

## Chapter II

### METHODOLOGY

This chapter deals with the research design and the methods followed in the collection, analysis and treatment of the data for the present study.

#### Research Design

The whole gamut of the study is divided into two broad aspects : (1) Historical and (2) Contemporary. The historical portion of the study is again divided into : (a) Ancient and Medieval times, (b) British times in India and (c) the Post-independent times (up to, almost, the time whence the empirical study begins).

In each of the afore stated portions of study efforts have been made to present a critical picture of the nature of teacher-student relationship.

In the historical portion of the study, teacher-student relationship has been viewed in terms of history of the time concerned. Available books, journals etc. dealing with teacher-student relationship in the past or providing materials for the study, have been carefully perused for the purpose of analysis and interpretation of the problem from historical point of view.

Second portion of the study — Contemporary times — is the empirical study.

## Collection of Data

Data for the empirical portion of the study have been collected by the following methods :

1. Questionnaire
2. Interviews
3. Observation, and
4. Literature - Survey.

Let me now detail each of the above listed methods as applied in the present study :

### Questionnaire

Prior to surveying the field with the questionnaires, the field of study was surveyed with an interview guide at the pilot study stage.

Before I go in for the detailed description of the questionnaires, let me preface it by a brief description of how the questionnaires were administered.

Questionnaires had~~d~~ not been sent to the set people by post for the reason that it ~~was~~ failed to work upto the expected mark. I, in person, have visited from college to college to collect the precious data on the basis of the questionnaires preceded by, as far as practicable, personal interviews with the respondents individually, at their hostels, colleges, offices, residences and else where.

Both the questionnaires as well as interviews backed by keen observation have been made use of, as neither, to the exclusion of the other, is found adequate for gathering the correct and sufficient data.

Detailed description of the questionnaires : There have been five sets of questionnaires meant for — (1) students (2) teachers (3) non-teaching employees, (4) principals and (5) Governing Body members.

Each of the five sets of questionnaire has been divided into more than one sections. First section in every questionnaire, invariably, deals with the personal data of the respondents.

General background of the questionnaire : Personal data like age, sex, name; name of college; class/stream a student belongs to; subject a teacher teaches; marital status, official designations, experience, caste, religion; educational background of non-teaching staff and of Governing Body members; occupations of Governing Body members and of the guardians of students; monthly income of Governing Body members and of the guardians of the students; and the political party affiliation of Governing Body members and other personal data have been collected under section I in every questionnaire with necessary variations.

It may be noted that this background data have not been found much helpful in analysing the actions and reactions of the respondents.

Individual college situations have, however, been found much helpful. This is why the responses of the respondents have been analysed, mostly, without reference to their general background.

Efforts may now be made to deal separately with each of the five sets of questionnaire. The questionnaire on students may be taken up first.

Questionnaire for students : There is a total of four sections under it. The first section is already dealt with. The remaining sections are dealt with below :

In the second, third and fourth sections there are fourteen, three and two questions respectively and all of these questions have been aimed at collecting impressions of students about their teachers and non-teaching seniors and finally, their specific expectations from their teachers.

Questionnaire for teachers : In the questionnaire for teachers, there are twenty eight questions in it. It is divided (like that on students) into four sections.

Ten questions in the second section and seven questions in the third section are aimed at eliciting teachers' opinions, firstly about themselves and their attitudes towards, different matters; secondly,

about their students, students' attitudes towards teachers, politics etc.

In the final (fourth) section, there are eleven questions. Efforts are made through these questions to survey the different dimensions of the teacher-non-teacher relation from the teachers' viewpoints : (1) Relation between teaching and non-teaching employees, (2) between teachers and Governing Body members, (3) between pro-office teachers and anti-office-teachers, (4) between third grade non-teaching employees and fourth grade non-teaching employees, (5) between pro-fourth grade non-teaching employees teachers and anti-fourth grade non-teaching employee teachers, (6) between pro-head clerk teachers and anti-head clerk teachers and (7) between non-teaching employees and Governing Body members.

Also, questions are there to probe into the causes of the strained relation between different sections of teaching and non-teaching people; into the causes of the less tense relation between Governing Body members and non-teaching employees; into the causes of principals' dependence upon the head clerk and fourth grade non-teaching employees' dissatisfactions etc.

