

"Ripples of Discontent: Understanding Student Unrest in Vizianagam's Degree Colleges"

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Abstract

Student unrest has emerged as a perplexing and nationally significant issue in recent times, drawing attention due to protests, riots, and disruptive behavior among college students. The prevalence of disorderliness among students poses a fundamental challenge to the successful execution of college curricula, necessitating order and discipline for the development of their personalities and a conducive learning environment. However, the roots of this unrest run deep and require careful examination.

Defined as dissent, protest, or unease, student unrest presents multifaceted challenges within the educational framework. The article addresses these problems:

The Education System: Historical setbacks and inadequacies in the education system have led to discontent among students. Lack of effective leadership among teachers and a predominantly theoretical education system have left students feeling disconnected and frustrated.

Curriculum and Examination: The focus on exams, memory-based assessments, and a lack of practical, job-oriented education exacerbate students' dissatisfaction. The curriculum's failure to encourage critical thinking and moral education leads to frustration and rebellion.

Student Participation and Engagement: Students' demand for involvement in decision-making processes within colleges is met with resistance, contributing to their discontent. There's a need for a more democratic approach to administration to alleviate this issue.

Teaching Methods: Outdated teaching methods and an inability to engage students actively lead to disinterest and disruption in classrooms.

Moral and Ethical Values: The absence of moral and spiritual education results in a decline in idealism and an increase in cynicism among students.

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Library and Welfare Facilities: Inadequate library resources and welfare amenities add to student dissatisfaction, impacting the learning environment.

The article delves into the methodological approach, including hypotheses and a survey-based research methodology, to analyze the factors contributing to student unrest. It covers various variables, including lecturer behavior, teaching methods, examinations, student participation, curriculum, and library facilities, seeking to uncover the different perspectives and disparities across demographics.

Finally, the study's conclusions underscore the gender, discipline-based, location-based, and college-type-based variations in student discontent, emphasizing the need for reforms in teaching, engagement, and moral education to address these concerns. It also suggests areas for further research, seeking a deeper understanding of student behavior and discontentment.

Introduction

A perplexing phenomena in recent memory is student unrest. Given that everyone appears to be concerned about it, this issue has grown to be of national importance. Anyone who has witnessed protests, riots, arson, or looting in recent years is familiar with it. violence and other undesirable behaviour, it must seem so fresh as to be nearly unbelievable. It's occasionally turned into a law and order issue. There are deep-seated consequences for the unease that students are experiencing, and this trend is noteworthy.

It is imperative to acknowledge that there is a significant level of unease and chaos within the student population, especially in the college student population. The most important prerequisite for the effective execution of a college course is orderliness. It is necessary to support the student's unique personality, to provide him with security, and to set boundaries for his discipline. In the development of his sense of self-assurance and awareness of his independence. Good administration requires discipline. It is a fundamental prerequisite for society as a whole as well as for college campuses. The objectives and goals of society cannot be achieved without appropriate and constructive discipline.

No amount of development and will yield substantial benefits hampered by student discontent. given, lack of self-control. Colleges must be inspected. aims to look into "Student Unrest in District".

Defined

It is important to define student unrest right away. It is a manifestation of discontent, protest, or disagreement. It is also well-liked. unease and lack of self-control. There are moments when students are motivated by the goals they attempt to explain, protest, and challenge the genuine issues and conditions. Anger, disapproval, or demonstration against the statuesque.

Problems associated with students' lack of rest:

Why have pupils lost their discipline so much? Why do they act like hooligans at times? Why do they commit so many acts of antisocial behaviour? These questions are receiving a variety of responses. All the answers seem to contain some truth, but none is completely satisfactory. As has been well noted, disturbance is a result rather than a cause.

Below is a list of probable causes of this results:

The school system that is in place in our nation is primarily to blame for today's youngsters. Several commissions, starting with the Woods Dispatch in 1854 and ending with the Indian Education Commission in 196466, looked at issues with the educational system and made recommendations for improvements. Regrettably, the school system had a severe setback under the British Empire, and much of the current system's problems can be linked to that period. The Indian Education Commission suggested modernising education almost thirty years ago. The Commission identified flaws in the educational system and the urgent need for reform at every level of education. The lack of teacher leadership is one of the obvious issues. According to Prof. Humayun Kabir, "The first and the foremost cause of the present state of unrest among students is to be found in the role of teachers play. Where there is affective leadership by teacher there can be no problem of indiscipline among students. Unfortunately teacher tce do not command the respect and affection of their pupils to the extent they did in the past. For this they alone are not to blame."

