

Modern Indian Youth: Reasons and Result of Unrest and Core Agitation

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ABSTRACT

This paper is highly concerned and mark approachive to present a sharp image of Indian youth and their different psychological reasons to adopt direct or indirect physical and mental unrest and agitation related to society, politics, administration, schools and universities. It is really a matter where the youth are vulnerable to outside influences and imitate others but this does not mean that the youth only follow a way of destruction, assault and get involved in terroistic activities. Somewhwer the question arises why? Should the youth alone be expected to conform to traditional moral values and lofty ideas? How can they look up to self-proclaimed political, religious and social leaders for inspiration?

Keywords: Youth and their present thought - Issues and reforming psychology of youths.

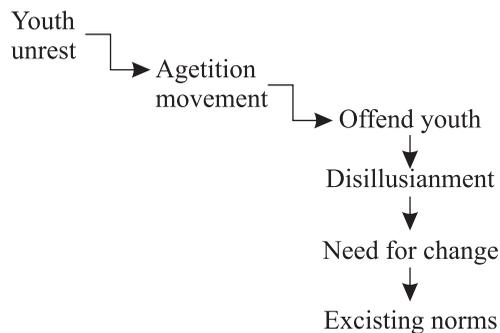
CONCEPT OF YOUTH UNREST

When we talk about “Unrest” simply it means “Present disturbed condition” Disturbed condition of present society, where most of time education comes first social unrest is the manifestation of collective disillusionment and frustration of group, if there is unrest among the students of one educational institute or university it is not perceived as the problem of student unrest as such. It is only when students all over the country feel frustrated on such common issues like examination, placement, jobs, content of any syllabus. Is it right to say that there exists the problem of student unrest of our society? The emphasis in the concept of social unrest is on “collective frustration” and disillusionment on common social issues of the groups in the society.

On the basis of selected definition it may be said that youth unrest is usually characterized by four important standards

1. Public concern
2. Change in the existing norms

3. Active based on the feeling of injustice
4. Collective discontent



Major Characteristics of youth unrest

It will not be put of place to explain the concept of student indiscipline to elders or deviation from norms or rejecting to accept control. We should remember that a committee appointed by the UGC in 1960 present view of three major category of behaviour in student indiscipline

Believe to destroying property

Misbehave with female students

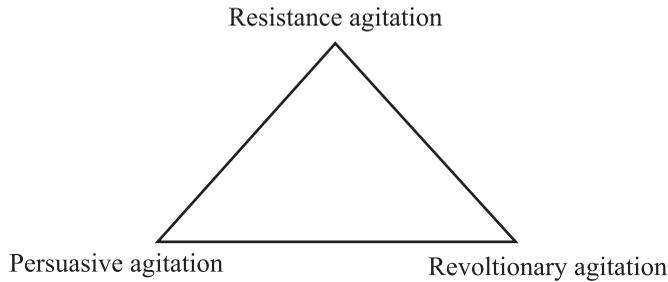
Disregard for Teacher/ Professors

The UGC committee of 1960 pointed out a number of reasons for student agitations

1. Economic cause for example a routine demand to reduce fees develop the support of increasing scholarship
2. Demand for changes in existing norms pertaining to admissions, teaching and the process of admission
3. Poor administration or functioning of college and universities
4. Unappropriate teaching in campus, hostel and other infrastructure.

In order to understand the more about youth agitations we may classify youth agitation into the following groups.

Resistance agitation-The main objective of resistance based agitation is to keep the power holder in their place. For example the decision of one university to show reduced marks on the marksheet, if one revelation the candidates marks are reduced, was resisted by the students through agitation in which ultimately forced the academics council of the university to decide the marks would not be reduced on revolution. Students may resist these measure. Somewhere resistance agitation expresses the dismay and concern of the students at the direction in which the university is moving or acting



Persuasive agitation- Here youth attempts to change the attitude of the powers that be by discussing their problems with them across a table and making them accept their viewpoint. These agitation range from the relatively serious issues to significant issues to reality serious issues the anger and injustice expressed through this method not only serves to arouse and mobilize popular support of passive youth or discontent into harmless emotional outlets.

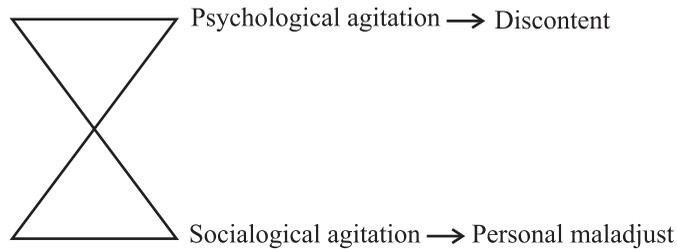
Revolutionary agitations-The basic aim of revolutionary agitation is to bring sudden sweeping changes in the educational and social system. For example forcing authorities to decide that no student will be declared as failed but will be promoted to higher class and given them opportunities to appear in the failed paper or subject till he or she clears it. Revolutionary leaders see basic changes as possible only after the existing system is overthrown and a new system is introduced in one go. Instances of revolutionary agitation can be illustrated by the youth agitation in China in 1987, the AASU agitation in Assam in 1994, Uttarakhand agitation in Uttar Pradesh in 1994 and Bodo agitation in Assam during 1989-96.

Youth Receptive to agitation- Normally there are five types of youth who take to agitational activities have been identified

1. **Socially isolated.** Youth who feel alienated and cut off from the larger society.
2. **Unattached to family.** Youth who lack intimate ties with their families are encouraged to participate in agitation. Young persons with warm and satisfying family ties have no emotional need to join agitation.
3. **Personally maladjusted.** Youth who have failed to find a satisfying life role, for example those who have not developed an adequate interest in studies, are unemployed or under-employed or unsuccessful they join agitation because of an emotional need to fill the void in their lives.
4. **Migrants.** They have little chance of getting integrated into the larger community, joining agitation acts as refuge for them.
5. **Marginals.** Youth who are not fully accepted and integrated with their caste, religious, linguistic group feel uneasy, insecure and resentful. They find it difficult to resolve the discrepancy in self image and public image which necessitates them to join agitation to get some recognition.