Questionnaire for the non-teaching employees : The questionnaire for non-teaching employees is divided into two sections. Second section has nine questions.

All of these questions are directed to serve more or less the same purpose (as the questions in the section IV of the questionnaire on teachers) from the non-teaching employees' point of view. This section deals exclusively with the teacher-non-teaching employee relationship.

Questionnaire for principals : The questionnaire for principals is divided into three sections and it has seventeen questions.

Almost all the questions in the second section are devoted to collecting numerical data of the teachers, students and non-teaching employees from the principals' point of view.

In the third section, there are five questions and all of the questions are directed to collecting the views of the principal on the teacher-non-teacher relation, on the one hand, and the teacher-principal relation and the non-teaching staff-principal relation, on the other.

Questionnaire for the Governing Body members : Questionnaire for the Governing Body members comes last. It is divided into two sections. The second section has four questions. Two of the four questions are devoted to surveying the teacher-Governing Body member relation and the remaining two questions to surveying the Governing Body members non-teaching employee relation.

77 questions : It may be added that out of a total of seventy seven questions spread over all the five questionnaires, only fifteen are open and sixty two are closed questions. Questions were left open whenever answers to the questions concerned could not be categorically foreseen. It was considered best to keep such questions open.

For the students, there are only two open and seventeen closed questions; for the teachers, only one open and twenty seven closed; for the non-teaching employees, all the nine questions are closed; for the principals, only twelve open and five closed; and for the Governing Body members, all the four are closed questions.

Concluding the discussion on the questionnaire, it may be pointed out that the questions of the five questionnaires (excluding the first section dealing with the personal data in every questionnaire) aim at collecting :

1. Data on the general side of the teacher-student interaction;
2. Data on the political side of the teacher-student interaction ; and
3. Data on the effect of the general and political sides of the teacher-non teacher interaction on the teacher-student interaction.

Mention must be made in this connection that responses from principals and Governing Body members have not been mostly received on the set questionnaires for most of them, approached for their responses in writing on the questionnaires, have declined to give it. I was therefore left with no alternative than to collect their opinions and

reactions through personal and confidential interviews.

### Observation

Next to questionnaire and interview, comes observation as a means for collection of the data. Observation including participant observation is found much useful.

So far the participant observation is concerned, I had the opportunities of watching not only my own colleagues and others but also teachers and others of other colleges in North Bengal.

As a member of the Governing Body of a college for two terms (not consecutive), each for two years, <sup>I</sup> could watch the relation (a) between teachers and Governing Body members, (b) between non-teaching staff and Governing Body members, (c) between principal, ex-officio secretary to the Governing Body, and others and (d) between non-teaching staff and the principal. I had also the opportunities of association with such members of other colleges and knowing their attitudes towards teachers and others.

On different occasions, I had the opportunities of mingling with teachers of other colleges and visiting the colleges themselves. As a member of the examination inspection team arranged by the North Bengal University to check the malpractice in examinations, I could observe not only the situations inside and outside the examination halls but also the

invigilators and their attitudes towards the examination and the examinees.

Observation as a method has been found much helpful. There are some areas on which any amount of questions, verbal or written, will hardly elicit the right answers. Private tuition by teachers, their habitual dereliction of duty towards the general students are, for example, some of these areas. It is for this, that observation method was used whenever the questionnaire or like methods had failed to bring out the correct picture.

#### Literature Survey

Last, of the methods listed, is the literature survey. I have also made use of the relevant literature including important newspaper clippings to strengthen the inquiry into the field of empirical study.

#### The Universe of Study

The universe of the study may now be taken up for discussion. It comprises the five districts of North Bengal :

1. West Dinajpur,
2. Malda,
3. Jalpaiguri,
4. Cooch Behar, and
5. Darjeeling.

Let me take into count how many non-professional colleges are there in the five districts of North Bengal along with their managerial categories (in 1979). The following table (2 : 1) gives a clear picture. The table includes only those colleges which were in existence at the time of survey (1979-1980) and not those coming into existence later.

Table 2 : 1

Category-wise distribution of the non-professional colleges in the five districts of North Bengal.

