

CHAPTER VFINDINGS AND IMPLICATIONS OF THE STUDYPAGE No

5.1 FINDINGS OF THE STUDY	179
5.1.1 STUDENT UNREST ACTIVITIES	179
5.1.2 REASONS FOR UNREST AMONG THE UNIVERSITY STUDENTS	179
5.1.3 STUDENTS' ACADEMIC EXPECTATIONS FROM THE UNIVERSITY	181
5.1.4 STUDENTS' GENERAL EXPECTATIONS FROM THE UNIVERSITY	182
5.1.5 THE UNIVERSITY CAMPUS CLIMATE	182
5.1.6 WELFARE ACTIVITIES FOR THE STUDENTS	183
5.2 IMPLICATIONS OF THE STUDY	186
5.2.1 ADMINISTRATIVE IMPLICATIONS	186
5.2.2 EDUCATIONAL IMPLICATIONS	189
5.2.3 STUDENTS' WELFARE - ORIENTED IMPLICATIONS	190

CHAPTER V

FINDINGS AND IMPLICATIONS OF THE STUDY

This chapter is devoted to presenting the findings and implications of the study, for the proper planning and initiation of suitable actions at the university stage, for minimizing the unrest from their campus. The findings are given section - wise, according to the questionnaire of this study.

5.1 FINDINGS OF THE STUDY

5.1.1 STUDENT UNREST ACTIVITIES

1. A majority of the students, i.e., 65.092 percent, are interested in solving their problems with the help of negotiable activities in the form of systematic representation and peaceful negotiation.
2. 29.536 percent of the respondents believe in solving their problems through action - oriented activities, e.g., taking out processions, shouting slogans, demonstrations against the authorities, strikes and hunger strikes.
3. 15.068 percent of the respondents believe in solving their problems through destructive types of activities, e.g., harassment of teachers and administrators in the form of abuse, beating and gheraos, organizing bandhs, taking out donkey processions, destruction of university, private and public property, etc.

5.1.2 REASONS FOR UNREST AMONG THE UNIVERSITY STUDENTS

1. 47.886 percent of the total respondents feel that,

sometimes, due to one of the several reasons, i.e., disinterest in studies, admission problem, overburdened with syllabus in examinations, poor results, interest in politics, etc., students themselves are responsible for creating unrest in their respective campuses.

2. 37.822 percent respondents feel that, sometimes, teachers give cause for unrest in the campus by ignoring the students and losing their temper when students go to them for guidance. Besides, teachers show favouritism in examinations, encourage students to take revenge on the authorities, are not competent enough in their subject, etc.

3. 48.068 percent of the respondents feel that the university does not give them proper library, recreation, cafeteria, common - room, classroom and transport facilities.

4. 48.758 percent of the respondents feel that proper vocational guidance is not given to them for selection of courses, administrators are not available during periods of unrest, favouritism and partialities are done during the allotment of gold medals and scholastics, there is increase in tuition and examination fees, and there is harassment of university students by the police.

5. 45.534 percent of the respondents feel that, in different roles and means, the general public of the society, i.e., family, parents, political leaders, social leaders, etc., encourage student unrest.

5.1.3 STUDENTS' ACADEMIC EXPECTATIONS FROM THE UNIVERSITY

In general, all the respondents have joined the university course for procuring a degree and a job, and 86.2 percent respondents have joined the university for the sake of social status. 90.4 percent of the respondents had no difficulty during the time of admissions, and 86 percent of them got admission to the course of their choice. 85.6 percent respondents feel that admissions should be granted purely on the basis of merit. 87 percent of the respondents are interested in the subject they have taken up for study. 47.2 percent respondents have taken part in orientation lectures, and have found them quite satisfying. 86 percent of the respondents are satisfied with their present timetable, and 85.8 percent of them attend classes regularly. 62 percent of the respondents follow the lectures, and 53 percent are satisfied with the teaching methods of their teachers. 76.41 percent of the teachers give notes, 61 percent of the respondents expect notes from their teachers, and 91.8 percent prepare their notes themselves. 100 percent of the respondents feel that teachers and students should have healthy relations with each other. 43.8 percent of the teachers take an interest in extra-curricular activities organized by the authorities, but all 100 percent respondents feel that their teachers should participate in extra-curricular activities. 67.8 percent respondents attend private tuition classes according to their subjects. Though there is both theory and practical

work in the institutions, 37.8 percent respondents want more facilities for theory work, while 55.2 percent want more of practicals. About the examination system, 74.6 percent students are in favour of the semester system, while 25.4 percent are in favour of the annual system. 85.4 percent of them are satisfied with their annual results, which, they feel, are in direct proportion to their performance.

