

ISSN 2072-3334
Development Compilation
Vol. 07. No. 01. June 2012

CAUSES AND EFFECTS OF STUDENTS UNREST IN HIGHER EDUCATION

Md. Abdul Kafi*

Abstract : The study mainly deals with the causes and effects of students' unrest on higher education and its impact on individual and society. The study has tried to explore the various causes of student unrest in higher education level institutions and at the same time has shown the various effects of it. As a result of students' unrest family of the guardians keep them always in anxiety, frustration and other mental weakness. They do not know whether their sons/daughters will complete their education or not or whether their sons/daughters will alive up to the completion of their learning. So, student unrest always keeps the guardians in mental torture. Society also suffers for student unrest. The impact of student unrest affects the whole society by giving the negative out look to the people. In some cases it has been found that they have a negative attitude towards higher education. They do not like to send their son/daughter to the higher educational institutions. So, it may be comment that student unrest creates social problem in our country. Without removing or controlling students' unrest from the higher education institutions, it would not be possible to bring expected higher education atmosphere in our country. An attempt has been taken through the paper to explore the causes of student unrest and at the same time it has been looked into account the various effects of it so that it may be easy to remove the problem from the higher education from our country.

Introduction

Student unrest is the buzzword almost every educational institutions of the world. In the social change, the role of students has occupied a significant place. Students do not have any own interest in national affairs compared to other people of the society.¹ So, they play an important role in various developmental issues of the country. History proves that student unrest is mostly related to political clash of our national leaders.² Moreover, university is the highest pick of the higher education. Here students can enlighten themselves studying according to the role of university. But it is unfortunately true that most of our educational institutions are corrupted by political influences.³ From which student unrest is creating and students are involving

themselves in stead of studying.⁴ That is why higher education is threatened and sometimes the target of higher education can not be achieved as to the expectation. The practical situation shows that universities are failure to do their duties to make our students highly educated thoroughly.⁵ In 1990, students took Part to the revolution to protest the oppressor Ershad and successfully defeated him.⁶ Some event of students unrest after liberation war were found that killing of Niha Banu, the resident student of Monnujan Hall of Rajshahi University and the killing of student leader Maznu are remarkable.⁷ At last the greatest student unrest was flashed after the killing of Professor S. Taher department of Zoology and Mining, University of Rajshahi in 2006.⁸ Besides, these events, there are some other causes of students unrest which will be explored by this study. The researcher is very much interested to find out the nature and type of the students unrest in Bangladesh context and at the same time the researcher is intended to make relevant recommendation so that students' unrest may be controlled in the higher education level in Bangladesh.

Rationale of the Study

Student unrest is a national problem. If it is not possible to remove or control it from country, the target of government to create man power won't be expected.⁹ Now a day, number of students is reading in higher education level in both public and private universities in Bangladesh but due to student' unrest, students are depriving to achieve quality education.¹⁰ Not only is that, students involving in various violating activities in stead of study. It may not be expected. It needs to be uprooted from the higher education so that it would be possible for government to achieve the goals of higher education.¹¹ For this reason, the researcher has considered the issue to be an important field of research. It would be hoped that after successful completion of the research, the study may be helpful to remove students' unrest from higher education in Bangladesh and it may also be the helpful to the future researcher and policy makers and planners.

Objectives of the Study

The study has specified some objectives considering its characteristics. These are as follows:

1. To discuss the causes and effects of student unrest in higher education
2. To recommend how to remove students' unrest and how to prevent it from higher education

Research Methodology

Social survey method was adopted to collect basic data from the field. Data were collected from the primary and secondary sources of materials. In this study, the secondary sources were used. These were various necessary books, articles, journals, historical accounts, officially published data, and research work of other researchers, public documents and electronic

* Researcher, IER, Rajshahi University

sources. Primary data were collected through two sets of structured questionnaires. Interview method was also used to collect data from the respondents.

Selection of the Study Area

Dhaka and Rajshahi Universities, the highest educational institutions of Bangladesh have been selected as the study field for this research. The two universities are the highest educational institutions of the country. Besides, these Universities are older than other universities of the country.¹² So, it may be hoped that available data can be found and data collection was favorable for the study.

