

Student Unrest – Its Causes and Remedies

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ABSTRACT

“Disobedience is the true foundation of liberty. The obedient must be slaves.” This quote by Henry David Thoreau is apt to understand why this theoretical research is important. Student Unrest is that reality that everyone ignores intentionally until it becomes so big that the whole system is threatened by it. Why are students at unrest? Are their reasons reasonable? What can be done to solve the problem of unrest? Several research papers, newspapers, articles, etc. are studied intensely to find out the real causes of this unrest among students. These causes are then divided into different categories and sub-categories. Finally, remedial measures are formulated which will try to curb this problem which threatens to destroy the future of the whole country as students/youths are considered the light-bearer of any country.

Keywords: *Student unrest, Causes, Remedies, Students, Unrest*

“A child without education is like a bird without wings.”

This Tibetan proverb effectively tells us about the importance of education in one’s life. As it is well-known fact which was given by John Locke, that child’s mind is like a clean slate or a ‘Tabula Rasa’. Education, knowledge, and experiences fill this slate and help in overall development. According to Nelson Mandela, “Education is the most powerful weapon which you can use to change the world.” It is a basic right of every individual irrespective of their caste, creed, or religion to get educated. Education is not only a promise for the better, brighter, and prosperous future of any nation but of the individual itself. As John Dewey quoted – “Education is not preparation for life, education is life itself.” And the most wonderful thing about education is that no one can take education away from you. But ‘Education’ is not just things or facts taught in books and schools or colleges, it is the training of our mind of how to think and not what to think, and go beyond thinking. It is a continuous process of imparting knowledge, developing skills, inculcating values, and promoting the overall personality development of an individual. Thus it is rightly said that education is a lamp that leads us from darkness to light. It is not only the basic elements of growth and development but also it is the base of all social and economic progress of not only an individual but of the nation as a whole.

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Student Unrest – Its Causes and Remedies

Objectives of Education

Education whether school or university is a gift that no one can take away from us no matter what. William Deresiewicz rightly said that ‘True purpose of education is to make minds, not careers.’ Education at all level must keep 3 vital objectives in its focus:

1. To develop the capacity to understand and think, education should not only focus on teaching students the facts and concepts but the real focus of teachers towards students should be to develop the ability to think and create.
2. To impart technical and professional skills in every child, so that, in the future, they can stand on their own feet and fulfill the needs of the nation.
3. To develop sensitivity and commitment to freedom (of oneself as well as others) so that exploitation, discrimination, and inequality could be diminished.

These objectives can be achieved by 3 important components of education i.e., student community, teaching staff, and non-teaching (administrative) staff. Though each component plays an important role in the smooth running of educational institutions, but the student community occupies the central position. It will not be hyperbolic to say that; the very existence of the educational institutions depends on the student community. Thus, the student community is a core component of the educational institution. Diogenes Laertius once said that ‘The foundation of every state is the education of its youths’, and we all know that youth of any country is its future. The progress of any country depends upon its youth’s hard work, dedication, and innovative ideas. Students play a vital role in any society as they are the greatest force, not only for the development but also the speed and direction of development. It is rightly quoted by Mr. Me Clelland, “Give me all the dreams of the youth of any country and I shall provide the future of the country.” Students who play a very vital role in forming any society also play a very important role in its improvement, strengthening, and functioning of that society.

But unfortunately, today it has been found that there are agitations, strikes, boycotts of classes, etc., in schools, colleges, universities, and other educational, training, and development programs. The students indulge in violence, arson, destruction of property. They use unfair means to get through the tests and examinations, insult their teachers, threaten their invigilators, and abuse the staff on one or other pretext. They want more freedom, rights, both legitimate and illegitimate.

An important question that strikes the mind of the social scientist is “What causes Student Unrest: why do the students clash with the police, indulge in strikes, violence, stone-throwing, brick-bating, rowdies, rampage and drug-abuse? Why don’t they seek heroes in their Vice-chancellors, professors, head of the institutions, teachers, etc.? Why do they resort to demonstrations and hooliganism again and again? These are some of the very serious and crucial questions and must be addressed and answered with matching concern and seriousness. Social scientist and especially psychologist have been burning midnight lamps to identify the variables which may be responsible for student unrest. This problem of students is usually described in very general terms and relevant issues are seldom discussed in specific details, therefore real understanding is rarely achieved. It is the need of the hour to understand and try to answer these and many more questions related to student unrest. One such attempt is made in this research.

Statement of the Problem

The theoretical paper is centered to understand, ‘Student Unrest – It’s Causes and Remedies’.

Student Unrest – Its Causes and Remedies

This research will try to investigate the main causes of unrest among students. It is anticipated that the present research would highlight all the factors which would help educational institutions to curb the problems of student unrest in their universities, colleges, and institutions. As the education industry is the only industry that will brighten the future of our country, by educating and guiding the power-packed youths, it is necessary to understand the problems it is facing in fulfilling its obligations towards the country and the youths. Many types of factors give rise to student unrest but the most important factors are, unhappiness and lack of satisfaction among students themselves. By understanding the problems of the core factor, i.e., student, we can, not only understand the causes of student unrest but also prevent it from happening in the future.

Student Unrest

It is a well-known fact that the young generation is the most important part of any country as they are considered as the future of that country. The young generation mostly comprises of students of the country. They should follow good moral values and live a well-disciplined life as they will take their country to the next level and free it from all the social evils. They should work hard and dedicatedly as the entire country's progress depend on them and their innovative thoughts and ideas.

However, has anyone ever thought or realized that we have put the entire responsibility of achieving and fulfilling all the functions of the society on the delicate shoulders of students without caring whether they are physically and mentally ready for it or not? The pressure of meeting the challenges that we, as a society, country, and the whole world, throw at them for defending the freedom and integrity of the country is so much that they, at their tender age begin to lose their lifestyle, their freedom, and their dreams. Students who just stepped into the world of understanding themselves and organizing their thoughts and their lives are given a burden of the future not by themselves but by the parents, society, country, etc. As a result of these expectations and responsibilities, an uneasiness and unrest among the students are felt and seen. It is a fact, that not all students are same, for some, these are challenges to be taken while for others these are blockages in their paths, yet for some others, these are just little diversions in their paths. Some students take these challenges willingly while for some these are forced on them. Some try to find the solutions to these responsibilities and expectations while others just sit and argue about the unfairness done to them. But all in all, most of the students become frustrated, and stressed due to these and take different paths to find solutions.

Moreover, it is seen that even the educational universities are adding fuel to the already tensed mental state of students, as they are unable to fulfill the aims, objectives, and ideas that they promised the students. Due to this, students who are the main organ of university machinery, are not satisfied with the existing system of education and its progress. This emergence of the feeling of dissatisfaction among the minds of the students is creating an atmosphere of tension and thus hampering the climate of the university.

In earlier times, students were highly submissive, quiet, cool-headed, and peace-loving. All the educational institutions enjoyed pin drop silence and basked in the silent retreats of the students. However, nowadays, students know their strengths and use them against teachers and administration mostly unfairly. Indian Higher Education is the second largest education system in the world fulfilling the educational needs of more than millions of students coming from not only within the country but also from outside the country. The student community belongs to not only different ethnicity and cultures but also to different strata and socio-

Student Unrest – Its Causes and Remedies

economic-status of the society. But the success story of this inspiring and remarkable growth turns depressing when the quality of the education is in limelight.

The higher education standards have been damaged as it is unable to meet challenges of knowledge escalation, financial crises, student unrest, etc. The greatest problem that higher education face is the problem of Student Unrest. There is a common concern about the lack of discipline in college and university campuses. Discipline ensures a bright and successful future of student but nowadays students enjoy being indiscipline. This indiscipline of students is not just limited to making noises in the classroom, not doing homework, bunking classes, and not listening to teachers but it has taken a turn to the worst possible state like insulting, threatening and hitting faculty members, breaking or burning properties of an educational institution. It is seen daily that students are going on strikes if anything is against their will, cheating in exams and threatening teachers who caught them, etc. If this type of rowdiness is not managed or cool down at the proper time, then it may lead to serious crime. In the past decade, many cases were reported where students had killed their teachers, burnt down the entire classrooms, and done many such horrifying things.

According to Vikash Pathak (2014), “The world of students is just like a beehive. Bees like to produce honey. But honey cannot be produced without juices. Bees move from flower to flower to collect juices but if they do not get enough of juice they get angry and sting those who disturb them in their work. Unrest among students in India is only an expression of discontent and nothing else and this discontent cannot be cured by Police Method.”

Thus, student unrest has become a great threat to the education system, training and development programs, and the future of our country. And in recent years, it has increased at an alarming rate, which is not only endangering the education system but also our culture, our traditions, and national unity.

