

CHAPTER IVANALYSIS AND INTERPRETATION OF THE DATA

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CHAPTER - IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION :-

This chapter deals with the analysis of data collected from the selected sample. The analysis is based on the different objectives of the study. The finding out of remedies for different aspects of the problem is also one of the objectives of the study. The remedies are presented in this chapter at the end of every aspect/variable.

4.2 STUDENT UNREST ACTIVITIES

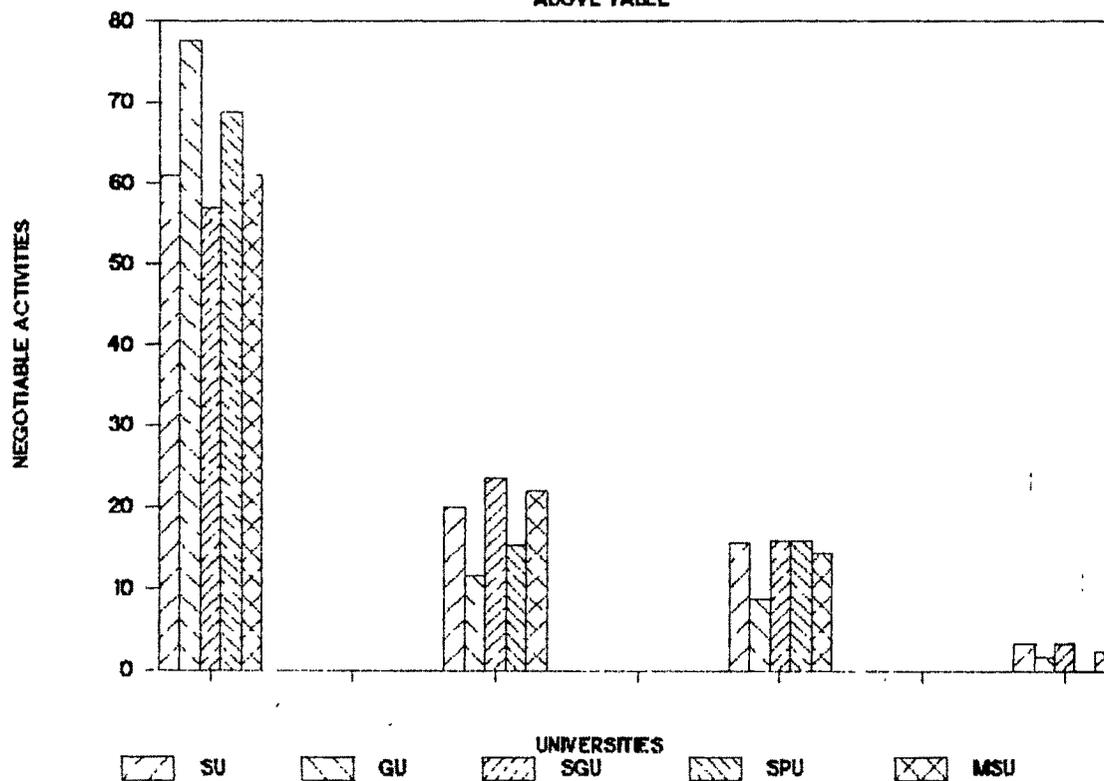
Students, as a community, are full of zeal and enthusiasm, veritable reservoirs of energy and optimism. Their formative and impressionable minds can well be moulded by the educational system and its policies. In the initial stages, when education had just been introduced, students very naively subjected themselves to the ideas and policies of the imparters of education. Changing environmental conditions have, however, succeeded in bringing about fresh awareness in the students about their status in society. This consciousness took a long time to materialize, but when it finally did, the impact was tremendous because the pent-up emotions and grievances of major part of a century were released at one go. Today, unrest on university campuses has become a common phenomenon. This unrest may very simply be described as the external manifestation of an internal emotion or grievance which has been harbouring in the mind for long. The modes of external expression differ in keeping, either, with the mentality of those involved, or, the seriousness of the problem. A questionnaire conducted covers fifteen such different activities that can take the name of student unrest (Refer Appendix IV). These fifteen activities are comprised mainly in three sections, i.e., 1) Negotiable activities, 2) Action - oriented activities, and, 3) Destructive activities. The responses to the above activities are presented in Table no. 7.

UNIVERSITYWISE AVERAGE PERCENTAGE OF RESPONSES IN TERMS OF AGREEMENT, PARTLY AGREEMENT AND DISAGREEMENT TO DIFFERENT TYPES OF UNREST ACTIVITIES.

(A) NEGOTIABLE ACTIVITIES

| | UNIVERSITIES | | | | | TOTAL AVERAGE OF PERCENTAGE |
|---------------|--------------|-------|-------|-------|-------|-----------------------------|
| | SU | GU | SGU | SPU | MSU | |
| AGREE | 61.00 | 77.66 | 57.00 | 68.67 | 61.13 | 65.092 |
| PARTLY AGREE | 20.00 | 11.67 | 23.67 | 15.33 | 22.00 | 18.534 |
| DISAGREE | 15.67 | 9.00 | 16.00 | 16.00 | 14.40 | 14.214 |
| NOT RESPONDED | 3.33 | 1.67 | 3.33 | - | 2.47 | 2.16 |

THE GRAPHICAL REPRESENTATION OF ABOVE TABLE



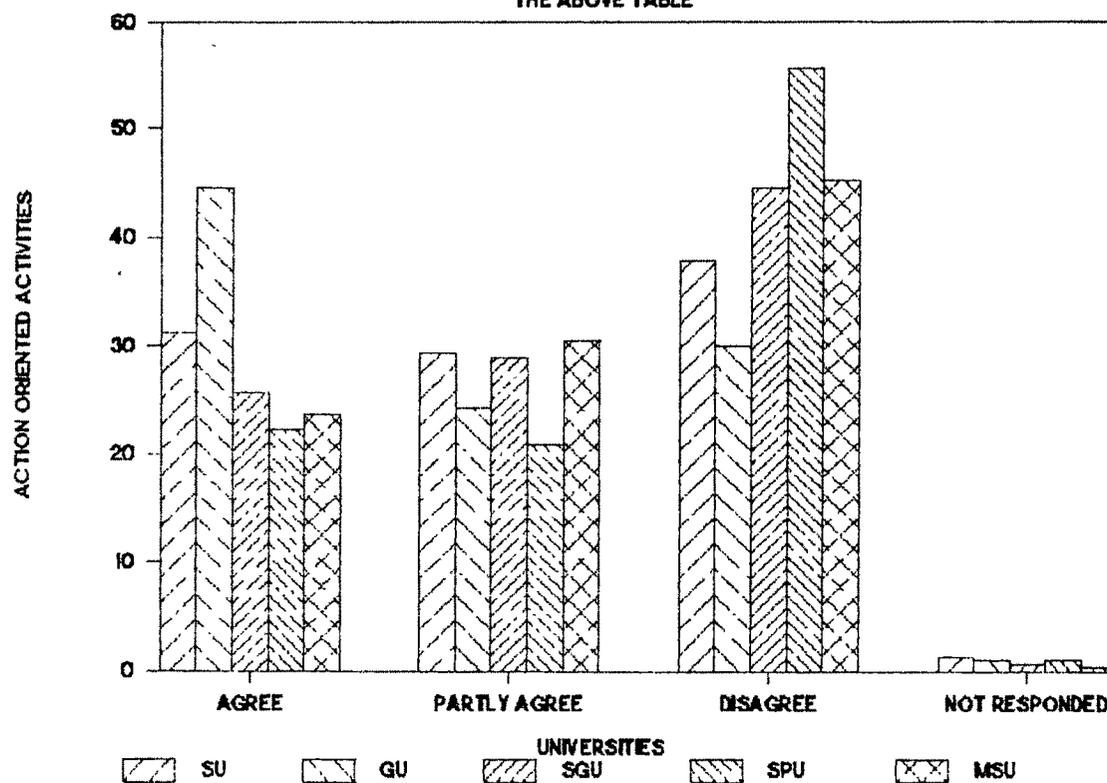
UNIVERSITIES AVERAGE PERCENTAGE OF RESPONSES IN TERMS OF AGREEMENT,
PARTLY AGREEMENT AND DISAGREEMENT TO DIFFERENT TYPES OF UNREST

(B) ACTION ORIENTED ACTIVITIES

UNIVERSITIES

| | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|---------------|-------|-------|-------|-------|-------|--------------------------------|
| AGREE | 31.34 | 44.67 | 25.67 | 22.33 | 23.67 | 29.536 |
| PARTLY AGREE | 29.33 | 24.33 | 29.00 | 21.00 | 30.67 | 26.866 |
| DISAGREE | 38.00 | 30.00 | 44.67 | 55.67 | 45.33 | 42.734 |
| NOT RESPONDED | 1.33 | 1.00 | 0.66 | 1.00 | 0.33 | 0.86 |

GRAPHICAL REPRESENTATION OF
THE ABOVE TABLE



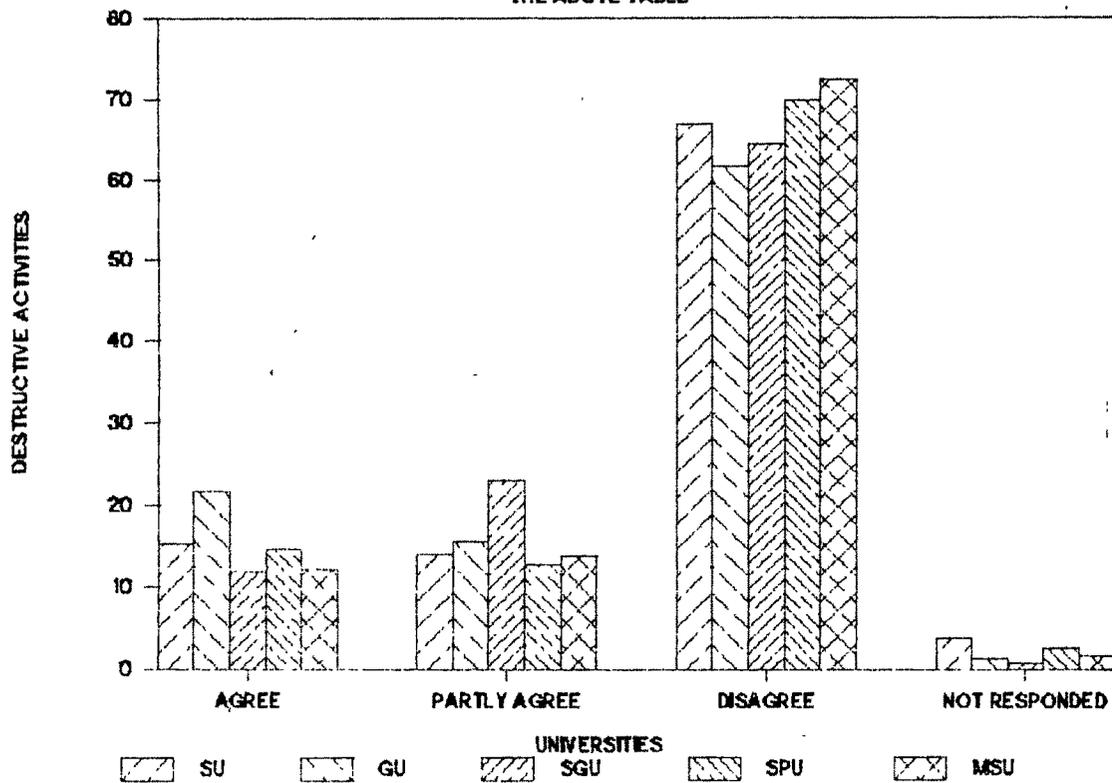
UNIVERSITYWISE AVERAGE PERCENTAGE OF RESPONSES IN TERMS OF AGREEMENT, PARTLY AGREEMENT AND DISAGREEMENT TO DIFFERENT TYPES OF UNREST ACTIVITIES.

(C) DESTRUCTIVE ACTIVITIES

UNIVERSITIES

| | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|---------------|-------|-------|-------|-------|-------|-----------------------------|
| AGREE | 15.22 | 21.56 | 11.78 | 14.67 | 12.11 | 15.068 |
| PARTLY AGREE | 14.00 | 15.44 | 23.00 | 12.78 | 13.77 | 15.798 |
| DISAGREE | 66.89 | 61.67 | 64.44 | 69.88 | 72.44 | 67.064 |
| NOT RESPONDED | 3.89 | 1.33 | 0.78 | 2.67 | 1.68 | 2.07 |

GRAPHICAL REPRESENTATION OF THE ABOVE TABLE



The analyzed data of negotiable activities has been taken from item number 1, 2 and 5. The Table 7 (A) reveals that out of the total sample of the study, in general average 65.092 percentage of respondents show their agreement, 18.534 percentage of respondents show partial agreement and 14.214 percentage of respondents show disagreement. It seems that the overall majority of the respondents agree with the activities which solve their problems through systematic representation and peaceful negotiations. They believe that they should depute student bodies to make negotiations with the authority and, before taking any step, they should give a memorandum to various related authorities at university, local and state level, and finally, appeal to the general public for support and getting referendum. Column one of this table shows agreement of respondents from different universities. The variation is not very wide from the coverage of responses (Refer Table). Column two in this section represents the partial agreement of respondents, and column three represents the disagreement of respondents. After analyzing this table as a whole, majority of the respondents are agreed and partly agreed with the negotiable activities.

During unrest, if a solution cannot be reached with the help of negotiations, students will resort to activities of a higher degree in the form of processions and rallies, public meetings, demonstrations, strikes, etc., according to item number 6, 7 and 8 of this section.

The table 7 (B) shows, however, that the overall response to these action - oriented activities, in general, comes to 29.536 percent for agreement, 26.866 percent for partial agreement, and 42.734 percent for disagreement. Thus, a majority of the respondents are not in favour of such action - oriented activities.

It is only when both negotiable and action-oriented activities fail to bring about results that students resort to destructive activities like the physical and mental harassment of teachers and administrators in the form of abusing, beating and gherao, taking out donkey processions, organizing bandhs, sprinkling of gungajul on statues and within the limits of premises, making statues of university leaders and garlanding them with shoes and chappals, destruction of private and public property, pelting stones on buses and deflating tyres of buses, according to item number 3, 4, 9, 10, 11, 12, 13, 14 and 15 of this section. According to table 7 (C), 15.068 percent of respondents are in favour of such violent action, 15.798 percent of respondents are in partial agreement, and 67.064 percent are not interested in undertaking violent and destructive activities.

GENERAL OVERVIEW

The study of this section indicates the general picture that the majority of the respondents want to solve their problem with the help of negotiable activities. A linking of the data provided by this table can be made with

the earlier tables (no. 2 and 3) referring to age and sex of students, and the extent of their influence on unrest. These tables also bring to light the fact that a majority of the students are dead against the idea of resorting to violent methods of bringing the administrators around to their way of thinking. While age was found to play a significant role in determining the nature of students, sex was not really considered a determining factor in this matter.