Selection of the Respondent

The sample of the study has been categorized into three groups. They are students, teachers and fellows. In Dhaka University there are 67 departments. To choose the respondents from all of the departments, one student from 3rd year, one from 4th year and one from final year have been selected. So, three students from each department have been taken randomly for this research. Teachers were also categorized in to three groups. These are Professor, assistant professor and Lecturer. From them 20 teachers of Dhaka University were selected randomly. Similarly, 27 fellows from the nine Institutes were selected as respondents for this study as against 141 students from 47 department, 16 teachers and 15 fellows from 05 institutes of Rajshahi University have been selected as sample for this study.

Sample Size

Table1 Sample Size of the Study

University	Respondent (Student)	Respondent (Teacher)	Respondent (Fellow)	Total
Dhaka	201	27	20	248
Rajshahi	141	15	16	172
Total	342	42	36	420

The table shows that 201 students, 27 teachers and 20 fellow of Dhaka University, 141 students, 16 teachers and 15 fellows of Rajshahi University i.e. total 420 respondents from Dhaka and Rajshahi Universities were studied for this research.

Concept about Students' Unrest in Higher Education

The researcher has tried to study the general knowledge on students' Unrest of the respondents. Students were asked 'yes' 'no' questions whether they have idea or not about the concept of students unrest. The picture of the data has been given in the following table.

Table2 Percentage Distribution of the Respondents by Their Concept about Students' Unrest in Higher Education

Concept of Student unrest	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	Respondents	Percentage %
One kinds of out break of frustration among the students	195	85.53	120	76.93	315	82.031
Conflict among the students' organizations	33	14.47	36	23.07	69	17.968
Horral	00	00	00	00	00	00
Combustible activities	00	00	00	00	00	00
Total	228	100	156	100	384	100

The table shows that 85.53% students of Dhaka University and 76.93% students of Rajshahi University having the idea about the concept students' unrest under the study. Average 82.031% Students have the idea of students' unrest in both of the universities. Rests of them are not aware of the students' unrest idea.

The Main Causes of Students' Unrest in Higher Education of Bangladesh

There are many causes of students' unrest in the university level. The researcher has tried to find out the prime causes of students' unrest. Not that the some other causes have been less cared.¹³ Causes are identified prime and less important because to make recommendation and suggestion, it would be easy for the researcher. Moreover, some unseen causes of students' unrest which have been laid in the administrative activities are not come to the students easily.¹⁴ So, it would be better for the study to find out the prime causes of students' unrest so that students can give their answer easily of the questionnaire required.

Table3 Percentage Distribution of the Respondents by Their Comments on the Main Causes of Student Unrest in Higher Education of Bangladesh

Type of causes	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	Respondents	Percentage %
Session Jam	55	24.13	35	22.44	90	23.437
Students Politics	118	51.76	85	54.48	203	52.864
Teachers Politics	30	13.16	18	11.54	48	12.05
Residential Problem	10	04.38	10	06.41	20	05.208
Other Problems	15	06.57	08	05.13	23	05.989
Total	228	100	156	100	384	100

The table shows that 51.76% students of Dhaka University have commented as the prime cause of students Unrest is student politics as against 54.48% students of Rajshahi University respectively. Average 52.864% students both of the Universities considered the student politics as the prime cause of students' unrest under the study.

Comments on How Student Unrest Outbreak in Higher Education

The type of outburst of the students' unrest in both of the universities has been shown in the following table.

Table 4 Percentage Distribution of the Respondents by Their Comments on How Student Unrest Outbreak in Higher Education

Type of outburst of students' unrest	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	Respondents	Percentage %
Fortuitous Hortal	150	65.79	110	70.52	260	67.708
Breaking and Firing	20	08.78	12	07.69	32	08.333
Confining of office	25	10.96	15	09.62	40	10.416
Killing and biting	20	08.77	14	08.97	34	08.854
Others	13	05.70	05	03.20	18	04.687
Total	228	100	156	100	384	100

The table shows that 65.78% students of Dhaka and 70.52% students of Rajshahi University consider the Fortuitous Hortal is the main issues of occurring students' unrest in the Universities in our country. Average 67.708% students of both of the universities consider the main issues of occurring students' unrest in the Universities in our country.

Victimized Groups of students' Unrest

The groups which are victimized more are identified in the study. It has been given in the following table.