Major theme on the cause of youth agitation

A number of theories related to youth agitation are always a part of discussion, usually two kinds of theories may be suggested to explain youth agitation.



It is probably true that without discontent amongst the youth, there will be no youth agitation or are contented and comfortable with what they have or what they are likely to have will have no interest in agitations, but the angry youth who feel victimized by outrageous justice, or those who feel even mildly annoyed with existing structure will collectively act to pressurize the power holder to bring some changes. On the other hand personal maladjustment theory sees agitation as a refuge from personal failure. Hoffer in 1995 has also said that the kinds of people who are drawn to agitation and social movements are the board, the creative who actually cannot create. Horton and Hunt in 1984 have also said that it is plausible that young people who feel unfulfilled and maladjusted should be more attached to agitational activities, comparatively those who are complacent and feel adjusted. In short the agitation supporters are mainly the frustrated misfits of society. It was Samuel Stouffer in 1949 who propounded the relative deprivation theory according to Stouffer a group feels "deprived" if it is prevented from using or enjoying a goal. It regards as attractive relative deprivation is increasing throughout most of the underdeveloped world. Youth in India also feel that lack of opportunities, unemployment, system of reservation, scope of higher education, even where the youth are beginning to get some of the things they eagerly desire.

These satisfactions come with an unbearable slowness. Feelings of deprivation in youth easy to infer but difficult to measure and still more difficult to plot over a period of time.

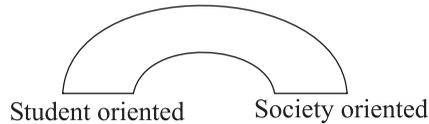
The resource mobilization theory- As if the words of Walsh in 1973 that without grievances and discontent there would be few agitations but mobilization is needed to direct this discontent into an effective agitation, but this theory does not explain all kind of youth agitation if we classify agitations as persuasive, revolutionary and resistant agitations the resource mobilization theory does not fit into resistance based agitation. These agitations succeed with organization further evidence for resource mobilization is largely descriptive. In short we can say that so many variables are involved in the practice of youth agitation, but no one theory will even be conclusively established.

Process of the growth of agitation due to youth unrest

Youth agitation is the behaviour of the youth whose goal is neither injurious to a person nor destructive of public property but social protest. It is a learned behaviour. The precondition of youth agitation is

1. To create collective consciousness
2. To organize the youth to work for new programmes and new plans
3. To provide opportunities to young individuals to express their feelings and make some impact on the course of social change

Student oriented agitation may be classified as:



Student oriented agitation are actually problem oriented rather than value oriented. For example student will agitate for removal of particular Vice-chancellor of a university but they will never fight for a change in the system of selecting Vice-chancellor in university of India. Similarly in society oriented agitation they raise their voice against any ill-treatment of any state administrator but they can't change system of state.

Leadership quality of youth

The leadership affects the intensity and direction of youth agitation and movement. A youth leader is responsible to establish a responsive, trusting, attentive relationship with the members of the group. He senses their feelings and speaks their language. He develops a building of emotional rapport with the members by an impassioned reminder of their problem and grievance. He stimulates them to direct actively from one objective to another and suggesting different actions to achieve goals. According to Sarkar's (1960) study of the office holders and the king makers of student union in different universities has revealed that union leaders are mainly those who are with their financial background, who do not have high aspirations, who have some political backing, who are good orators and a fine manipulators as well. Mr. Shah has made his deep study of Osmania University where he found that leaders are more better than an average class of common society. They can easily afford comforts and manipulate other issues in such a stimulate manner.

Measures to control youth agitation

Overall the study of Indian youth and unrest of youth which motivate them to follow the way of agitation, obviously the force provoking unrest and agitation cannot be eliminated, how they might youth agitation be minimized? Do theories and research suggest way to control agitation? There is no doubt that an average man is individualistic, imaginative and competitive. He only wants guidance so that his enthusiasm could be properly channeled. Youngsters should be taught to vent their anger. If a person bottles up his rage he has to find an outlet which may give him an opportunity to let off the stored steam. In psychiatric terminology this means that one accumulates aggressive energy be it from frustration or from the building up of instinctual impulse, needs a release. Parents have also to encourage their children's release of emotional tension in various kinds of activities. The adult world has to accept the facts that the youth problem cannot be solved for them but with them. Therefore, co-operation of youth or student to be sought by parents, teachers, educational administrators, politicians and political parties should understand the problems and grievances of the youth and giving them logical guidelines. Each educational institutional institution must have an effective machinery to identify and settle student grievances. Such arrangements must not only start tackling problems after they flare up but must continuously strive to prevent incidents which lead to complications. Such bodies should be continuously in session, if we talk about political boundaries; all political parties have to agree on a common code of conduct regarding student's participation in politics. It will prepare them for shouldering responsibilities in future for national development.

Conclusion

There is no point in exhorting students to keep away from politics and yet expect them to get enthusiastically involved in the process of building up of our society. The question of the extent and patterns of students participation in the process of educational administration will have to be decided at the earliest. It is high experience that the vast youth power, which has been neglected and ignored, was harassed for development, removal of social injustice and achieving national collective goal. The need for creating a climate of hope, confidence and trust rather than coercion and confrontation has to be realized. This finally initiative has to be taken for mobilizing the young aspirants.

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