There may be real agitation - oriented students in the campus, but it is an admitted fact that the percentage of trouble - makers in any institution is extremely small. Yet, they are proving to be the greatest disruptive force in educational institutions, and the success of any movement may very often depend on this fluctuating section of the student community. The emergence of such a group is one of the important factors responsible for creating frequent disturbances on campus. Thus, the mischief started by a few soon assumes the form of mass misbehaviour.

REMEDIES

The task of finding out remedies for such a 'type' which is an anti-social part of the student community, is next to impossible if undertaken individually. There can be various general measures taken however, like the conducting of student orientation programs through the mode of which students may be made to realize that the representation of

their grievances to the authorities, if made in a manner that is not democratic, will result in an overall loss for the student community. They should also be coached in such a manner as to make them less impatient with, and skeptical of the university teaching staff and the administration. On the other hand, university teaching and non-teaching staff must be made to realize that they too should be more tolerant with students and their demands and grievances. A sympathetic attitude in the beginning certainly helps avoid a lot of violence and destruction at the later stages. Thus, even if the administrators do impose their views on students, this should be done in the most tactful manner possible, and they should take care to enlighten the students about the why's and when's behind every decision taken. In short, there has to be an interaction among the two parties concerned - the students and the administrators.

4.3 REASONS FOR UNREST AMONG UNIVERSITY STUDENTS

In earlier sections, different activities have been examined and analyzed from various angles, which take place on campus during the time of unrest. Here, data with regard to specific issues about different causes have been collected and analyzed, by the method of collecting the opinions of various respondents.

To study the causes of student unrest in the university campus in its different aspects, is one of the objectives of the present study. It is with regard to this

objective that this section has been framed. Here, 47 different reasons which may be said to contribute to student unrest, are given in the form of statements, which the respondents were required to tick, as per their experience and ideas. There are four sections to this :

1. Students as a cause of unrest
2. Teachers as a cause of unrest
3. The university administration as a cause of unrest
4. The general public as a cause of unrest.

4.3.1 STUDENTS AS A CAUSE OF UNREST

This division consists of a list of nine statements that dwell on the various reasons by which students contribute to unrest on campus. These are :

- Disinterest in studies
- Problems of admission
- Uninspiring syllabus
- Poor results
- Interest in politics
- Lack of participation in student affairs
- Lack of effective leadership
- The spread of false and unfair rumours on campus.

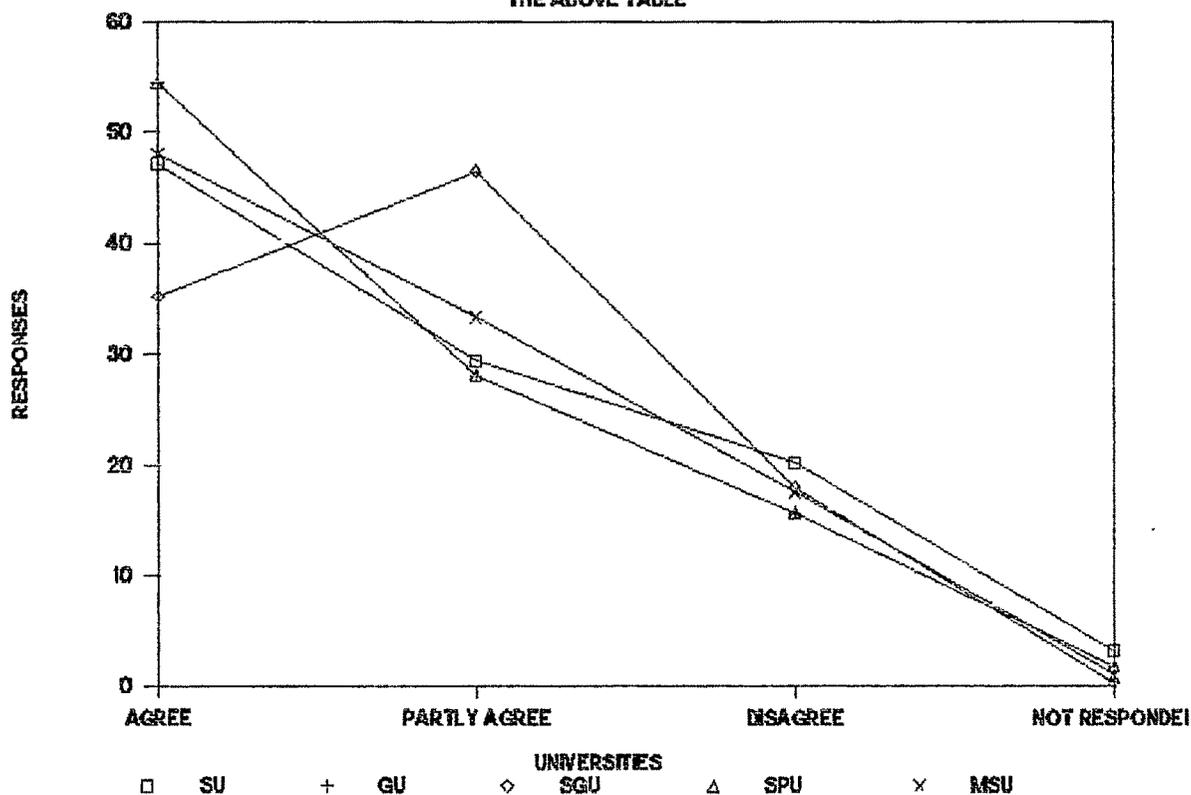
UNIVERSITYWISE AVERAGE PERCENTAGE OF RESPONSES IN TERMS OF AGREEMENT, PARTLY AGREEMENT AND DISAGREEMENT TO DIFFERENT REASONS OF UNREST AMONG THE UNIVERSITY STUDENT

(A) STUDENTS

UNIVERSITIES

| RESPONSES | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|---------------|-------|-------|-------|-------|-------|-----------------------------|
| AGREE | 47.22 | 54.44 | 35.22 | 54.44 | 48.11 | 47.89 |
| PARTLY AGREE | 29.44 | 28.11 | 46.56 | 28.11 | 33.33 | 33.11 |
| DISAGREE | 20.22 | 15.66 | 18.00 | 15.66 | 17.56 | 17.42 |
| NOT RESPONDED | 3.12 | 1.79 | 0.22 | 1.79 | 1.00 | 1.58 |

GRAPHICAL REPRESENTATION OF THE ABOVE TABLE



It is evident from the table number 8 (A), that in general average of percent 47.886 respondents are agreed, 33.11 percent respondents are partly agreed and 17.42 percent are disagreed to consider as causes of unrest any of the above mentioned factors. A closer look at the table will give details and a clear picture of the given responses.

GENERAL OVERVIEW

It may be concluded from the above table that the Gujarat University and the Sardar Patel University have the highest percentage of students who are in full agreement, the South Gujarat University has the highest percentage of students who agree partially, while the Saurashtra University has the highest percentage of students who disagree.

In general student are disinterested in studies, may be because majority of the respondents are coming from economically well-to-do families and are, therefore not worried for their future. Many of them join the university or college to have fun and pass time. Sometimes the affiliated colleges do not have all the courses and subjects, then they may be having limited seats in that courses. Because of these all the students are not able to get admission in their own choice and due to this they lose interest in study, and they get poor results in examinations. Sometimes due to heavy syllabus and limited time the students feel overburdened with

studies. Sometimes the students expect that the university authority should allow students to participate in decision making regarding their studies and examinations. In every campus a small group of students is there who have an interest politics and leadership, and even spread false and unfair rumours in the campus from time to time, which ultimately leads to unrest in the campus. All these various factors combine to form a feeling of dissatisfaction and mistrust for the university and its administrators in the mind of the student.

REMEDIES

It is essentially upto the teachers and administrators of universities to seek remedies for the various problems on and off campus. Here again, methods like the regulation of the system of examination, and admission procedure, an interesting syllabus, interaction with students where by they may be made to dwell on the significance of a university education from the point of view of their future, independence to a certain extent in the making of decisions that may concern them or their welfare , development of their qualities of leadership, etc.

4.3.2 TEACHERS AS A CAUSE OF STUDENT UNREST

The teacher also constitutes a major cause associated with student unrest. In this section, students' expectations from their teachers are described briefly. The teacher has a special place in the mind of the student. When the teacher teaches, they expect lucid exposition, a clear statement of problems, and guidance in finding a solution to the same. They also expect personal warmth, concern, kindness, dedication, and of course, patience. The interest of the teacher in the student should thus be academic, social as well as personal. Teachers are looked upon as models for youth in terms of good behaviour and also as a source of intellectual stimulus and enlightenment, and accordingly, they are called upon to assume an essentially intellectual and instrumental role. This role of the teacher may be said to be broadly true for all stages of education. If, therefore, a teacher fails to play his role accordingly, he becomes a source of unrest in his institution.

A list of eleven reasons for including teachers as a cause of unrest are given below :

- Teachers very often ignore students when the latter approach them for guidance
- Teachers often lose their temper with students
- Students with a lower ability and intelligence and ability do not get the support and strength they require from their teachers
- A number of students indulge in favouritism

- Some teachers are not competent enough to take up the subject they are supposed to teach
- Teachers sometimes encourage students to agitate against the university administration, for reasons of their own
- The teaching methods applied by some teachers hold no appeal for the students
- There are often clashes among the teachers themselves
- Sometimes, the syllabus or the question papers set for the examinations are too tough.

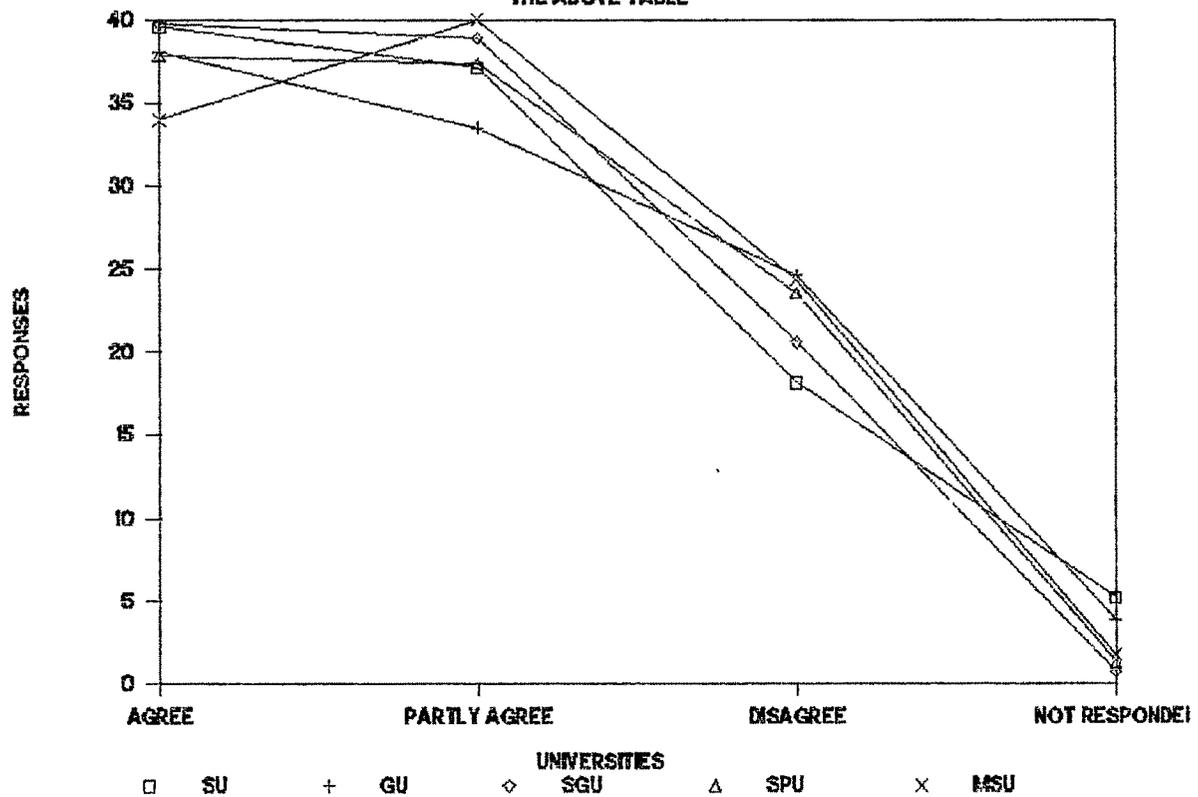
UNIVERSITYWISE AVERAGE PERCENTAGE OF RESPONSES IN TERMS OF AGREEMENT,
PARTLY AGREEMENT AND DISAGREEMENT TO DIFFERENT REASONS OF UNREST AMONG
THE UNIVERSITY STUDENT

(B) TEACHERS

UNIVERSITIES

| RESPONSES | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|---------------|-------|-------|-------|-------|-------|-----------------------------|
| AGREE | 39.54 | 38.08 | 39.73 | 37.81 | 33.95 | 37.82 |
| PARTLY AGREE | 37.09 | 33.45 | 38.90 | 37.36 | 40.00 | 37.36 |
| DISAGREE | 18.15 | 24.63 | 20.64 | 23.54 | 24.33 | 22.26 |
| NOT RESPONDED | 5.22 | 3.84 | 0.73 | 1.29 | 1.72 | 2.56 |

GRAPHICAL REPRESENTATION OF
THE ABOVE TABLE



The table number 8 (B) reveals that out of the total sample in general average 37.822 percent respondents are agreed, 37.36 percent respondents are partly agreed and 22.258 percent respondent are disagree with the above given statement. From the above result it can be concluded that the percentage respondents who agree and who partly agree is almost the same. It means that respondents' opinions are divided in these two parts, but it does not give the clear picture, means if the given result can be put together then the reasons given in this division may be reflected in the form of unrest in university campus.

GENERAL OVERVIEW

It is indeed unfortunate that the formality of the relationship which exists between the students and teachers, both in and out of the classrooms, keeps the students away from the very person who could do the most to help them in easing their problems. Generally, the teacher occupies the concentric ring, with the student at the centre of the classroom. So, the general attitude of the teachers towards their students in various aspects of life are given due consideration. Different reasons which are given in this section, play a role in creating some sort of dissatisfaction in student community.

REMEDIES

To find out remedies for this, here all statements are taken separately.

First statement is "teachers ignore students,

whenever students go to them for some guidance". Here, teachers should behave in a friendly manner with the all students and should mix with them. Whenever any of them comes to him for any type of guidance, he should give a personal touch to that matter and give proper guidance to them as per requirement.

Second statement is "teachers lose their temper when the students approach them." Some the teachers have a habit of losing their temper, when student go to them with problems. This type of attitude forms bad impression in the students' mind, and it gives dissatisfaction to students. For avoiding this type of situation, teachers should try to understand students' feeling and whenever they approach, they should listen them patiently and give correct guidelines and suggestions to them.