Table 5 Percentage Distributions of the Respondents by Their Comments about Victimized Groups of Student Unrest

Victimized group	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	Respondents	Percentage %
Student	115	50.44	95	60.89	210	54.687
Teacher	00	00	05	03.20	05	01.302
Guardian	98	42.98	50	32.06	148	38.541
General people	15	06.58	06	03.85	19	04.947
Total	228	100	156	100	384	100

The table shows that 50.44% students answered that they are victimizing of students' unrest in the Dhaka University. And 42.98% guardians are also

victimizing. As against, 60.89% and 32.06% students and guardians are victimizing in the Rajshahi University respectively. Average 54.687% students and 38.541% guardians are victimizing by students' unrest from both of the universities.

Infrastructure and Students Unrest

Respondents were asked 'Yes'/'No' questions on whether insufficient infrastructures of the universities are responsible or not for students' unrest. Their comments have been given in the following table.

Table 6 Percentage Distribution of the Respondents by Their Answer on Infrastructure

Type of Question	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	No. of Respondents	Percentage %
Yes	110	48.25	90	57.69	200	52.083
No	118	51.75	66	42.31	184	47.917
Total	228	100	156	100	384	100

The table shows that 48.25% respondents of Dhaka University and 57.69% respondents of Rajshahi University given their answers 'Yes' in the context of responsibility of insufficient infrastructure to create students' unrest. Average 52.083% respondents have given 'Yes' answers against insufficient infrastructure in creating students' unrest. The following table has focused the infrastructural conditions of both the university under the study.

Table 7 Percentage Distribution of the Respondents on Existing Infrastructure

Infrastructural facilities	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	Respondents	Percentage %
Satisfactory	145	63.59	112	71.79	257	66.927
Unsatisfactory	15	06.57	12	07.69	27	07.031
Sufficient	38	16.66	22	14.10	60	15.625
Dilapidated	30	19.23	10	06.41	40	10.416
Total	228	100	156	100	384	100

The table shows 63.59% students of Dhaka University told that infrastructural facilities are sufficient as against 71.79% of Rajshahi University respectively. 19.23% students of Dhaka University told the facilities as dilapidated as against 06.41% of Rajshahi University respectively. Average 66.927% considered the facilities as satisfactory.

Opinion of the Respondents about Departmental Session Jam

For the negligence and some limitations of the university authorities, they can not take yearly examinations in time.¹⁵ It is now a days a common scene in almost of the universities. For this reason, students have to suffer for session jam. They drop their valuable time in life. Comments of the

respondents on session jam in general of the university have been given in the following table.

Table 8 Departmental Session Jam

Type of Question	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	No. of Respondents	Percentage %
Yes	30	13.15	18	11.53	48	12.5
No	198	86.85	138	88.47	336	87.5
Total	228	100	156	100	384	100

The table shows that 13.15% respondents of Dhaka University and 11.53% respondents of Rajshahi University given their answers 'Yes' in the context of responsibility of session jam to create students' unrest. Average 12.5% respondents have given 'Yes' answers against session jam in creating students' unrest. The following table has focused the conditions of both the university under the study.

The following table has focused the causes of session jam in both of the university under the study.

Table 9 Distributions of the Respondents by Their Comments about the Causes of Session Jam

Causes of Session Jam	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	Respondents	Percentage %
Students' conflict	24	10.53	18	11.53	42	10.937
Unexpected Closers	20	08.77	14	08.97	34	08.854
Delay of result	30	13.16	24	15.38	54	14.062
Political insistence	90	39.47	63	40.38	153	39.843
Teachers' politics	12	05.26	09	05.76	21	05.468
Effect of national politics	15	06.57	08	05.12	23	05.989
Negligence o teacher	25	10.97	15	06.57	40	10.416
Unwillingness of the students in attending in the examination	12	05.27	05	05.76	17	04.427
Total	228	100	156	100	384	100

The table shows that 39.47% students of Dhaka University and 40.38% students of Rajshahi University have told the causes of students' Unrest is political insistence. Average 39.843% students told on the same parameters.

Opinion of the Respondents about Transportation

Sometimes students have to face extreme problem for bus transportation. University can not provide the students required transport facility.¹⁶ They get on the bus huddled situation which creates unrest among the students. It rises for inadequate buses. So, the researcher has looked the transportation problem into account for the study. The following table has paid attention about the opinion of the respondents regarding transport facility.