Definition of Student Unrest

Kabir (1956) defines, “Student Unrest is a spirit of general turbulence and rebellion among large sections of the young and is today a common phenomenon in many countries. An attitude of mind has been fostered, by which success in a worldly sense is the only value that society recognizes. The destruction of old values and the failure so far to create new values have led to the growth of a spirit of cynicism, avarice, and rebellion. As an integral and perhaps the, most sensitive section of the community, it is among students that the malice is most acute.”

Bhattacharya (1967) says that “Student Unrest is a symptom, not a disease. Human unrest is prevailing all over the world today. It is a passing phase of the student’s struggle for the betterment of their opportunities; academic, social, and economic. This indiscipline shown today is the result of strain and stress on the student’s emotional life.”

Patel (1967) defines student unrest as “the indisciplined behavior of the frustrated and hence aggressive student community. Student unrest results mostly from lack of provision of student welfare activities or from want of meeting adequately with student grievances.”

Desai (1989) defined student unrest “as the expression that the students give to his bottled up feelings of dissatisfaction and disillusion which, why not entirely totally devoid of justification, often erupts into a war of destruction and damage.”

Student Unrest – Its Causes and Remedies

Desai (1989), “Student unrest refers to the disillusionment and dissatisfaction that is rampant among the student committee because of the thwarting of their desires, needs, safety expectations, and aspirations. This feeling can be either temporal or long-term, depending on the gravity of the situation and the speed and efficiency with which a solution is provided.”

According to Dr. Babita Singh (2013), “Student unrest means the attitude of not being satisfied and its characteristics are unsatisfied and the feeling of unpleasantness, walks outs from examination halls, strikes, destruction of furniture, etc., are the significant manifestations of deep-rooted dissatisfaction among students.”

Historical Background of Student Unrest

The wave of student unrest is not only apparent in an institution imparting higher education in India but throughout the world, indicating that the students are in a turmoil all over the world. The only difference is that the problem of student unrest varies in its degree in various countries. From advanced nations like the USA and UK to the third world underdeveloped and developing countries like India, Indonesia, China, Bangladesh, etc. all are plagued with this problem. This problem is so large that it is not only confined within the ‘Ivory Towers’ of the universities but goes beyond to the extent that the government of most of the countries is forced to sit up and take notice of it as it has nationwide implications and impacts.

Student Unrest around the World

Jafar (1978) in his book, 'Student Unrest in India' highlighted the role which the student committee played in bringing about revolutions in various countries of the world. Some of the examples of this are as follows. In 1948, in Germany and Australia, the students were the key elements in revolutions. Even in Czarist Russia, students spread several revolutionary activities in the mid 20 centuries. The students of Japan, Korea (North and South), and Vietnam were instrumental in bringing about political changes. Even in the eastern European countries where fruits of education were enjoyed by the few elite, it was the student committee that popularized the idea of Liberty, Equality, and Justice. In developing countries, the importance of the role played by students dates back to about half a century. In Imperial China, the students of Peking University played a crucial role in modernization. Even in Britain, which is the home of conservatism, some educational institutions like the renowned London School of Economics and Political Science have been victims of student unrest. In Asian countries like Thailand, Indonesia, Pakistan, and Bangladesh governments were toppled by youth agitations.

Student Unrest in India

India, being a country of the vast diversity in not only climate and heritage but also terms of culture, languages, and religion, has been continuously facing problems of student unrest since times immortal. Whether it is Mahatma Gandhi’s ‘Non-Cooperation Movement’ in the 1920s or ‘Civil Disobedience Movement’ in 1930’s or students clashes with either University Administration or Government Authorities or State Transport Authorities or Police in 1950s, students had taken active participation in the rebellion against Britishers and Indian Government for their rights and rights of the whole country. During the 1960s student unrest in India assumed a new dimension, as lots of major incidents took place during this decade. Some of the major controversial issues were the official language problem, the English-Hindi controversy, the resentment sparked by changes in the names of educational institutions, the increase in the examination and tuition fees, etc. While the 1970’s saw student unrest due to anti-social forces and dirty politics. Student unrest 1980’s was mainly due to administration problems faced by students like reservation policies adopted by the government, prevailing

Student Unrest – Its Causes and Remedies

examination systems, inadequate facilities in education systems, etc. While the 21st century was rocked by countrywide clashes of students with the government on topics like ‘Jallikattu’ and ‘Kashmiri Student Protests’.

Student Unrest in Aligarh Muslim University

Aligarh Muslim University is such a huge central university, also faced many student unrests not only in earlier times but also in the recent past. Many of the recent unrest which shook the very foundation of the university was in the late '90s and early and mid-'20s. The reasons of this unrest ranged from cases of food poisoning in residence halls to lack of security arrangements in the campus, from demands of restoration of Student's Union to demands of removal of University's Officials or High School's Principal, etc., from clashes between university administration and students to clashes between two rival groups of students, from clashes due to illegal strikes of Resident Doctors to clashes due to anniversary celebration of a particular esteemed personality by the political party within the campus.

Stages of Student Unrest

Every problem has an initial point of start and an ending point of being ‘fully blown’. These are called stages of the problem. Even student unrest has stages from initial start to fully fledging. If the problem is identified at its initial stage it can be easily resolved the later the stage the more difficult it is to get solved.

1. **The Discontent Stage** - In this stage, the students or an individual are dissatisfied with not only themselves but with the authorities as well. There exist frustrations with the existing conditions which every student faces.
2. **The Initiation Stage** - In this stage, a leader emerges among the population of the group of students. All the causes of confusion and discontent are identified by this leader of the students and listed down. Excitement increases among the students as the proposals for actions are debated and discussed.
3. **The Formalization Stage** - In the stage, programs are developed of how and where to start a protest. All the alliances are contacted and support is sorted out from not only other students but the general public and media as well.
4. **The Public Support Stage** - In this stage, all the student's troubled is viewed as the trouble of the public in general. Most of the time, the public and the media also joins in the protest.

Types of Student Unrest

All the student unrests are classified into 3 types and they are as follows:

1. **Persuasive Student Unrest** - In this type of student unrest, the students try to change the attitude and viewpoint of the authorities or those in power by discussing their problems with them and making them accept their viewpoint either peacefully or forcefully.
2. **Resistant Student Unrest** - In this type of student unrest, the main objective of the protesters is agitation against the rules and regulations that the authorities have placed on them. The protesters are unhappy with the authorities' restrictions and policies imposed on them.
3. **Revolutionary Student Unrest** - In this type of unrest, the protesters aim to bring a sudden change in the existing policies or systems of the educational institutions. According to students, the old syllabi or the rules and regulations are an urgent need to change and should be updated with the current trends.

Student Unrest – Its Causes and Remedies

Causes of Student Unrest

According to Philip G. Altabch (1970), "Student unrest has been one of India's most serious educational and political problems. Student allegation in India has caused state governments to fall and also forced the central government to revise its educational policies. Student unrest has not only paralyzed colleges and Universities but has also caused serious damage to public facilities as well as educational institutions."

It is important to know why the students are in unrest? Why students are clashing with police, indulging in strikes, doing violence against teachers and authorities, damaging physical properties of not only educational institutions but also others like burning of bikes, buses, cars, etc. Why are they going against their Vice-Chancellors, Professors, Head of Institutes, etc., who were once they are heroes? According to the UGC committee (1960), student unrest and agitations are caused by –

1. Economic causes like demands for reducing fees, increasing scholarships;
2. Aims to change in existing norms pertaining to admissions, examination, and teaching;
3. Poor functioning of colleges and universities;
4. Conflicting relations between students and teachers, example, the behavior of teachers with girl students or student leaders, cutting classes and so on;
5. Inadequate facilities in campuses like inadequate hostels, poor food in hostels, lack of canteen facilities, etc.;
6. Student leaders being instigated by politicians.

Humayun Kabir (1958) emphasized the problems of economic difficulties as the main cause of student unrest. According to him, 'there are four causes responsible for student unrest: loss of leadership by teachers, the growth of economic difficulties, defects in the existing system of examination and general loss of idealism'. Even Dr. Sampurnanand (1966) in his book 'Deplorable Loosening of Restraints' mentioned that 'Student Unrest is the result of a lack of religious education and economic problem of the family. The long period of student life, the negative role of the student union, and the breakdown of families are the main reasons of indiscipline among the students.' In 1974, Former Prime Minister (Late) Smt. Indira Gandhi on Silver Jubilee Convocation Address of Poona University, Pune advocated that 'Political excitement and economic condition are the main cause of student unrest and aimless education gives birth to rebellious thoughts'. Asthana (2005) did a study on alienation in relation to gender, SES, and streams and found out that socio-economic status was also one of the main causes of student unrest. Henry Patel (2012) in his book, Poverty, Progress, and Development, has emphasized that poverty is the main cause of student unrest. Moreover, he argued that high intellectuals exploit the less intelligent that in turn may cause student unrest. While according to the former Education Secretary Shri Prem Kripal, broken relations of students and teacher is the main cause of student unrest and according to National Education Policy (1986), careless teachers, normless institutions, worst evaluation system, lack of discipline, the interface of political, diplomatic and unsocial elements in the educational system are the main causes of student unrest.