Districts	Private	Govt. Sponsored	University	Government	Miss-ionary	Total No. of colleges.
West Dinajpur	1. Kaliyaganj College 2. Islampur College 3. Balurghat Mahila Maha Vidyalaya	1. Balurghat College	1. Raiganj College	-	-	5
Malda	1. Samahi College 2. Chanchal College 3. Malda Women's College.	1. Malda College	-	-	-	4
Darjeeling	1. Siliguri College of Commerce 2. Kurseong College	1. Siliguri College 2. Kalimpong College 3. Loreto College	-	1. Darjeeling Govt. College	1. St. Joseph's College	7

Continued .....

Jalpaiguri	1. A.C. College of Commerce	1. A.C. College 2. P. D. Women's College 3. Alipurhat College	-	-	-	4
Cooch Behar	1. Mathabhanga College 2. Cooch Behar College 3. Tufanganj College	1. Dinhata College	1. University (B.T. & Evening College.	1. A.E.N. Seal College.	-	6
Total No. of colleges per category --	12 Private Colleges	9 Govt. Sponsored Colleges.	2 University Colleges.	2 Govt. Colleges.	1 Missionary College	26

Out of the 26 non-professional colleges as shown by the table (2 : 1), 12 are Private, 9 Government Sponsored, 2 University, 2 Government and 1 Missionary Colleges.<sup>1</sup> Seven colleges have been selected for the empirical study. Initially, five colleges were selected — one college from each of the five districts. Later, on considerable reflections, two more colleges (keeping in view the total number of colleges of each category strewn over the length and breadth of North Bengal) are added to the original list of five in order to make the sample more representative.

Selection of the colleges has been prompted by the necessity of studying the non-professional colleges of different managerial categories. The seven colleges are managerially different from one another : One is a university college while another is a government-sponsored college. One is a missionary college while another is a government college. One is a

private college while another is a women's college (government-sponsored). One is a college<sup>of</sup> Arts and Commerce (private) while another is a college of Commerce only (private).

Colleges of different managements (private, government, government-sponsored, university, missionary etc.) and also those of different characters (women's college, college of Commerce only, etc.) have been selected with a view to studying their attitudes towards one another — attitudes of teachers, students, non-teaching staff, Governing Body members and others of one college to those of another.

It is one of the major research-questions whether teachers of missionary/government/university colleges have high-brow attitudes to those of government-sponsored/private colleges. There appear, again, some feelings of complexes on the part of teachers and others (a) between missionary college and government college; (b) between university and government-sponsored college; (c) between government-sponsored college and private college or the like. In order to pursue the said assumptions, it is necessary to study colleges of different managements.

Necessary background is thus given only to throw our focus precisely upon the universe of the study. Table 2 : 2 gives us a picture of the universe :

Table 2 : 2  
Universe of the Study

Districts	Code names <sup>2</sup>	Colleges	Managerial Categories	Characters	Streams
West Dinajpur	P <sub>1</sub>	Raliyaganj College	Private	Co-educational	Arts/Commerce
	UC	Raiganj College	University	Co-educational	Arts/Commerce/ Science
Malda	GS <sub>1</sub>	Malda College	Government- Sponsored	Co-educational	Arts/Commerce/ Science
Jalpaiguri	P <sub>2</sub>	A.C.College of Commerce	Private	Co-educational	Commerce
	GS <sub>2</sub>	P. D. Women's College	Government- Sponsored	Women's	Arts/Science
Gooch Behar G		A.B.N. Seal College	Government	Co-educational	Arts/Science
Darjeeling M		St.Joseph's College	Missionary	Co-educational	Arts/Science

As the table (2 : 2) makes evident, of the seven listed colleges, one is different from the other, in one respect or another. There are two private colleges but one is purely a Commerce college while another is a college offering both Arts and Commerce. The two are, again, in two districts. There are two government sponsored colleges, but one is a purely women's college while another co-educational. Further, numbers of private colleges and government-sponsored colleges are much larger than any other category of colleges, (table 2 : 1 shows it). It is taken into consideration while increasing the number of

private and government sponsored colleges. More of these categories of college might be studied to be in proportionate relation to the respective number but for the time, money and other constraints.<sup>3</sup>

### The Sample

Let me now turn to the sample of students, teachers and non-teaching employees. As is mentioned already, most of the principals and Governing Body members have been found unwilling to give research data in writing. As a compensatory measure, I had interviews with them and elicited their views on the problem.

