the academic life of university and college and the social life of the community around".

DESAI'S study (1970) on the prevailing situation of student health services in Indian universities shows that the university administration has either neglected this vital service or has been unable to do much in this respect because of the lack of funds. The study revealed that by 1967, about 45% of the total universities had provided health centers. His conclusion was that the American universities provided rich and varied medical facilities and services of a small size and nature. Desai's additional conclusion is that inadequate student personal services in Indian universities are largely responsible for two of the most weighty problems facing Indian universities and colleges i.e. student indiscipline and rioting.

" In universities abroad, especially in the American universities, the organization and administration of student personal services have reached a high degree of effectiveness. In India, these services are yet to be developed to a satisfactory extent and placed under the direction of those who have expertise in the field".

GAJJAR (1974), in a doctoral research, made a

critical study of the perception of the M.S. University student and faculty communities towards student personal services. The sample of the researcher consisted of 982 students (6.15%), 83 university teachers (11.7%), 33 senate members (35.0%), and 8 syndicate members (55.0%).

Some major findings of the study were :-

- All university students are not fully aware of the student services provided at the university. Students of higher economic groups as well as those coming from the urban areas are more aware of the services than those coming from lower economic groups and rural areas.
- All the new entrants experienced some initial difficulties. The nature of difficulties varied with age, sex, class of instruction and urban - rural origin of students. Difficulties were either academic, financial or administrative.
- About 65% of the entrants indicated a desire for help. They were from all-income groups. The majority suggested a cell for information in each institution.
- Student services provided on the university campus are mostly used by students residing in the hostels.
- There is not enough evidence available to establish a connection between the inadequate provision of student welfare and personal services in a university, and student unrest and indiscipline.
- Of the total student respondents, 12% were fully satisfied with student services provided in the university,

15% were considerably satisfied, 23% categorically somewhat satisfied, 35% were categorically not satisfied, and the remaining were undecided.

- The students desired the addition of some new student services such as "Earn While You Learn" centers, "Students' Book Banks", Students' Counseling Centers", "Services for Improving Study Habits", "Psychological Testing Centers", and "Students' Co-operative Centers".

- 56% of the student respondents indicated a positive relationship between present student unrest and inadequate student welfare services ; 34% were undecided on the point, while the remaining 10% indicated that there was no such relationship.

- The following student problems were ranked as under :-

<u>PROBLEM</u>	<u>RANK</u>
PHYSICAL FACILITIES	I
EXAMINATION	II
GUIDANCE & COUNSELING	III
HEALTH SERVICES	IV
ECONOMIC	V
CAREER CHOICE, EMPLOYMENT & FUTURE	VI
CORRUPTION	VII
SOCIAL LIFE	VIII
RECREATION & LEISURE	IX

- Many teachers in the university are not aware of the existence of all student services in the university. The lack of knowledge of the location of the student services,

and the low importance attached to them by university teachers go hand in hand ($r = .642$).

- Awareness of teachers of the difficulties of students showed a rise with increased age, increased teaching experience, professional status, membership of student bodies, foreign visitations, etc.

- On an average, university teachers have known about the importance of student services since 1960.

- The co-efficient of correlation between support of teachers to student services and their knowledge about them was found to be $+0.31$ and between support and satisfaction $+0.17$.

- Younger teachers were found to be favorably inclined to the addition of more student personal services. Teachers belonging to the age group of 40+ were skeptical about the utility of expense incurred on student services when universities do not have adequate finance to support the expanding academic programs.

- Non - teacher administrators, senate and syndicate members did not understand much about the potentiality of student services in universities.

- On an average, the teacher - administrators know more about student personal service services than the non - teacher administrators.

- Non - teacher administrators perceived a better picture of the level of utilisation of services by students.

The study revealed that a climate has gradually been built up on university campuses favouring more and better provision of student personal services on the campus.

2.6 CONCLUSION

The review of related literature thus brings to light the fact that student unrest and student welfare activities have gradually succeeded in catching the attention of society as matters of significance in the academic life of the student body. Many aspects of this problem are studied separately, but student unrest and student welfare activities are not studied together at either the university, the regional or the national level. Taking into consideration the above literature, the investigator tried to take this problem of unrest up as a particular problem faced by the universities in general, considered from different aspects. Those aspects are :-

- Different unrest activities which occur during the unrest period.
- Causes of unrest in their different categories e.g. student, teacher, administration and the general public.
- Students' expectations, academic and general, from the university.
- Welfare activities that may help to minimise or to put a stop to the above problems.

This study is mainly concentrated on the universities of Gujarat state, because, earlier in the year

1972, the campuses of these universities were relatively quiet, but, after that, the climate of these universities has been changing due to a number of reasons and events. It is found that, since then, these universities have been facing the problem of student unrest : a problem which shows no sign of abating in the near future. The review related literature has been utilised as a guideline in formulating the research design of the present investigation and analysing, interpretations and implications of the findings of the present research.