The fact that the educational system is mostly literary, theoretical, and academic and is not appropriate for the students' backgrounds and abilities is another significant source of unhappiness among the student body. It doesn't offer technical, artistic, or applied instruction. Absence of moral principles in schooling produces pupils. The students feel that these curricular principles are not job-oriented, which leads to their dissatisfaction and frustration. Syllabuses are adjusted, but not in a way that would encourage students to think critically and make balanced decisions for themselves. With very few exceptions, the entire system places an excessive and unwarranted focus on exams. memory function. instead of testing knowledge

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of the subject, examinations have evolved into tests of understanding. Merely attempts have not produced the desired results, despite the Indian Education Commission's (1964–1966) recommendation that evaluation be a fundamental and ongoing practise in the educational system. made in a way that impacts this path. the cheating, trickery, and test-taking success. Exam success, this student's shortcut led to the creation of processes for cramming, which has become the goal for students' studies and sometimes antisocial integration of all subject matter in the frequently neglected elements and crammed few weeks before the last exam start date. Even the smallest excuse is exploited by a disinterested student to capitalise on student disturbances and destroy the learning environment as a whole. Due to the authoritarian atmosphere that permeates the system, students who are disruptive in class or who are not interested in learning should be disciplined. Additionally, new college campuses must foster leadership, which will allow each student to develop to their full potential and infuse their education with a purposeful blend of knowledge. It must alter the administration to get a more comprehensive understanding of each student's capability. On the other side, the current student generally has less faith in the college's administration and curriculum. Numerous international institutions and colleges, as well as some local ones, have had to reassess the community in light of this circumstance. the part that students play in the classroom: Students will be unhappy if they don't participate. By acknowledging the student's entitlement to take part in the management of the educational partnership will institution, this demands for coordination between participation and administration. Without a doubt, calm down students and try to prevent disruptions from other students. Phillip G. Altabach saw aggressive behaviour and administrative procedures. significant variance in the unrest of Indian students. is often used in education. all forms of institutional He mentioned that India is a democratic nation with troubled institutions. Higher It is linked and linked to democratic participation values. of pupils' decision-making processes, including this. The community is unhappy and wants institutes for teachers. or angry, an active person if their dissatisfaction stems from the current social and educational structure. Students assert their right to take part in college life's decision-making processes. as seen by their demand for seats in the college's management bodies, the syndicate, and the Senate. Dissatisfaction stems from participation. If this right to student participation is denied, it will undoubtedly result in higher qualitative improvement. inquiry from students Because of this, there is dissatisfaction and student involvement in

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decision-making processes through diaries and books. It's been discussed in a number of administration-partner discussions that this could help prevent conflict and help students reach their educational objectives. Being a part of the Democratic Administration entails actively contributing to the decisions that expand conflict. It refers to the area of shared interest, discussion, argument, and constant means a more refined course of action, which is frequently a compromise and occasionally actually goes against the administrators' plan. Student protest and descent are restricted to the student engagement. If it may result in student participation in this situation, it should be linked in a constructive and democratic manner rather than as a benchmark. to adjust for student ratio. It is time to rethink established authority concepts and practises. That is the participation authority that is always required. Better learning results from administration SO marked teaching. where there is a major student revolution. Look against efficient as better learning requires: students will become disenchanted in their studies if teaching and instruction are not engaging. They attempt to disrupt the lesson once they lose interest. This results in students disobeying the rules in class. Rule breaking will spread both inside and outside the organisation. It is necessary to employ contemporary teaching methods and strategies to make learning engaging and long-lasting. The pupil continues to listen passively. If not, new approaches encourage students to actively participate, which not only addresses student unrest and shortcomings but also improves the current educational system and even some individual courses. The utilisation of A.V. Aids, seminars, and discussion must take the place of the textbook and chalk-and-talk approaches.

The failure to acknowledge the significance of instilling moral and spiritual principles in students. resulted in a decline in idealism, which has the correlated impacts of a rise in cynicism, avarice, and rebelliousness. A desire to balance the knowledge and skills that science and technology bring with the values and insights associated with religion and ethics at its best has already been expressed by some great Western thinkers. The failure to instill social and moral values in the younger generation is leading to many ethical conflicts in western societies. a quest for understanding oneself, the purpose of existence, how humans relate to one another, and what the ultimate reality is. It is equally crucial that we give our educational system the right value direction in light of the current circumstances.