Responses from one hundred teachers, two hundred and seventy students and thirty non-teaching employees have been received. Repeated efforts to have more responses have not succeeded. The following table (2 : 3) gives a picture of the sample.

Table 2 : 3  
The Sample (1979 - 1980)

Total Colleges	Sample Colleges	Teachers per College out of the total No. of teachers	Students per College out of the total No. of students of 2nd Yr./3rd Yr.	Non-teaching staff per college out of the total No. of Non-teaching staff in Office.	Grand Total			
Code names	Total No.	Sample Total	Total No.	Sample Total	Total No.	Sample Total	Grand Total	Grand Sample Total
P <sub>1</sub>	13	13 (100.0)	146	20 (13.6)	7	5 (71.4)	166	38 (22.8)
UC	63	21 (33.3)	264	48 (18.1)	15	5 (33.3)	342	74 (21.6)
GS <sub>1</sub>	46	16 (34.7)	275	36 (13.0)	8	5 (62.5)	329	57 (17.3)
P <sub>2</sub>	10	8 (80.0)	145	26 (17.9)	12	4 (33.3)	167	38 (22.7)
GS <sub>2</sub>	29	9 (31.0)	61	46 (75.4)	12	5 (41.6)	102	60 (58.8)
G	44	19 (43.1)	397	70 (17.6)	15	1 (6.6)	456	90 (19.7)
M	33	14 (42.4)	86	24 (27.9)	10	5 (50.0)	129	43 (33.3)
26	238	100 (42.0)	1374	270 (19.6)	79	30 (37.9)	1691	400 (23.6)

As the table shows 400 respondents have given their reactions to the printed questions of the questionnaires meant for them. In addition, intensive interviews have been held with a good number of teachers, students and others to have an insight into the research problem.

Table 2 : 3 requires to be elaborated further. The table shows that (a) out of a total of 238 teachers, 100 or 42.0 per cent have responded; (b) that, out of a total of 1374 students of 2nd year or 3rd year, 270 or 19.6 per cent have responded; (c) that, out of a total of 79 non-teaching employees in the college office, 30 or 37.9 per cent have responded and (d) that, out of a grand total of 1691 respondents, 400 or 23.6 per cent have responded.

It is to be noted that students have been selected from the top most classes only (either 2nd year in the New two year Degree Course or 3rd year in the old three year Degree Course) because it is presumed that such senior students are in a much better position, with a few years of experience in the college at their disposal, to give their matured views about their teachers, non-teaching employees and others, plus about the prevailing situations in the college. Ross too followed such a procedure in her work — Student Unrest in India<sup>4</sup> (1969).

Non-teaching employees have been selected from the college office only, because college office with the principal at the apex is found to provide the real strength of the college administration. One way or other, every one of the college has to depend upon the college office and thus boosting up its importance. It is with this end in view, that efforts have been made to select two fourth grade employees, two third grade employees and one head clerk from each of the seven colleges under study. Library has always seemed to stand at a distance from the main show of a college. This is why library staff have not been included into the purview.

It further appears from the table that teachers, students and non-teaching employees of the listed colleges have not come out in their responses uniformly or proportionately to the respective totals. This is because the same degree of co-operation has not been received from each of the colleges.

Responses from students (as the table 2 : 3 shows) have come the lowest — 19.6 per cent compared to teachers' (42.0 per cent) and non-teaching employees' (37.9 per cent). Why ? The expected number of students could not be contacted because they were not found free to sit with me during the college hours. The only way to locate them and get their responses was to meet them at hostels or their places of residence. Most of the students who had responded were located at hostels. It was very difficult and much time consuming to move from house to house to locate students — their houses were, sometimes, spread over a large area and some, much beyond the town in which the college was situated<sup>5</sup>.

#### Characteristics of the Respondents

As the table 2 : 3 shows one hundred teachers, two hundred seventy students and thirty non-teaching employees have responded to the questionnaires. Let me look into the characteristics of each of the categories of respondents in order to understand them better.