Table 10 Opinion about Transport Facilities under the Study

Type of Question	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	No. of Respondents	Percentage %
Yes	08	03.51	04	02.56	12	03.125
No	220	96.49	152	97.44	372	96.875
Total	228	100	156	100	384	100

The table shows that 03.51% respondents of Dhaka University and 02.56% respondents of Rajshahi University have told about having limitations and problems in transportation under the study. Average 3.125% respondents told the same. The type of problems stated by the respondents has been given in the following table.

Table 11 Percentage Distribution of the Respondents by Their Opinion about Transport Facilities

Type of Problems of transport	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	Respondents	Percentage %
Inadequate Buses	150	65.78	110	70.52	260	67.708
The use of buses by other non-students and unknown persons	50	21.92	25	16.03	75	19.531
The whimsicalness of the Bus laborer	25	10.96	16	10.25	41	10.677
Others	03	01.31	05	03.20	08	02.083
Total	228	100	156	100	384	100

65.78% respondents of Dhaka University answered that the transport facility was inadequate as against 70.52% respondents of Rajshahi University respectively. Average 67.708% respondents told the same problem. So, the data proves that transport problem in both of the Universities are acutely existing.

Opinion of the Respondents about Getting Seats

Students have to face series of problems existed in years. The main causes of getting seats in the halls have been elicited from the victimized student of both of the universities.

Table12 Opinion of the Respondents about Getting Seats

Type of Question	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	No. of Respondents	Percentage %
Yes	70	82.35	72	75.78	142	78.88
No	15	17.65	23	24.22	38	21.12
Total	85	100	95	100	180	100

The table shows that 82.35% respondents of Dhaka University and 75.78% respondents of Rajshahi University have told about facing problem in getting seats in the hall under the study. Average 78.88% respondents told the same.

The causes which selected students observed of getting seats in the halls are given in the following tables.

Table13 Percentage Distribution of the Respondents by Their Opinion on Getting Seats in the Halls

Type of Problems of Getting seats	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	Respondents	Percentage %
Inadequate seats	124	54.39	85	54.49	209	54.427
Corruption to distribute seats	44	19.29	25	16.02	69	17.968
Illicit mastery of the political students' organizations	60	26.32	40	25.65	100	26.041
Others	00	00	06	03.84	06	01.562
Total	228	100	156	100	384	100

The table shows that 54.39% respondents of Dhaka University and 54.49% respondents of Rajshahi University have incriminated inadequate seats is the main cause of problem of getting seats in the hall. Average 54.427% respondents told the same problem.

Type of Meals in Dining of the Hall

In every University hall, there is a meal system providing by the dining system. The dining handlers are not associated with the university activities.¹⁷ They are quite out comer. So, they always try to extort money from the students supplying less standard foods. As a result, sometimes student unrest breaks out.

Table14 Opinion of the Respondents about Having Dining Problem

Type of Question	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	No. of Respondents	Percentage %
Yes	80	94.12	92	96.85	172	95.55
No	05	05.88	03	03.15	08	04.45
Total	85	100	95	100	180	100

The table shows that 94.12% respondents of Dhaka University and 96.85% respondents of Rajshahi University have told about dining problem in halls under the study. Average 95.55% told the same answer.

The standard of food has been given in the following table.

Table15 Percentage Distribution of the Respondents on the Standard of Food in the Dining of Halls

Standard of Food	Dhaka University		Rajshahi University		Total	
	No. of Respondent	Percentage	No. of Respondent	Percentage	Respondent	Percentage
Very good	00	00%	00	00%	00	00%
Good	00	00%	00	00%	00	00%
Low quality	85	100%	95	100%	180	100%
Total	85	100	95	100	180	100

The table shows that 100% respondents of Dhaka University and 100% respondents of Rajshahi University stated that the standard of food is low quality in the halls. So, it causes the students' unrest in the university.

Opinion of the Respondents about Cultural Activities

Culture is that what we are and what we have.¹⁸ We have our culture which leads our whole life and generations. But for the cultural legislation, our generation has gone to pit. The foreign channels i.e. other destructive channels show the unexpected movies and fanatic activities which perishes our generations.¹⁹ They sometimes train themselves those activities. Now our culture is mixed with foreign corrupted culture and there is no any action against such activities. For the cultural legislation, Students can not enjoy their life in balance. They can not enjoy sane culture not only in university but also in every sphere of life.