5.1.4 STUDENTS' GENERAL EXPECTATIONS FROM THE UNIVERSITY

1. In this section, some of the general expectations of students, which are related to academic, extra-curricular, sports, cultural, and social, were put before the respondents. Majority of the respondents gave a 100 percent positive response to these questions.

5.1.5 THE UNIVERSITY CAMPUS CLIMATE

1. ~~87.016~~ 87.016 percent respondents are agreed in different form, i.e., fully agree, greatly agree, considerably agree and slightly agree that students play a positive role in improving the campus climate of the concerned institution.

2. ~~87.604~~ 87.604 percent of the respondents are agreed in different forms, i.e., fully agree, greatly agree, considerably agree and slightly agree that the teachers try to create a healthy campus climate.

3. ~~88.692~~ 88.692 percent of the respondents feel in different forms, i.e., fully agree, greatly agree, considerably agree and slightly agree that the university authorities are instrumental in keeping the campus climate healthy.

5.1.6 WELFARE ACTIVITIES FOR THE STUDENTS :

The following is the interpretation of collected data which fulfill the objectives related to title of the present study.

In this section, question number 1 to 5 are related to students union. Regarding the requirement of the student union elections in the University campus, 81.8 percent of them replied in the positive as a part of the system of democracy. The next question was related to taking part in the elections, either directly or indirectly of the total sample 49.0 percent of them answered in affirmative. The next question was whether any of them had ever taken part in any election. Only 1.0 percent of the total sample replied that they had contested for the various posts offered in the union elections i.e. U.P., S.O., F.P., F.R., F.S.S. Question related to their participation in extra-curricular activities comes to 71 percent, educational tour - 38.6 percent, Debate and Essay competitions 48.6 percent, Youth festival 71.8%, Funfair 58.8% percent, Sports activities, 54 percent given their possible response in general. About participation in blood donation camps result comes to 38.6 percent and for A.C.C - 42 percent, U.S.S 37.4 percent and A.C.C 43.8 percent comes in general. Regarding participation in workshop programme result comes to 17.8 percent in general. About their attendances and participation in guest lectures and seminars, result comes to 54.2 percent and 14 percent in general. Satisfaction with the food and food bill, from the total hostelite respondents 10 percent of them are happy with it. About the facilities of common room in hostel and college 66.6 percent

of respondents says that they are within faculty. Out of total sample 13 percent of them are members in other student organization rather than university union, and 32.6 percent of respondents are also members in different outside political parties. For their participation in youth exchange programmes 60.9 percent of respondents have given positive answer, 56.6 percent of respondents are having hobby, of pen - friendship, 16.4 percent respondents are interested to take a part in different Indian festivals. Even 24 percent of respondents have participated in garba/drama competition organized by university/outside groups. About the organization of films and TV programmes 31.4 percent respondents says they are having these programmes in their college.

An ideal university is one which caters to the mental, physical, moral and spiritual needs of the students. The university and those who comprise it should serve as an inspiration to the student. This concept of the ideal university, however, is nowhere near materializing and it is thus that we find a major segment of the student community unhappy with the treatment that the university meter out to them. To describe student welfare in its broader concept would mean to include activities like the formation of student unions, elections, health services, cultural activities, etc.

A majority of students are in favour of student union because they visualize them as a link that would serve to bridge the yawning gap that exists between the student community and their university superiors.

Elections too, are viewed favourably by the student

community, is a mode of exercising their democratic rights and of

Page : 10

keeping alive the legacy of Democracy that has been the hallmark of Independent India.

Students are of the opinion that the university health centres should be better equipped to cater to the needs of the students.

Cultural activities like youth exchange programmes, seminars, workshops, various competitions, the NCC and the NSS, blood donation camps etc., are also much in demand.

The universities however, fail miserably in the fulfillment of the students' aspirations in either of these respects. The student unions and election committees have been reduced to the status of mere pawns in the game of power that the politicians of the country so invariably indulge in. University elections are thus, now looked upon as stepping stones to a career in politics rather than a healthy university activity. Health centres and cultural organisations are equally lacking in both enthusiasm and means.