The third statement is " Low ability students are not given extra help by the teacher". Generally, it is seen that all the students are not of the same calibre of intelligence. So, in such cases, if any student who is academically poor approaches the student, he should be given extra help and personal coaching to make him understand the subject properly.

Statement number four is " Some teachers show favouritism to the students in their day to day behaviour and during examinations ". Here, the teacher should give equal treatment to all his students, and at the same time, he should be impartial to all the students. During

evaluation of examinations, he should evaluate students according to their academic performance.

Statement number five is " Some teachers encourage student unrest to take revenge on administrative authorities for a particular reason ". Many a times, the teacher may not be getting proper incentives from the administration part of the university, or some sort of injustice is done with them. In such type of cases, to take his personal revenge from the authorities, the teacher encourages student unrest. Here, the teacher should not use students as a tool to take his personal revenge on the authorities. The teachers should avoid such tactics, and should solve their problems in their own way.

Statement number six is " Some teachers do not strongly condemn student unrest ". Being a responsible person of the university, he should condemn the unrest activities of the students. He should make them understand not to do any activities which create tension in the campus. And if he feels that unrest is necessary in the particular situation then, he should help them by approaching the authorities on their behalf and try to explain their demand to the authorities and find out some solution.

Statement number seven and eight are related to teachers' teaching work. They are, " Teachers are not very competent in their subject " and "Students are not satisfied with the teaching methods applied by the teachers ". Some of the teachers are not interested in teaching work

and even in some particular subject. When students are not getting proper knowledge of their subjects then they feel dissatisfied with their teachers. Here, the teachers should collect latest knowledge of their subjects, and they should apply proper teaching methods according to students' level of understanding so that students can follow lectures properly and understand the subject.

Statement number nine is " Students are not satisfied with the result of their examination which is given by their teachers ". Students many times, are not satisfied with the result. This may be because the students are not studying properly, the topic is not taught in the classroom, difficult and unexpected questions may have been asked or the evaluation might be strict. These all together cause a poor result. Here, the teachers should find out the real cause and explain and convince them about the evaluation of examinations. Further, he can guide them to improve their results.

Statement number ten is "Teachers instigate students for expressing against other teachers ". Many a times, the teachers' academic rivalry results in personal rivalry. To express these feelings the teachers stoop to such low levels as to instigate the students against another teacher. Here, they misuse the students. This type of attitude is totally against their profession. Instead of doing this, the teachers should work for their academic career and institution.

Statement number eleven is " Teachers set question papers out of the syllabus ". Sometimes, the students walk out from examination halls and they boycott the examinations, giving the reason that some of the questions were not taught in the classroom. To avoid this type of crisis, the teacher should take care to finish their syllabus in time and while setting the question paper, he should confirm that all topics are taught in the classroom.

Keeping in mind the charges made against teachers, it can generally be said that a receptive mind, a sense of humour, concern and sympathy and large heartedness should all go to make a qualified teacher.

4.3.3 THE UNIVERSITY ADMINISTRATION AS A CAUSE OF UNREST

It is often alleged that the authorities in colleges and universities are not able to understand the needs, aspirations and sentiments of students, which gives rise to a feeling of frustration, resentment and dissatisfaction among the students. The repression of these feelings over a long period of time often results in an outburst of student unrest.

Division 'C' of this section relates to some of the causes directly related with the university administration as a cause of student unrest. This division is further divided into two sub-divisions, the first one relating to the supply of essential services like library facilities, recreation facilities, cafeterias, provision of transport at reasonable rates, etc., and the second relating to the internal feelings of the students, which are connected with the attitude of the authorities towards the provision of vocational guidance, freships and scholarships, increase in fees, etc. The response to the above items according to Table number 8 (C) I is 48.068 percent respondents are agreeable in general, 26.216 percent respondents are partly agreeable and 22.376 percent respondents are disagreeable.

GENERAL OVERVIEW

The collection of data with regard to the subjects dealt with in this section reveals that a majority of the students lay the blame at the feet of the university

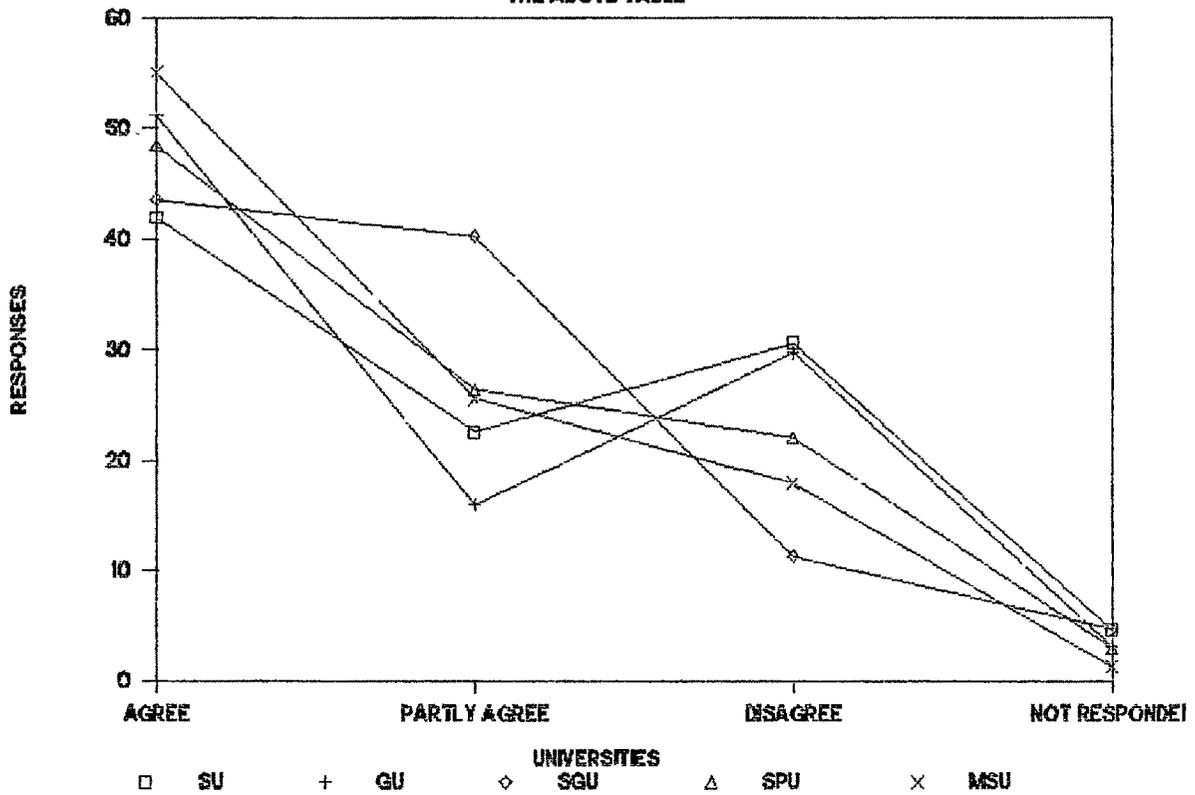
UNIVERSITYWISE AVERAGE PERCENTAGE OF RESPONSES IN TERMS OF AGREEMENT,
PARTLY AGREEMENT AND DISAGREEMENT TO DIFFERENT REASONS OF UNREST AMONG
THE UNIVERSITY STUDENT

(C) - I ADMINISTRATION

UNIVERSITIES

| RESPONSES | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|---------------|-------|-------|-------|-------|-------|-----------------------------|
| AGREE | 42.00 | 51.16 | 43.66 | 48.47 | 55.05 | 48.07 |
| PARTLY AGREE | 22.66 | 16.00 | 40.33 | 26.45 | 25.64 | 26.22 |
| DISAGREE | 30.68 | 29.77 | 11.33 | 22.10 | 18.00 | 22.38 |
| NOT RESPONDED | 4.66 | 3.07 | 4.68 | 2.98 | 1.31 | 3.34 |

GRAPHICAL REPRESENTATION OF
THE ABOVE TABLE



administration when examining the above problems as causes of student unrest.

From a closer look to the table, the highest score of agreement comes from the M.S. University and the lowest from the Saurashtra University. It may be because M.S. University is a teaching university where all faculties are in one campus. It has been observed a number of times that the students are not able to get place in the reading rooms to sit and study in the library room during examination time. Same thing is happening with canteen, classroom, common rooms and in university functions. That is why the indiscipline starts. While Saurashtra has a number of affiliated colleges full of the above mentioned facilities, which may be just enough to cater to the students' needs. At the same time, in disagreeing part, Saurashtra University has the maximum percent and South Gujarat University has the minimum percent. In Saurashtra University some of the colleges at Jamnagar, Morbi and Rajkot are run by the government and the government provides all sorts of facilities to these institutions.

REMEDIES

In implementing the necessary remedies for the dissatisfaction that the students are subjected to, the university administration can play a very significant role by undertaking to supply the material, emotional and academic requirements of the students.

The provision of library facilities and reading rooms would help enhance students' knowledge by letting them select from a wide range of journals, books and educational magazines. Facilities like proper furniture and other classroom accessories, drinking water, etc. should also be provided. Recreation rooms and cafeterias should be provided, in which, students can relax after a heavy schedule. Food provided in the cafeterias should be of a good standard, and should be available at reasonable rates.

Transport facilities should be made available especially for students, in keeping with their timings at the college or university concerned.

Social functions should be organized frequently, and should be properly planned and managed.

The second part of this division is related to some of the internal feelings of students which are connected to the attitude of the authorities. Total eight items are given in this division. They are : proper vocational guidance for selection of the course, availability of the administrators during unrest period, police in campus, favourism and partiality during allotting of medals and scholarships, increase in the fees, sometimes the authority tries to divide the students into groups, and a large number of student population. Table number 8 (C) II reveals that total 48.758 percent respondents are agreed , 27.702 percent respondents are partly agreed and 22.112 percent are disagreed, in general.

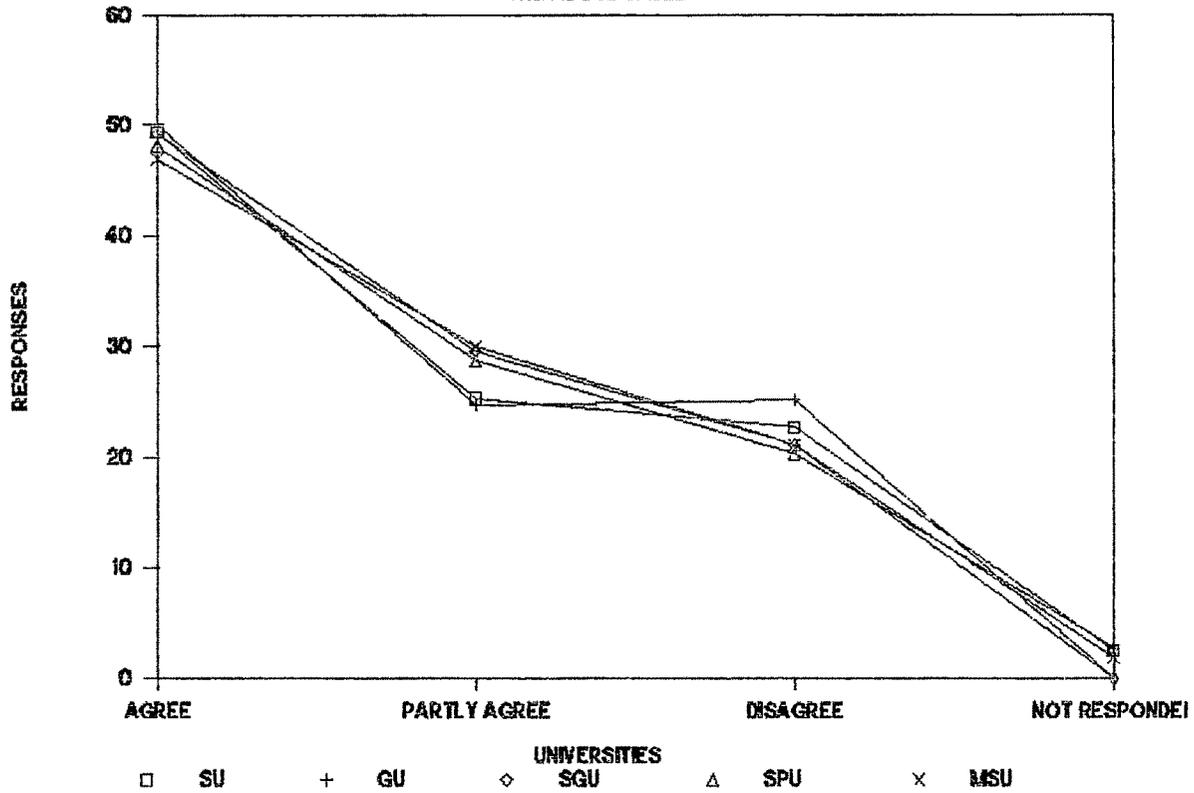
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THE UNIVERSITY STUDENT

(C) - II ADMINISTRATION

UNIVERSITIES

| RESPONSES | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|---------------|-------|-------|-------|-------|-------|-----------------------------|
| AGREE | 49.37 | 50.05 | 49.25 | 48.12 | 47.00 | 48.76 |
| PARTLY AGREE | 25.38 | 24.75 | 29.63 | 28.75 | 30.00 | 27.70 |
| DISAGREE | 22.75 | 25.20 | 21.12 | 20.37 | 21.12 | 22.11 |
| NOT RESPONDED | 2.50 | - | - | 2.76 | 1.88 | 1.43 |

GRAPHICAL REPRESENTATION OF
THE ABOVE TABLE



GENERAL OVERVIEW :-

The closer look at the table reflects that in agreement part, Gujarat University has the highest score and M.S. University has the lowest score. In Column two, partial agreement, M.S. University has the highest score and Gujarat University has the lowest score, and in the last column of disagreement, Saurashtra University has the highest score and Sardar Patel University has the lowest score. From the above picture, one can conclude that students, as a whole, blame the authority for such matters

REMEDIES

Now-a-days there is a good awareness in the majority of the students, but they are not guided properly for the selection of vocational courses. Due to this, a number of times, students are not able to select the course of their choice, and they are admitted to some other course. These students many a time feel frustrated and they start unwanted activities, i.e., not attending regular classes, and creating disturbances for others in classrooms. To avoid this type of situation, the university should start a regular bureau, with permanent staff, who will help them to create an awareness among the students for selection of proper courses.

Many a time the university authorities like the vice-chancellor, pro-vice-chancellor, dean, dean of the students, etc. are not available on the campus when they are required by the students. So, the university

authorities make it a point , that they should be available in their respective offices, and that this should be known to all the students of the university.