Not only these, but there are also lots of other causes of student unrest which are not very far to seek. There are many factors which are contributing to this dangerous phenomenon which is becoming common. All the causes of student unrest can be broadly divided into 6 categories:

1. Causes related to Universities and Educational Institutions.
2. Causes related to Family.

Student Unrest – Its Causes and Remedies

3. Causes related to Politics and Political Parties.
4. Causes related to Student as an Individual.
5. Miscellaneous Causes

These causes are given in details below:

I. Causes related to Universities and Educational Institutions

a) Defective Education System

One of the main factors of student unrest is our outdated and defective system of examination and education. The present education system was introduced by Britishers with the sole aim of producing clerks and bureaucrats to run their administration. As we all know the British rulers never wanted to educate the Indians in the real sense, they just wanted to maintain their rule and slavery among Indians. Therefore, the present education system does not satisfy our national, social, and current needs. It does not provide the student with any practical knowledge and skills which can make them stand on their own feet by taking up job employment after finishing their education. The present education system requires the student to study a number of subjects which are unrelated and irrelevant in their practical life as the syllabi which the students are taught are more theoretical oriented than practical oriented. Thus, producing graduates and postgraduates for whom there are very little or no job opportunities until and unless they do any professional course or diploma. Due to this, the students feel cheated, confused, frustrated, and express their feelings with the acts of violence and indisciplined behavior as they feel that their entire education was just a waste of time and money. Even professional courses and diplomas aim at manufacturing only job seekers instead of producing individuals with good character and moral values.

b) Defective Examination System

The examination system of nowadays gives full focus on the student's memory instead of their understanding of the subject and its implementation. It encourages bookish knowledge and speculation. Nowadays teaching process is dependent on examination. The only aim of education is just to pass the examination. Due to the present examination system, students start studying only when the examination is near to secure good marks instead of studying throughout the year. As a result, students are left with abundant unoccupied time which they spend doing various indisciplined activities. Not only this, but the whole examination system is also rotten to the very core because of many inherent defects. The examination is not the real test of student's achievement, skills, and abilities as they do not take into consideration their excellence in co-curricular activities, social services, or strength of moral character and conduct.

c) Commercialization of Education System

Not all students are from rich family background and may not be able to afford a very expensive educational institutes. With the commercialization of the educational system, the hike in fee structure is seen in all educational institutes. The percentage of hike in fee structure is much larger in professional courses like medical, engineering, MBA, etc. Due to very high fees, lots of students who worked throughout their lives for their dream careers are not able to get admissions in colleges and universities of their choices or their course.

According to UNESCO – Montreal – Institute for Statistics and Global Education Monitoring (2016) report 47 million secondary and higher secondary school-going Indian youths drop out of schools every year. While the enrolment in class 10th is 77% but enrolment in class 11th and 12th is only 52% according to reports of New Delhi based Institute for Policy Research Studies (PRS) (2008-09). It is also seen that the current higher education in India is becoming

Student Unrest – Its Causes and Remedies

so expensive that students from the lower and middle class are finding it very difficult to continue their education, even if they are deserving and are trying their level best to get admissions. Not only professional courses but also other courses are very costly both in government and private universities. So it is natural for students to get frustrated and angry with educational authorities for raising the cost of education which is their right not only according to the constitution of India but it is also their birthright.

d) Overcrowded Classrooms and Lack of Co-Curricular and Other Facilities

One of the main culprits is the overcrowding in classrooms of schools, colleges, universities or any educational institutes. Due to overcrowding in classes, there is hardly any rapport and personal contact between teachers and students which is necessary to form a relationship between them. This relationship is the first step to understand each and every student according to individual personalities and to understand the difficulty that the students are facing during their classes. It has also been observed that many universities and colleges do not have even basic facilities like the supply of clean drinking water, toilets, and restrooms for the students. Some of the colleges do not even have proper and well-equipped libraries and laboratories which are needed in enhancing and understanding the subjects better and gaining knowledge. In extreme cases, it has been observed that the number of desks and chairs in the classrooms are also very less in comparison to the number of students which that class has. Lack of facilities in hostels like uncomfortable bedding, overcrowded hostel rooms, lack of proper furniture like study table and chair for each student, proper study room, proper recreational room, gym, a proper toilet, and bathing facilities, proper supply of clean drinking water, proper fan and lighting facilities in each room, proper quality and quantity of nutritious food in hostel mess, etc., gives birth to irritation and frustration among hostel students and the feelings of unrest arise among them. The aim of educational centers is not only to prepare the student for their upcoming examinations of education and life but also to develop their overall personality. This personality development is not possible only through curricular teaching but also through various co-curricular activities such as sports and games, music, dramas, dance, participation in various types of contests and competitions, participation in social services like NCC and NSS, etc. All these co-curricular activities are necessary for the overall development of personality as well as to attain a higher state of development. It is due to this co-curricular activity that sometimes a student and a teacher can spot out the talented student and build that's students whole life as not all students can become doctors, engineers, businessmen, etc. Some of the students have the talent to become Olympic sportsperson, a great dancer, musician, singer, choreographer, director or an actor, but unfortunately, it is seen that most of the educational institutions do not give importance to these co-curricular activities and hence do not provide these facilities to their students.

e) Unsuitable Teachers and Ineffective Teaching Methods

Student unrest can also be attributed to corruption among teachers and other members of the staff. The appointment of the teachers and other staff members is not based on their academic achievements and merits but on the basis of caste, bribery, sources, and political connections. These ill recruited, unsuitable, underqualified, low paid and corrupt teachers and staff members have made the whole situation worse. These teachers and staff members themselves often resort to strikes, dharnas, etc. to corner the authorities to accept their legitimate and illegitimate demands. They have no interest in teaching students. For them, students are just numbers in their attendance register instead of human beings who came to the University of educational institutions to gain knowledge. In most of the departments of Colleges and Universities, some teachers do not even go to the class to teach even for a day. They are either engaged in themselves in the politics of the department or in the manipulation of the

Student Unrest – Its Causes and Remedies

students. They even practice casteism, favoritism, and partiality between students, thus setting a very bad example of their conduct and behavior. All these again add to growing feelings of unrest among students. Even the teaching methods with the teachers use for inculcating the knowledge in students are also outdated and defective. These methods do not arise curiosity in students to gain new knowledge or at least increase their existing knowledge. The teachers just use the lecture or dictation methods to teach students instead of methods involving students like discussion method, demonstration methods, group discussions, etc. The language of the teacher and the subject also contributes to reducing the interest of students in studies. The English language is given a lot of importance in Indian educational institutions. Due to these, many students who are not fluent in spoken and written English faces difficulty in understanding and coping up with the subject of the lesson being taught in their classes. As a result of these, students feel bored in the class and slowly loses their attention and concentration on the subject being taught. These students then attempt to disturb the class with their tactics and get punished for it. This not only increases their frustration and anger but also reduces the love and respect for that particular teacher and that subject. Consequently, students try to pass the examination by hook or by crooks such as rote learning, copying, or cheating. In extreme cases, students buy the guess papers sold freely in the market or leaked examination papers, etc. Sometimes students stoop such a low that they start terrorizing the examination invigilators and their subject teachers.

II. Causes Related to Family Background and Upbringing

a) Family Background

Family background due to which there is a lack of discipline in students is also one of the major causes of student unrest. Students of rich and politically influential families think that the whole world belongs to them. According to them, everyone and everything can be bought with their money. They think that they can do anything and get away with it. Most of these students feel that it is not necessary for them to study as they can easily use unfair means of copying in exams. When these students are stopped from pursuing these activities, they threaten their teachers and invigilators. Their threatening can range from the suspension of the teacher to taking away the teacher's job altogether. Sometimes this threatening can take serious forms from physically harming the teacher or their family members to murder. In many cases, students try to bribe the teachers to let them copy in exams. With their money and influence sometimes these students try to get the question papers leaked before the exam and when they are caught they start threatening the authorities. Sometimes, it is seen that even students of lower middle classes or backward classes also using unfair means to pass the exam but their threatening mostly ranges from physically harming the teachers and their family members to the murder of the teacher or their family members. Thus, it is seen that family background plays a very important role in student unrest.

b) Family Type – Joint or Nuclear

One of the important causes of student unrest is a shift from joint family to nuclear family. Due to the partition of the country, large-scale migration of families was seen, leading to this shift from a joint family to a nuclear family. This change in the family system or setup affected the children most. Not only partition but even in modern-day the concept of joint family is fading away and the nuclear family is coming up. In joint families, children were growing up with different individuals having different personalities under a single roof, due to this they learned tolerance, patience, understanding, adjustment with each and every member of the extended family. They learned to respect and obey elders in all circumstances, no matter what. Having many elders around while growing up taught them how to put their feelings, ideas, opinions, and viewpoint in front of elders without hurting others' feelings and