Table16 Opinions of the Respondents about Having Limitations in Cultural Activities

Type of Question	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	No. of Respondents	Percentage %
Yes	200	87.72	130	83.34	330	85.94
No	28	12.28	26	16.66	54	14.06
Total	228	100	156	100	384	100

The table shows that 87.72% respondents of Dhaka University and 83.74% respondents of Rajshahi University have told about having limitations in cultural activities in both of the university under the study. Average 85.94% respondents told the same answer.

The type of the limitations of cultural activities has been given in the following table.

Table 17 Percentage Distributions of the Respondents by Their Opinion on Limitations of Cultural Activities

Type of problem	Dhaka University		Rajshahi University		Total	
	No. of Respondent	Percentage	No. of Respondent	Percentage	Respondent	Percentage
Lack of sane cultural organization	120	52.64	90	57.69	210	54.687
Practice of politics in lieu of culture	30	13.16	22	14.10	52	13.54
Lack of administrative interest	26	11.40	14	08.98	40	10.416
Limitation of cultural auditorium	42	18.42	25	16.02	67	17.447
Others	10	04.38	05	03.21	15	03.906
Total	228	100	156	100	384	100

The table shows that there no favorable cultural environment in both of the universities. There students practise politics in stead of cultural activities in most cases. There in no leading cultural organization who can lead learners to practise their own culture. Moreover, there is a lack of auditorium in both of the universities. All cultural activities are held in one auditorium. It may not be expected. 52.64% respondents of Dhaka University and 57.69% respondents of Rajshahi University have incriminated the lack of sane cultural organization is a great problem in cultural area. Average 54.687% students told the same answer. Moreover, there are some other limitations like, sane cultural organization, practice of politics in lieu of culture, lack of administrative interest and limitation of cultural auditorium under the study.

Opinions of the Teachers on the Causes and Effects of Student Unrest

Teachers are the architect of a nation. They are also philosopher.²⁰ They can change the society by their teaching. So, the researcher has looked teachers into account to explore the real causes so that it may be easy to give recommendation to remove student unrest from the universities. The study has 20 teachers of Dhaka University and 16 teachers of Rajshahi University as the samples. They were also interviewed to understand the theme of the research questions. The thoughts of the teachers have been given in various aspects. Their thoughts about the causes and effects of students' unrest

have also been viewed. These are given below. The following table shows the percentage distribution of the teachers on the causes of student unrest.

Table 18 Percentage Distributions of the Respondents on the Causes of Students' Unrest in Higher Education Level

Type of causes	Dhaka University		Rajshahi University		Total	
	No. of Respondent	Percentage	No. of Respondent	Percentage	Respondent	Percentage
Session Jam	05	25	04	25	09	25
Students Politics	08	40	06	37.5	14	38.888
Teachers Politics	05	25	04	25	09	25
Political Instability	02	10	02	12.5	04	11.111
Total	20	100	16	100	36	100

The table shows that 40% teachers of Dhaka University have commented as the prime cause of students Unrest is student politics as against 37.5% teachers of Rajshahi University respectively. Average 38.888% teachers both of the Universities considered the student politics as the prime cause of students' unrest under the study

Opinions of the Teachers in Respect of Infrastructural Facilities

Every teacher was asked 'Yes' 'No' questions in regards of elicit information on infrastructural facilities in both of the Universities. The answers are assessed in the following tables.

Table 19 Infrastructural Facilities

Type of Infrastructure	Dhaka University		Rajshahi University		Total	
	No. of Respondent	Percentage	No. of Respondent	Percentage	Respondent	Percentage
Satisfactory	18	90	12	75	30	83.333
Unsatisfactory	02	10	04	25	06	16.666
Dilapidated	00	00	00	00	00	00
Other	0	00	00	00	00	00
Total	20	100	16	100	36	100

The table shows that 90% teachers of Dhaka University answered 'Yes' to the satisfactory level as against 75% of the Rajshahi University under the study. Average 83.333% told that the infrastructures are satisfactory.

Opinions of the Teachers on Session Jam

Teachers were interviewed to know their opinions on the departmental session jam. The answers are given in the following table.

Table120 Opinions of the Teachers on the Departmental Session Jam

Type of Question	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	No. of Respondents	Percentage %
Yes	04	20	05	31.25	09	25
No	16	80	11	68.75	27	75
Total	20	100	16	100	36	100

The table shows that 80% respondents of Dhaka University and 68.75% respondents of Rajshahi University told that there is no session jams in their department whereas only 20% respondents of Dhaka University and 09% respondents of Rajshahi University told that there is namely session jot in their department. Average 25% respondents told the same answer of having departmental session jam whereas 75% told having no departmental session jam.