A word also about the role of the police, a subject which has evoked considerable controversy. Arguments have been raised about the time and manner of police intervention and the relative responsibility of the teachers and the police. In a way, these controversies are reliable. The police have to be regarded as friends of educational institutions, teachers and students. The maintenance of discipline and a peaceful atmosphere in educational institutions is the joint responsibility of both. The most disturbing feature of the present situation, therefore, is the growing hostility between the student body and the police. If this situation were to become uncontrolled, the consequences can only be disturbance. Steps have to be taken to establish close and cordial relationships between students, teachers and police officers. On the line of the several useful suggestions put forward in the last conference of the Inspector-General of Police, within the campus, the personal responsibility for the maintenance of discipline, should be vested in the hands of the educational authorities. The police should be ready to help and to advise the students.

Many a times, the general mass of the students are having the feeling that during the allotment of gold medals and scholarships, partialities are done by teachers and

authorities. This feeling leads to dissatisfaction among the students. To remove these types of feelings among the students minds, proper and constant evaluation should be made by the administrative part.

The cost of education is increasing day by day and to offset that tuition fees also need to be increased. This may lead to economic imbalance in general students' family and they are not happy with this. To avoid such events the university should have negotiation with students' representatives and convince them by giving them proper reasons for increasing tuition fees.

Sometimes university authorities try to create tension between the student community by dividing them in different groups and making them fight with each other. This should not be done by them, being a responsible person of the university.

Now-a-days the population of the country is very large, and with that the awareness of higher education is also growing. A larger percentage of students are joining the university, but at the same time the government and university are not able to cope up with the large population of students. Due to larger population of students, proper facilities are not provided to them and problems arise in the campus.

To conclude this, because of a number of causes, which are given by the authority, the expanding community of students in the university campus has been having severe problems. The students face shortage of different required

amenities and quite often agitate on issues arising out of inadequate amounts of different facilities in the campus. It will be well for the university authority to take note of the fact that half of the student community is at present dissatisfied with the current provision being made for above mentioned items. And this will indirectly contribute towards the academic as well as the non-academic achievement of the student unrest.

The university administration should not take advantage of students in fighting their own internal battles. There should also be a curb on the strength of student population in the universities, and in order that every student may undertake university education, provisions should be made for expanding existing universities and setting up new ones.

It is high time that the university administrators everywhere take notice of the fact that the current provision of the above-mentioned facilities is inadequate, and has given rise to a lot of dissatisfaction among the students.

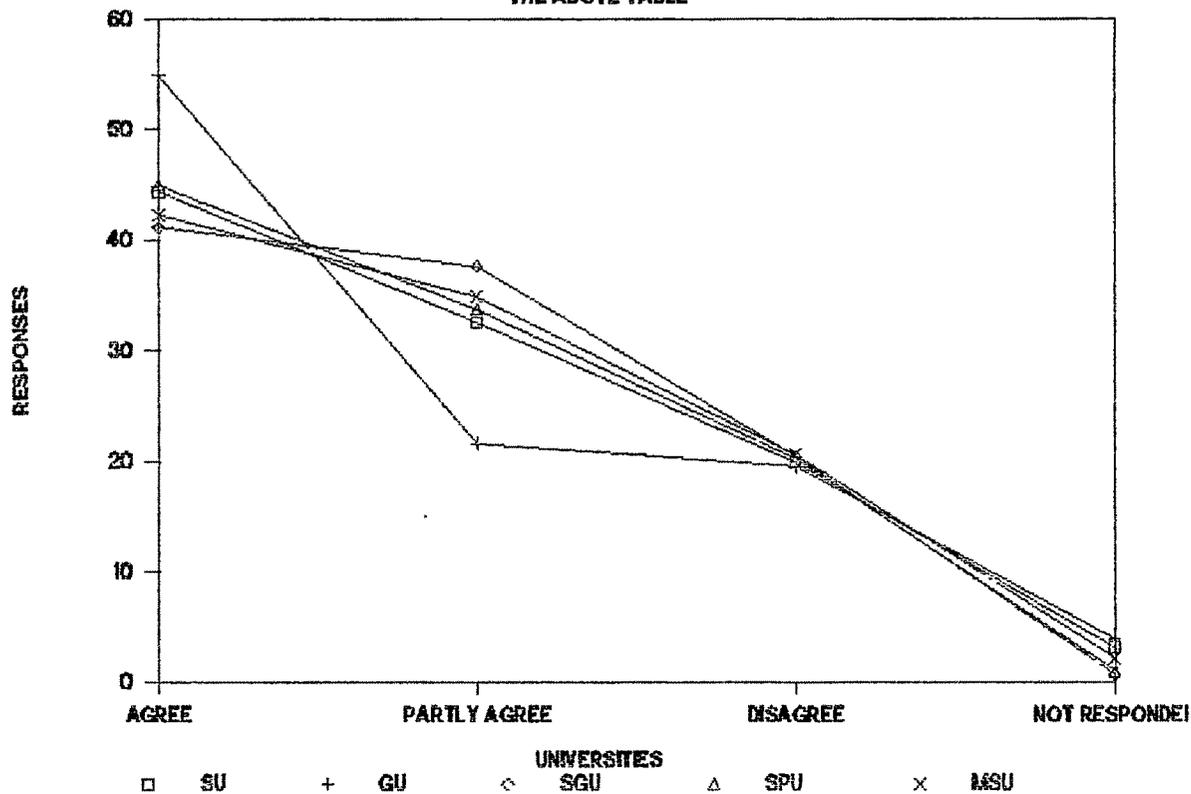
UNIVERSITYWISE AVERAGE PERCENTAGE OF RESPONSES IN TERMS OF AGREEMENT,
PARTLY AGREEMENT AND DISAGREEMENT TO DIFFERENT REASONS OF UNREST AMONG
THE UNIVERSITY STUDENT

(D) PUBLIC

UNIVERSITIES

| RESPONSES | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|---------------|-------|-------|-------|-------|-------|-----------------------------|
| AGREE | 44.38 | 54.84 | 41.15 | 45.00 | 42.30 | 45.53 |
| PARTLY AGREE | 32.55 | 21.69 | 37.69 | 33.76 | 34.93 | 32.12 |
| DISAGREE | 19.92 | 19.53 | 20.47 | 20.24 | 20.62 | 20.16 |
| NOT RESPONDED | 3.15 | 3.94 | 0.69 | 1.00 | 2.15 | 2.19 |

GRAPHICAL REPRESENTATION OF
THE ABOVE TABLE



4.3.4 THE GENERAL PUBLIC AS A CAUSE OF STUDENT UNREST

This division deals with some reasons as to why the general public is also often a cause of student unrest. Some of the factors included in this section would be the lack of parental influence, guidance and control over university going children, encouragement given by parents to feelings of hatred and the need for revenge that their children feel towards teachers and administration, the undue publicity and resultant glorification of events of unrest by the press, radio and television, the encouragement and backing provided to mischief-makers by political and community leaders, the harsh treatment meted out by the police force, and finally, the indifference that characterizes the response of the government towards the problems and grievances that students voice.

GENERAL OVERVIEW

Table number 8 (D) reveals the following analysis or given responses in general, i.e., 48.758 percent respondents are agreed, 27.702 percent respondents are partly agreed and 22.112 percent respondents have given their disagreement. The 'general public' referred to in this section would include family, society, politicians and government, in the context of the aspirations of the youth in general, and their educational and occupational aspirations in different settings in general.

The character of an individual is generally moulded by three factors, i.e., the home in which he is

born and brought up, the society in which he lives, and the school, college and university at which he is educated.

Family structure and parental attitude have a great impact on the problem under consideration. Very few parents are watchful of the general behaviour and progress in studies of their children or wards, and their giving free rein to the youngsters leads to the cultivation of a disrespect for law and order. Dealing with grown-up children is an affair that requires a great deal of tact, and the failure to manage this, in the parents, will divert their children towards hooliganism and violence. Thus, it is absolutely essential for parents to have a perfect interaction with their children, who happen to be at a very impressionable age, and are, therefore, easy prey to the clutches of anti-social elements.

The eruptions in campus over every little debatable subject are not always related to any genuine problem that the students are subjected to, but are often the result of political and community leaders playing upon the strong sensibilities of the student community in order to achieve their own devious ends. The violence with which student unrest activities erupt over the most inconsequential matters indicates that it could not very well have been engineered by the student community, but is the result of the colourful imaginings of devious political leaders.

The conclusion the above discussions bring us to, is that, all the various human elements that constitute

society, are responsible, in some way or another, for the creation of student unrest.

It is revealed by earlier researches that this kind of problem remained on parallel lines.

DIBONA (1967) studied the causes of student unrest in the Allahbad University. One reason stated in the study was that outside political organizations were very effective in creating disturbances in the campus climate.

GOVIL (1967) and SHRICHANDRA (1971) reported that the students were used by political parties as a tool. After his study at a college of Lucknow district in U.P., Shrichandra further reported that political parties were taking undue advantage of students, and the government frequently interfered in student affairs.

VIDHYARTHI (1972) discovered from his study in the Chhota Nagpur region of Bihar, that the students were directly or indirectly helped by visible or invisible outside political sources and community leaders.

MAJMUDAR (1974) found, after analyzing the events occurring in Delhi University in 1972-73 that, politicians were interested in the university campus and governmental influence was responsible for the violation of the code of conduct of the university.

REMEDIES

It is, of course, easy to visualize and to state the ideal conditions under which students would remain disciplined, but, the point of our immediate concern is how

best to tackle and to minimize these growing means of student unrest instead of waiting for the suggested institutional changes whose effect would be slow and gradual. A close scrutiny of the past handling of student agitations suggests that many of them would have been arrested from taking a violent turn if the authorities concerned had acted with tact and sagacity. They should try to enlist the co-operation of students, teachers, parents, responsible political leaders and influential citizens in solving the crisis at hand. Especially, prompt intimation to parents and guardians of their wards' conduct and, their favourable response to it, goes a long way in pacifying the students' emotions. Attempts must be made to advert the crisis at its beginning stage itself, i.e., when symptoms of student unrest and tension become apparent. In fact, they should not be led to the point of organizing themselves and launching an agitation with a large following. The crisis should be faced squarely and pursued to the end till the students are brought to their senses. Without the support of their parents, teachers, and the public, students cannot continue the agitation long.

The effective way of securing parental co-operation is to form a parents and social workers association that would meet at least twice a year and discuss various problems relating to student discipline and education.

Police authorities must not be allowed to enforce

discipline through violent methods which have an adverse effect on most situations.

The government too has a crucial role to play in this matter. If the agitation concerns an educational issue, besides strengthening the hand of the educational authorities, it should not entertain direct representations by the students, bypassing the head of the institution because, 'the students' problem may be such as can be dealt with only by their teachers and the educationalists. Even if the agitation is not an educational issue, co-operation and consultation of the teachers and educational authorities is to be sought because they can often prevail upon the students to withdraw the agitation. It must, however, be stressed in this connection, that the emotional agitations of the students, irrational and unjustifiable though they may be, should not be met, as far as possible, by force, especially police firing.

Student indiscipline may be either individual indiscipline or group indiscipline. Students are often prone to join a group and take part in agitations. A subtle distinction in dealing with problems of unrest has to be made in that if the unrest arise out of genuine and redressed grievances of students, tactless and foolish handling of such situations by the authorities concerned, would lead to far greater trouble. More often than not, however, they create disturbances on silly and unjustifiable grounds like assaulting certain persons for their alleged maltreatment of a fellow student or

organizing strikes against educational policies. Such incidents come under what we may refer to as group indiscipline, which should be met with on the pragmatic lines mentioned above, as and when the situation arises. But the radical treatment of group indiscipline lies in the promotion of individual discipline through scientific moral instruction right from the kindergarten stage by nurturing the attitudes and emotions of children into healthy growth. Finally, it should be stressed that discipline does not refer to physical conformity to certain rules and regulations, which is sought to be maintained in certain educational institutions. Such discipline, founded on fear of force or punishment, is neither permanent nor desirable. "The desirable kind of discipline", says BERTRAND RUSSELL, "is the kind that comes from within, that consists in the power of pursuing a distant objective steadily, foregoing and suffering many things on the way ". He further asserts that, " this kind of discipline is very necessary, but can only result from strong desires, not immediately attainable, and can only be by education, if education fosters such desire, which it seldom does at present. Such discipline springs from one's own will ; not from outside authority ". Thus, ultimately, our educational policies and programs, educational institutions including the teaching staff and administrative staff, and society in general, should be oriented towards the attainment of such a kind of unrest in our university students.

4.4 · STUDENTS' ACADEMIC EXPECTATIONS FROM THE UNIVERSITY

In early days, the expectations of students entering the universities were different from those who are undertaking university education today. While, in the days gone by, educational institutions were entered reverently, as if they were temples of knowledge, in the modern age, the university education has become something essential as a stepping stone to a successful career – a drudgery that students go through because it happens to be necessary to achieve money and social status. Table number 9 gives detailed information related to their different academic expectations from the university.

Table 9 : UNIVERSITY - WISE PERCENTAGE OF AGREEMENT OF STUDENTS ABOUT THEIR ACADEMIC EXPECTATIONS FROM THE UNIVERSITY

| ACADEMIC EXPECTATIONS | SU | GU | SGU | SPU | MSU | TOTAL |
|---|-----|-----|-----|-----|-----|-------|
| 1. Admission for | | | | | | |
| -Degree | 100 | 100 | 100 | 100 | 100 | 100 |
| -Job | 100 | 100 | 100 | 100 | 100 | 100 |
| -Social status | 84 | 89 | 90 | 87 | 81 | 86.2 |
| 2. Difficulties during admission | 92 | 86 | 95 | 90 | 89 | 90.4 |
| 3. Admission in course of choice | 85 | 90 | 82 | 89 | 89 | 86.0 |
| 4. Agreement with admission policy | 89 | 85 | 87 | 81 | 86 | 85.6 |
| 5. Interested in subject of study | 84 | 89 | 88 | 89 | 85 | 87.0 |
| 6. Orientation lecture, satisfied ? | 52 | 49 | 32 | 38 | 65 | 47.2 |
| 7. Satisfied with time - table | 89 | 82 | 85 | 88 | 86 | 86.0 |
| 8. Attending classes regularly | 72 | 90 | 80 | 82 | 85 | 85.8 |
| 9. Teachers taking class regularly | 100 | 91 | 100 | 92 | 90 | 94.6 |
| 10. Follow the lectures | 71 | 52 | 58 | 67 | 62 | 62.0 |
| 11. Satisfied with methods of teaching | 68 | 50 | 41 | 51 | 55 | 53.0 |
| 12. a) Teachers give notes | 81 | 79 | 90 | 69 | 63 | 76.4 |
| b) Expect notes from teachers ? | 48 | 68 | 82 | 73 | 43 | 61.0 |
| c) Prepare notes by yourself | 98 | 80 | 95 | 91 | 95 | 91.8 |
| 13. Teacher-students should have healthy relations | 100 | 100 | 100 | 100 | 100 | 100 |
| 14. Teachers take part in extra-curricular activities | 48 | 41 | 30 | 32 | 68 | 43.8 |
| 15. Expect teachers to take part in extra-curricular activities | 100 | 100 | 100 | 100 | 100 | 100 |
| 16. Attend private tuition classes | 75 | 70 | 69 | 67 | 58 | 67.8 |
| 17. Extra facilities for theory, practical | 35 | 62 | 48 | 39 | 50 | 37.8 |
| | 65 | 48 | 52 | 61 | 50 | 55.2 |
| 18. Satisfied with examination system | 82 | 90 | 84 | 87 | 83 | 85.2 |
| 19. a) Semester system | 68 | 71 | 79 | 75 | 80 | 74.6 |
| b) Annual examination system | 32 | 29 | 21 | 25 | 20 | 25.4 |
| 20. Satisfied with result | 89 | 81 | 89 | 83 | 85 | 85.4 |

A questionnaire conducted by the investigator studied the expectations of students while entering a university, in terms of degree, job and social status. Hundred percent respondents coming from various strata of society, responded in favour of degree and job. 86.2 percent respondents replied positively for social status. These respondents are those coming from different income groups of their parents according to table number 6, i.e., low income group 46.6 percent, middle income group 41.6 percent and high income group 11.8 percent respectively. Though all the respondents are coming from different income groups, all of them have joined the university for various degree courses, and with the help of this degree they expect to have better jobs for a good amount of income and a proper life-style. The respondents were asked whether they experienced any difficulty at the time of admission, the 90.4 percent of students did not face any difficulty at the time of admission. They also were asked about their admission to the course of their choice, the result reveals in general that 86.2 percent respondents had admission in the course of their choice. The few percentage of students who are not admitted in course of their choice may be dissatisfied. This may be one of the causes which leads to unrest in the campus. Further the respondents were asked about their interest in the subject which they were studying at present, the result reveals to 82 percent in general. This question reveals with question number 3 in both the questions the percentage of agreeing comes to the

same. This may be because the choice of admission and interest go together.