Student Unrest – Its Causes and Remedies

questioning their authority while nuclear family lacks this environment. In a nuclear family, children are dealing with few members of their own small family, where there are only 2 adult individuals - their parents, whom they can easily manipulate and disobey. The parents themselves are too busy in their business of making money and socializing in the evening to have any time for the children. The children, who were at a young and vulnerable age have no one to guide and lead them which is why they are easily astray. Both joint and nuclear families have their pros and cons but the effects which this shift had on children and their views of adults or elders have created unrest between students and authorities.

c) The Wrong Upbringing of Children

The whole personality and nature of children are mainly dependent on their bringing. How the child is treated inside the home and how will he show his behavior outside the home, in the society. Excessive love, care, and protection by the parents spoil the child. Parents unknowingly make their child indisciplined. By making the child the center of their worlds, both professionally and personally, also leads to an indisciplined child. Because the child will get used to this type of behavior and will expect the same behavior from others also and if others do not follow the same behavior then the child makes temper tantrums. Giving in to all the child's tantrums will also make the child think that he is very important thus making him throw his tantrums everywhere and all the time. The child may also start thinking that the rest of the world will bear his indisciplined behavior just as his parents do. They then show the same kind of behavior towards his teachers, friends, and other unknown people as they grow up. This may easily take the shape of strikes and riots in schools and colleges. Whenever the teachers and his classmates do not agree with the demands of such children, they will take revenge by boycotting in their classes and taking violent actions against those teachers and classmates. And this is just because of the wrong upbringing of the child by their parents.

d) Family Members Absent or Indifference

Family members are the primary group for any child. Interaction of the child with his/ her family members especially mother and father determines the development of trust, caring, and kind nature. The way by which the family interacts with the child has a great influence on the personality of the child. From them, the child learns how to talk, what language to use with whom, how to behave with others, etc. Interaction of family members not only with the child but between themselves also influences the development of a child's personality. If the parents are continuously fighting and shouting at each other the child will also learn the same behavior and will interact with others with the same tone, pitch, and wordings which he has learned from his parents at home. If the child sees that his parents interacting with each other in very caring and loving ways, he may also learn to do the same with everyone he comes in contact with. Not only this but if the parents are busy in their respective lives and neglect the child, the child will start behaving in any way that it can think of to gain its parent's attention and love. These ways may include showing aggression, crying, throwing, and breaking things in frustration to get attention by showing temper tantrums, etc. A child's interaction is not only with its parents but also with his siblings, grandparents, uncle and aunts, cousins, etc. Nowadays interaction even with friends or family members with the students is almost negligible. Parents, elder sisters, and brothers are mostly busy with their own problems and lives hence they do not have time to attend to the studies of their child. Due to this, the importance of studies is lacking in a child's life. What the parents want with their child is to get good marks and if the child doesn't get this, the child is punished by them. So the child will try his best to pass and get good marks in all his exams, no matter what method he applies, even if it means bringing anguish and dishonor to him and his family members by his hostile, reckless, and indisciplined behavior.

III. Causes Related to Politics and Political Parties

The politicians and party leaders are adding fuel to the fire of student unrest. Literally, schools, college committees, and University bodies are the hotbeds and breeding ground for politics. In fact, most members and trustees of these committees are politicians. By infiltrating temples of education, these political professionals are using students as their tools and are leading them astray. They are not only misusing and misguiding students to serve their own selfish needs but also exploit students for their own political purposes and gains instead of leaving them to pursue their studies and build their careers. It is not new for students to be associated with politics in India. Even before independence political parties had used student force to achieve one common national goal that is to secure freedom for India. Student's energy and power were mobilized and directed for the fulfillment of this goal. These students had good leaders and secured noble guidance. But this scene has changed after independence. After attaining independence, these political parties which were using students suddenly started neglecting them completely. They got busy with their own power politics. After 1960, the student forces gained strength. The incidences of student unrest rose to unimaginable proportions during the 1960s and 1970s. And suddenly students again came in the eyes of political parties. The political parties came to the realization, that the student force constitutes one of the most powerful instruments to achieve their political ends. Thus, they started taking more interest in student activism for their political gains and started their own youth wings known as youth organizations. Today almost all the national political parties have their youth organizations or youth unions. Some of the examples are:

1. Congress has its "National Students Union of India" (NSUI)
2. Bhartiya Janta Party (BJP) has its "Janta Yuva Morcha" (JYM)
3. Communist Party of India (CPI) has its "All India Students Federation" (AISF)
4. Communist Party of India Marxist (CPM) has its "Student Federation of India" (SFI)
5. Janata Party has its "Yuva Janta"
6. Indian Union Muslim League (IUML) has its "Muslim Student Union of India" (MSUI)

Even regional political parties have their own youth wings and unions. Two of the most famous youth Wings of Regional political parties are - Rashtriya Swayamsevak Sangh (RSS) and Akhil Bharatiya Vidyarthi Parishad (ABVP). RSS which was started in 1925 and ABVP which originated in 1949 are the two prominent organizations which have been attracting a large number of youths. Out of this ABVP is the largest one and claims itself to be the Non-Political National Student Organization, committed to the cause of unity and welfare of the Educational Committee of India. It has more than 1000 branches spread almost in all major states of India and its activities are found in more than a hundred universities. It has a great appeal for teachers also.

It had been continuously observed that hostilities, rivalries, and differences of opinions between different political leaders and parties have been expressed through student's allegations a number of times. Political parties also fabricate many education and student problems and use them for their own benefits and motives.

These are all because the students are highly vulnerable to political influences as they have very few family or financial responsibilities at this age. They are ready to defy authority and wage battles against any established orders. As Peter Worsley writes that, "In most of the countries of the world student regard themselves as the 'Vanguard' of political action, with special responsibility for advocating the interests of social groups who are unable to protest. The growth of student protest movements is thus loosely related to the emergence of political

Student Unrest – Its Causes and Remedies

problems and cleavages within the existing political and economic order of society." While in reality, they are just misguided youths, who show their strength and power by coming in the political rallies in large numbers. Unluckily and unfortunately, these students don't know that their energy is wrongly being used for creating mischief, trouble and unrest in the society for political gains.

IV. Causes Related to the Student as an Individual

According to Aliva Manjari (2011), "The elements of indiscipline and anarchy prevailing in the society, in fact, are reflected in the indiscipline behavior of students. Generally, students can be divided into three different categories. The first category consists of those students who are interested in studies and after completing their studies they become engineers, doctors, administrators, and other civil servants. The second category is of those students who take admissions in colleges and Universities simply as a matter of fashion. Such students mostly come from traders, contractors, and other business-class families. Their aim is not to imbibe the culture or real nature of learning but they consider the classes as picnic spots. The third category is of student politicians. They are connected with different political parties and at their instance, they indulge in various kinds of indiscipline activities."

a) Aimless Life and Uncertain Future

This topic has been discussed again and again in this chapter because it is one of the most important causes of student unrest. If a person doesn't have any aim in his or her life, then he or she is constantly at unrest. Not being able to anticipate the future or seeing no future is the worst type of tension and frustration that any person could have. When students are uncertain about their life and future and the steps that they will take to secure their future then this feeling gives rise to many negative emotions that are directed not only towards themselves but also towards the society which has so many expectations of them. Many students tend to enjoy their life at present and do not care about their future but the time comes when the reality hits them that their college life is getting over and they are not yet prepared for their future, and when these students come to this realization then they get scared and consequently they take the step which leads to negative consequences.

b) Economic Difficulties

Whenever there is a fee hike, the price rise in an economy, etc., the lower class and the middle-class people get most affected. It is very difficult for a lower and middle class to get admissions in decent colleges with decent courses but with fees hike, frustration and aggression among students of these lower and Middle classes gets increased as they are unable to afford decent education and get admissions in good colleges due to their financial difficulties and insufficiency faced by them. When they see their peers get admissions in good colleges and courses due to their good financial backgrounds, they not only get discouraged but also start losing their self-esteem and self-confidence. This increases the level of frustration and aggression in them towards the authorities for raising the fee structure, resulting in unrest among them.

c) Imitation and Peer Pressure

It is a well-known fact that a child imitates the adult. Students no matter of what age, are children only. Students learn whatever they see and try to imitate it if they see is glamorous, rewarding, and exciting. At present, there is no more glamorous, and rewarding role as a 'Rebel'. The rebellious student leader is one of the most glamorized and romanticized figures as he is continuously on TV interviews, newspapers, internet, national and state magazines, sometimes even movies are made about his heroism. So naturally, other students will also

Student Unrest – Its Causes and Remedies

want to follow him. It is not only the student who imitate the leader in their University educational institution but it is seen that the students of one university imitate the students of other universities when the other University is witnessing protest and unrest. The reason for the unrest or protest can range from legitimate to illegitimate but it leads to a chain of protest and unrest in other universities around the country and sometimes around the world.