Teachers : 1) In terms of sex, out of 100 teachers, 89 are male while 11 are female;

2) In terms of marital status, out of 100 teachers, 82 are married while 18 are unmarried;

3) In terms of faculties they belong to, out of 100 teachers, 64 belong to Arts, 24 to Science and 12 to Commerce;

4) In terms of doctorates and not-doctorates, out of 100 teachers, 7 are doctorates while 93 are not-doctorates;

5) In terms of age-groups, out of 100 teachers, (a) 8 belong to the age-group of 'upto 30 years', (b) 49 belong to '31 to 40 years', (c) 36 belong to '41 to 50 years', (d) 5 belong to '51 to 60 years' and (e) 2 belong to '61 to 70 years' group;

6) In terms of experience-group, out of 100, (a) 7 belong to the experience-group of 'upto 5 years', (b) 21 belong to '61 to 10 years', (c) 30 belong to '11 to 15 years', (d) 21 belong to '16 to 20 years', (e) 14 belong to '21 to 25 years', (f) 4 belong to '26 to 30 years', (g) 2 belong to '31 to 35 years' and (h) 1 belongs to '36 to 40 years' experience-group.

#### Students :

1) In terms of sex, out of 270 students, 200 are male and 70 are female;

2) In terms of family, nuclear or joint, out of 270 students, 182 are from nuclear while 88 from joint family;

3) In terms of age-groups, out of 270 students, (a) 138 belong to the age-group of '18 to 20 years', (b) 114 belong to '21 to 23 years' and (c) 18 belong to '24 to 26 years' of age-group;

4) In terms of faculties they belong to, out of 270 students, (a) 128 belong to Arts, (b) 90 belong to Science and (c) 52 belong to Commerce;

5) In terms of school-leaving results (in divisions), out of 270 students, (a) 18 belong to first division, (b) 120 belong to second division and (c) 132 belong to third division and below;

6) In terms of guardians' occupations, out of 270 students, (a) guardians of 62 have 'business' as their occupations, (b) guardians of 134 have 'service' as their occupations and (c) guardians of 74 have 'agriculture' as their occupation;

7) In terms of guardians' monthly income<sup>6</sup>-groups (in rupees), out of 270 students, (a) guardians of 18 have Rs.100 to 200 as their monthly income, (b) guardians of 58 have Rs.201 to 300 as their monthly income, (c) guardians of 48 have Rs.301 to 400 as their monthly income, (d) guardians of 60 have Rs.401 to 500 as their monthly income, (e) guardians of 22 have Rs.501 to 600 as their monthly income, (f) guardians of 14 have Rs.601 to 700 as their monthly income, (g) guardians of 14 have Rs.701 to 800 as their monthly income, (h) guardians of 16 have Rs.801 to 900 as their monthly income, (i) guardians of 10 have Rs.901 to 1000 as their monthly income and (j) guardians of 10 have Rs.1001 and above as their monthly income.

#### Non-teaching Staff :

Characteristics of the non-teaching employees remain to be looked into :

1) In terms of sex, out of 30 non-teaching employees, 28 are male and 2 are female;

2) In terms of degrees, out of 30 non-teaching employees, (a) 12 are matric/S.P./P.U./H.S., (b) 8 are B.A./B.Com./B.Sc.,

(c) 2 are I.A./I.Com./I.Sc., (d) 2 are H.A./M.Com./M.Sc. and (e) 6 are without any degree;

3) In terms of rank : head clerk, clerk, and 4th grade, (a) 6 are head clerks, (b) 13 are clerks and (c) 11 are 4th grade employees;

4) In terms of age-groups, (a) 6 belong to 'upto 30 years' group, (b) 13 belong to '31 to 40 years' group, (c) 6 belong to '41 to 50 years' group<sup>5</sup>, (d) 3 belong to '51 to 60 years' group and (e) 2 belong to '61 to 70 years' group;

5) In terms of experience-groups, out of thirty non-teaching employees, (a) 5 belong to 'upto 5 years', (b) 6 belong to '6 to 10 years', (c) 11 belong to '11 to 15 years', (d) 4 belong to '16 to 20 years', (e) 2 belong to '21 to 25 years', (f) 1 belongs to '26 to 30 years' and (g) 1 belongs to '31 to 35 years' group.