5.2 IMPLICATIONS OF THE STUDY

The problem of unrest in the university campus has drawn the attention of the government, educationists, psychologists, politicians and parents. Out of that, so many suggestions have been made by different committees from time to time to meet this problem of unrest. All of them have seen this problem from their disciplinarian way, and their suggestions to check the students vary. It is very difficult to integrate their suggestions. There are a number of suggestions for remedial measures to check agitations, particularly those which are institution oriented. The findings of the present study throws light on the following implications. These implications are entitled under three groups :

5.2.1 ADMINISTRATIVE IMPLICATIONS

1. Student should be admitted to the university and admission to the university and colleges, and it should be made strictly with reference to qualifications and merit making. However, a small allowance in the matter of minimum qualifications in favour of students in scheduled castes and those from rural areas.
2. No college should ordinarily be allowed to have more than the capacity, so that the community of students and teachers will be a manageable unit and opportunities for organized community life can be developed.
3. Before affiliation to institutions, certain physical

standards about numbers, library, laboratory, classrooms, common room, cafeteria, auditorium, accommodation, community centres equipped with adequate toilet and bath facilities, co-operative store, and adequate transport facilities for students coming from distant places, through a local transport body or a college owned bus service, etc., should be insisted upon, and institutions should be given sufficient grants for the same. 4. There should be a very careful selection of teachers. In addition to their academic qualifications, it is necessary to see that the men and women recruited to the profession are persons of the highest integrity and of such character. For this purpose, apart from reasonable satisfaction being secured even at the time of recruitment of a teacher, in regard to personality, integrity of character, and the capacity to hold the attention of the class, the period of probation should be utilized to assess these qualities more reliably and satisfactorily, before the teacher is confirmed. It goes with the saying that the administrative authorities in charge of institutions and universities should also be of the right type, interested in demanding and utilizing these qualifications in teachers.

5. Generally, large majority of the students are passive and well behaved, and do not like disturbing the atmosphere and the working of the institution. It is only a minority of the students who are responsible for undisciplined behaviour, and our attention should be concentrated on

finding out why they go astray. Every effort should be made to remove the causes of discontent among the students. Even in the case of mass indiscipline, unless the cause espoused by the students is unjust, every effort should be made by the teachers and authorities, to deal with them with sympathy and understanding.

6. It should be a strictly honoured code among our public men not to allow any corrupting influence from outside to enter into the universities and colleges. University authorities should not grant any official recognition to any political groups formed in the university. When law is broken, the offender should be dealt with firmness tempered by justice. Also, steps should be taken to prevent outside political parties from interfering in the internal affairs of the university, if the convention of non - interference cannot be developed.

8. Every institution should ensure some arrangement for work, and be prompt in redressal of legitimate grievances. Certain magisterial powers should be given to the vice chancellors, to deal with disturbances. Proctoral functions should be developed in the university in a more systematic way.

9. There should be increasing participation of students in the business of decision - making and programmes in which they are involved, so as to avoid the feeling among them that they are not full members of the university. Community experiments undertaken by universities in other countries to associate students in a representative capacity with

university bodies, have shown encouraging results, and may be tried in universities in India too.

Among the most obnoxious and perplexing problems, the students pin-pointed mainly two, viz., academic inadequacy and failure of welfare programmes. Regarding the first problem, some of the educational implications are given below.

5.2.2 EDUCATIONAL IMPLICATIONS

According to the data collected regarding the provisions and needs of the students, academic expectations alongwith the admission forms, so as to organize educational facilities on proper lines.

1. Guidance and counseling programmes should be an integral part of the educational facilities provided in an institution of higher education.
2. Scholastic and aptitude tests should be administered while counseling students for a particular course of study, so that they can adjust to university life in a better way.
3. Special help and facilities should be provided for the weaker and underprivileged sections of the community, whether they are first generation learners or not. This should be identified on the basis of information collected from the admission form.
4. There should be continuous evaluation of the facilities provided to the students, to find out to what extent they equip the student community to contribute more effectively towards national development. This evaluation should also

include the opinion of the students themselves.

5. The present evaluation procedure and teaching methods should be improved and revitalized so as to ensure more involvement and reduce stress and strain. In due course, external final examination should be replaced by internals, continuous assessment throughout the course. Teaching and evaluation should not be separated in different hands. The examining function is a part of the wider function of teaching. Even the teaching parties should be over handed with more emphasis on seminars, group discussions, and independent studies. So as to secure more involvement of students, there should be more flexibility in the courses offered, and marked reduction of formal instruction. There should also be a co-ordination between departments in teaching same or similar courses by different teachers. Such a new system of evaluation would be more economical, and at the same time, more effective and efficient. Trust in teachers would eventually improve the situation and raise the standard, with no scope for undue misapprehension and reserve about teachers for shirking work or malpractices.