Table121 Causes of Session Jam

Causes of session Jam	Dhaka University		Rajshahi University		Total	
	No. of Respondents	Percentage %	No. of Respondents	Percentage %	Respondents	Percentage %
Student conflict and unexpected closers	02	10	00	00	02	05.58
Delaying to flush result	04	20	02	12.5	06	16.67
Negligence of teacher and involvement in outer activities	10	50	08	50	18	50
Effect of national politics	00	00	02	12.5	02	05.56
Teacher politics	02	10	02	12.5	04	11.12
Imbalanced syllabus	00	00	02	12.5	02	05.56
Negligence of the students to attend examinations timely	02	10	00	00	02	05.56
Total	20	100	16	100	36	100

The table shows that 50% respondents of Dhaka University and 50% respondents of Rajshahi University told that the major causes of session jams in their department is the negligence of teacher and involvement in outer activities. Average 50% respondents told the same answer on the causes of session jam.

Main Effect on National Politics

The main effect on politics creates by students unrest has been shown in the following table.

Table122 Effects on National Politics

Types of Effect	Dhaka University		Rajshahi University		Total	
	No. of Respondent	Percentage	No. of Respondent	Percentage	Respondent	Percentage
Political Conflict	10	50	09	56.25	19	52.777
Decreasing the confidence of people on politics	04	20	03	18.75	07	19.444
Undo the creative leadership	02	10	02	12.5	04	11.111
Political instability	04	20	02	12.5	06	16.666
Others	00	00	00	00	00	00
Total	20	100	16	100	36	100

The table shows that 50% teachers of Dhaka University answered that the main effect falls on national politics as against 56.25% of the Rajshahi University under the study. Average 52.777% told the same answers. They also accused of other parameters created by students' unrest.

Effect on Society

The study has found some social effects created by student unrest. The following table shows the teachers comments on the respective issue.

Table123 Effects on Society of the Student Unrest

Types of Effect	Dhaka University		Rajshahi University		Total	
	No. of Respondent	Percentage	No. of Respondent	Percentage	Respondent	Percentage
Creating social conflict	10	50	08	50	18	50
Decreasing confidence of people on higher education	05	25	04	25	09	25
Creating terrorists	03	15	02	12.5	05	13.888
Increasing eve teasing	02	10	02	12.5	04	11.111
Increasing killing	00	00	00	00	00	00
Increasing hijacker	20	100	16	100	36	100

The table shows that 50% teachers of Dhaka and Rajshahi University answered that there is a negative effects of students' unrest on the society. Average 50% teachers told the same reply. They also accused of other parameters like; decreasing confidence of people on higher education, creating terrorists and increasing eve teasing created by students' unrest.

Economic Effects

The comments of the teachers in the context of economic effect of students' unrest has been shown in the following table

Table 24 Economic Effects of Student Unrest

Types of Effect	Dhaka University		Rajshahi University		Total	
	No. of Respondent	Percentage	No. of Respondent	Percentage	Respondent	Percentage
Economic Slow down	12	60	10	62.5	22	61.111
Shortage of Budget of university	04	20	03	18.75	07	19.444
Extended educational expenses	00	00	02	12.5	02	5.555
Loss of national resources	04	20	01	06.25	05	31.25
Others	00	00	00		00	
Total	228	100	156	100	384	100

The table shows that 60% teachers of Dhaka University and 62.5% teachers Rajshahi University answered that there is a negative effects of students' unrest on the economy. Average 61.111% teachers told the same reply. They also accused of other parameters like; shortage of Budget of university, extended educational expenses and loss of national resources created by students' unrest.

Opinions of the Teachers on the Effects of Students' Unrest in Higher Education

Opinions of the teachers on the effects of students' unrest in various aspects has been shown in the following table

Table 25 Effects on Higher Education Level

Types of effects	Dhaka University		Rajshahi University		Total	
	No. of Respondent	Percentage	No. of Respondent	Percentage	Respondent	Percentage
Losing the standard of higher education	12	60	10	62.5	22	61.111
Creating session jam	05	25	04	25	09	25
Wasting valuable time	03	15	02	12.5	05	13.888
Total	20	100	16	100	36	100

The table shows that 60% respondents of Dhaka University and 62.5% respondents of Rajshahi University have implicated the loss of standard of higher education is the main effect of students' unrest. It has also effect on session jot and wasting valuable time. Average 61.111% respondents held up the loss of standard of higher education created by students' unrest under the study.