Sometimes it is seen that the students get ready for the protest or unrest just because their classmates or their friends are doing it. For example, if most of the students are bunking class just after the vacation, some of the students who want to attend to the classes are unable to do so just because they don't want to be left out by others. Peer pressure is a very common phenomenon seen among students of not only colleges and universities but also of schools. Students with low self-efficacy tend to fall for peer pressure and imitate others more easily than others because they do not have confidence in their abilities so they try to follow others and do as they do just to be in their 'in-group' or just for being accepted by them.

d) Personality

Many studies have found that personality affects the level of aggression and frustration in an individual. Personality not only affects an individual's behaviors towards a particular situation but also his outlook towards life as a whole. How an individual perceives a particular situation will affect his or her behavior towards that situation. Some individuals try to adjust to any given situation while others try to move away from in negative situation and still, others try to fight their way in that particular situation. Thus, the personality of students has a great effect on how he perceives any given situation and he tries to deal with it.

V. Miscellaneous Causes

a) Heterogeneity as a Cause of Student Unrest

After independence, one of the main focus of the government was to give importance to education for its youth. Therefore, vast educational opportunities were created for all the sections of people without any discrimination. Even those sections of people who were deprived of educational facilities or who had ignored education during British rule started availing for the same after independence. Educational Monopoly, which the upper caste and class always enjoyed was shattered as students of almost all castes, classes, religious groups, tribal groups, ethnicity, racial groups, and the linguistic group were getting educated under the same roof. The Harijans and Girijans, Hindus and Muslims, Christian and Anglo Indians, rich and poor, the so-called forward communities and the backward communities, etc. went do the same Educational Institutes. The government even provided special facilities and quotas to backward classes and minorities so that they can get equal educational opportunities. The educational sector has become the most secular sector. The student community is the most heterogeneous committee. Providence of special facilities and quotas had its advantages and disadvantages. The biggest disadvantage was that the upper caste and classes along with the general class felt neglected and cheated. Not only this, but this segregation also affected the meritorious students who could not get admitted in many professional courses and educational institutes due to the quota system. These and many other examples created feelings of frustration and being cheated among students. Heterogeneity no doubt having a positive effect but is also a major factor contributing to growing unrest among students.

b) Unemployment

Students feel insecure as far as proper opportunities of employment are concerned because of the lack of college placements and job opportunities. Most of the reputed companies do not

Student Unrest – Its Causes and Remedies

give jobs to fresher or even if they provide fresher with jobs, the salary which they provide them is insignificant. Due to unemployment and competition, even these jobs get filled very fast. Every year lakhs of students graduates from colleges and Universities but the vacancies are very less in comparison with the job seekers. The height of unemployment was recently seen when it was reported in Hindustan Times (17th September 2015) that, 23 lakh people responded to an advertisement seeking applications for 368 posts of peons in Uttar Pradesh government secretariat. According to the officials, the response of applicants was a record-breaker, with more than 150,000 applications sent in by graduates, 24,969 by postgraduates, and believe it or not more than 250 by Ph.D. holders. The minimum qualifications for a peon are school education and bicycle-riding skills and the job has a monthly salary of about Rs. 16,000. The age group of all the respondents works between 18 to 40 years obviously most of them being youths.

c) Scientific Temperament among Students

The spread of education has also created the scientific temperament among the students. The students are trained to develop the habit of logical reasoning and questioning to find out the truth behind all. They want to know the reason for each and everything. But the educational authorities and administration want unquestioning and total obedience from students. This leads to frequent clashes between the two which ultimately results in unrest among students because they are not getting answers to their questions.

However, in view of the importance of the issues related to student unrest further research is needed. It appears quite logical to assume that the personality of the student may be associated with student unrest. A review of studies reveals that no such studies have been carried out in India. One of the most important personality variables i.e., alienation in relation to gender, socio-economic status, and the stream of study has been investigated by Asthana (2005) so it is quite reasonable to assume that personality type may affect student unrest. The present study is designed to examine this assumption.

Literary Review of Student Unrest

Student Unrest is a problem that is prevalent throughout the world. This section of the literature review deals with the studies related to the criterion variable 'Student Unrest' from across different countries and cultures of the world.

Reddy (1947) in his book, 'The Student Movement in India' has written the history and development of the student movement in India. It was seen that during the pre-independent period, the student movement was more political in nature and was more prevalent in north India as compared to south India. It was also mentioned that student movement was almost dependent on a national movement. It was seen that till 1940 students were guided only by Indian National Congress but later many other political parties started capturing students for their own benefits like Congress Socialist, Communists, Marxist, Forward Block, etc.

Sharma (1960) tried to find out the most intense and frequent indicators of student indiscipline in Government Higher Secondary Schools of Delhi. He found that not only were there frequent individual indiscipline problems but also frequent conflicts between students and teachers and students and school rules and regulations. The problems arising due to students' conflicts with teachers and principals were of the most serious nature while the problems arising due to individual student's indiscipline like roaming, smoking, quarreling, aimlessness, and personality adjustments were not considered serious. It was also seen that

Student Unrest – Its Causes and Remedies

until the problems of indiscipline reached the unmanageable level and reputation of their institution was at stake, the teachers and principal remained content and unresponsive.

Westby and Braungart (1966) studied the relationship between parental identification and student politics. The findings showed that the majority of students are consistent in their attitudes towards both parents instead of only one. Those who identified with one parent more often than others were more with mothers rather than fathers and these identifications were more prevalent in females than in male students. It was also reported that left-wing male activists were identified less frequently with their mothers than the other groups.

Brammer (1967) tried to describe the status of university rebels in developing countries. He found that in most developing countries the students had high social status as they were viewed as the champion of the people against the forces of exploitation and oppression especially when they were associated or worked for popular social causes. Moreover, even university students often considered themselves as the collective conscience of their society and they felt that they were bound to speak out even when they were at great personal risks against political corruption, illiteracy, disease, oppression, and injustice. Among the many privileges granted to the students by society was the use of the university as a locale for unrestrained criticism, social action, public policy, and pronouncement.

Sasajima, Davis, and Peterson (1968) in their study revealed that only 9% of the student body participated in protests and strangely these protests occurred in selected institutions of higher quality. Their survey involved views of Deans of Students on the state of activism. It was found that 36% of Deans reported that activism was mostly over civil rights. 28% of Deans reported that activism was over living conditions and regulations; 18% said that activism was over student participation in campus policies; 7% over inflexibility in curriculums and 4% over academic freedom for faculty.

Singh (1968) conducted his study on academic politics and student unrest in Ranchi University. After examining the socio-political factors, it was revealed that the change in a university's education system into modernizing awoke the masses due to which the number of aspirants increased many times more than the absorbing capacity of the society. And due to this competition increased, and the established elites of the society could only provide jobs to some leaving the rest unemployed. This gave rise to student unrest due to uncertain future prospects.

Block, Jeanne, Haan, and Smith (1969) studied the socialization process as a correlate of student activism. It was observed that university students and Peace Corps Volunteers who differentiated according to social-political orientation, when compared in terms of socialization practices, attributed it to their parents. CRPR revealed a significant difference in the pattern of socialization reported by all five activism categories. Political-social inactive indicated that their parents emphasized conformity, obedience, and docility. Conventionalists were concerned with achievement, responsibility, obedience, and conformity. Constructivists describe the parent-child relationship most positively. Activists' parents encourage independence, differentiation of self-expression, and were unaccepting of aggression. It also showed that the parents of dissents were described as emotionally highly involved with their children, emphasis achievement, competition, and self-expression.

Cole and Adamsons (1969) studied the main determinants of faculty support for student demonstrations and their attitude towards it. It was observed that religion, political affiliation,

Student Unrest – Its Causes and Remedies

father's occupation, age, and sex were correlated with the faculty's attitudinal support but the correlation of the first three non-professional statuses reduced when general political orientation was controlled. The results also showed that the faculty's attitude toward student demonstrations was influenced by their experience before becoming faculty and not after becoming faculty members. Less than half of the faculty members acted upon their attitudinal predispositions when social support was absent.

Hughes (1970) studied the relationship between student activism and satisfaction with their school. He also tried to differentiate activists and non-activists based on their characteristics. Five hundred students from Illinois High School were surveyed on their feelings about their secondary school and problems of student activism. He found that activists were slightly more dissatisfied with their school than non-activists. It was also reported that activists came from families that were liberal and mother directed. They considered themselves more politically oriented than non-activists. It was also observed that activists were more involved in school affairs and were better acquainted with teachers than non-activists. They were also very careless about their grades than non-activists. But both activists and non-activists were similar in their feelings of dissatisfaction with liveliness and interest of classes, staff's consideration of the student's feelings, school's policy on suspension and eviction, and the part that students were given in planning and evaluating class activities and student union in schools.