The respondents were asked their satisfaction about the time-table. The result comes to their satisfaction is 86 percent in general. This result shows that the time-table of the institution for their course is satisfactory. Along with this a question was asked on their regularity in attending the class which was 85.8 percent in general. So these respondents are attending class regularly to take in the subject matter and understand the subjects of their regular courses.

Education now has come to mean a lot more than mere instruction. It is viewed as an agency for the development of knowledge skills, for inculcating modern values such as rationality, secularism, achievement orientation and quality, and preparing individuals for future responsibilities and situations.

One important dimension of a higher educational institution is its teachers. The teachers have to play a very important role in society, and they have to perform various roles. They have to be, both, regular in their duties, as well as knowledgeable about modern researches and techniques, so that he may be of optimum benefit to his students. In and out of the classroom, his attitude should be positive, friendly and sympathetic towards the students, for the youth of the university are in need of his guidance, not only from the academic aspect, but from the

teaching ? a very tough question to answer because students, administrators and even teachers themselves have innumerable interpretations of this term to offer. While to the student, teaching should be such as to be helpful during the examinations, to the administrator, it would mean lack of student problems and good results, and, to the teacher, it would mean mastery over his subject - matter and clear presentation.

Most of the teaching in a university classroom is topic centred, and the most frequently and extensively used method of teaching is the lecture method. Data have been analyzed in this regard to know whether the students have followed the lecture delivered by the teachers. The result reveals that in general total 62 percent of respondents follow the lectures delivered by their teachers.

There are other different types of teaching methods which can be used by teachers to clear the subject in an easy manner. Sometimes, if the teacher does not use proper teaching methods, then the dissatisfaction among the students increases. The use of different techniques and methods of teaching are recommended and discussed a number of times by various commissions and committees. But, even after that, university teaching takes the form of monotonous and spiritless talking in which the students are but passive listeners. Students are not even familiar with the art of making use of library reading. Keeping these various aspects in mind, the respondents were asked whether they were satisfied with the methods of teaching that their

various other aspects of life. Material accessories that comprise a classroom are in no way sufficient to complete a student's job of learning. The teacher, who comprises the human and intellectual element is indispensable. Thus it is that when the teacher, who must surely be a paragon of virtue, fails to live up to the expectations that his students have of him, he creates in them a feeling of frustration and disillusion that often erupts into a situation of unrest.

To begin with, university teachers must become regular in their work. Many a times, teachers are unable, for their own personal reasons, to engage lectures. This is done without any information to this effect being passed on to the students. Some teachers habitually enter the class quite some time after the class is scheduled to begin, with the result that the already distracted students often leave the classroom to roam around on the campus, causing a lot of noise and disturbance in the bargain. From this angle the investigator has tried to analyze the responses of the respondents. The analysis of the responses reveals that in general total 94.6 percent of respondents agree that their teachers are regular, punctual and sincere in taking the classes. Good teaching is very important at every stage of education, but more so at the higher levels, because it is this education that is the deciding factor of a man's future. With good teaching, many deficiencies in the curriculum and administration can be balanced. What is good

teachers adopted. The data collected proved that more than 53 percent students were satisfied with the method of teaching used by their teachers. It was also found that most teachers teach with the different ranges of intelligence levels well in mind, and they also make use of various teaching aids like maps, charts, models, etc., according to their subject.

The respondents also stated that they derived maximum satisfaction from the use that their teachers made of the different techniques of teaching, subject matter, classroom activities that the subject required, and the pedagogical ability of the teacher.

A greater percentage of students responded positively to the question of whether they were given notes in the classrooms. The average percentage of result comes to 76.4 percent in general. This tendency of teachers could well spring from the fact that students often demand ready-made notes, and also because of the non-availability of text-books and reference material. The related questions asked soon afterwards showed that except for the students of the M.S.U. and the S.U., which have very excellent libraries and reading rooms, the students of other universities depended a lot on their teachers for study material.

The student -teacher relationship question was responded to positively by all the respondents.

The response to questions about the involvement of

teachers in extra - curricular activities showed that , in general, 43.8 percent students expect their teachers to take part in extra-curricular activities. Involvement was highest in the M.S.U., perhaps because it happens to be a teaching university, with no affiliated colleges. The related question about whether the students would wish their teachers to be involved in extra - curricular activities, was responded to positively by all the respondents.

Students are found to have a very high regard for the innumerable private tuition classes that seem to be coming up like mushrooms these days. In response to the question of whether the respondents attended any sort of private tuition classes, it was found that 67.8 percent students in general, prefer attending private classes for the purpose of availing of ready made study material.

In response to the question of what more facilities would they like the university to provide them with, it was found that 37.8 percent respondents wished for more facilities with regard to theory, 55.2 percent wished for more facilities in practical work, and 7 percent respondents did not comment on the issue.

The issue of examinations was taken up with a question of whether the students were satisfied with the existing system of education in their university, which could be either the semester system, or the annual examination system. In general, 85.2 percent respondents were satisfied with the existing system of examination.

When asked to make a choice between the semester and annual system, 74.6 percent students opted for the semester system, while the remaining 25.4 percent opted for the annual system.

The final question was related to the satisfaction of the respondents with the results of the examinations. It was found that, in general, 85.4 percent respondents were satisfied with the same.

4.5 STUDENTS' GENERAL EXPECTATIONS FROM THE UNIVERSITY

While the problem of student unrest has been in the limelight since some years, and there have been innumerable commissions appointed to examine the same and to suggest solutions, not many have seriously looked at this problem from the aspect of the expectations that the students have from the university, which is often a deciding factor affecting this problem. Therefore, there is a need to study the general expectations of the students with relation to the various development programmes undertaken by the university. The expectations of the students are not found to have been fulfilled by the concerned universities, which function today in a manner that has proved to be the root cause behind the dissatisfaction that the students experience. The authorities would thus be well - advised to take up the job of studying the general expectations and undertake to do their utmost to meet with the same, before the question of another phase of unrest arises.

With the question of general expectations of the students in mind, a questionnaire was submitted to the respondents, the questions in which were related to academic matters that were extra - curricular, i.e., sports, cultural and social activities.

Table 10 :- UNIVERSITY-WISE PERCENTAGE OF AGREEMENT OF STUDENTS ABOUT THEIR GENERAL EXPECTATIONS FROM THE UNIVERSITY

| NO. | SU | GU | SGU | SPU | MSU | PERCENT |
|-----|-----|-----|-----|-----|-----|---------|
| 01. | 100 | 100 | 100 | 100 | 100 | 100 |
| 02. | 100 | 100 | 100 | 100 | 100 | 100 |
| 03. | 100 | 100 | 100 | 100 | 100 | 100 |
| 04. | 054 | 061 | 056 | 052 | 079 | 064.4 |
| 05. | 100 | 100 | 100 | 100 | 100 | 100 |
| 06. | 059 | 063 | 052 | 049 | 064 | 057.4 |
| 07. | 073 | 078 | 065 | 062 | 085 | 072.6 |
| 08. | 060 | 069 | 062 | 051 | 067 | 061.8 |
| 09. | 058 | 061 | 059 | 049 | 065 | 058.4 |
| 10. | 053 | 072 | 057 | 062 | 075 | 063.8 |
| 11. | 100 | 100 | 100 | 100 | 100 | 100 |
| 12. | 100 | 100 | 100 | 100 | 100 | 100 |
| 13. | 065 | 071 | 060 | 058 | 100 | 070.8 |
| 14. | 100 | 100 | 100 | 100 | 100 | 100 |
| 15. | 100 | 100 | 100 | 100 | 100 | 100 |
| 16. | 100 | 100 | 100 | 100 | 100 | 100 |
| 17. | 100 | 100 | 100 | 100 | 100 | 100 |
| 18. | 100 | 100 | 100 | 100 | 100 | 100 |
| 19. | 100 | 100 | 100 | 100 | 100 | 100 |
| 20. | 100 | 100 | 100 | 100 | 100 | 100 |
| 21. | 035 | 042 | 058 | 049 | 051 | 047.0 |
| 22. | 100 | 100 | 100 | 100 | 100 | 100 |
| 23. | 100 | 100 | 100 | 100 | 100 | 100 |
| 24. | 100 | 100 | 100 | 100 | 100 | 100 |
| 25. | 100 | 100 | 100 | 100 | 100 | 100 |
| 26. | 100 | 100 | 100 | 100 | 100 | 100 |
| 27. | 100 | 100 | 100 | 100 | 100 | 100 |
| 28. | 100 | 100 | 100 | 100 | 100 | 100 |
| 29. | 100 | 100 | 100 | 100 | 100 | 100 |
| 30. | 100 | 100 | 100 | 100 | 100 | 100 |
| 31. | 100 | 100 | 100 | 100 | 100 | 100 |
| 32. | 100 | 100 | 100 | 100 | 100 | 100 |

In this section some of the general expectations of students from the university are put before the

respondents in the form of sentences to give their choice. They were related to matters that were extra-curricular : sports, cultural and social. Total thirty two items were given.

| Item | numbers |
|--|---|
| 1,2,3,4,5,11,12,14,15,16,17,18,19,20,22,23,24, | |
| 25,26,27,28,29,30,31 and 32 | were related to good and effective staff, good facilities, scope between students and teachers for discussion, enhancement of national levels, making groups for intelligent and weak students, ACC, NCC and NSS activities, medical services, good refreshment, cleanliness, free books and tuition fees for needy students, and some special facilities for blind and handicapped students (see Appendix - IV part B section III) |

For the above mentioned items, according to Table 10, the responses comes to 100 percent from all the five universities in general and also individually. Analysis of the other eight items comes in the following manner : Number 4,6,7,8,9,10,13 and 21 are related to different expectations, e.g., item number 4 is the university should encourage the students by arranging educational conference, seminars, workshops, etc. Totally 64.4 percent of respondents agree in general to have such programmes. Item number six is " university should organize debate competitions twice a year ". In general, 57.4 percent respondents have given positive response. Item number 7 is " union should organize extra lectures on topics related to various occasions ". The result in general comes to 72.6

percent. Item number 8 relates to organization of sports tournaments. Its analysis comes to 61.8 percent in general. Item number 9 relates to facilities for indoor and outdoor sports. Results of this item in general come to 58.4 percent. Item number 10 is related to organizing of cultural programmes, e.g., dramas, dances, etc. The result reveals to 62.8 percent in general. Item number 13 relates to preparation of university songs, the result comes to 70.8 percent in general. Item number 21 which relates to organizing of various competitions during different cultural/religious occasions comes to 47.4 percent in general.

4.6 THE UNIVERSITY CAMPUS CLIMATE

For any unrest that occurs in a university, the university campus climate is found to be either directly or indirectly responsible. It has often been pointed out by eminent educationists, sociologists, psychologists and politicians, that students, teachers and the administration together contribute to any situation of unrest on the campus. The investigator has thus undertaken to examine what groups are responsible for unrest in the campus, and to what extent each group is responsible. For the purpose of investigation, a five point scale was prepared, referring to the social, cultural, political, intellectual, moral and spiritual aspects, and it was divided into three different groups, i.e., students, teachers and administrators. This scale has five different points, i.e.,

fully agree, greatly agree, considerably agree, slightly agree and disagree. In this section about agreeing columns, it is very difficult for respondents to demark a line between these four. These are abstract items where students cannot give a point to point opinion, and therefore, in the interpretation of this data, there may be a great deal of over - lapping of the items.

In the first part of the scale, which is related to the student community, a total of twenty - one items is listed. They are :

1. There is democratic freedom for students in the university.
2. There is a system of action for misbehaviour of students.
3. Students are provided the opportunities of leadership in every activity.
4. Students' opinions are highly considered in their own affairs in various fields.
5. Students' expectations are satisfied through various means.
6. Student - teacher relationships are mature and healthy.
7. There is always a scope for equal opportunities for both sexes.
8. Students get enough opportunities in the universities to develop their personalities.

9. Mass - media communication is helpful to the academic growth of the youth on campus.
10. Students are provided proper facilities for studies.
11. Students are aware of their own goals and tasks for the study.
12. Students' expectations of course planning and better study are fulfilled by the authorities.
13. The student community is efficient and effective in determining and attending to their goals for study.
14. Students' demands are realistic, and supplement their study progress.
15. Students perceive study goals accurately.
16. Students try to achieve the personal goals of their practical life.
17. Student are involved in the decision - making process in academic activities.
18. Students are satisfied with the present examination system.
19. Students are accurate in stating their learning needs.
20. Students get satisfaction in evaluation in various tests and examinations.
21. Student faculty associations and unions are co-ordinative and cohesive in nature.