Findings of the Study

Detail findings of the study may have been found in the different issues: However, firstly the paper deals with the introductory discussion including background of higher education, objectives, rationale and Methodology of the study. Secondly, the paper deals with the nature and type of the students' unrest in Bangladesh including some causes and effect of students' unrest on higher education. There have been found many causes of students' unrest in higher education level. Thirdly, the paper deals with the Socio-economic Impact of the Students' Unrest on family and society. It has been observed that there have some negative impacts of students' unrest on family and society. As a result of students' unrest family of the guardians keep them always in anxiety, frustration and other mental weakness. They do not know whether their sons/daughters will complete their education or not or whether their sons/daughters will alive up to the completion of their learning. So, students' unrest always keeps the guardians in mental torture. Society also suffers for students' unrest. The impact of students' unrest affects the whole society by giving the negative out look to the people. In some cases it has been found that they have a negative attitude towards higher education. They do not like to send their son/daughter to the higher educational institutions. So, it may be comment that students' unrest creates social problem in our country. Without removing or controlling students' unrest from the higher education institutions, it would not be possible to bring expected higher education atmosphere in any country. Lastly, the paper deals with the concluding discussion including some essential recommendations and conclusion.

Recommendations

Recommendations to various levels have been given below.

Recommendations for Teachers

1. Teachers need to put in more time monitoring their students' performance, with regular use of 'tests' and assignments. They should also strive to foster their students 'humanity'. They should also act as the 'mentor' of their students.
2. They should not involve their students' in political interest
3. They should remember that they are the maker of nation. So, to make an educated and prosperous nation, they avoid all corruptions and perform their duties sincerely.

4. Teachers should be punctual in their duties and at the same time they should arrange oriental meeting, seminar or such they need to make aware of their students about study and about the future plan of life.
5. Every teacher should be sincere to help the departmental chairman so that examination could be taken in time and all works could be done for departmental interest.
6. Teachers should take regular class and examination timely so that students may not suffer for session jot.

Recommendations for students

Students are the future leaders of nation. A higher educated nation can bring prosperity for the nation. So, students should achieve higher education for their own and nation's interest. Following recommendations are given for the students of higher education.

1. Students should be attentive to their study so that they can reach in their targeted goal.
2. They should not involve them in politics before completing their formal education.
3. They may be involving them in some social activities with their good companions and at the same time they should avoid bad companions.
4. They should now and then try to join cultural activities which may give them refreshment to their monotony.
5. Students should always be competitive to achieve good result. So, they should be punctual in library working regularly.

Recommendations for student guardians

1. Guardians should be alert to their sons/daughters what they are doing in the hall or mess. How they spend their money and whether they sometimes do otherwise activities.
2. Sometimes they can check the study curricular. They also can take a test on various courses. Guardians should always be attentive to their sons/daughters out look, mode of work and attitude and daily moving tendency.
3. Guardians should take an account they provide money for their sons/daughters. They should make aware their sons/daughters about the hardship and future plan of life now and then

Recommendations for Higher Education Institutions

1. Higher education institutions could keep their students busy with study and other social activities by implementing the following suggestions

2. Higher education institutions need to ensure sufficient educational facilities. They should establish a number of different clubs for science, arts, social science, debate, sport and culture. Every student should be a member of at least one club in accordance with his/her particular interest. These clubs should be led jointly by teachers and students. The leading positions in these clubs would be occupied by competent and interested people on a roster basis. There would be no permanent leader positions in the clubs.
3. For students not making satisfactory progress extra support would be provided.
4. Higher education institutions need to introduce not only examination to judge students' academic performance, but also competitive occasions to judge their performance in terms of social activities i.e. sports, music, debate and general knowledge. These measures would be foster social identity in students and as a result, they would not turn to politics to find a social identity.
5. Higher education institutions need to introduce knock-out rules so that students who were not sincere, committed or able would not be permitted to stay in higher education institutions without achieving satisfactory progress.
6. Higher education institutions also need to build auditoriums which would have free entrance of all classes of students and where they could enjoy cultural function without hesitation.
7. All higher education institutions should try to remove session jot any how, increase seats, transport facilities and other educational facilities for the students.
8. Sufficient recreational facilities should be provided.