Menninger (1970) attempted to analyze the problems and discontent that students faced as viewed by the university administration and student leaders. The results indicated that student discontent was a multi-dimensional phenomenon where factors were categorized under four functional imperatives—failures of the educational process, a new student awareness, domestic social problems, and communications. It was also observed that administrators and student leaders saw a different role and responsibility towards student discontent – 30% of student leaders and 12% of administrators described student discontent as having nearly no solution. It was also reported that societal problems and student discontent were intimately related. Some remedial measures that he gave were increased in cooperation among all segments of the university, eliminating domestic social problems, better communication, and building an all-university governing body.

Sohal and Gupta (1970) conducted an exploratory study to determine the motives behind the strikes administered. The results showed that the majority of students had a positive or undecided attitude towards strikes and got involved in it sometimes voluntarily, sometimes not. A high proportion of the undecided category representing undecided mass was pressured from outside to join others in immoral activities like strikes. Some main causes of strikes were strained relations between teachers and students and faulty examination papers where tests were not educative, evaluative, and in accordance with the course taught. It was also observed that senior students mislead the immature juniors to join strikes, which were sometimes politically motivated as well. The study also revealed that students were dissatisfied and discontent with the education system, as it did not try to absorb the educative youth's interest.

Thomas (1971) studied the political behavior of children of politically active and ideologically polarised parents (both liberal and conservative). It was observed that liberal and conservative children differed significantly in radical activism, with 57% liberals and 17% conservatives having taken part in two or more such activities. Both groups were high in conventional political participation. Parental dedication to ideological causes associated with

Student Unrest – Its Causes and Remedies

radical political activism for a male and a female child was significantly higher in the liberal group while in the conservative group disapproval of radical activism was seen due to which there was a low level of activism from their children.

Dasgupta (1972) attempted to find out the 'modus operandi' of the gheraos at Calcutta University in 1969. He also tried to find out the genesis, objectives, functions, roles played by student leaders, university authorities, state and central government, political parties, student fronts, and non-violent students in it. The results revealed that the movement was neither a cross-generation conflict nor a generation gap problem but was a conflict of programs and ideologies between different political and functional groups. The main aim of student fronts was to aid their respective political parties and not to create student power or gain identification, and there was no inter-group unity as well. This movement was not due to dissatisfaction due to the infrastructure of the educational system or administration but it was just a power play between rival groups of students to put their party on the seat of government. Even the battle was more psychological warfare rather than a physical one, as each group was enticing the other to initiate violence.

Farjad (1973) tried to explore the causes and factors contributing to student moments in faculties of law, engineering, and poly-technique of Aligarh Muslim University, Aligarh, and Tehran University. He found that students were interested in membership of the different organization to get rid of loneliness that they felt when they left their families, relatives, and friends and stepped into a new environment; where they felt distressed and inconvenient as the adaptation and adjustment to that environment was less than they expected. The other factors that lead these students towards revolts and indiscipline were the practices of discrimination in the educational and administrative system due to which they became pessimists towards society to which they were to enter and this was found mostly in students of technical and law colleges. It was also reported that as law students knew more about human society and laws; they were more open to student movement on the questions of injustice and partiality.

Kuriakose (1973) studied the dynamics of student agitations. It was seen that the student community that formed a large sub-social system of any country had its own dynamics of agitational growth and decay. It was observed that the authoritarian attitude of Indian families, which was extended to other social institutions, created frustration and trouble in students. It was also reported that agitations or unrest were also caused due to disputes related to status issues regarding academic institutions, social groups, etc.

Aikara (1974) studied student activism within the theoretical perspective and tried to find out how revolutionary ideologies within Marxist party and communism based in the student union are the main force in student activism. The findings showed that political parties played a significant role in providing ideological orientation to student activism. It was reported that student activism was simply not a rambling of frustration and aimlessness of students but Marxism or communism played an important role in ideologically oriented activism of the students. It was also observed that the left student union acquired both ideology and organizational techniques from political parties.

Lipset and Ladd (1974) studied the relationship between faculty attitude and support for student activism. It was observed that faculty support for student activism clearly varied from discipline to discipline with social science professors being the most sympathetic towards activism. It was also observed that professors whose views on national issues were liberal

Student Unrest – Its Causes and Remedies

gave more support to student activism than conservatives and about half the faculty members described themselves as liberals while only one quarter described themselves as conservatives. In all disciplines, it was found that as age increases, support for student activism decreases, and the greatest effect of age on support for student activism was among political scientists.

Majumdar (1974) conducted a pilot study on academic leadership and student unrest. It was reported that there was an intense political interest in campus giving rise to unrest. The result also showed that police and governmental interference not only violated the rules but also neglected the code of conduct to be followed in the campus which gave rise to student unrest in colleges. It was observed that not only did academic programs not fulfill the psychological needs of the students but also 56% of the teachers were never prepared for teaching students. It was also reported that there was a significant relationship between intellectual climate and student activism, and the overall organizational climate affected student unrest.

Sarkar (1974) conducted a socio-psychological study on student unrest. The finding revealed that poor academic environment in colleges of Bihar, falling standards of the examination system, poor teaching abilities of most of the teachers of colleges and universities instigated the feelings of student unrest.

Pathak (1975) in his sociological analysis of student unrest tried to study the aspirations, a change in norms and values, the relationship between the students and politics, and defects in the prevailing system of education. He also studied the relative importance of some causes and remedies of student unrest. The results showed that leaders and non-leaders both had a high level of aspiration and most of them who participated in demonstrations and strikes liked the idea of the permanent existence of student union in college and getting representation in decision-making bodies. It was also observed that students, in general, were unsatisfied with the system of education, the course of study, and the system of examination. There were some changes in norms governing marriages as respondents showed an inclination to accept love marriage and inter-communal marriages. It was reported that the majority of students had faith in religion and they worshipped and also performed their prayers. The causes of student unrest as perceived by the students were a faulty system of examination, lack of guidance and advice, economic difficulties, political interference, and unemployment.

Upadhyaya (1975) tried to examine the intensity of the various causes of student unrest and suggested remedies. It was observed that student unrest was caused by inadequate content taught by the teachers, defective methods of teaching, the indifference of authorities to problems of students, the uncertainty of the future faced by students, inadequate parent-teacher contact, recognition being given to indiscipline students rather than studies and serious students, support of political parties, the secret association of teachers with students for their selfish motives and personal gains. According to him, remedial measures like—appointment of effective teachers, development of proper skills among students to secure their future, to organize frequent parent-teacher conferences, to expel or depart the indiscipline students from the memberships of various college activities and communities, motivate students and teachers to confine their activities to college affairs only and finally to introduce mother tongue as the medium of instruction can curb the problem of student unrest. Singhal (1977) in her study tried to explain the reasons behind the student unrest in colleges and universities of Delhi. She found that 55.6% of teachers did not spend adequate time on preparation for teaching and their attitude towards students who supported the authorities was indifferent and negative. It was observed that the existing academic programs failed to gratify

Student Unrest – Its Causes and Remedies

the three psychological needs—cognitive, affective, and conative at three levels and this also helped in giving rise to student unrest. It was also reported that when the students faced psychological threats; they indulge in violence and vandalism, and when police and government interfered, there was a negative impact on the organizational climate and attitudes of teachers and students while encouraging neglect of the code of conduct. It was also reported that 56.93% of students listed economic insecurity as one of the important sources of the student's frustrations.

Vidyarthi (1978) tried to identify the factors that played a significant role in causing and promoting student unrest in Chhotanagpur. He found that the attitude of students showed their awareness and optimism about their future careers, and it was noted that the majority of students wanted to become a teacher. It was also reported that students did not get help from their teachers in academics and personal problems and most of the students felt that the college and university authorities were inactive in serving the cause of students. In general, student's link with their union was very weak, but then also they did not like the outside agencies to interfere in their union affairs. It was observed that guardian political parties made students restless, agitated, and uneasy. The Guardian also did not approve the agitation methods that the university students used and wanted strict control over their wards by their teachers moreover they wanted an intimate student-teacher relationship as well. According to teachers, the main causes of student unrest were interference and agitation by political party members both in teachers and student committees, tactless handling of this sensitive method by police and magistracy, and overall, the frustration of the young generation due to economic and political conditions prevailing in the country.

Banerjee (1998) in his book, 'Exploring Student Politics', highlighted seven factors that lead student unrest like national liberation movement, the government policy, education system, generation gap, social background, unemployment, and alienation. He also pointed out that the participation of students in the Indian Freedom Movement helped in bringing freedom to the country. He gave importance to the role of student unrest in various socio-economic movements of the post-colonial period and 'Naxalbari Peasant Movement'.