A strong campus library is necessary for students. the free time spent at the library. They can spend Several copies of the foundational textbooks and key reference library books should be available in the library. Inadequate facilities lead to issues with student discontent. equipment and accommodations are likewise insufficient, despite the fact that demand for library services has been steadily rising along with college enrollment. According to the Indian Education Commission, "Moreover, the present position of expenditure on books and periodicals is not satisfactory." Books offered in junior colleges should meet the needs of the curriculum and instruction. serve as a supplement to the library as a whole, and the books inspire students to read for enjoyment as well as for the purposes of academic curiosity, personal development, and self-discovery. Effective facility organisation will therefore help the library greatly in quelling student unrest and protest winds. Students should have access to welfare amenities at the junior college as well. government. Students being incited by politicians to engage in acts of student indiscipline is another issue contributing to student discontent. student discontent on fire. Economic considerations exacerbate students' financial instability during their academic careers. This is because inadequate student aid leads to student discontent and subsequent rebellion. Additionally, adequate hostel accommodations and other required amenities must be given to the students.

The investigator has thus covered in depth the key elements and issues related to student unrest in this chapter. In order to identify effective solutions for the issues of student unrest in junior colleges, these theoretical dimensions of the difficulties associated with higher education must be connected to student-established unrest in junior colleges.

A SURVEY OF LINKED WORKS:

Unrest among students is a serious issue that should worry us all. Not only are students in India abstaining from class, but they are also participating in violent actions.

The review of earlier studies and relevant material provides the investigator with a good understanding of the extent of the issues surrounding student unrest and also highlights some of the key points pertaining to the topic at hand. Student discontent at the junior colleges of the Vizianagaram District has been caused by research studies, however some investigations have concerns related to certain components of a thorough study with student unrest investigations mentioned in this chapter.

What exactly is meant by "student unrest"?

It is a type of protest or discontent that results from unease and discord with the environment.

Part OF PRESENT STUDY:

The goal of the current study is to investigate the issues behind student unrest in Andhra Pradesh's Vizianagaram District junior colleges.

BACKGROUND THE RESEARCH PROBLEM:

A Study of Problems Associated with Student Unrest in the Junior Colleges o Vizianagaram District in Andhra Pradesh.

AIM OF THE STUDY:

(1) It seeks to thoroughly examine the issues behind student unrest, including those related to imparting. Inspections. Aspects of the curriculum and library. Speakers, Approaches, Students' Involvement, and Other Unrelated

(2) It seeks to investigate using the demographic factors—sex and study discipline—chosen for the investigation. Locality and Management Type.

Hypotheses:

Male and female students' perspectives on the issues related to student unrest do not significantly differ from one another.

Regarding the issues surrounding student unrest, there is no discernible difference in the opinions of Science and Arts students.

There is no discernible distinction in the perspectives of students studying in urban and rural regions concerning the issues related to student unrest.

(4) In terms of unrest, there are no appreciable differences between students in government and private colleges. the issues related to students.

In terms of this, junior college students who are male and female do not significantly differ from one another. address the issues of student unrest in relation to lecturers.

Regarding the issues related to student category lecturers, there are no appreciable differences between science and arts students. disturbance in relation to

(7) There is no discernible variation in the challenges related to student unrest between rural and urban colleges in terms of students and instructors.

towards issues related to student unrest, there is no discernible difference between the views of students at Government and Private Colleges towards Lecturers.

Regarding the issues related to student unrest, there is no discernible difference between male and female students in terms of the teaching methods used.

(10) When it comes to teaching methods and the issues surrounding student unrest, there are no appreciable differences between science and arts students.

(11) When it comes to the approaches taken by rural and urban colleges to address issues related to student unrest, there is no discernible difference.

(12) Students at government and private colleges have similar opinions about how to teach about issues related to student unrest. There is no discernible difference in these opinions.

(13) of examinations of issues related to student unrest, there is no discernible difference in the opinions of male and female students.

Exam student unrest does not significantly differ across science and arts students. regarding issues of opinion regarding the unrest of students.

Regarding examinations and issues related to student unrest, Government Rural and Urban Colleges do not significantly differ in their opinions.

Regarding examination-related student unrest, Government and Private Colleges do not hold significantly different views. in the direction of issues related to student unrest.

Regarding student participation in relation to issues related to student unrest, there is no discernible difference in the opinions of male and female students.

When it comes to student participation in relation to issues related to student unrest, there are no notable differences in viewpoints between science and arts students.

When it comes to student involvement in issues related to student unrest, opinions at rural and urban colleges are essentially the same.

Regarding student participation and issues related to student unrest, there isn't much of a difference in attitude between government and private colleges.