Recommendations for Government

Following recommendations have been made for our government

1. Government should sanction sufficient funds for building required halls in the higher level of educational institutions.
2. Govt. should provide sufficient transport facilities for higher education institutions.
3. Govt. should take necessary steps to stop teachers and students politics.
4. All political activities should be banned in the higher education level by making law and enforcing it strongly.
5. Accountability should be established so that every teacher, student and authority must be liable for their any offence.
6. To reduce session jot, govt. should be sincere.

Conclusion

The final comment is that to address the existing problems, Bangladesh urgently needs a united strong political commitment; otherwise there is no hope of achieving an appropriate higher education atmosphere. We have to remember that the students who died as a result of the fighting caused by student unrest or politics are our own sons/daughters or brothers/sisters. And they are our asset. Therefore, every professional member of society should be committed to help building the best prospects for our students. Moreover, everybody needs to bear in mind that self-development can not be authentic development until Bangladesh is no longer a developing, but a developed country. Furthermore, a situation of unrest knows no laws, so students' unrest is a treat to anybody's life, even that of the political leaders or their children. Especially, students' unrest in higher education has a dangerous effect on society and life. So, it needs to explore its remedy. The researcher tried to recommend to the fact. It may be hoped that by enforcing the recommendations, students' unrest may be removed from the higher educational institutions and higher education environment would be achieved.

Notes and References

1. Karim, S.A. 2005. *Sheikh Mujibur: Triumph and Tragedy*. The University Press Limited, Dhaka.
2. Monem, Mobasser. 2007. 'Crisis of Democracy: The Nexus between Money, Crime and politics in Bangladesh'. Paper for 'Regional Networking – a Chance for Science and Scholarship' Colloquium for Humboldt Fellows and Awardees in Thailand.
3. Parry, Jonathan. 2000. 'The crisis of corruption' and the 'idea of India': a worm's eye view. In Pardo, Italo ed. *The Morals of Legitimacy: Between Agency and System*. Berghahn Books, Oxford.
4. Rahman, A.T. Rafiqur. 2006. *Bangladesh in the Mirror: An Outsider Perceptive on a Struggling Democracy*. The University Press Limited, Dhaka.
5. Wilkinson, Steven I. 2005. *Votes and Violence: Electoral Competition and Communal Riots in India*. Cambridge University Press, Delhi.
6. *Daily Star* 2007 'Judicial Probe into DU Violence' 16 November
7. Bangladesh University Grants Commission (2006), Strategic Plan for Higher Education in Bangladesh: 2006-2026, Dhaka.
8. Bangladesh University Grants Commission (2004), Annual Report-2005
9. Bangladesh University Grants Commission (2004), Annual Report-2004
10. Donald Ekong, '1 from the UNESCO Regional Consultation on Higher Education- A Concept Paper, 2003.
11. Hafiz GA Siddiqi (2005), 'Quality Assurance in Conventional Private Universities of Bangladesh: Problems and Prospects', Social Science Review, Dhaka.
12. Mahfuzul Huq (2003), 'Financing Higher Education in the Public Universities of Bangladesh'.
13. 'The Present Scenario' a paper presented at a seminar in September 2003 in Dhaka organised by the Bangladesh University Grants Commission.
14. Ministry of Education, Government of Bangladesh, National Education Policy-2000.
15. Monjur Morshed Mahmud (2002), 'Quality Assurance in Public Universities of Bangladesh-An Overview' A paper presented in a seminar on 'Quality Assurance in Higher Education in Bangladesh' organized by UGC and held in Dhaka in July 2002.
16. Taherul Islam (2002), An Analysis of Public Recurring Expenditure of Higher Education in Bangladesh. (A Mimeograph), Bangladesh University Grants Commission.
17. Zillur R Siddiqui, Vision and Revisions: Higher Education in Bangladesh-1974-1992, Dhaka, University Press Limited, 1997.
18. *Bangladesh Education sector Review Volumes 1 and II*, the World Bank and the University Press Limited (2002).
19. *Education Administration and Management of Bangladesh*, Open University, Bangladesh.
20. The Daily Janakontho, 04.02.2006