UNIVERSITYWISE AVERAGE PERCENTAGE OF FULLY, GREATLY, CONSIDERABLY,
SLIGHTLY AGREEMENT AND DISAGREEMENT ABOUT THE CAMPUS CLIMATE
OF THEIR UNIVERSITY

(A) STUDENTS

UNIVERSITIES

| RESPONSES | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|--------------------|-------|-------|-------|-------|-------|-----------------------------|
| FULLY AGREE | 30.56 | 58.34 | 39.35 | 28.85 | 32.04 | 37.828 |
| GREATLY AGREE | 11.00 | 12.08 | 19.13 | 19.00 | 23.08 | 16.858 |
| CONSIDERABLY AGREE | 12.54 | 11.08 | 20.96 | 19.30 | 15.52 | 15.88 |
| SLIGHTLY AGREE | 14.74 | 6.04 | 14.08 | 16.31 | 16.08 | 13.45 |
| DISAGREE | 22.21 | 8.92 | 5.48 | 15.60 | 11.54 | 12.75 |
| NOT RESPONDED | 8.95 | 3.54 | 1.00 | 0.94 | 1.74 | 3.234 |

GRAPHICAL REPRESENTATION OF
THE ABOVE TABLE

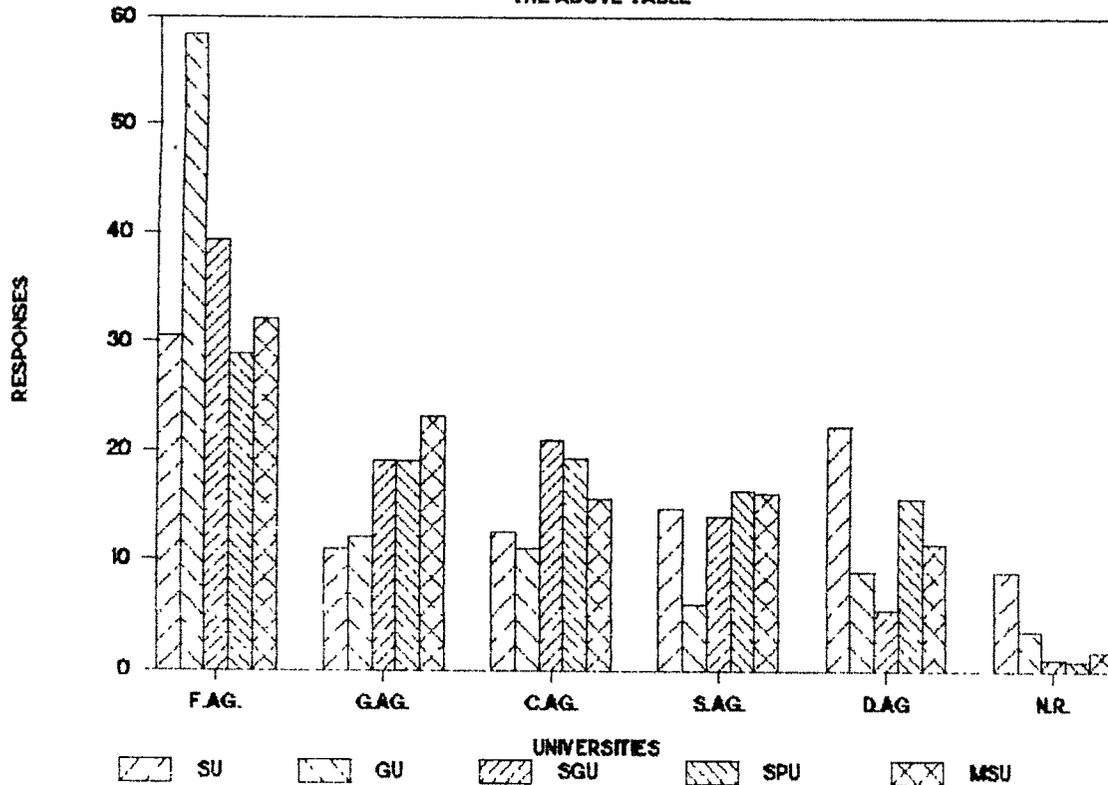


Table 11(A) thus shows that a majority of the students agree with the above listed items as part of the role of students of creating a healthy campus climate. It gives a picture of the respondents' response, i.e., fully agree 37.836 percent, greatly agree 16.858 percent, considerably agree 15.88 percent, slightly agree 13.45 percent in general, and disagreeing comes to 12.75 percent. This shows that a majority of students are agreeing with the items as a role of the students for creating healthy climate in their respective campuses.

A closer look at the table for different points are discussed below :

In fully agreement GU has the maximum percentage and Sardar Patel University has the lowest percentage. In greatly agreement M.S. University has the maximum percentage and Saurashtra University has the minimum percentage. In considerably agreeing part South Gujarat University has the maximum percentage and Gujarat University has the minimum percentage. The slightly agreeing part shows that the Sardar Patel University has the maximum percentage and the Gujarat University has the minimum percentage. Majority of the respondents of all these five universities have gone with better climate, i.e., fully agree and greatly agree and because of that the total average percentage of considerably agree and slightly agree has gone low. In disagreement part maximum percentage comes from Saurashtra University and minimum from Gujarat University.

The second part of this section relates to the role of the teaching community in keeping the campus climate healthy. A total of sixteen items are given, which were responded to, by the university students. They are :

1. Teachers are committed, dedicated and interested in their professional job.
2. Teachers take care to cover the syllabus in time.
3. Teachers guide the students for their improvement in studies.
4. Teachers take care to explain the assessment procedure.
5. Teachers are highly interested in student welfare activities.
6. Teachers are available in the institutions at their expected time.
7. Teachers are regular in taking up classes.
8. Teachers are found to be congenial and courteous towards the students.
9. Teachers take more interest in private classes at home.
10. Teachers possess the power to judge the capacity of their students.
11. Teachers support the students when their demands are legal.
12. Teachers are satisfied with the performance of their students in the tests and examinations.
13. Teachers prove to be good guides to their students.
14. Teachers use various teaching aids to make their subject more interesting.
15. Teachers allow students to take part in discussions.

16. Teachers try to understand the difficulties of the student.

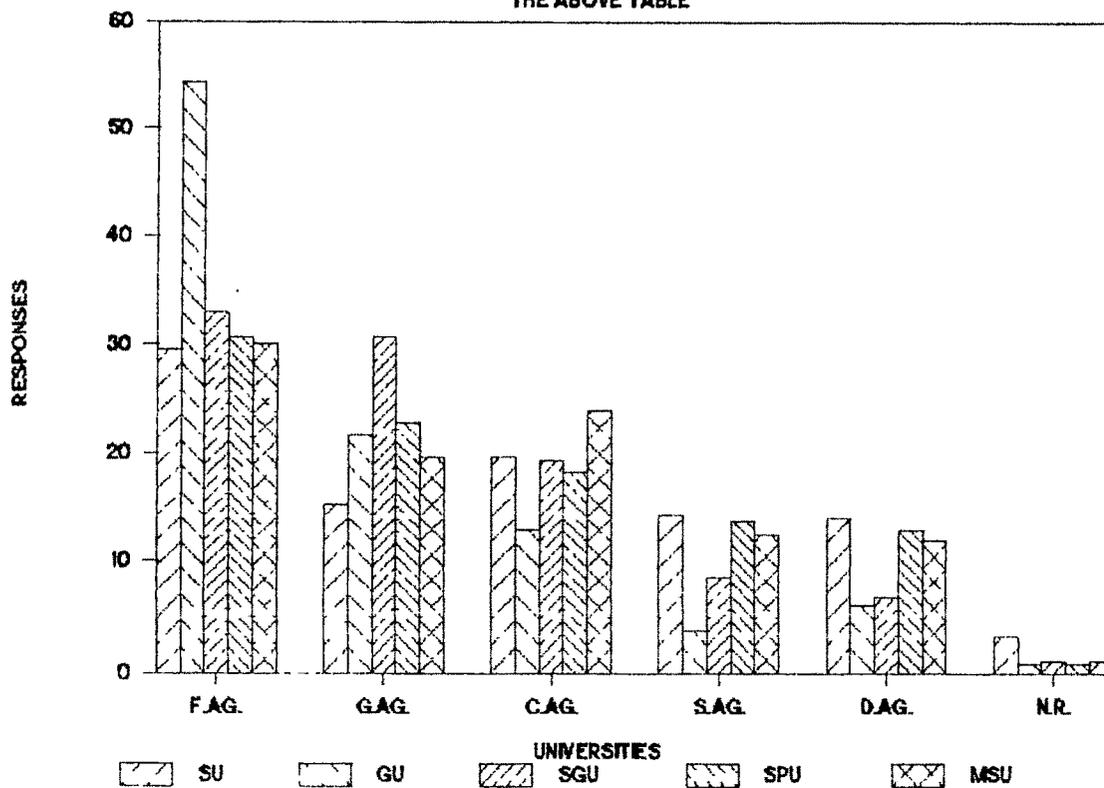
UNIVERSITYWISE AVERAGE PERCENTAGE OF FULLY, GREATLY, CONSIDERABLY,
SLIGHTLY AGREEMENT AND DISAGREEMENT ABOUT THE CAMPUS CLIMATE
OF THEIR UNIVERSITY

(B) TEACHERS

UNIVERSITIES

| RESPONSES | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|--------------------|-------|-------|-------|-------|-------|-----------------------------|
| FULLY AGREE | 29.62 | 54.31 | 33.06 | 30.72 | 30.12 | 35.566 |
| GREATLY AGREE | 15.37 | 21.82 | 30.82 | 22.92 | 19.69 | 22.124 |
| CONSIDERABLY AGREE | 19.87 | 13.06 | 19.44 | 18.41 | 24.09 | 18.974 |
| SLIGHTLY AGREE | 14.56 | 3.76 | 8.62 | 13.95 | 12.63 | 10.704 |
| DISAGREE | 14.27 | 6.12 | 6.88 | 13.13 | 12.25 | 10.53 |
| NOT RESPONDED | 3.31 | 0.93 | 1.18 | 0.87 | 1.22 | 1.502 |

GRAPHICAL REPRESENTATION OF
THE ABOVE TABLE



Thus, Table 11 (B) shows the responses of the respondents to the questions framed. The percentage of positive responses go to prove that, the students are of the opinion that the attitude of their teachers is co-operative and positive. The general response for agreeing part of this section comes to 35.566 percent for fully agree, 22.124 percent for greatly agree, 18.974 percent for considerably agree, and 10.704 percent for slightly agree, 10.53 percent in general average. The average percentage for total agreeing columns comes to 86.29 percent. A closer look at the table says that in full agreement column the highest score comes from Gujarat University and the lowest from Saurashtra University, in greatly agreement column the highest score comes from South Gujarat University and the lowest from Saurashtra University, in considerably agreement the highest score comes from M.S.University and the lowest from the Gujarat University, in slightly agreement the highest score comes from Saurashtra University and the lowest score comes from Gujarat University. The students have disagreement in general 10.53 percent, where the highest score is from Saurashtra University while the lowest score is from Gujarat University. From the result it is seen that respondents of all the universities have given their opinion in the positive.

The third part of this section relates to the role of the university administration in keeping the campus climate healthy. A total of fifteen items are given. They are :

1. The university plays a major role in identifying and motivating the gifted youth.
2. It helps the students to develop their potential to the fullest of their capacities.
3. It helps students develop the powers of their minds and cultivate the right interests.
4. It moulds their intellectual and moral attitudes.
5. It helps the students to seek and to generate more knowledge.
6. It trains the students in various disciplines like arts, home science, technology and other such professions.
7. It fosters healthy attitudes in teachers and students, and imparts to them, the values needed for developing ideas for individual and society.
8. It helps students to apply their knowledge to various situations in life.
9. It encourages the students in their various pursuits.
10. The university has quick solutions for any problems that crop up.
11. The university inculcates and fosters democratic ideals.
12. The standard of teaching in the universities is highly

satisfactory.

13. There exists a cohesive academic atmosphere in the university.

14. The university has a system of action during the time of emergency.

15. The university has a definite criterion and policy for admissions.

16. The university does not yield to the pressurizing of political parties.

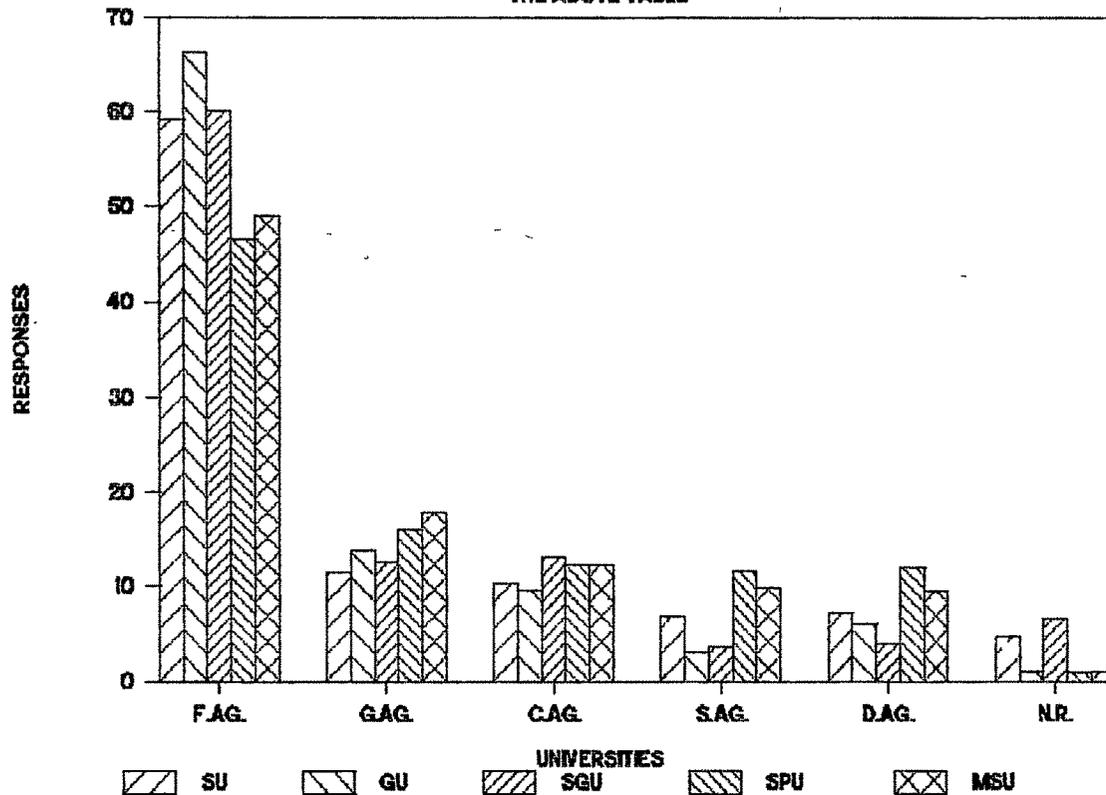
UNIVERSITYWISE AVERAGE PERCENTAGE OF FULLY, GREATLY, CONSIDERABLY,
SLIGHTLY AGREEMENT AND DISAGREEMENT ABOUT THE CAMPUS CLIMATE
OF THEIR UNIVERSITY

(C) ADMINISTRATION

UNIVERSITIES

| RESPONSES | SU | GU | SGU | SPU | MSU | TOTAL AVERAGE OF PERCENTAGE |
|--------------------|-------|-------|-------|-------|-------|-----------------------------|
| FULLY AGREE | 59.28 | 66.28 | 60.14 | 46.64 | 49.14 | 55.896 |
| GREATLY AGREE | 11.57 | 13.87 | 12.58 | 16.14 | 17.93 | 14.428 |
| CONSIDERABLY AGREE | 10.35 | 9.65 | 13.14 | 12.42 | 12.29 | 11.57 |
| SLIGHTLY AGREE | 6.86 | 3.05 | 3.57 | 11.64 | 9.92 | 7.008 |
| DISAGREE | 7.22 | 6.08 | 4.00 | 12.16 | 9.58 | 7.808 |
| NOT RESPONDED | 4.72 | 1.07 | 6.57 | 1.00 | 1.14 | 2.99 |

GRAPHICAL REPRESENTATION OF
THE ABOVE TABLE



The result, in general, of the table 11 (C) shows that the students have full faith in the university authorities. The responses in general comes to 55.696 percent for fully agreeing column, 14.418 percent for greatly agreeing column, 11.57 percent for considerably agreeing column and slightly agreeing column 7.008 percent as a general average. In fully agreeing column the highest score comes from Saurashtra University and lowest score comes from Sardar Patel University, in greatly agreement column the highest score comes from the M.S. University and lowest score comes from Saurashtra University, in considerably agreement column the highest score comes from South Gujarat University and the lowest score comes from Gujarat University, in slightly agreement column the highest score comes from Sardar Patel University and the lowest score comes from Gujarat University. The disagreement column general average comes to 7.008 percent and the lowest score comes from Gujarat University. The result in general shows that the students have full faith in the university authority.