Shah (2004) in his book, 'Social Movements in India', critically examined and reviewed literature related to student unrest or, student movements. He limited his attention to college and university students in the colonial and post-colonial periods. According to him, student movement or unrest is due to the combination of their emotional responses and intellectual convictions, which is part of the overall ongoing economic and political crisis due to the changing nature of social order? According to Shah, unemployment also plays an important role in raising student unrest. He also marked student unrest as a part of socio-economic movements in India.

Chakraborty (2011) in his book, '60-70 Er Chhatra Andolan', described the student unrest of the 1950s to 1970s. He not only highlighted the active role that leftist students played in many movements which rocked the country especially movement like—the movement of civil liberty, the movement against communal violence, refugee movement, a moment against the hike of Tram Fare, Teacher's movement, anti-merger movement of Bengal and Bihar, etc., but how these had a great impact on the whole country. According to him, student unrest in India reached its highest heights due to the influence of global student movements, especially the student movement of western countries.

Student Unrest – Its Causes and Remedies

Ziro and James (2012) tried to find out the relationship between student indiscipline problems and unrest. The results indicated that most of the student indiscipline problems which caused unrest were due to social behavior and character including lack of courtesy, disobedience to authority, rudeness, and stubbornness. It was also reported that major causes of student unrest were poor parenting, peer pressure, carelessness of teachers, inadequate facilities for proper implementation of the curriculum, poor quality of food, harsh, excessive and unjustified punishments and drug abuse. They said that the tendency to rush in solving disciplinary problems by punishment only worsens the problem instead of solving them.

Fgatabu (2012) tried to find out the factors influencing student unrest in secondary schools in Nairobi North, Kenya. They also wanted to find out to what extent peer pressure, head teacher's leadership, and indiscipline among student effects student unrest. It was found that the major factors which caused student unrest were poor school administration, lack of parent's concern for their wards, bad company of friends and peers, strict and harsh school rules, poor diet and bad condition of food in school, the poor student-teacher relationship, poor leadership of headteachers, dysfunctional families, lots of free time for children to waste, drug abuse, peer pressure, lack of guidance and role model for students, lack of guidance and counseling, lack of spiritual guidance and adolescence pressure. Teachers used strict and harsh punishments to manage discipline, etc. It was also reported that peer pressure, head teacher's leadership, perfect's indiscipline, and teacher's management of discipline had a significant effect on student unrest.

Ojwang and Auma (2012) tried to find out the causes and effects of student unrest in Rachuonyo District. Data were collected by survey method by interview and questionnaire method of both teachers and students. It was seen that demotivation from teachers, unreasonable school fees, falling academic standards, poor performance in exams, school dropouts through jails, expulsions from schools, harsh punishments, etc. are the major causes of student unrest. They even gave remedial measures to curb student unrest like—better remuneration to teachers, promotion and effective guidance and counseling services for both teachers and students in schools.

Anjum and Aijaz (2014) tried to find the causes and remedies of student unrest through a meta-analytical approach. They found that indiscriminate admission and overcrowded classrooms, corrupt examination system, lack of responsible family, economic problems, lack of physical and recreational facilities in colleges, the effect of cinema, lack of the moral system, uncertainty among students for their future employment opportunities, uncertainty among teachers and generational gap, etc. They also pointed out that the problem of student unrest is a problem of education; therefore, its solution should also be in academic terms only. It was reported that the university's urgency to handle the student's grievances and complaints, better employment opportunities for students, proper channelizing of a student's energy, the participation of students in the administration of their educational institutions, rising standards of education and facilities in educational institutions, helping students financially through scholarships, etc. were some remedial measures that should be taken to reduce the problems of student unrest.

Pain (2017) studied student participation in the socio-economic movement of West Bengal in the post-colonial period using a meta-analytic approach. The results revealed that student unrest or movements were not only a new age problem but were also seen in the ancient and medieval period even since the development of civilization. Bengal, where the first education system with European idealism started, was also the birthplace of Indian student movements

Student Unrest – Its Causes and Remedies

or unrests because European knowledge not only brought wisdom but also a sense of arguments with scientific analysis. It was observed that at first student unrest was always done for constructive and cultural activities which later it gradually changed and was influenced by political issues that lead student organizations to shattered into various different wings that fought against each other. Their goals were now not only limited to political matters but expanded into social, economic, humanistic, and cultural matters as well. It was reported that unrest in Bengal was altering from educational problems to socio-economic issues. Though students often took up issues regarding their own problems and interests, sometimes they even took issues that were not directly concerned with them at all. Most of the unrest had taken place against the unpopular activities of an independent government, but they were always in favor of the socio-economic development of the country. It was found that students played an important role in the 'Food Movement' of 1959 and 1966, which rocked the whole world. Out of 50 martyrs, 28 were students, as students were always in their movements.

Evaluation of all these studies revealed that student unrest is a problem that is prevalent in each and every country of the world; irrespective of whether the country is developing, developing, and under-developed. It was also revealed that the problem of student unrest, which is the criterion variable of this study, is not new but ancient and has been growing ever since only the reasons or factors behind it keep on changing somewhat. It can be noted that all the cause or factors which contribute to student unrest can be easily divided into 7 categories—Related to Teachers, related to administration, related to politics, related to a student's own individual self, personality characteristics, self-efficacy, socio-economic status, related to other miscellaneous factors. These include three of the predictor variables of the present study—Personality Types, Self-Efficacy, and Socio-Economic Status as well.

It was observed that teacher-student conflict (Sharma, 1960), lack of student-teacher relationship (Sohal & Gupta, 1970; Gupta, 1970; Majumdar, 1974; Ziro & James 2012; Fgatabu 2012; Anjum & Aijaz, 2014), lack of parent-teacher contact (Upadhyaya, 1975), communication gap (Menninger, 1970) and the generation gap (Banerjee, 1998; Anjum and Aijaz, 2014), defective teaching methods (Singhal, 1974; Upadhyaya, 1975; Majumdar, 1974; Anjum and Aijaz, 2014), lack of guidance and counseling (Pathak, 1975; Fgatabu, 2012), bad, discriminant and partial attitudes of teachers towards students (Singhal, 1974; Ojwang & Auma, 2012; Farjad, 1973; Ziro & James, 2012; Anjum and Aijaz, 2014) and harsh and unjust punishments to students (Ojwang & Auma, 2012; Ziro & James, 2012; Fgatabu, 2012) and finally giving recognition to indisciplined students instead of disciplined students (Upadhyaya, 1975) are the main reasons for student unrest in relation to teachers.

It was also observed that in relation to administrative problems due to school, college, and university policies, rules, and regulation (Sharma, 1960; Peterson, 1966; Singhal, 1974; Majumdar, 1974; Ziro & James, 2012; Fgatabu 2012), unresponsive attitude towards the problems and grievances of students (Sharma, 1960; Singhal, 1974; Vidyarthi 1978; Anjum and Aijaz, 2014), problems with the the the education system (Dasgupta, 1972; Sohal & Gupta, 1970; Banerjee, 1998; Pain, 2017; Singh, 1968; Sarkar, 1974; Ojwang & Auma, 2012; Anjum and Aijaz, 2014) and the examination system (Singhal, 1974; Sohal & Gupta, 1970; Pathak, 1975; Ojwang & Auma, 2012), inflexibility and inadequacy of curriculum content (Upadhyaya, 1975; Sohal & Gupta, 1970; Pathak, 1975; Ziro & James, 2012), inadequate infrastructure facilities (Dasgupta, 1972; Ziro & James, 2012; Fgatabu, 2012; Anjum and Aijaz, 2014), lack of proper hostel facilities (Peterson, 1966; Ziro & James, 2012; Fgatabu 2012), unreasonable school, college and university fees (Ojwang & Auma, 2012) and finally involving Police on

Student Unrest – Its Causes and Remedies

campus to control and discipline students (Singhal, 1974; Vidyarthi, 1978; Anjum and Aijaz, 2014) lead not only to unsatisfied students (Pathak 1975) but also student unrest.

It was also noted that the interference of political parties on campus (Vidyarthi, 1978; Aikara, 1974; Pathak, 1975; Pain, 2017; Majumdar, 1974), student participation in campus politics especially student unions (Peterson, 1966; Aikara, 1974; Reddy, 1947), support (Upadhyaya, 1975; Vidyarthi, 1978; Anjum and Aijaz, 2014), recognition (Pathak, 1975) from political parties and finally political orientation of activists (Hughes, 1970) were the main reasons for student unrest in different colleges and universities.

Students indiscipline like roaming, rudeness, smoking (Sharma, 1960; Ziro & James, 2012), carelessness about grades (Hughes, 1970), clashes between a student's gangs (Dasgupta, 1972), drug abuse among students (Fgatabu, 2012), problems of adjustment, adaptation and loneliness in students (Farjad, 1973; Banerjee, 1998), social background (Banerjee, 1998), poor parenting (Ziro & James, 2012; Fgatabu, 2012), aimlessness and uncertainty of the future (Sharma, 1960; Upadhyaya, 1975; Aikara, 1974; Singh, 1968; Anjum and Aijaz, 2014), economic insecurity and difficulties (Singhal, 1974; Pathak, 1975; Shah, 2004), unemployment problems (Pathak, 1975; Banerjee, 1998; Shah, 2004; Singh, 1968; Anjum and Aijaz, 2014) and, most importantly, peer pressure (Sohal & Gupta, 1970; Ziro & James, 2012; Fgatabu, 2012) were observed as the main causes of student unrest in relation to students.