Regarding the curriculum and library, there is no discernible difference in the perspectives of male and female students regarding issues related to student unrest.

Regarding curriculum and library issues related to student unrest, there is no discernible difference in the perspectives of science and arts students.

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Regarding the curriculum and library, there is no discernible difference in the perspectives of Urban and Rural College students regarding issues related to student unrest.

Regarding the curriculum and library, there is no discernible difference in the perspectives of Government and Private College students regarding issues related to student unrest.

(25) No male miscellaneous unrest is present in between. Social and gender-related issues that affect pupils' perceptions of one another.

There is no Arts Miscellaneous Unrest in between. notable discrepancy and issues with science students' opinions on students.

(27) When it comes to certain issues related to student unrest, opinions held by college students in urban and rural areas are essentially the same.

(28) There is no discernible disagreement between the government's and the private sector's opinions regarding junior miscellaneous college issues that are connected to student unrest.

Approach:

The survey method, according to the investigator, will be important for this kind of research. In light of this, the Investigator created a questionnaire. information gathered from Vizianagaram District pupils. It is suggested that a few junior colleges be gathered in

A MODEL:

The basic idea behind sampling is to take a portion of the population and draw conclusions about it as a whole. The standardised instrument was given to students at particular junior colleges using a random sample technique.

OVERVIEW OF THE TOOL:

A tool was created containing fifty-eight statements about the issues related to student unrest in junior colleges.

For every item, the Likert type scale was used, specifically:

In the event that you firmly disagree? weightage 1

In the event that you disagree? weightage 2

In the event that you are unsure? weightage 3

In the event that you concur? weightage 4

If you concur wholeheartedly? weightage 5

Six categories made up the scale; the study's objectives have already listed some of these categories.

DESCRIPTION OF THE SCALE'S ITEMS:

Items 1 through 8 (communication, lecturers' attitudes, teaching, and the learning process) address the "Lecturers" facet of the issues surrounding student unrest.

The topics of items 9 through 14 are teaching methods.

Items 15 through 24 pertain to the Examination Area.

The Area of Student Participation is the subject of items 25 through 35.

Items 36 through 47 pertain to the library and curriculum.

Items 48 through 58 discuss topics related to student unrest.

the approval OF THE MATERIALS:

The test's high reliability is confirmed by the reliability coefficient of 0.71, which is greater than 0.5, and the reliability obtained using the split half method, which is 0.75.

Legitimacy:

The $R = 0.75 = 0.87$ in the current study is very valid.

DATA COLLECTION:

The Investigator authority and personally. administered approached the College the goal.

AREA OF THE STUDY LIMITS:

Only six topics were covered in the tool on issues related to student unrest in junior colleges; these areas are already specified in the item descriptions.

METHODS STATISTICALLY APPLIED:

As per the weightages given in this chapter the statistical techniques employed are Means, Standard Deviation, Critical Ratio responders. as per the replies revealed by the Variablewise and Areawise comparison of the tool is discussed in the chapter Analysis and interpretation of Data.

Analysing the data and interpreting the findings:

After the scores for the following criteria have been properly processed, Means, Standard Deviations, and Critical Ratios are computed in order to examine the relationship between the chosen variables.

Section I: Speakers

Section II: TEACHING Methodologies

Section III: AᵀIᵀAᵀION

Area IV: Involvement of the Students

Section V: The Curriculum

Category VI: Miscellaneous

THE STUDY'S CONCLUSIONS AND IMPLICATIONS:

When it comes to the issues surrounding student unrest in the junior colleges in the Vizianagaram District, male and female perspectives diverge significantly, with the former having more issues than the latter.

When it comes to the issues of student unrest at the junior colleges of the Vizianagaram District, the perspectives of Arts and Science students diverge significantly, with the former having more issues than the latter.

Regarding issues pertaining to student unrest at the junior colleges in the Vizianagaram District, opinions between rural and urban college students differ significantly. Rural college students face more issues than urban students.

Regarding issues related to student unrest in the junior colleges of the Vizianagaram District, there is a notable divergence of views between Government and Private College students. The Private College students are confronted with a greater number of issues than their Government counterparts.

Male and female students' perspectives of lecturers' responses to issues related to student unrest in the junior colleges of the Vizianagaram District differ significantly. Male students have more issues than female students do.

Students are having more challenges than Science students when it comes to the opinions of Lecturers on Student Unrest in Junior Colleges of the Vizianagaram District. There is a notable disparity between the opinions of Science and Arts students.

When it comes to issues related to student unrest at Junior College of Vizianagaram District, perspectives of lecturers are significantly different between rural and urban college students; the former have more issues than the latter.