#### No Random Sampling

As it appears from the above, random sampling could not be followed because students, teachers and others of the five sets of people could not be located as per rules of the method. I was therefore bound to administer questionnaires to the people concerned when and where (near or within the college campus) they were found.

The "main reason", writes S. N. Sarkar, "for not applying randomization was the factor of 'non-response'. With this objective many researchers have not used random sample in their investigations."<sup>7</sup>

"If information can not be obtained from all of a randomly selected sample of informants", writes Chesser, "the assurance of accuracy provided by the sampling method is forfeited. Where substantial non-response is likely, random methods are fruitless."<sup>8</sup>

### Treatment of Data

So far the empirical portion of the study is concerned, the collected data have been processed, both manually and with the help of an electronic calculator, in the form of tables. Data presented in the tables are then given the necessary interpretations, backed, when and where necessary, by the authoritative references.

In the final shape of the thesis, 56 tables (excluding those in chapters other than 4, 5 and 6 holding the empirical portion of the study) have been made use of — 28 tables on teachers, 19 tables on students and 9 tables on non-teaching employees.

It may be referred to, in this context, that cross-tabulation though completed is not used in the thesis because of its (1) largeness and (2) because no substantial difference was found, consequent upon the cross-tabulation, to justify its use in the thesis. I was convinced that it might add to the volume of the thesis, that it might make the thesis cumbersome and that it could in no way improve the quality of the thesis.

### Some Questions

There remain some questions to be answered. The questions are the following :

1. Why the professional colleges are left out of the scope of the study or why only the non-professional colleges are taken into the purview of the study ?
2. Why are the colleges, and not the schools or university, are chosen for study ? and
3. Why North Bengal is the field of study ?

Let me try to answer the above stated questions, one by one.

The exclusion of the professional colleges from the purview of the present study is influenced by the following considerations :

1. I am convinced that students in the non-professional colleges are more open to student unrest than those in the professional colleges. And this justifies studying the problem in the non-professional colleges first. The problem in the professional colleges may be taken up in a subsequent study.

"There are important institutional variations", writes Albach, "in Indian student unrest. Indiscipline is not a problem in most of the prestigious and well financed technological institutions ..... it is generally agreed that most student unrest has originated in the liberal arts colleges ...."<sup>9</sup>

It may be added, in elaboration of Albatch's observation, that technical institutions (or, in our words, non-professional colleges, particularly in West Bengal and more particularly in North Bengal) are, mostly, much better off, financially, than the non-professional colleges, especially the non-government and non-missionary ones. Professional colleges include, among other colleges, engineering and medical colleges.

2. It would be very difficult to collect data from so wide a field, single-handed. Inclusion of the professional colleges would far widen the field of study; and

3. Lack of direct experience of the technical institutions, their teachers, students and others was a further deterrent to the inclusion of the professional colleges in the purview of the present study. This completes the answer to the first question.

The following considerations have guided the inclusion of the college (and not the school or university) into the present study :

1. I am a college lecturer in North Bengal for over a decade and this fact gives me a vantage position to derive the benefits of participatory observation into, and experience of, the college-phenomena in the region. It was this advantageous position that prompted the selection of the college (and not the school or university) for the present study.

2. Inclusion of any two classes of institutions — (a) either school and college or (b) university and college — at a time might complicate the collecting of data and the processing of the collected data, all the way, alone.

It was under this consideration that one class of institution at a time — the college — was chosen.

I am, however, under the impression that, though the study is initiated in the college because of certain conveniences, study of the problem in each of the three different institutions will be complementary and that the study in all the three different institutions, of course, one by one, will complete the process initiated with the study in the college. This completes the answer to the second question.

The following reasons have influenced me to accept North Bengal as the field of study :

1. There has been no work on student unrest in this region although the educational institutions in North Bengal are not less plagued by the student unrest etc. than the educational institutions in other parts of West Bengal and India.
2. A research inquisitiveness to study North Bengal from a particular aspect; and
3. Certain considerations of convenience.

All these and other considerations have influenced the selection of North Bengal as a field of study. This completes the answer to the third (and the last) question.