5.2.3 IMPLICATIONS FOR STUDENT WELFARE

A major weakness of the existing system of education is the failure to provide adequately for student welfare. This is an aspect of higher education that needs to be improved on a priority basis, because it is not merely a welfare activity, but constitutes an integral part of education. The following are some of the important

implications made from the present study.

1. The vice - chancellor or principal should be closely associated with the programmes of student welfare, if they are to make a perceptible impact. Every university should have a welfare council consisting of students, teachers, administrators and social workers.

2. Health centres should be organized in every university campus, with all necessary amenities, in towns with large student population.

3. Scholarships may be awarded on the basis of merit alone, on the basis of economic condition alone, or on the basis of merit-cum-means.

4. As the living conditions exert a powerful influence on the students' character and personality, special attention should be given to hostel facilities, as lack of such facilities involves their having to give up their studies. At the same time, students' participation should be secured for looking after the boarding arrangements, such as deciding the menu, cleanliness among the hostel premises, etc.

5. The university/college should take steps to provide adequate transport facilities for students coming from distant places, through a local transport body or a college-owned bus service.

6. Entry into a college or a university is a very important change in the life of a student, and in some cases, the

change is so great and sudden that he is apt to lose his balance. Some deliberate steps have therefore to be taken to facilitate adjustment. All institutions of higher education should organize orientation programmes for their new students in the beginning of the academic year. Senior students should be actively associated with this programme. Group discussions and individual conferences can be arranged for the purpose and, where necessary, guided campus tours will also be helpful. No student should be left in doubt as to the arrangements for housing and food, days and hours when his classes meet, the fees to be paid and, above all, the general traditions of the institution, and the rules and regulations he is expected to observe. Each student should also be assigned to an academic advisor, who should be a member of the staff, and who will assist him in planning and formulating his total college programmes and organizing his studies to the best advantage. Every member of the teaching faculty should be expected to serve as an academic advisor to a group of students.

7. It is necessary that a student's energies are channeled into challenging and meaningful pursuits. This would partly be achieved by intensification of curricular programmes. It is also necessary to develop a rich and varied programme of co-curricular activities, which would include lectures, debates, essay competitions, group discussions, cultural programmes and contests, etc. Many of these activities are, even now, a part of the programme in good institutions.

They are rich in educational stimuli and help to develop and strengthen certain valuable attitudes and qualities such as co-operation, initiative, self-confidence and leadership. These should be organized, not only during term time, but also during vacations, which is more suited for some of the programmes.

8. The advice, support and initiative of the vice-chancellor or principal are indispensable for an imaginative and effective programme of student welfare. But, such work is so complex and many-sided that it needs a full-time dean of student welfare to look after its implementation. He should be an educationist with tact and vision, trained specifically for the job, and should be given sufficient status and authority to command respect and co-operation from the students and teachers. He should be expected to participate in academic to the maximum extent possible, and regarded as a member of the academic community.

9. Student unions represent an important way of providing student participation in university life outside the classroom. Properly organized, they help in self-government and self-discipline, provide a healthy outlet for students' energies, and give the students useful training in the use of democratic methods.

In some of the institutions, the educational objectives of student unions are being well realized and

are functioning satisfactorily. But, in a majority of institutions, particularly in recent years, they have tended to function like trade unions, representing the students interests as against the interests of teachers and the university authorities. This idea should be firmly and definitely discouraged. A university or college is an academic fellowship of equals, where things can be discussed and decided reasonably, and the joint committees of students and teachers have this purpose specifically in view. These should be fully utilized to ascertain and redress the genuine difficulties of the students. There is a general, and perhaps, justified complaint on the part of the students, that the college and university authorities sometimes take no notice of these difficulties and deprivations till they are backed by some form of so-called 'direct action' which has really no place in an educational institution. When, however, they are confronted by a strike or demonstration or some kind of violence, they sometimes yield abjectly, and students get the unfortunate impression that it pays to break the rules of discipline and good conduct. There is no justification for such administration. The members of the staff, the principals and the vice-chancellors should all learn to be sympathetic, understanding, responsive and responsible, and yet, decisive and firm when necessary, in their dealings with students. What binds students and teachers together in a deep and creative partnership, is the sharing of common interests, mutual regard and sense of values, and working

together for their main purpose, which is the pursuit of knowledge and discovery. Anyone who is not committed to this philosophy, or prepared to honour it, has really no place in an institution of higher education.