When it comes to student unrest in the Nagaram District, the views of the government and lecturers differ significantly. Private college students are more problematic than those at government colleges when it comes to issues pertaining to junior colleges in Vizia.

Female students face more challenges than male students when it comes to the Method of Teaching towards problems linked with Student Unrest in Junior Colleges of Vizianagaram District. There is a substantial variation in the perspectives of Male and Female students regarding this matter.

It is concluded that Arts and Science College Students are facing similar issues related to Student Unrest in terms of Methods of Teaching. There are no opinions indicating a significant difference between Arts and Science College Students in terms of Methods of Teaching towards problems associated with Student Unrest in Junior Colleges of Vizianagaram District. Vizia Urban Students are encountering greater challenges than Rural College Students, and there is a substantial difference in the attitudes of Rural and Urban College Students about Methods of Teaching towards problems linked with Student Unrest in Junior Colleges of Nagaram District.

Regarding the ways in which junior colleges in the Vizianagaram District handle issues related to student unrest, the perspectives of government and private college students do not differ significantly.

There is significant difference between the opinions. of Male and nations Female students in respect to Examina towards difficulties linked with Students Unrest in Junior Colleges of Vizianagaram District. Male Students are suffering more problems than Female Students.

he opinions of Science and Arts students regarding examinations and issues related to student unrest in the junior colleges of the Vizianagaram District do not significantly differ from one another, leading to the conclusion that these issues are similar for both groups of students.

There is no significant difference. opinions of Rural between and Urban College Students the in respect of Examinations towards problems associated with Student Unrest Vizianagaram District. in Junior It is Colleges concluded that of the Rural and Urban College students are facing similar problems in respect of Examinations.

It is concluded that the issues that Government and Private College students are facing with regard to examinations are similar, with little discernible difference between their perspectives regarding issues related to student unrest in the junior colleges of the Vizianagaram District.

When it comes to student participation in relation to issues related to student unrest in the junior colleges of the V Zianagaram District, male and female students' perspectives diverge significantly, with female students experiencing more issues than male students.

When it comes to student participation in relation to issues related to student unrest at the junior colleges in the Vizianagaram District, the perspectives of Arts and Science students diverge significantly, with Science students experiencing more issues than Arts students.

It is concluded by Junior Colleges that Rural and Urban College Students are facing similar problems with regard to Student Participation. There is no significant difference in the opinions of Rural and Urban College Students regarding problems associated with Student Unrest in Vizianagaram District.

It is concluded that the Government and Private College Students are facing similar problems in respect of Student Participation. There is no significant difference between the opinions of the Government and Private College Students: regarding problems associated with Student Unrest in Junior Colleges of Vizianagaram District.

Male and female students have very different views on the curriculum and library in relation to issues related to student unrest in the junior colleges in the Vizianagaram district. Male students also have more issues than female students.

about curriculum and library policies about issues related to student unrest at the junior colleges of the Vizia Nagaram District, there are no appreciable differences in the perspectives of science and arts students. Students of Science. It is determined that the curriculum and library issues that the arts are dealing with are comparable.

Regarding the curriculum and library, there is a notable contrast in the perspectives of rural and urban college students regarding issues related to student unrest in the junior colleges of the Vizia Nagaram District. Urban college students have more issues than their rural counterparts.

overnment and private college students' opinions are very similar to one another. regarding issues related to student unrest in junior colleges in the Vizianagaram District and the

curriculum and library. It is found that there are similarities between the curriculum and library issues that private college students and government students face.

Summary OF THE STUDY:

The issues with student unrest at junior colleges have been determined by the study. Student unrest is eliminated until the issues causing the community's unease cannot be resolved. resolve the issues that the students are facing. Lecturers must enhance their subject matter. approaches, procedures, leadership, excitement, and disorder There is a among nedd to; hence, there are teachers. interest in the students' discontent with the instruction. be hence irritated when providing direction for the autonomous study process. the classroom instructor. and education Seminars enhance the education.

Students' ennui should be eliminated by using audio-visual aids.

THE NEED FOR Further RESEARCH:

The study is constrained since not every facet of student unrest has been examined. be carried out on non-activist behaviour in student organisations. Additional investigation into the activists and the findings of personality assessments conducted on them could provide additional insight into the issue of student discontent. Students' perspectives have been taken into consideration for this study. Lecturers and Principals may be the source of student unrest. To learn more about the issues surrounding student unrest, a case study of institutions might be conducted from another perspective in perception research.

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