Context for Understanding  
Teacher-student Relationship

The teacher-student relationship is understood in the background of the following definition of student unrest :

Unrest and indiscipline are very often taken for synonyms. But there is a difference. They are two different expressions of the same mental tension. While the former is mostly covert, the latter is mostly overt. Let me quote Sarkar "..... unrest may be said to be the covert phase and indiscipline the overt phase of the same process of mental tension."<sup>10</sup>

I understand unrest in Sarkar's sense and the teacher-student relation is taken to be disturbed when such a mental tension (in its overt or covert form) affects the relation. On the surface, nothing disturbing may be visible but under it there may be enough of it. A student, for example, may have some unexpressed grievances towards a teacher or some strong dislike in his mind for a teacher and as a result the student does not feel respectful towards the teacher. Such mental phases may not be expressed in any untoward actions but may be read in his attitudes towards a particular teacher.

When some body has such a covert phase in his mind towards some body else, such a relation between the two may be described as a disturbed relation. Such a mental phase, when long continued, may break into insults or assaults on either of them. Teacher-student relationship

is understood in this light. "..... even those who do not resort to strikes and remonstrations are violent at heart."<sup>11</sup>

### Definitions of Certain Terms

**Students :** By students have been meant boys and girls reading at the top most classes (2nd year in the new 2-year Degree Course or 3rd year in the old 3-year Degree Course) in the non-professional undergraduate colleges in North Bengal.

**Teachers :** By teachers are meant the permanent full-time teachers (having a minimum of five years' teaching experience in a college) of the non-professional undergraduate colleges in North Bengal.

**Non-teaching Staff :** Non-teaching staff (also called non-teaching employees) include the college officials having a minimum of five years' experience in a college office in the rank of head clerk, clerk and fourth grade employees.

**Principals :** principal is an officer-cum-teacher, in charge of the over-all administration of a college, and is accountable to the Governing Body, public and the government.

**Governing Body Members :** They include all the members (exclusive of teachers' representatives on the Governing Body) of the Governing Body/College Council or a like body in the colleges.

It is a committee of persons (some elected and some nominated) with the principal as the ex-officio secretary to the Governing Body.

entrusted with decision-making and policy-formulating for respective colleges.

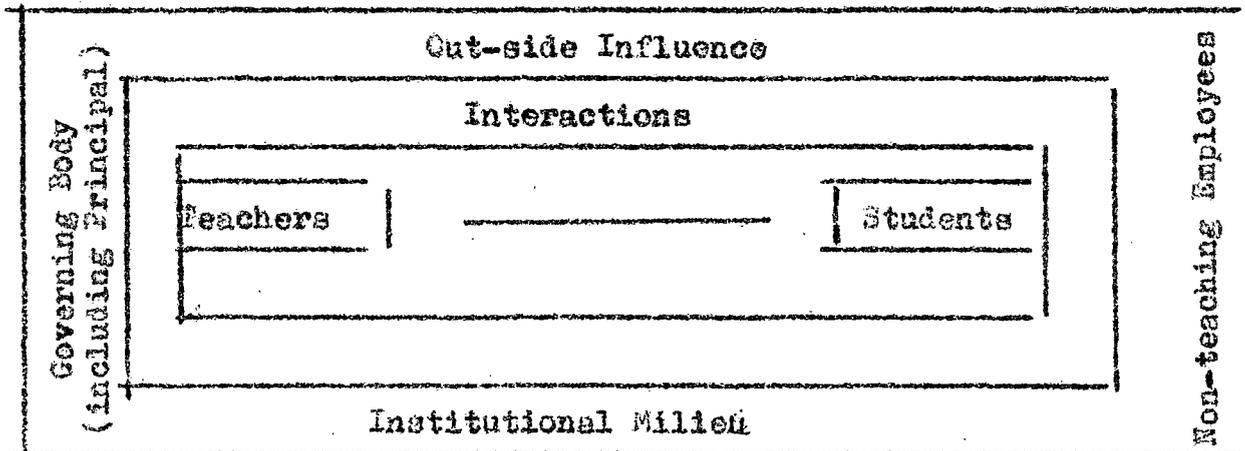
The term Governing Body (abbreviated form of which is G. B. ) is used by most of the colleges while the term College Council (abbreviated form of which is C. C. ) is used by university colleges only. Governing Body and College Council are identical bodies.