Looking to the tables 11 A, B, and C, the respondents of Saurashtra University, Gujarat University and South Gujarat University where the colleges are located in the different towns and cities have better impact on the student, while the respondents of M.S. University and Sardar Patel University are having their colleges/faculties

in one campus and possibility of larger number of students not having the proper impact of their authorities.

4.7 PLACE AND IMPORTANCE OF WELFARE ACTIVITIES IN HIGHER EDUCATION

To study the welfare activities of the five universities of Gujarat State and its relation with student unrest is one of the major objectives of the present work. In context to this, the main concept of welfare activities is presented in the following pages.

The march of progress that we perceive in the various fields of the arts and the sciences, is the result of the continuous efforts of men through various activities. Man is active by nature and he understands his environment. With his active nature and creativity, he has struggled continuously to attain the highest degree of development and fast progress, through various interactions. Youth is very much interested in activities of every kind. Our aim is not only to impart factual knowledge, but to make the student active also. The various activities in the universities will provide the students with a way to put theory into practice. Since our present set - up of education is based mainly on theoretical ideas, we have to improve it by making it more practical. Our society requires individuals with an all-round development, and to fulfill this requirement, we have to make our education activity - oriented and base on work experience.

Welfare activities are to be considered part and parcel of our education. Our students are tied up inside

the four walls of their classrooms, and they seek action in order to sublimate their various abilities and potentialities. Our educational authorities have to consider the present needs of society, and to fulfill these needs, should integrate the various welfare activities in the institutions alongwith the present curriculum contents.

The present system of education does not help the students in career planning. It does not link life in the campus with life outside the university. The knowledge it provides is of little use in a world full of competition and challenges. Education does not only mean knowledge but action also. It has to train the generations to have an active outlook, and to mould the future citizens and leaders of every country. The curriculum mixed with various welfare activities will develop the initiative spirit enthusiasm for actions. Only various activities can give the practice to convert the ideas into action. Education linked with various welfare activities will be very helpful to improve our educational products and relating the education with various work experiences. Through this type of education the energy of youth can be properly channelized and directed towards the achievement of national goals. They are very adequate and helpful in modifying the behaviour of youth on the right tracks. The universities should be full of activities which can convert the student into active citizens.

Till here, we have seen different dimensions of welfare activities.

Table 12 (contd..)

| NO. | ITEM | SU | GU | SGU | SPU | MSU | % |
|-----|--|-----|-----|-----|-----|-----|------|
| 17. | Satisfaction with food and food bill. | 10 | 14 | 11 | 12 | 13 | 12.0 |
| 18. | Common room facility. | 62 | 68 | 85 | 60 | 78 | 66.6 |
| 19. | Membership in any student organization rather than university organization. | 10 | 15 | 10 | 12 | 18 | 13.0 |
| 20. | Membership in any political party. | 40 | 45 | 18 | 22 | 38 | 32.6 |
| 21. | Participation in youth exchange programme. | 10 | 18 | 15 | 15 | 23 | 16.2 |
| 22. | Hobby of pen-friendship. | 62 | 68 | 85 | 60 | 78 | 66.6 |
| 23. | Participation in any Indian festival. | 100 | 100 | 80 | 72 | 100 | 90.4 |
| 24. | Participation in any exhibition. | 10 | 12 | 15 | 18 | 32 | 17.4 |
| 25. | Participation in Garba / Drama competition organized by university/outside group | 18 | 23 | 27 | 25 | 42 | 23.0 |
| 26. | Organization of films, T.V. programmes by college. | 25 | 32 | 28 | 24 | 48 | 31.4 |

The following is the interpretation of collected data which fulfill the objective related to title of the present study.

After achieving her freedom, India opted for the democratic ideology as her philosophy. In a democratic society, therefore, youth is prepared as citizens to play their future role. For this the youth get great opportunities in university during their student life, through unions.

The higher educational institutions are entitled

to constitute student unions in their campus, in which they are expected to participate voluntarily. It is observed that, in India, the centres of higher learning have become, more or less, a political laboratory for future cadres. Due to these unions, political awareness is increasing among the students. It creates consciousness among students about their rights and privileges. BOSE (1973) says that, "the student union, no matter whether it is connected with any political party or not, has an organized body being selected from and among the students". KOTHARI COMMISSION (1966) has suggested that, "the membership of the student union should be automatic, that is to say every enrolled student should be presumed to be its member".

The student union should have an elected executive. The executive committee including vice president and General Secretary should be elected by their entire student community. Democratically that is a desirable practice. These unions are supposed to be important parts of these institutions, which organize corporate life among students, and training qualities of good citizenship. The union is the principle social institution for making the students' protests effective. The student union plays the main role in putting up the problem to the college authorities or the university concerned. Thus, the students' union seems to have some role to play regarding the problems of unrest among the students. From this point of view, a few questions were asked to the respondents,

which were relevant in this matter, and have been analyzed below :

In this section, question numbers 1 to 5 are related to students' union. The respondents were asked to give their opinion about various aspects of the students' union. The idea of introducing the union and its elections in the university campus, is to impart training to the students to understand the democratic values of life and produce good leaders and citizens for the country. With this view, the opinions of the respondents was sought regarding the requirement of the student union elections in the university campus. Regarding the student union elections as a part of the system of democracy, most respondents replied in the positive, i.e., 81.8 percent from the total sample. For this positive response, they have the following reasons to offer as justification :

1. Through the union elections, students can have a chance to select the representatives of their choice. This body of representatives can be a bridge to solve their problems in a systematic manner through negotiations with the university authorities.
2. They feel that the student leaders being the chosen representatives of the student body, have a better insight into the need for student welfare, and are in a better position to strive for it.
3. Some of them feel that student leaders get the opportunity to achieve experience in correct leadership.

The minority of the respondents, who disagree to the need for student union elections have the following reasons to offer :

1. They feel that union elections create unrest and disturb the campus atmosphere.
2. It sometimes brings divisions in the student community.
3. Some of them feel that the elected leaders are more interested in pursuing their self-interests than in the welfare of the student community.
4. Student unions are also prone to fall prey to the ideologies of various political parties and leaders.
5. Some of them feel that union leaders deliberately seek to create unrest in the campus, thereby causing great harm to academic schedules.
6. Some students feel that student leaders have no idea about what student welfare is, and they misuse their powers in propagating casteism and violence.
7. Students comprising these unions are, for the most part, unprincipled and of a bad character, and spend most of their time indulging in anti-social activities.
8. Most student leaders are unaware of the role and purpose of the existence of the students' unions, and work only for meeting their own need for earning fame.

The next question was related to taking part in the elections, either directly or indirectly. Of the total sample 49.2 respondents answered in the affirmative. They replied that, being the citizens of a democratic country, they are aware of their responsibility of electing a

responsible person through the system of voting. The remaining 50.8% students are not interested in taking part in such elections, considering them to be dirty politics and a waste of time without any fruitful gain. They feel that elections affect academic activities and lead to violence in the university campus.

The next question was whether any of them had ever taken part in any elections. Only 13 percent of the total respondents replied in the positive to this question. These respondents stated that they had contested for the various posts offered in the union elections, i.e., V.P., G.S., F.R., C.R, F.G.S..

Question four sought to analyze the role of students' unions in the life of the student community. The respondents were of the opinion that there should be proper functions of the student union, and the union should undertake different types of welfare activities. They also opined that unions should not go on strikes without any valid reason whatsoever, and that the difficulties of the student community should be properly represented to the concerned authorities in a correct and healthy manner. Student leaders should guide new students. Leaders of student unions should collect funds and distribute them among the needy students. Finally, the union should help the authorities in their efforts of modernizing and improving education.

Question five asked for specific information as to

what welfare activities the students would wish their leaders to undertake. The response to this question is that they should undertake to provide material and financial help to poor students, employment guidance, provision and maintenance of study centres, libraries, reading rooms, accommodation, co-operative stores, co-operative banks, and the arranging of various extra-curricular activities like sports, debates, seminars, guest lectures, exhibitions, etc. These respondents also believe that unions should undertake welfare activities which may serve to develop the all-round personalities of the students.

To sum up, it has been found from the various questions asked relating to student unions, their elections and their role in the life of the student community, that while very few students wish to represent any union, they are very much in favour of them. The respondents, in general, feel that student unions are meant for the welfare of the student community. It occupies a central position in their minds, as a means of focusing on their unsolved problems, which are effectively represented. They believe that the union, in a well-organized form, serves to cut through the rigidities of the university social structure.

Today, in our country, more and more students are going to colleges and universities for higher education. Among them, a number of students who are entirely capable of being successful in their degree courses are sometimes forced to drop out from their courses because of economic

reasons. The cost of education is increasing day by day. On the other hand, the prospects of securing a job are growing dimmer every day. The cost of education has continued to rise so much that it has disturbed the peace of mind of the youth, and poses a serious problem for the peace of the country. Due to increase in college and university tuition fees and other related costs, middle class people are unable to keep up education. There is a need for either financial or material help from university, union, or any other outside trust. If this help is not given to them, they will be unable to pursue their education, and will become frustrated as a result of this. But, while the economic problem is of the utmost significance, printed facts prove that a majority of the students have to do without any sort of financial or material aid. This growing economic distress felt by all sections of the people is not hidden from any of us. It is no wonder if this anger finds its first outlet through the youth that comprise the student community. The change in the economic climate has aroused the feelings of the student community. These economic factors are ultimately responsible for the present undesirable situation in many ways.

It has been fully realized in the country, that the universities are no longer a mere place of formal education, but a living and organized students' community, training its students in the art of living. With this end in view, as one of the objectives, many co-curricular and extra-curricular activities find a place in every

university. These activities are of various types, e.g., debates, essays, youth festivals, youth exchange programs, festivals, exhibitions, competitions and TV. programs. These offer to young people in their leisure time, the opportunities to expose themselves to the various types of activities provided by the university. Here, students themselves plan programs and work together on them in a group. This gives the youth the best opportunity to develop in the free atmosphere of the university.

A significant effort in this direction is to promote India's culture, and to make the students conscious of their own heritage. Colleges and universities now attach great importance to these types of activities in aesthetic education. Now, these institutions arrange such interesting and colorful programs to celebrate the independence of the nation, the Republic Day, and other such national festivals.

Since 1954, the Government of India has been arranging inter - university youth festivals every year. All the universities in the country participate in this program. The festival is intended to provide a platform for the expression of the creative, aesthetic, emotional and intellectual powers of the youth, and to give the gifted and talented among them the opportunity to demonstrate their best. A number of competitive programs are arranged, which serve as stimulants, and give thrill and joy to the very act of participation.

In response to the question of whether the students are satisfied with the different activities provided by their colleges and universities, satisfactory positive answers were given by the respondents from which the investigator gathers that they are much aware of, and very much in favour of both co-curricular and extra-curricular activities.

It is compulsory for those taking admission to the first year of a degree course at the university level to participate in some extra-curricular activity, i.e., sports, National Cadet Corps, National Service Scheme and Auxiliary Cadet Corps. In providing these activities, the university has the objective of developing physical and mental growth in the form of some qualities like leadership, sporting spirit, etc. In response to the question on such activities, the response in general was positive. The M.S.U. was found to have the highest percentage of positive responses, because the individual students have much greater opportunity to take part in different sports activities, which are at one place within the campus. The S.U. has the lowest percentage of positive respondents because its affiliated colleges may not have the facilities required.

The National Cadet Corps is a compulsory activity for the students of the first year degree course. The N.C.C. was introduced in the year 1921, but it came into prominence after independence. The purpose of this training is to impart military discipline, induce a sense of

adventure, develop moral character, and to cultivate the qualities of leadership and honesty, and a sense of responsibility towards the nation. The N.C.C. has three different divisions : the Army, the Navy and the Air Force. It was found that , on an average, there are very few students joining the N.C.C., a large number of them preferring to join the Auxiliary Cadet Corps.

The National Service Scheme was introduced in 1969 - 70 by the government, with the purpose of bringing out the university youth to work together within and outside the campus, and to work for the society voluntarily. The general activities that the students undertake to perform under the scheme are : educating the masses as to the importance of cleanliness, development of rural areas, health education, provision of relief to victims of the calamities of nature and mankind, etc. A total of 32% respondents were found to have taken up the N.S.S.

The Auxiliary Cadet Corps was also founded by the university with the aim of looking to the physical growth and development of the students. 43.8% of the total respondents took part in the A.C.C.

The workshops, seminars and guest lectures are conducted at a higher level of education as part of the academic curricular activities. These activities are conducted for the benefit of the students as a part of training in their own subject, in the form of group discussion. The general response to these three questions

was very poor, because of the lack of interest on the part of the authorities, and the lack of necessary amenities, e.g. lack of experts, funds, sponsors, etc.

A broad definition of health as formulated by the 'WORLD HEALTH ORGANIZATION', is that, " health is a state of complete physical, mental and social well-being, and not merely the absence of disease and infirmity". This ideal for every student, incorporated into his self - concept and into his philosophy of life, is closely tied up with student welfare. The objective of giving good medical facilities to students is the best physical development of the student. Medical facilities provide a healthy environment, education for healthy living, periodical medical examinations to cure minor illnesses, and hospital care. Thus, health plays an important role in human life. If the health of the youth is not maintained at the time of their education, it may pose a problem later on in life. The KOTHARI COMMISSION also stressed, in the year 1966, that the health of the youth is to be taken care of properly. For this reason, health centres have been set up at the university level. There is a hundred percent positive response to the question related to the setting up of university health centres. This goes to show that all five universities have proper medical health centres for their students.