It would be useful to convene a conference of representatives of the student unions in universities and colleges once a year, for the purpose of considering various problems of common interest such as improvement of discipline and the promotion of academic excellence. Such a conference could also promote a sense of participation in the student community in the development of universities and colleges, apart from affording them an opportunity to express their views on matters that concern their studies and well-being.

10. STUDENT DISCIPLINE

In the last couple of decades, so much has been written about problems of student unrest, its numerous ugly manifestations, and the causes responsible for it, that it is not necessary for us to repeat the details. Briefly, there have been many ugly strikes and demonstrations, often without any justification, leading to violence, walk-outs from classrooms and examination halls, ticketless travel, clashes with the police, burning of houses, buses and cinema houses, and sometimes, even man-handling of teachers and university officers. There is a variety of causes which has brought about these ugly expressions of uncivilized behaviour, e.g., the uncertain future facing educated young

people, leading to a sense of frustration, which breeds irresponsibility ; the mechanical and unsatisfactory nature of many curricular programmes ; the totally inadequate facilities for teaching and learning in the large bulk of institutions ; the poor student-teacher contact - many a student goes through the entire undergraduate course without exchanging a word with his teachers ; the inefficiency and lack of scholarship on the part of many teachers, and their failure to interest themselves in the students' problems ; the absence of imagination and tact, combined with firmness on the part of the heads of the institutions ; the prevalence of what has come to be known as 'teacher politics', in some colleges and universities, the attempt by political parties to interfere in their work, and by no means the least, the impact of the conditions of public life in the country, the falling standards of discipline among the adults, and the weakening of the civic consciousness and integrity.

While such incidents and their contributory factors have been a feature of higher education for some years past, what is particularly disturbing at present is the noticeable trend towards the progressive deterioration, and the fact that these acts are increasingly committed quite un-apologetically, and on irrelevant and frivolous grounds. This is specially regrettable in view of the considerable expansion of opportunities for youth, that independence has initiated and of the critical challenges

that the nation is facing in the fields of both defence, and economic and cultural development. In such a situation, sociological explanations are not enough. Indeed, unless they indicate a feasible solution of the problem, and lead to effective action, mere explanation is likely to be mistaken for justification. Urgent steps are, therefore, needed to curb these trends, and to ensure that, whatever else, education may or may not aim at doing, it should at least strive to enable young men and women to learn and practice civilized norms of behaviour, and commit themselves honestly to social values of significance. It is also necessary to remember that the responsibility for the situation is not unilateral - it is not merely that of the students, or parents, or teachers, or the government, or the political parties, but multi-lateral. All of them share it, together with many factors in the objective situation, and no effective solution is possible unless each agency responsible for the malaise does its own duty. Some of the remedies for student unrest, therefore, go beyond the education system. But, even if we leave them out, there are two major things that the education system itself can and must do :

- remove the educational deficiencies that contribute to it, and,
- set up an adequate consultative and administrative machinery to prevent the occurrence of such incidents.

The first of these measures, the improvement of the educational process, is the nearest of the problems.

The discipline which higher education cultivates should aim at self-discipline directed from within, which does not primarily depend on external control. Moreover, such discipline can grow only if it is deeply related to the pursuit of deeper goals in life, and rises out of interest and devotion and scholarship. In other words, the incentives to positive discipline have to come from the opportunities that the institution presents, and the intellectual and social demands it makes on the students. From this point of view, there is a need to improve standards in these institutions, at all stages of education, including colleges and universities, and that is why the need, side by side, for providing a better standard of student services. Unless this is done, a radical cure to the problem is not possible.

With regard to the second of these measures, the whole of university life is to be treated as one, and that, all attempts at polarization between teachers, students, and administration should, therefore, be avoided. From this point of view, there should be appointment of joint committees of teachers and students, the establishment of a central committee under the chairmanship of the vice-chancellor or principal, consisting of students and teachers, and where advisable, association of students with the academic council and the court. What we have to strive to generate is the spirit of comradeship between teachers and students, based on mutual affection and

affection, and esteem, and a common allegiance to the pursuit of truth, of excellence in many directions, and of the good of the society as a whole. If this spirit could be created, many of the problems of discipline, which have bedeviled our academic life at present will become easier to solve and will, we hope, disappear in the course of time.