Remedies Recommended to Control Student Unrest

The nature of students is always mistaken by the authorities. So much so that they think that students these days are always filled with anger, attitude, and ego. They also think that students do not have any interest in studying and just go to schools and colleges to meet their friends and enjoy their time which is not true at all. If the students are losing their interest in studies, then it is not only their fault but also it is the fault of the educational institution and its teachers. These educational institutions are lacking in resources or ability to put students' interest on track and if the students are not guided at the right state they will become indisciplined. Student unrest is only an expression of discontent and dissatisfaction and nothing else. And this discontent and dissatisfaction cannot be cured by what is called the police method. The response of the student unrest should never be Lathi charge. Rules of militant and terrorist cannot be applied to students as they are the foundation of our country's growth and future. The way the Indian education system addresses the grievances and frustrations of students results in these vicious circles. For example, lathi-charge, tear gas, water gunshots at the protesting students results in more and mass protest of students of not only that University but Universities throughout the country. The only way this student unrest can be solved is by dealing with them in a very careful and sensitive manner as they have sensitive hearts and minds. Students should be dealt with love and care rather than scolding and punishing. If they are politely explained about things, they will definitely understand it. Some of the ways in which student unrest can be dealt with are as follows:

1. The future of our country depends upon the students and the moral values important to them during their student life. The method of teaching moral values is the most important duties of teacher and parents; if the child misbehaves and tell lies parents and teachers of that child are to be blamed. Children have the immense power of observation and their feelings are deep-rooted. Children are very clever and try to get what they want by any means. They can even steal and say that they haven't and to teach them that stealing and telling lie is bad is quite easy. As children are continuously observing their parents at home and their teachers in school so the best method of teaching moral values to students is to set examples of honesty and truthfulness in schools and colleges rather than

Student Unrest – Its Causes and Remedies

textbook teaching them. Parents and teachers are role models for children, so if they behave properly and set examples, children will copy them and this habit will become their behavior and their nature. The process of learning for a child is not magical it is very important that students are given strong basic moral values and discipline and this calls for much attention and observation from not only parents but school and college authorities also. The students should be taught how to behave with elders how to solve issues politely and how to manage their anger, how to avoid fight etc. The family is the first school of a child and then it's up to educational institutions to take up this responsibility. Aristotle said that educating the mind without educating the heart is no education at all, so it's the responsibility of both family and schools to teach the students not only academics but also moral values because education without values, as useful as it is, seems rather make a man a cleverer 'Devil'. (C. S. Lewis) According to Dalai Lama also – "When educating the minds of our youths, we must not forget to educate their hearts." which is perfectly identical to what Martin Luther King Jr said – "Intelligence plus character – That is the goal of true education."

2. One of the remedies to solve student unrest problems is also a good upbringing by parents and family members. Parents should teach their children to adjust in all kinds of situations accordingly as not all situations can be molded according to them every time and sometimes they have to mold themselves according to the situation. Parents should also teach their children not to put forward their demands all the time and show tantrums when these demands are not fulfilled as this is not acceptable behavior. These tantrums take a form of protest and strikes once the student is in college or university.
3. It is seen that not always the cause of student unrest is due to the tantrums and unreasonable demands of students. Sometimes the reason behind the unrest is something deeper. Every undisciplined act done by students has one or other reason for it. An example sometimes students go on strike if they are not satisfied with their faculty or the resources available to them or the syllabi of their subject. All these demands are genuine as students go to school and Universities to gain knowledge if these basic demands are not met satisfactorily then it gives rise to frustration and aggression in students. It is the duty of authorities of universities and educational institutions to find out the root cause behind indiscipline and unrest created by the student. If the cause or the reason behind the unrest is genuine the authorities should not only understand the viewpoint of students but also try to remove the cause of unrest without any unnecessary delay so that the problem not only gets solved but also does not rise again.
4. The authorities and teachers should understand that students are just like their own children; they should give empathetic ears to students and try to understand them and give solutions to their problems whether personal or educational. Students need hope, encouragement, sympathy to become idealistic and for this, they need teachers and authorities who become their living examples to turn to. Teachers should help in solving the problem not only 'for' the students but 'with' the students. For example, many decisions need to be taken for the wellbeing of the students so it would be better than if these decisions are taken by discussing with the students. Trying to associate students in decision making bodies will not only help the students in gaining their self-confidence and responsibility taking skills but will also build trust and an open and transparent relationship between the authorities and the students. Every class has a class monitor or a class representative which can bring forward the needs, grievances, and advice of other students in front of the authorities whenever these meetings are organized. In this way, the frustration and aggression in the students against the decision taken by the authorities are solved before the decisions are made.

Student Unrest – Its Causes and Remedies

5. The institution should also avoid taking immediate decisions and actions. Before applying any new rules or restrictions on students, the proper notice should be displayed 10 to 15 days before the rules are to be enforced. The students should be given time to think about the new rule and present their views on it and discuss it with authorities if they do not agree with it but if they are not notified on proper time they will not get any time to present their views which causes anger in them thus giving rise to unrest.
6. The authorities should also try to frame rules regarding police and political interventions in their educational institutions. This can be done by prescribing a code of conduct for all the political parties which are trying to divert students from studies for their own political gains. The institutional authorities should also try to stop political parties from instigating and using students to agitate on small issues for their political games and gains.
7. Student unrest can be resolved by reforming our education system. In 1986 efforts were made in formulating a new educational policy to improve the educational system of the country, even vocationalising of education was done but it somehow failed to cure all the defects and weaknesses existing in the sphere of education at that time. The top priority of the government should not only be a reconstruction of country's education system but also removing the causes of the existing unrest among the students only then will the country be able to tap the power, enthusiasm, and zeal of students for constructive work to build the future of the country. The system needs to be handmade to suit the needs of the time and condition of life of students, like providing educational provision for industrial, vocational, and technical education to each and every student in universities and colleges, etc.
8. It should be made mandatory in all educational institutions and universities to have counseling and guidance centers so that student's energy and enthusiasm can be guided for the development of not only the student themselves but also of the country. Students at this age have a lot of untapped energy and zeal and if not used and guided properly could result in the destruction of the student as well as the country as a whole. Moreover, at this age, the students are confused about their future goal and their hidden talents which can be unwrapped by these counseling and guidance offices by organizing career counseling and workshops, vocational counseling and workshops, etc. Moreover, these centers can also help in building bridges between students and the authorities. They can guide the students on their behavior and explain to them all the possible ways in which the students can handle the situation calmly. The students can discuss their grievances and problems with the counselors and these counselors can take this problem more quietly and properly to the authorities. The counselors with the authorities can also come up with the solutions to the student's problems and grievances.
9. The government should try to minimize unemployment by providing significant job opportunities, ways of self-employment, and other schemes for the students so that they can use their tremendous energies for beneficial purposes and development of the country by providing their talent in different useful occupations. The frustration for not finding the proper employment opportunities after getting hard-earned degrees from colleges and universities also adds fuel to the already burning problem of unrest among the students of both professional and non-professional courses. Every year lakhs and lakhs of students come out of colleges and universities with professional degrees but there are only a handful of employment opportunities available to them and that too gets reduced due to the quota system and source system. These students then let out their frustration in the form of unrest.
10. The government should think about the students before taking drastic and uncalled decisions about their lives and studies. Recently, the supreme court passed out an order which nullifies and invalidates engineering degrees secured by correspondence since

Student Unrest – Its Causes and Remedies

2001. Lakhs of student's hard work and career are put to risk. This decision not only affected the students currently enrolled in these courses but also who passed out from these courses 16-17 years back. Suddenly their hard-earned degrees lost all its value. This decision and policy started unrest not only among students pursuing these courses but also in peoples who already passed and are trying to find employment or are employed. This decision puts lakhs the degree holders at risk of losing their employment which was obtained based on their certificates. And thousands of student's career is also at stake as this not only nullifies and invalidates their course but also their money, time and hard work. Such decisions not only create havoc and unrest in students but also hampers their trust in educational institutions, authorities, and government. The government should see that if such courses are happening then strong actions should be taken on the educational institutions for not following the rules if this was already given 15 years back. But now the government should try to find a mid-ground so that the current students and those who have passed should not be affected. This rule can be applied from the next batch instead of imposing it on the current and previous batches by canceling and invalidating their degrees.

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Student Unrest – Its Causes and Remedies

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Student Unrest – Its Causes and Remedies

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