An adequate facility for higher education is still

not available in the remote areas, and because of this, students belonging to such areas are forced to go to the places where the courses of their choice are available. In such places, they are in need of accommodation which is supplied to them in the form of hostels. A number of problems arise in these hostels because of the change in situation, environment and relations. The hostel should not be narrowly conceived as merely a place for living provided for the students. Hostel facilities for students constitute a crucial and critical aspect of student welfare. Students face a lot of trouble due to inadequacy of lodging and boarding facilities. When the respondents were questioned about the quality of the food and the payment to be made towards it, it was discovered that very few students were satisfied with the state of affairs in the hostels.

The provision of a common room is necessary in colleges and hostels. It is a place wherein students can meet and discuss various aspects of their lives or engage themselves in studies, or merely sit around at leisure. The response to the question related to this topic was 66.6% positive, which goes to prove that a majority of the colleges and hostels provide this facility .

There are other organizations also formed in the campus apart from the university unions and associations. These organizations are based on different criteria,

depending upon their interests. Some examples of such organizations are :

1. Regional Associations :

- Bangladesh Students' Association.
- South Gujarat Students' Association.
- Saurashtra Students' Association.

2. Religious/ Caste - based Associations :

- Muslim Students' Association.
- Parsi Students' Association.
- Patidar Students' Association.
- Sindhi Students' Association.

3. Cultural Associations :

- French Language Society.
- German Language Society.
- Russian Language Society.

The question relating to the number of students enrolling in such various associations had a positive response of only 13% in general, which means that not many students are interested enough in such activities.

As mentioned earlier, political parties always have vested interest in the university youth. Some students too are inclined towards political careers. This mutual interest leads to a few students being given membership of political parties during their tenure in the university. An

average of 32.6% respondents claimed to have political alliances.

16% of the total respondents answered positively to the question of participation in youth exchange programmes. This goes to prove that a majority of the students are either not interested, or are not given the opportunity to participate.

The next question related to the hobby of having pen friends. 66.6% respondents claimed to have an interest in this hobby.

The question about the students' interest and participation in Indian festivals received a 90.4 percent positive response.

A mere 17.4 percent of the total respondents answered positively to the question of whether they participated in the exhibitions organized by the university administration and the government.

23 percent of the respondents were found to have participated in various competitions both in and out of the campus, like garbas, dramas, etc.

31.4 percent of the respondents responded positively to the question of the organization of films or T.V. programmes by the university administration.

4.8 QUANTITATIVE RESPONSES FROM INTERVIEWS OF THE DEANS OF STUDENTS

While collecting data from the students, the investigator has taken the opportunity to interview the

deans of students of the various colleges and faculties regarding student unrest and student welfare activities in their respective institutions. Generally, the deans of students occupy the first concentric ring with the university youth at the centre of the campus. So, the attitude of teachers and the university administration towards their students, in the various spheres of life, are given due consideration in this section to evaluate the conflict between the generations of teachers and administrators with that of the students. The conflict of interests has its genesis in the university campus. So, it is essential to discuss about the other elements of the university campus and their attitude towards student participation in student unrest, its causes, and remedies. In this section, a discussion will follow on the counterpart of the situation.

4.8.1 ASSOCIATION OF THE DEAN OF STUDENTS WITH STUDENT WELFARE

To the question of their association with student unrest, a majority of the deans of students have responded in the affirmative. They have given a list of the instances of student agitations where they have been involved. Among these, a mention may be made of the following :

1. Demonstrations against professors and teachers of the institutions.
2. Agitation against the increase in tuition fees.
3. Demonstrations for the proper utilization of student

aids, funds, etc.

4. Demonstrations for the abolition of tests and examinations, and the provision of various facilities to the students.

4.8.2 SOURCES OF INFORMATION

Regarding the sources of information of campus disturbances, a majority of the deans of students received the information personally. Among the other resources of information, they give preference to the university authorities, student leaders and newspapers.

4.8.3 ACTIVITIES OF UNREST

So far as the activities of unrest adopted by the students are concerned, they have named the following activities :

1. Processions
2. Slogans
3. Demonstrations
4. Hooliganism
5. Peaceful strikes
6. Hunger strikes
7. Gheraos
8. Brickbatting
9. Walk outs
10. Picketing in examination halls.

4.8.4 CAUSES OF STUDENT UNREST

A majority of the deans of students are aware of the causes of student unrest. According to them, the following are the main causes behind student unrest :

1. Constant fluctuation in examination dates
2. Setting strict question papers
3. Abolition of tests and examinations
4. Stopping of periodical examinations
5. Leniency in the percentage of success in the examinations
6. Favouritism in examinations and in other activities
7. Classes not being engaged regularly and punctually
8. Personal conduct of teachers
9. Lack of understanding among the university authorities and the student leaders
10. Lack of welfare activities for students
11. Lack of proper hostel accommodation
12. Defective system of education and examination
13. Police atrocities on students
14. Apathetic attitude of parents towards their children
15. Defective social pattern
16. Influence of political parties
17. Problem of unemployment.

4.8.5 ROLE OF THE DEANS OF STUDENTS DURING STUDENT UNREST

The deans of students generally undertook the following activities during student unrest :

1. They contacted students and tried to dissuade them from taking part in such activities.
2. They explained the difficulties due to which an immediate solution could not be reached, and promised to make sincere efforts to find out a solution at the earliest.
3. They faced the problem on hand boldly and resolutely.
4. They enforced discipline but also strove to see that justice was meted out to the students.
5. They helped students learn proper modes of expressing their demands and their grievances, and stressed on the need for a peaceful settlement.
6. They were patient in their hearing of student grievances, and, all in all, sought to advise them to live peacefully.

4.8.6 STUDENT UNIONS AND STUDENT UNREST

The opinion of the deans of students as to the role of student unions in student unrest was sought, and was found to be as given below :

The deans of students of some of the affiliated colleges feel that , to a great extent, the student union is the root cause of student unrest, and persistent denial of the administration to redress students' grievances, give the union an opportunity to create disturbances. A few of them however, think that the student union is not primarily a body that is responsible for creating unrest, but that it is also of much use to the student community. One of the

deans of students thus has this to say on student unions, "leadership of student unions is in the hands of bad elements, and they exploit the sentiments of students for cheap popularity and unreasonable demands. If the leadership would have been in the hands of students of good career and character, there would have been a change in these strikes".

One of the deans of students says that the union has a negligible role but their leaders have been used as tools for undesirable activities by the outsiders. Some of the deans of students feel that the student unions are responsible for causing unrest. The student union is not a unified body since it consists of members of different political wings, castes, etc. Thus, whenever the members of a particular wing or caste voice such demands as have the backing of the majority of students or the most powerful students, the union has to provide leadership in strikes. Some deans also think that the union is not very much responsible for the organization and continuation of strikes, except in some cases. The idea and incentive in such cases too, always comes from outside sources.

4.8.7 IMPORTANCE OF STUDENT UNIONS

The deans of students were asked about the importance of student unions. A majority of them are in favour of student unions in their institutions, and have given the following reasons to support their stand :

1. The students, through the union, have a first hand knowledge of the problems of the institutions, and enlist their co-operation.
2. The union is needed to keep the administration straightforward.
3. The union provides the students with a platform for the ventilation of their genuine grievances. The authorities have, in the union, a source of contacting the students of an entire institution through a small body of representatives.
4. Unions air the needs and the viewpoints of the students.
5. They provide students with the strength and the leadership to fight for their rights and privileges.
6. If properly represented, student unions can be instrumental in checking unrest.
7. Student unions help channelize the strength and idealism of youth in the right direction.
8. Student unions are instrumental in putting up a fight against the indifference and unimaginativeness of university authorities towards the problem of student grievances.
9. They inculcate the spirit of democracy and responsibility in the students.
10. They point out the various defects and differences existing in the universities, to the authorities in question.
11. Unions should be there in universities but there should be more nominated good students than elected rowdies.

12. Unions are a good source of dialogue between students and teachers. They impart them training to use their authorities and exercise restraints.

13. Through unions, the students learn to manage their own affairs, thereby lessening the burden of the authorities.

14. Unions are the caretakers of the academic and cultural life of the students.

15. Unions provide the students a share in the making of many important decisions.

16. Student unions must be encouraged in the larger interests of democracy in general.

17. A fairly elected representative body of students, which resorts to agitational methods, can also provide proper leadership. Disbanding of the union will not provide a remedy to student unrest.

Some of the deans of students who do not favour unions give the following reasons for their stand on the matter :

1. The existence of student unions brings in the influence of politics on education.

2. Student unions are mostly politically motivated.

3. Student union election campaigns are caste oriented and can often result in caste differences.

4. Most undergraduate students are immature, and cannot prevent the union becoming a tool in the hands of interested seniors.

5. The student union is the root cause of all disturbances,

and are detrimental to the interests of education.

6. As they act under outside influences, they are useless and unhealthy.

7. Groupism and casteism are major factors within the unions.

8. The unions are not put to any constructive use.

9. Student union leaders often stand for elections to serve the purpose of satisfying their vanity, and often organize strikes to provide a testimony of their strength.

4.8.8. ROLE OF THE INSTITUTIONAL HEADS DURING STUDENT UNREST

The opinion of the deans of students was sought on the role that the institutional heads played in minimizing the problem of student unrest. A summary of the answers is given below :

1. The institutional heads should tackle the students in a proper manner.

2. They should have an unselfish attitude of authority.

3. They should try and fulfill all the legitimate needs and demands of students. At the same time, anti-social behaviour should not be encouraged, and students behaving in such a manner should be severely punished.

4. They should deal with the students sympathetically and tactfully.

5. All round efforts should be made to give the students an insight into current problems, provide them with a sense of security, advice and guidance.

6. They should be liberal in the provision of various facilities to students.
7. They should make the students feel that the institution has their interests at heart.
8. They should be in close contact with teachers and student leaders.
9. They should be men of vision and character, sympathetic to the ideas and ideals of youth.
10. They should set an example by themselves being honest and dedicated to their cause.

Some of the deans of students have suggested that the institutional heads remain cautious right from the beginning. All the students should be interviewed at the time of admissions. Students with previous black records should not be granted admission. An atmosphere conducive to studies should be cultivated. He should provide economic help and other facilities to students, and should put himself in closer emotional and educational contacts. The teacher - student and parent - teacher contact should be increased. He should encourage realization of students' feelings and requirements. He should be sympathetic to the cause of the students and should in such a manner as to dispel any suspicion and distrust from their minds. He should not indulge in dirty politics. He should be alert to student grievances and their redressal. He should try and channelize the energies of his youthful charges in the right direction. All in all, the heads of institutions should be open minded, humane, approachable, sympathetic

and involved with student life.

Heads of institutions should also inspire in the students, a healthy respect for their teachers, and a sense of confidence in their abilities. The heads should try and solve various problems rather than finding faults with the authorities.

Some of them think that the role of the institutional heads should be :

1. To maintain discipline and work with honesty, dedication and understanding.
2. To raise the standard of education, make the syllabus tougher, and make the passing of examinations more time - consuming.
3. Not to provoke the students to anger through silly mistakes.
4. To eliminate unruly students from colleges and hostels.
5. To see that the students and the staff maintain a cordial relationship, thus proving that the staff is interested in the welfare of the students.
6. To be firm and just in hearing grievances, and in making suitable arrangements to provide a solution to the same.
7. To develop the power of reasoning of the students.
8. To keep themselves informed on student feelings and opinions.
9. To undertake the provision of more and better facilities to students.

4.8.9 PROVISION AND IMPORTANCE OF WELFARE ACTIVITIES

Regarding the welfare activities provided by their institutions, they have listed the following activities, namely, cultural, sports, debates, funfairs, blood-donation camps, picnic tour, youth welfare programmes, unions, hobby workshops, employment bureaus, departmental student clubs, recreation rooms, libraries, common rooms, reading rooms, N.C.C., N.S.S., and A.C.C..

After collecting a list of the welfare activities provided, they were asked how the welfare activities help students in their personality development. Here, some very interesting answers were received, some of which are listed below :

The development in science and technology has made life very fast and complex. The objectives of education are broad and manifold. It is not possible to achieve these objectives through theory - oriented education. Education plays a vital role in the development of the students' personality.

No doubt, heredity and environment play a vital role in the total development of the personality. But, healthy and suitable environment is very necessary inside and out of the university campus. Moreover, to develop the innate and instinctive powers, various opportunities and activities are to be provided, so that the students can feel easy in their course of studies. The education provided through various welfare activities will lead the

students to all round development. There will be a scope for developing their personality in all aspects.

Personality is not a specific and definite attribute, but it is the quality of the individual's total behaviour, as revealed in the individual's thoughts and expression, his attitudes and interests, his manners of acting and his personal philosophy of life. So, we can say that personality is an integrated system of an individual's habitual attitude and behavioural tendencies, representing his characteristic adjustment to his environment. A personality which is developed in all aspects of life is balanced. A personality which is harmoniously developed includes physical, mental, social and moral aspects of the child. A person with a balanced and all round personality has a smooth and balanced life, contributing the maximum possible to the society, national goals, and to humanity as a whole.

Welfare activities are very helpful and leave no aspects untouched in the harmonious development of the students. They bring pleasure, interest and insight in the course of the study. These activities give splendid opportunities to learn vital lessons in citizenship, to grow in mental respect and understanding, and to erase artificial barriers that often separate elders. Through welfare activities they acquire self-control, develop co-operative attitudes, and learn the principles of honesty, fair play and good sportsmanship.

Welfare activities are urgently supportive

measures to achieve the educational objectives. They give training of head, hand and heart. They create interest and motivation in the teaching-learning process. They supplement the academic knowledge. They are very helpful in making strong, deep and long - lasting impressions on the minds of the pupils. Through different activities, the student sublimates his urges and gets pleasure and satisfaction. They provide a fully - enriched environment for the all round development of the student.

Welfare activities are the best means and media to develop a sound mind in a sound body. They give guidance and provide opportunities for the utilization of the issued time of the pupils. They help to broaden their outlook and horizon. They provide opportunities to develop the integrated and sound personality of the pupil. They are the best ways to develop aesthetic sense and moral values which lead to a contented and satisfied life in this overcrowded world. Hence, welfare activities play a very important role in the development of harmonious personality of the youth. The present society requires people who are self - dependent and have the capacity to contribute to national goals. So, it is very essential that our curriculum should be activity - oriented, through which the teachers and students can sublimate their energies and march towards the highest attainment of educational objectives.

4.8.10 REMEDIES FOR THE PROBLEM OF STUDENT UNREST

With regard to the remedies of student unrest recommended by the deans of students, some of the points suggested related to the ensuring of strong administration in the college/university, change in examination system, employment opportunities, non - involvement of political parties, adequate library, hostel, sports and recreational facilities, proper advice and guidance in academic matters, proper leadership by teachers, adequate contact between students and teachers, and handling of student activities by civil administration.