College : By college is understood to mean a non-professional undergraduate college situated in North Bengal and affiliated with the University of North Bengal, and also catering to the needs of Arts, Commerce and Science. All the three faculties may not be available in a college.

#### Conceptual Frame

Students and teachers apart from being influenced by one another, are influenced in their interactions, in turn, by the factors surrounding it, as shown in the diagram. The surrounding factors, apart from being influenced by one another, influence, by turn, students and teachers in their interactions; for all are humanbeings acting in different capacities but within a common physical frame. The relation-patterns are expounded with an analytical diagram.

Diagram 2 : 4  
Relation-patterns



#### Period of Study

The academic session of 1979-1980 of the colleges of North Bengal University was the period of time during which data were collected from students, teachers, non-teaching employees, principals and the Governing Body members, for the empirical part of the study.

Most important of the factors influencing the selection of period of time is the timing of the U.G.C. Teacher Fellowship<sup>offered</sup> to me. It was July, 1979 when ~~the~~ I could actually join the Fellowship (being released from the college). After the initial academic preparation, actual field-work started and continued for months.

#### Limitations

A good deal of difficulties was encountered in collecting the data from the people concerned by visiting the colleges in person,

in duty hours; by visiting the persons concerned in colleges and outside colleges, in offices and outside offices, in hostels and finally by visiting the persons in their places of residence, often more than once, facing disgust, distrust, misbehaviour and the like from many.

The fact that the data had to be collected from the colleges spread over the whole length and breadth of North Bengal — from Darjeeling to West Dinajpur and from Cooch Behar to Malda, a far-flung area, offered a special difficulty.

The fact that principals and Governing Body members could not be persuaded to give their reactions in writing was a further deterrent.

Another facet of the collection of data from the field was that while talking informally to the respondents, they made a clean breast of all that they knew and thought but when asked to give their reactions to the particular printed questions, many started prevaricating : (1) Some times, out of an imaginary fear that the investigator might divulge the respondents' opinion and remarks to persons in authority; (2) Some times, they were under an impression that telling the truths might bring their institutions down in the general esteem of the public, and (3) Some times, they also appeared to feel that it was their moral duty not to give the truth when it went against their colleagues.

Under the stated circumstances, it was difficult to take all they said for granted. Observation, relevant information gathered from different sources other than through the questionnaire method, and the data given by the respondents on the questionnaires needed to be coupled together to inquire into the truth.

In view of the limitations, I am under the obligation to state that the conclusions of the present study may be provisional rather than final.

#### Notes and References

1. St. Joseph's College, strictly speaking, is a private college but because of its missionary background, (it being managed by Catholic Fathers) it is treated for the purpose of the present study as a missionary college.
2. Code names (in stead of the full names) of the colleges will here after be used in tables etc. for the sake of convenience of brevity. It is difficult to write, again and again, the full names of the colleges on the numerous tables the thesis is interspersed with.
3. University Grants Commission's prescriptions in matters of time and money were the main prohibiting factors. Besides, it would be unwieldy to manage.
4. Rose, A. D. Student Unrest in India (1969)

5. Efforts at obtaining the views, on an average, of 20 teachers, 100 students, 5 non-teaching employees, 3 Governing Body members and 1 principal on the questionnaires from each of the sample colleges, did not succeed because of the non-cooperation of a good number of people approached for research data out of fear, suspicion and the like.
6. It may be noted that respondents were hesitant (and mostly unwilling to give the correct figure) to give their guardians' monthly income. When it was very high, they feared to give the income as such. When it was too low, they felt shy to make known their guardians' income.
7. Sarkar, S. N. Student Unrest (1974), P. 55.
8. Quoted by Sarkar, S. N. in his above mentioned book, P. 55.
9. Albatch, Philip G. "Student Politics and Higher Education in India" in Albatch. ed. The Student Revolution : A Global Analysis (1970) P. 115.
10. Sarkar, S. N. Student Unrest (1974), P. 9 .
11. Ibid. P. 10.